

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>UNIVERSITY OF UTAH – SCHOOL OF MEDICINE REPORT</b>	Information Item
2	<b>BOARD POLICY III.L. CONTINUING EDUCATION AND CREDIT FOR PRIOR EXPERIENTIAL LEARNING – FIRST READING</b>	Motion to Approve
3	<b>BOARD POLICY III.N. GENERAL EDUCATION – FIRST READING</b>	Motion to Approve
4	<b>BOARD POLICY III.W. HIGHER EDUCATION RESEARCH – FIRST READING</b>	Motion to Approve
5	<b>BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – SECOND READING</b>	Motion to Approve
6	<b>BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN URBAN STUDIES AND COMMUNITY DEVELOPMENT</b>	Motion to Approve
7	<b>BOISE STATE UNIVERSITY – MASTER OF ATHLETIC TRAINING</b>	Motion to Approve
8	<b>BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN ECONOMICS AND MASTER OF ECONOMICS</b>	Motion to Approve

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<b>9</b>	<b>IDAHO STATE UNIVERSITY – MASTER OF ARTS IN TEACHING</b>	Motion to Approve
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<b>10</b>	<b>IDAHO STATE UNIVERSITY – MASTER OF SOCIAL WORK</b>	Motion to Approve
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<b>11</b>	<b>DUAL CREDIT RECOMMENDATIONS</b>	Motion to Approve
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**SUBJECT**

University of Utah, School of Medicine Annual Report

**REFERENCE**

June 2008	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2013	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
September 2016	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code §33-3720

**BACKGROUND/DISCUSSION**

Since July 1976, the State Board of Education (Board) has had an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. In the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement. The program now provides opportunities for ten Idaho students annually to attend UUSOM through a cooperative agreement. A total of forty Idaho students can be enrolled in this four-year program.

As part of this agreement, UUSOM provides the Board an annual report which includes information regarding the established tuition and fees for Utah residents for the upcoming academic year, the names of students accepted for the upcoming school year, and a summary of the academic progress of continuing students enrolled.

**ATTACHMENTS**

Attachment 1 – University of Utah School of Medicine  
Annual Report for 2016

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**STAFF COMMENTS AND RECOMMENDATIONS**

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information including curriculum, clerkships, budget, and names and home towns of first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year.

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**BOARD ACTION**

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

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**SUBJECT**

Board Policy III.L, Continuing Education and Credit for Prior Learning – First Reading

**REFERENCE**

June 2013	The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.
October 2013	Board Approved first reading the Board Policy III.L.
December 2013	The Board approved second reading of proposed amendments to Board Policy III.L.
October 2016	The Board approved the first reading of proposed amendments to Board Policy III.L.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

**BACKGROUND/DISCUSSION**

The Board approved an initial first reading of this policy at their October 20, 2016 meeting; however, the wrong version of the draft policy was included with the agenda materials. Due to the differences between both versions, the proposed amendments to Board Policy III.L are being presented to the Board for another first reading.

The Idaho State Board of Education (Board) has been committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or prior learning assessment (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Prior learning should be evaluated upon the student's request and be eligible for credit if it is demonstrated by successfully passing an appropriately rigorous assessment.

Research shows that students who earn credit through PLAs are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold a certificate or degree by 2020.

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these

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recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

In early 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions.

In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also indicated disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

The proposed changes to Board policy aim to provide a solid floor for Board expectations regarding the use of PLAs and granting of credit for prior learning in Idaho.

**IMPACT**

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

**ATTACHMENTS**

Attachment 1 – Board Policy III.L – First Reading  
Attachment 2 – CAEL’s Final Report

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**STAFF COMMENTS AND RECOMMENDATIONS**

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The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1.

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

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**SUBJECT**

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

**REFERENCE**

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

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND / DISCUSSION**

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho’s public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless transfer.

Consistent with Board Policy III.N faculty discipline groups representing all institutions meet annually to ensure consistency and relevance of General Education competencies related to their discipline. At last year’s General Education Summit, a concern arose regarding a technical writing class that was identified as a GEM oral communication class. The Oral Communication discipline group believed the course did not align with the national discipline expected outcomes. This led to a conversation with the General Education Committee on June 10, 2016 and subsequently amendments to the oral communications competencies.

