

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 10, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	FIVE YEAR PLAN PRESENTATION	Motion to Approve
2	IDAHO STATE UNIVERSITY – COLLEGE OF EDUCATION – TEACHER PREPARATION PROGRAMS UPDATE	Information Item
3	BOARD POLICY III.N. GENERAL EDUCATION – FIRST READING	Motion to Approve
4	BOARD POLICY III.P. STUDENTS/I.T TITLE IX - SECOND READING	Motion to Approve

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**SUBJECT**

Five-Year Program Plan

**REFERENCE**

August 2012	The Board approved the first iteration of the Five-Year Program Plan.
August 2013	The Board approved the Five-Year Program Plan update.
August 2015	The Board approved the Five-Year Program Plan update.
August 2016	The Board approved the Five-Year Program Plan update.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, Section 33-113, Idaho Code.

**BACKGROUND/DISCUSSION**

Section 33-113, Idaho Code requires the Board, in the interest of efficiency, to define the limits of instruction at all publicly funded institutions, and to limit wasteful duplication to the extent practicable. Board Policy III.Z. sets the method by which the Board limits duplication or evaluates the need for duplication as well as assigns responsibility for assessing the educational and workforce needs around the state.

Board Policy III.Z.2.a.ii. requires institutions to create program plans in alignment with their Statewide and Service Region Program responsibilities that describe proposed programs to be offered over a five year period and all programs currently offered. Board staff reviews institution plans for alignment with statutory and policy requirements, program responsibilities, and duplication.

On April 18, 2017, Board staff coordinated a work session with the provosts to review draft institution plans, statewide needs, and to identify and discuss programs that could potentially be viewed as duplicative or in conflict with Statewide Program responsibilities. Board staff worked with the Division of Career Technical Education (CTE) to coordinate the work session, which also included the Deans of the Colleges of Technology.

The Five-Year Program Plan represents proposed programs for Academic Years 2017-18, 2018-19, 2019-20, 2020-21, and 2021-22

**IMPACT**

The Five-Year Plan will provide a comprehensive picture of anticipated institutional academic program development. The Five-Year Plan is intended to serve as the foundation for advising and informing the Board in its efforts to coordinate educational programs throughout the state. Approval of the Five-Year

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Plan will provide the institutions with the ability to proceed with the development of a program proposal for consideration by the Board.

**ATTACHMENTS**

Attachment 1 – The Five-Year Plan

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**STAFF COMMENTS AND RECOMMENDATIONS**

Institutions met on April 18, 2017 to review new proposed programs, discuss areas of concern, and potential collaboration opportunities. Each institution presented a brief summary of their institution plan and provided updates for programs identified last year for discussion. As a result, there was no unresolved discussion for proposed programs. During the work session, the universities identified updates needed to their respective statewide program responsibilities listed in Board Policy III.Z. Consistent with this policy, updates to the statewide program list are made every two years. The Board last updated the list in December 2016. Staff will be working with the institutions through the 2017-2018 academic year to bring forward any updates for the Board's consideration.

Instruction, Research, and Student Affairs (IRSA) reviewed the five-year plan at their July 27, 2017 meeting and will be prepared to discuss at the Board's meeting.

Staff recommends approval of the Five-Year Plans as submitted in Attachment 1.

**BOARD ACTION**

I move to approve the Five-Year Program Plan as submitted in Attachment 1.

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

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Teacher Preparation Program Update

**REFERENCE**

June 16, 2016

Adopted the recommendations by the Professional Standards Commission and accepted the State Team Report for ISU, and granted conditional approval for the English, English as a New Language, and Economics programs, and requested ISU provide an update on improvements to their teacher preparation program, as discussed, at the August 2017 Board meeting.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1254 and 33-1258, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02.100, Rules Governing Uniformity

**BACKGROUND/DISCUSSION**

In September of 2015, a state-level review team, as part of a national accreditation review by National Council for Accreditation of Teacher Education (NCATE), now Council for the Accreditation of Educator Preparation (CAEP), conducted a review of all educator preparation programs in the College of Education at Idaho State University (ISU). The findings from this review included a recommendation for conditional approval for the English, English as a New Language (now English as a Second Language), and Economics programs. In addition, there was discussion and a request by Board members that ISU provide an update on improvements to the university's teacher preparation programs at the August 2017 Board meeting.