In alignment with General Education Committee recommendations, proposed amendments include requiring students to meet all six competencies upon completion of a course.

**IMPACT**

Approval of the proposed amendments will provide increased uniformity to the general education framework bringing the outcomes rubric into alignment with the national discipline expected outcomes.

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**ATTACHMENTS**

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

**STAFF COMMENTS AND RECOMMENDATIONS**

The General Education Committee and the Oral Communications discipline convened during this year's General Education Summit held on October 5, 2016 to discuss concerns regarding the oral communication GEM course competencies and to discuss amendments brought forward by the discipline group.

The Statewide General Education Committee reviewed and approved the recommended amendments at their October 5, 2016 meeting with minor changes. CAAP reviewed the proposed changes at its November 17, 2016 meeting and recommends approval.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented in Attachment 1.

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

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**SUBJECT**

Proposed Amendments to Board Policy III.W., Higher Education Research, First Reading

**REFERENCE**

June 17, 2010	Board approved a second reading to Board Policy III.W. Higher Education Research
August 11, 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 20, 2011	Board approved a second reading to Board Policy III.W. Higher Education Research
March 23, 2012	Board approved Higher Education Research Council IGEM Program Guidelines
October 10, 2014	Board approved an amendment to the Center for Advanced Energy Studies Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

**BACKGROUND/DISCUSSION**

The Board's Higher Education Research Policy, III.W. was established to recognize Idaho's universities role as a driving force in innovation, positive economic impact, and enhanced quality of life for Idaho. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the Idaho's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council (HERC) of the Idaho State Board of Education is responsible for advising the Board on the implementation of strategies that increase the quality and quantity of research in Idaho, encourage continued public and private support of research, enhance the quality and quantity of academic research produced, increase faculty eligible to compete for research funds, where appropriate, development of Idaho public institutions' research infrastructure and the development and implementation of a higher education statewide strategic plan for research.

In addition to establishing the purpose and responsibilities of HERC, Board Policy III.W. outlines minimum reporting and program requirements for those research

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programs administered by HERC on behalf of the Board. In March of 2012 new funding was appropriated to the Board's system-wide needs budget for the purposes of further research as well as ongoing funding to Boise State University, Idaho State University and the University of Idaho for activities associated with the Center for Advanced Energy Studies. The funds were appropriated under the umbrella of the Governor's initiative referred to as the Idaho Global Entrepreneurial Mission (IGEM). The IGEM vision is to leverage private-industry guidance and the talent and expertise of Idaho's research universities to commercialize innovative and viable technologies that will strengthen Idaho's economy. The ongoing appropriation totals \$1M to the Department of Commerce for innovation grants and to manage the Commerce IGEM Council; \$2M to the institutions for the Center for Advanced Energy Studies; and \$2M for competitive state university research under the direction of HERC. To facilitate the work of HERC the Board approved guidelines for the use of the funds by HERC. HERC conducted a competitive process and awarded three year projects with the initial funds. Proposed Amendments, incorporate these program requirements into Board Policy III.W.

Proposed amendments will also incorporate Board action from the October 10, 2014 Special Board meeting requiring Boise State University, Idaho State University, and the University of Idaho to report annually to the Board on institution related CAES activities through HERC. Additional amendments will make technical corrections and update minimum reporting requirements to better align with the current array of research programs administered by HERC.

**IMPACT**

Approval of the amendments to Board policy III.W. will provide for more applicable minimum reporting requirements for all programs funded through HERC and incorporate past Board action that was intended to be ongoing into Board policy consistent with the Board Bylaws.

**ATTACHMENTS**

Attachment 1 - Board Policy III.W., Higher Education Research – 1<sup>st</sup>  
Reading

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**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed changes incorporate past action taken by the Board regarding reporting Center for Advanced Energy Studies activities, use of funds appropriated for the use of the Board's Higher Education Research Council and designated for Idaho Global Entrepreneurial Mission purposes, and update minimum program reporting requirements.

Staff recommends approval.

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**BOARD ACTION**

I move to approve the first reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1.