Since June 2016, significant work has been accomplished to bring the three programs into compliance, as well as address communication, responsiveness, and access to educational programming at ISU. The response to each of the issues of concern for the three programs can be found in Attachment 1. However, one of the most significant accomplishments of the College of Education's work related to these findings had to do with strengthening and increasing communication across colleges. Faculty in the College of Education are now meeting regularly with discipline faculty in the Colleges of Arts & Letters, Business, and Science & Engineering who are responsible for the secondary content discipline-specific curriculum. The results of these efforts can be seen in the rapid response to the conditional approval of those programs.

In addition, ISU has made other positive changes in the College of Education (COE) to improve: 1) communication with students and COE stakeholders and

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enhance the profile of its programs; 2) responsiveness to inquiries regarding the teacher education program and the teacher pipeline challenge; and 3) to access to ISU educational programs.

**1) Communication:**

- Consistent participation at state-level educational programs (Idaho Superintendents Network, Professional Standards Commission, IACTE, Idaho Coalition for Educator Preparation (ICEP), IHELP, Idaho Association of School Administrators (IASA), ISBA);
- Regular participation by Deans, Faculty, and relevant staff at Regions 4, 5, and 6 Superintendent meetings.
- Held a bi-annual meeting with Deans, Department Chairs, and program leads in secondary content areas that support educator preparation programs to streamline work and enhance communication. ISU also has assigned College of Education faculty liaisons for each area to work closely with the faculty in these disciplines.

**2) Responsiveness:**

In response to the teacher pipeline challenge ISU has:

- Created 13 Future Educator Association (FEA) chapters in Regions 5 and 6 high schools that support and encourage students who are interested in teaching as a career (response to the Teacher Pipeline challenge). It is expanding into Region 4 in the Fall 2017 with its first chapter at Burley High School;
- Hosted the second annual FEA Day on ISU's campus to introduce students to ISU and the College of Education (in 2016 – 80 students attended; in 2017 – 188 students attended)
- Increased marketing and recruitment efforts.

To improve responsiveness for inquiries regarding the College of Education and Teacher Preparation programs ISU has:

- Created an “edadvise” email link that is checked multiple times a day by different people to ensure a timely response;
- Realigned administrative support specifically for the Advising, Teaching, and Learning Center.

**3) Access to Educational Programming:**

- Started the Master of Arts in Teaching degree
  - Online teacher certification program for Alternative Route teachers;
- Increased the number of courses offered online;
- Changed the times when courses are offered to fit with students' schedules better (i.e., more evening sections of classes to fit the needs of students who work full-time)
- Continuing efforts to strategically reduce program credit counts.

While ISU has reached significant accomplishments within the College of Education, it acknowledges more work needs to be accomplished in the coming

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year, and, communication, responsiveness, and access to educational programs will be a continued focus for the College of Education.

**IMPACT**

This work demonstrates ISU's commitment to ensuring its teacher preparation programs meet the state and national standards, as well as ensuring that we are appropriately serving the students' needs.

**ATTACHMENTS**

Attachment 1 – 2016 Teacher Preparation Revision Updates

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**STAFF COMMENTS AND RECOMMENDATIONS**

The information provided by Idaho State University clearly articulates processes for internal communication, however, it does not identify improvements to communication and responsiveness related to public facing services, specifically regarding information and accessibility to alternate certification routes. Responsiveness to individuals seeking to complete an alternate route to teacher certification is one area in need of improvement that has been identified for all of Idaho's approved teacher preparation programs.

**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.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.
February 2017	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 credit transfer for students.