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

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**SUBJECT**

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

**REFERENCE**

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.
October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Council on Academic Affairs and Programs (CAAP) identified several program names and degree titles that needed to be updated within the Statewide Program Responsibility chart in Board Policy III.Z. CAAP and Board staff also proposed amendments to the provision under subsection 2.b.i, that would clarify the statewide program responsibilities list will be "updated" by the Board every two years.

There was one change between first and second reading that would further clarify the term "when necessary" under subsection 2.b.i regarding the delivery of statewide program responsibility programs.

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**IMPACT**

Proposed amendments to Board Policy III.Z will bring program names and degree titles up-to-date and ensure such updates occur on a regular basis. The proposed amendments will also clarify the expectations of the universities regarding the delivery of statewide program responsibilities.

**ATTACHMENTS**

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

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**STAFF COMMENTS AND RECOMMENDATIONS**

Current Board Policy requires the “statewide program list shall be reviewed for alignment by the Board every two years.” Following close consultation between Board staff, institutions, and Instruction, Research, and Student Affairs (IRSA) members. It is clear that the alignment process is vague and infeasible, which provides explanation for its lack of occurrence. The proposed language provides clarity and actionable guidance with regard to this item.

Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

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

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



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**BOISE STATE UNIVERSITY**

**SUBJECT**

New Bachelor of Arts in Urban Studies and Community Development

**REFERENCE**

August 2016                      Based on approved line item request titled "Public Service Initiative" for \$2 million.

**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 Bachelor of Arts (BA) degree in Urban Studies and Community Development. The new program is the first of two programs being proposed by BSU's new School of Public Service; the second will be a BA in Global Studies, which will be considered at a later Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university.

Most existing urban studies programs focus on large, global, industrial cities, such as New York and San Francisco. The proposed program will be different in that it focuses on the challenges faced by communities in the Intermountain West. Cities and towns in the Intermountain West have unique cultural, economic, environmental and political dynamics, typically have a strong interdependence with adjacent rural areas, and are often geographically isolated.

Idaho is often labeled a rural state because of its vast open space, agricultural and forestry industries, and overall low population density. However, it is largely urban when considering demographics and economic activity: about 1.45 million or 87% of Idaho's estimated 1.67 million residents live in designated urban areas, which are defined as communities with a core population of at least 10,000.

Graduates will develop expertise in a range of fields that include economics, public policy, program evaluation, community building, and public communication; that expertise will enable them to address urban issues and challenges having to do with community development.

Graduates will be well prepared for a variety of graduate programs at the state's three universities. They will also have available to them a diverse array of career paths, include community development coordinators, economic development analysts, nonprofit program coordinators, urban demographers, city managers, and real estate project coordinators.

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Currently there are no other similar programs offered by Idaho public institutions. Programs in other states include Bachelor's degrees in Urban Ecology at University of Utah; Geography-Urban Studies and Urban and Metropolitan Studies at Arizona State University; Urban and Regional Development at the University of Arizona; Urban Studies at the University of Washington-Tacoma; Community Development at Portland State University, and Urban Studies and Planning at the University of Denver.

**IMPACT**

BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

The program will be resourced in three ways:

- Much of the coursework will be provided using already-existing faculty members and coursework.
- Additional capacity will be provided by two faculty lines devoted to the program, which result from reallocation of resources from the discontinued Community and Regional Planning program and reallocation of a faculty line from the Department of History.
- The above resources will enable BSU to get the program up and running. Expansion will be facilitated if BSU is successful in receiving the FY18 Line Item Request to the legislature, which includes two faculty lines that would be devoted to this program.

**ATTACHMENTS**

Attachment1 - BA in Urban Studies & Community Development proposal Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed program falls within the mission of BSU, and will create graduates who are prepared to work in a variety of fields supporting local communities and will be excellent preparation for graduate studies at all three Idaho universities.

BSU submitted a new FY18 line item request as part of their Public Service Initiative, which includes two faculty lines for the proposed program. This funding would enable the institution to expand the program. If not funded, BSU will still be able to move forward with implementation; however, the program would have more modest enrollment growth and increased constraints variety of electives available to students.

BSU's request to create a new BA in Urban Studies and Community Development 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 planning or community development programs.

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The proposal includes letters of support from leaders of eleven Idaho cities: Boise, Meridian, Caldwell, Lewiston, Eagle, Bonners Ferry, Blackfoot, Middleton, Orofino, Coeur d'Alene, and Ammon.

The proposal went through the program review process and was recommended by to the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Committee on Instruction, Research, and Student Affairs (IRSA) on December 1, 2016.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to create a Bachelor of Arts in Urban Studies and Community Development in substantial conformance to the program proposal submitted as Attachment 1.

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

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**BOISE STATE UNIVERSITY**

**SUBJECT**

New Master of Athletic Training Program

**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 a Master of Athletic Training degree. BSU has offered an accredited Bachelor of Science in Athletic Training for 34 years, and transition to a master's level program is being required by the Commission on Accreditation of Athletic Training Education. The proposed program will be offered face-to-face in BSU's regional service area.

Although many graduates from the proposed program will enter into Athletic Training positions, others will find employment in jobs that include high school teachers with responsibilities for athletic training, athletic instructors, fitness trainers, and orthopedic equipment salespersons. Additionally, the program is excellent preparation for professional schools that graduate physicians, physician's assistants, physical therapists, etc.

The extensive clinical training included in athletic training program necessitates face-to-face offering of the program and requires the offering institution develop extensive ties to local clinical sites and other stakeholders in the area. The proposed new program will continue BSU's long standing offering of athletic training degrees in the Treasure Valley, which contains the largest portion of Idaho's population. Northern Idaho is served by the University of Idaho, which recently transitioned from a baccalaureate program to a master's level athletic training program; it additionally offers a Doctor of Athletic Training degree. Eastern Idaho is served by Idaho State University's recently-created master's level program.

BSU's athletic training program is located in the College of Health Sciences, where it joins nursing, radiologic science, respiratory care, and social work in the array of programs in the college; it therefore contributes to the diversity of interaction available for faculty members and students.

The proposed program will commence summer of 2018. The program will be 24 months in duration, totaling 50 academic credits, and will include six semesters (including summers) of clinical practice for athletic training. The program will admit an initial cohort of 10-12 students annually, with the potential growth to 15 students annually.

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**IMPACT**

Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences.

**ATTACHMENTS**

Attachment 1 – Master of Athletic Training program proposal

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**STAFF COMMENTS AND RECOMMENDATIONS**

As provided in the program proposal, the Commission on Accreditation of Athletic Training Education (CAATE) announced in May 2015 that the entry-level Athletic Training degree level will be changing from a baccalaureate to a master's level. Fall 2022 will be the last allowed admission to an accredited undergraduate athletic training program. The creation of the proposed program represents the second step of transitioning degree levels.

Currently, Idaho State University offers a Master of Science in Athletic Training, which was created to meet a specific demonstrated need in Eastern Idaho for athletic trainers at the secondary school level as well as for other athletic health care personnel. The University of Idaho also offers a Master of Science in Athletic Training, which prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions.

BSU proposes to admit a cohort of 10-12 students annually, with a potential growth to a cohort size of 15 students depending on availability of academic and physical resources. Projected enrollments were determined using existing capacity, which is based on existing personnel and infrastructure, and which is limited to cohorts of 12 and a total enrollment of 24.

BSU's request to create a new Master of Athletic Training 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 athletic training programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's on Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

Board staff recommends approval.

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**BOARD ACTION**

I move to approve the request by Boise State University to create a new academic program that will award a Master of Athletic Training in substantial conformance to the program proposal submitted as Attachment 1.

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

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**BOISE STATE UNIVERSITY**

**SUBJECT**

New Master of Science in Economics and Master of Economics degree

**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 Master of Science degree in Economics and a Master of Economics degree. The proposed program will be offered face-to-face in BSU's regional service area.

Graduates will be prepared for careers that regularly make use of economic concepts and quantitative methods. They will be highly skilled in economic analysis, forecasting, statistical analysis, and political economy, and will be able to use their skills and knowledge to develop and shape policy, to inform business decisions, to analyze data, and to manage organizations.

Graduates of a master's program in economics fall into the category of having "deep analytical talent." The McKinsey Global Institute estimated that the supply of "deep analytical talent" in the U.S. in 2008 was approximately 150,000 positions. They estimate that "in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018." That is a tripling of positions over 10 years.