The General Education Committee convened on June 2, 2017 to discuss potential amendments to Board Policy III.N., subsection 5.b that pertains to general education requirements for an Associate of Applied Science (AAS). Currently policy states that “any general education course” could meet the 15-credit requirement for the AAS degree. It was not clear if that meant “any general education elective course” or “any other GEM course”. The committee believed the initial intent was that it be any general education course so an amendment to policy is being proposed de for clarity. Other edits include incorporating a three-year cycle for updating general education competencies and clarifying duties for the general education committee. This policy has also been shared with Council on Academic Affairs and Programs (CAAP) and the state general education committee, and updates have been provided based on feedback offered to Board staff.

**IMPACT**

Approval of the proposed amendments will clarify the meaning of institutionally designated courses for AAS general education requirements. It also provides clarification for the responsibility of the state general education committee and state discipline-specific groups to address issues with GEM competency areas

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and courses when directed to do so by the Board.

**ATTACHMENTS**

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**STAFF COMMENTS AND RECOMMENDATIONS**

The primary purpose behind the development of GEM framework was to make the transfer and articulation of courses and credits more transparent and easier for students who may take courses from multiple institutions in order to complete a degree. Courses are evaluated and approved by individual institutions to meet GEM area competencies, and are guaranteed to satisfy the same requirement upon being transferred to another institution. With additional clarification regarding the application of institutionally designated electives for AAS programs, as well as added guidance for the role of various groups involved with overseeing GEM competency standards, course relevancy, and seamless transfer, the proposed changes will help provide direction and scope towards mitigating issues involving GEM curriculum and articulation.

Proposed amendments were shared with the Statewide General Education Committee and with CAAP at its July 20, 2017 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**

Board Policy III.P Student and I.T. Title IX– Second Reading

**REFERENCE**

April 2016	The Board approved the first reading of Board Policy I.T. Title IX and a second reading of III.P Students.
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P.
June 2017	Board approved first reading of proposed changes to Board Policies I.T. and III.P.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.T. and III.P.  
Education Amendments of 1972, 10 USC §1681 Title IX, CFR §106.1

**BACKGROUND/DISCUSSION**

Board Policy III.P.18

The attached revision to Board Policy III.P.18 clarifies that students are allowed to request Board review of any final institutional decision regarding a student's attendance at the institution, except that for matters involving a violation of an institution's code of student conduct, the matter will only be heard if the basis for the request is that the institution "substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony."

Board Policy III.P.12

The attached policy revisions also include a revision to Board Policy III.P.12 which would require that an institution's code of conduct also provide students with "an opportunity to appeal any disciplinary action." Currently Board Policy III.P.12 requires that amendment to an institution's statement of student rights and code of conduct requires review and approval by the institution's chief executive officer. The Board may want to consider requiring institutional amendments to statements of student rights and codes of conduct be reviewed and approved by the Board, if the Board is concerned that future revisions might diminish existing student protections.

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Board Policy I.T.

The attached policy revisions also include a revision to Policy I.T. to clarify that in cases involving allegations of sexual misconduct, an institution must provide both the complainant and respondent with an opportunity to review the institution's investigation report and an opportunity to provide a written response within a reasonable amount of time.

**IMPACT**

The proposed policy amendments will clarify that students may request Board review of any final institution action except that matters involving student misconduct will only be heard if there is an allegation that an institution failed to comply with the requirements for its review process. Institutions will ensure reasonable timeframes are provided for complainants and respondents to review and respond to a Title IX investigation report.

**ATTACHMENTS**

Attachment 1 – Board Policy, III.P Students.  
Attachment 2 – Board Policy, I.T. Title IX

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**STAFF COMMENTS AND RECOMMENDATIONS**

Prior to consideration of the proposed policy amendments each of the institutions provided a brief written summary to the Board at the June 2017 Board meeting of their procedures and status on appeals processes implementation of Board Policy I.T. Title IX. Institutions also addressed questions raised by the Board at the meeting. There were no changes between the first and second reading.

Staff recommends approval of the second reading of the proposed policy amendments.

**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy III.P. Students and I.T. Title IX as submitted in Attachments 1 and 2.

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