The program is being built on the foundation of a successful Bachelor's degree in the Department of Economics. It will add a set of new graduate-level economics courses, and will thereby strengthen existing graduate business programs such as our MBA and MS in Accountancy. It will also provide coursework for students in graduate programs such as public policy and administration, political science, health sciences, geosciences, engineering, and mathematics.

The University of Idaho (UI) offers a Master of Science in Applied Economics, which is focused on solving complex issues involving agriculture, communities, and natural resources.

**IMPACT**

Creation of the proposed program will have minimal fiscal impact. A portion of the coursework will be provided by existing undergraduate economics courses that will be cross-listed as graduate courses. Instructional capacity to offer a set of new graduate courses will be provided via reallocation of university funds to create two new graduate teaching assistantships; those assistantships will enable a restructuring of a large undergraduate course, which, in turn, will free up faculty instructional capacity for the graduate program.

**ATTACHMENTS**

Attachment 1 – MS/Master of Economics program proposal

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**STAFF COMMENTS AND RECOMMENDATIONS**

BSU states that students will graduate with a set of competencies that will be highly valuable to government, industry, and non-governmental organizations: economic analysis, forecasting, statistical analysis, and political economy. The MS program will emphasize research and will require completion of a thesis. The Masters program will require completion of a three-credit capstone course and project. The intended audience for the Masters is students or others in the community seeking skills in economic and quantitative analysis for career advancement and/or careers in more quantitative and analytical fields.

Currently, the University of Idaho offers an MS in Applied Economics, which has a focus in the areas of agriculture and natural resources. The program is designed to prepare students for management, research, and policy positions in the public and private sectors of the economy, and for further graduate study. Neighboring states with similar programs include Utah State University, offering an MS in Applied Economics and an MS/MA in Economics and the University of Oregon, offering an MA/MS in Economics.

BSU projects 16 initial enrollments during its first year of implementation, which was determined based on anticipated teaching and supervision capacity of up to 15-20 students per cohort given the current number of faculty members and anticipated graduate assistant resources.

BSU's request to create a new Master of Science in Economics and Master of Economics 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 economics programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and the Board's on Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Staff believes sufficient justification exists, based on regional need for BSU to create the proposed program, which can be of added value to the student and the state in light of BSU's proximity to much of the state's governmental structure and economic activity.

Board staff recommends approval.

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**BOARD ACTION**

I move to approve the request by Boise State University to create a new academic program that will award a Master of Science in Economics degree and a Master of Economics degree in substantial conformance to the program proposal submitted as Attachment 1.

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

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

New Master of Arts in Teaching

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University is requesting the addition of a Master of Arts in Teaching Program (MAT). This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. This degree will target a demonstrated need in the State of Idaho for qualified personnel in the secondary school setting. MAT programs ensure deep content knowledge grounded in a bachelor's degree, and then provide master-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement.

The program will be a cohort model with a timeline for completion based upon six (6) consecutive semesters, Summer semester through Spring semester. The program will be offered entirely online to serve interested parties throughout the state and provide greater access to our rural communities.

Program objectives are to increase options in pathways to teaching for content experts and career-changers who already hold a bachelor's degree, to create an educator preparation program that provides an incentive to seek teacher certification by promising higher starting salaries due to the simultaneous completion of a master's degree and to maximize enrollment in existing College of Education courses scheduled in the regular course rotation.

**IMPACT**

The MAT will not require any additional funding or new courses but will consist of a redistribution of existing courses to provide graduates with a bachelor's degree in a specific content area the pedagogical knowledge and skills necessary for initial certification as a teacher in Idaho. ISU does not anticipate that the MAT will negatively impact the current Master of Education (M.Ed.) in Secondary Education degree. The M.Ed. in Secondary Education focuses on fully-certified teachers seeking deeper pedagogy and content knowledge. The population targeted for the MAT program will be persons with an existing bachelor's degree who are seeking initial certification.

There could be an impact on the *Certification Only* programs as students elect to pursue a master's degree and certification rather than just certification. There would be no appreciable loss in overall enrollment and tuition, as equivalent

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graduate credit coursework would replace undergraduate coursework and ultimately result in official, recorded program completion gains for the college. Graduate courses in the current rotation would also be maximized.

**ATTACHMENTS**

Attachment 1 – Master of Arts in Teaching proposal

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU projects approximately 12-20 initial enrollments at the start of the program. Upon implementation, cohort enrollment will be capped at 20 candidates.

ISU's request to create a new Master of Arts in Teaching 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 educator preparation programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1.

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

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

New Master of Arts in Social Work

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G, Section V.R.3.b.iv.

**BACKGROUND/DISCUSSION**

Idaho State University is currently approved to offer a Bachelor of Arts (BA) degree in Social Work and is now proposing to add a Master of Social Work (MSW) degree. Currently, the BA program prepares graduates for generalist professional practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), the national accrediting body. Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited program; 2) a traditional two-year program for students who have completed non-social work BA degrees.

Given the current state of the profession for employment opportunities, Southeast Idaho (Regions 5 and 6) community need, and ISU student need, an MSW program at ISU is necessary. Local (regional) job openings are expected to be over 70 per year for the next three years. Economic data and forecasts indicate that social work related jobs are likely to be one of the top areas of growth in Idaho well into the next decade. Social work job openings are growing at a local, state, and national rate that significantly exceeds other job opportunities. Our purpose is to develop a quality, primarily seated, MSW program. Boise State University offers its MSW program both on campus and fully online. BSU has primary statewide responsibility for Social Work programs with a shared responsibility with ISU for programs in Region 5 and 6. Given Southeast Idaho's student base of first generation students and face-to-face learning styles, a fully online program offered to Idaho students will not adequately meet student learning needs within the State or the need for qualified professionals within our profession and community. We are proposing an option for students which will be based on quality, face-to-face interactions with intense faculty supervision and contact.

**IMPACT**

The enrollment in other programs at ISU will not be impacted. Students who earn a BA in Social Work from ISU typically go on to gain their masters from another

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institution which creates hardship in terms of expense and travel. With a local program, students will be able to concentrate their time on study and remain engaged in the local community while earning their degree. An MSW program at ISU would offer BA level students an alternative to traveling or enrolling in an online program to earn their graduate degrees.

ISU proposes to charge a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. Total credit hours for completion of the program are 60 graduate credits for the traditional two-year program and 45 graduate credits (including 12 field credits) for the advanced standing program. Student fees are necessary to cover specialized accreditation fees and costs associated with the field practicum.

**ATTACHMENTS**

Attachment 1 – Proposal for the Master in Social Work

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU projects 25 initial enrollments at the start of the program with 25 additional enrollments in year two and another in year three, after which enrollment would stabilize at approximately 75 students.

ISU requests approval to assess a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. This policy provides the criteria that must be met in order to designate a professional fee for a Board approved academic program. This includes programs which lead to credential or licensure, requires accreditation, entails extraordinary program costs, and aligns with traditional academic offerings of the institution. Based on the information provided in the proposal, staff finds that the request to assess the professional fee meets policy requirements.

ISU's request to create a new Master of Social Work is consistent with their Statewide Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V and VI. Consistent with Board Policy III.Z, BSU has the statewide program responsibility for Master of Social Work with a shared responsibility with ISU in Regions V and IV.

The following represents Social Work programs being offered by public postsecondary institutions:

Institution	Program Title	CIP Code	Degree Level	Location(s)	Regional/Statewide	Method of Delivery
ISU	Social Work	44.0701	BA	ISU Campus	Regional	Hybrid
BSU	Social Work	44.0701	BA	Boise Twin Falls	Regional	Traditional
BSU	Social Work	44.0701	MSW	Boise	Statewide	Traditional and On-line



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BSU	Social Work	44.0701	MSW	Lewiston Coeur d'Alene Twin Falls	Statewide	Traditional
LCSC	Social Work	44.0701	BA, BS	LEW/CDA	Regional	classroom
NIC	Social Work	44.0701	AA	Coeur d'Alene	Regional	Traditional
CSI	Social Work	44.0701	AA	CSI Campus	Regional	Traditional with some portion avail online

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1.

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

I move to approve the request by Idaho State University to designate a professional fee for the Master of Social Work in the amount of \$200 per semester in conformance with the program budget submitted to the Board in Attachment 1.

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

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**SUBJECT**

Dual Credit Work Group Recommendations

**REFERENCE**

October 2016            Board was provided with the initial recommendations of the Dual Credit workgroup.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Policy III.Y. Advanced Opportunities.

**BACKGROUND/DISCUSSION**

At its February 2016 meeting, the State Board's Instruction, Research, and Student Affairs (IRSA) Committee asked Board staff to assemble a workgroup consisting of representative stakeholders from higher education and K-12 education to bring forward a set of recommendations to make improvements to Idaho's dual credit program.

In close consultation with State Department of Education staff, the substantive focus of the work was divided into three categories: teachers, courses and administrative procedures. On average, each of the three groups met approximately weekly over five weeks to develop their recommendations. The recommendations were discussed among Board and Department staff, distilled down to one set of recommendations, and then returned to the workgroup members for their approval. The recommendations are an amalgamation of the three subcommittees' recommendations.

The recommendations were presented to and discussed by IRSA at its July 21 and September 29 meetings. Similarly, these recommendations were presented to and discussed by CAAP at its August 25 and September 15 meetings.

Additionally, during a September 1 phone call, Board staff discussed each recommendation with Adam Lowe, Executive Director of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Mr. Lowe commended the Board for undertaking this work and considering these recommendations, which he noted do not conflict with NACEP accreditation standards and are consistent with the direction NACEP and many states are moving towards.

The recommendations were brought before the Board as an information item and discussion item at the October 2016 Board meeting.

The recommendations include:

1. Providing scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach dual credit courses.
2. For those students who take academic dual credit courses, make the General Education Matriculation (GEM) framework, defined in Board Policy III.N. General Education, the focus.

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3. Requiring institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encouraging the institutions to offer more evening, summer, and online courses/programs specific to dual credit credentialing.
5. Standardizing more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.
6. Standardizing the site visit process by which high school dual credit teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identifying each institution's minimum requirements for an instructor to teach dual credit sorted by institution and discipline, and post this information in a single location.
8. Creating a standard template for voluntary use by districts and institutions regarding methods and levels of compensation processes and amounts for dual credit teachers.
9. Providing a state sponsored one or two day statewide institute for dual credit instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
10. Identifying who approves applicants to teach dual credit courses, how applicants are approved, and post this information in a centralized location.
11. Gathering from the institutions their respective hiring practices for dual credit instructors and posting this information in a centralized location.
12. Administering through the Board office, the dual credit enrollment participant survey.

**IMPACT**

The adoption and implementation of these recommendations offers an opportunities to provide consistency and transparency of processes; generate greater efficiencies, such as the streamlining and centralization of certain administrative functions; potentially create greater access for many rural students. This would create more accessible pathways for current high school teachers, particularly in rural areas to earn the necessary credentials to teach dual credit courses in their high schools.

**ATTACHMENTS**

Attachment 1 – Dual Credit Workgroup Recommendations	Page 5
Attachment 2 – REL Northwest Research Report	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Recommendations 1 and 4 reference “certification” or “credentialing” for dual credit teachers. There is currently no state certificate or credential required to teach dual credit courses in a secondary setting other than the standard teacher certifications required for elementary or secondary teachers. Board Policy III.Y. Advanced Opportunities requires instructors (teachers) teaching dual credit to meet the academic requirements for faculty and instructors teaching at a postsecondary institution or provisions must be made to ensure instructors are

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capable of providing quality college level instruction through ongoing support and professional development. The ongoing support and professional development is determined by the institution offering/transcribing the credits.

Recommendations 7, 10, and 11 all pertain to identifying institutions' requirements for instructors (e.g. hiring practices, approval of teachers/applicants) and providing that information in a central location, which could be combined into a single recommendation. Variations on the recommendations could be implemented through amendments to Board Policy III.Y. or through incentives to encourage changes in institution policies regarding textbooks and teachers for dual credit courses.

Reginal Education Laboratory (REL) Northwest researched Dual Credit in Idaho between the 2011-12 and 2014-15 school years. The report titled, "Getting Ahead With Dual Credit: Dual-Credit Participation, Outcomes, and Opportunities in Idaho" is attached. This research report may be important to future Dual Credit discussion in Idaho.

**BOARD ACTION**

I move to direct Board and Institution staff to develop recommendations and implantation timelines in alignment with the Dual Credit Workgroup recommendations and bring back for Board consideration at a later date.

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

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