

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF UTAH SCHOOL OF MEDICINE – ANNUAL REPORT	Information Item
2	EPSCOR – ANNUAL REPORT	Information Item
3	BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN GENETIC COUNSELING	Motion to Approve
4	BOARD POLICY III.P. STUDENTS – FIRST READING	Motion to Approve
5	BOARD POLICY III.N. GENERAL EDUCATION – SECOND READING	Motion to Approve
6	COMPLETE COLLEGE IDAHO – GUIDED PATHWAYS UPDATE	Information Item

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

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.
December 2016	The Board Received the annual University of Utah School of Medicine Report.

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 at any one time in this four-year program.

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information to include an overview of the four-year curriculum and clerkships.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine
Annual Report for 2017

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The report also includes a financial overview of support provided for ten students in Academic Year 2016-2017, and an admissions summary consisting of names and home towns of those first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year. Staff anticipates that the renewed contract would come before the Board at their April 2019 meeting.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017**

BOARD ACTION

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

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2013	EPSCoR provided their annual report to the Board
April 2014	EPSCoR provided their annual report to the Board
April 2015	EPSCoR provided their annual report to the Board
August 2016	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Idaho has three active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement (RII) awards:

- Track-1 RII; 2013-2018 - \$20 million, "Managing Idaho's Landscapes for Ecosystem Services (MILES)"

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

- Track-2 RII Focused EPSCoR Collaborations; 2017-2021 - \$6 million, “Using Biophysical Protein Models to Map Genetic Variation to Phenotypes”
- Track-3 RII Building Diverse Communities; 2014-2019 - \$750,000 (up to five years), “Indigenous Program for STEM Research”, and “Regional Native Network of Graduate Education: A National Research and Educational Model”

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new Track-1 grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services”, for \$20M. This grant was a 5-year grant and is scheduled to be completed this fiscal year. NSF-EPSCoR grants require a state matching component, these funds are paid out of a portion of the funds allocated for use by the Board’s Higher Education Research Council (HERC). The state match for the current award is \$800,000 for fiscal year 2018.

BOARD ACTION

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

BOISE STATE UNIVERSITY

SUBJECT

Approval of a new, online program that awards a Master of Science in Genetic Counseling

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.3.a.x.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a program that awards a Master of Science in Genetic Counseling. The program will be wholly online and will operate under the fee guidelines of Board Policy V.R. as it pertains to wholly online programs.

Genetic counseling is defined as "the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease." Boise State University's program will help to meet the workforce need for more genetic counselors, will help alleviate the lack of seats in genetic counseling programs, and will do so with a highly accessible online program:

- The National Society of Genetic Counselors reports that since 2006, the profession of genetic counseling has seen growth of 85%, and nationally there are four jobs for every graduate, with anticipated future demands growing at an increasing rate. Locally, the number of unique job openings for genetic counselors has doubled since 2012. In 2012, there were three unique, unfilled positions and in 2017 there are six unique positions. However, these newly created jobs have remained unfilled for longer periods of time. Of the six positions in 2017, four currently remain open: one since May 2015, one since December 2016, and two since June 2017. The average time to fill the position is 12 months with a range of 8-27 months. The entry level salary for a Genetic Counselor is \$65,000.
- A master's degree in genetic counseling from an accredited program is required to become a genetic counselor in Idaho. However, potential students interested in becoming a genetic counselor face strong competition for extremely limited space in existing programs. The Association of American Genetic Counseling Directors reports that 330 applicants out of 1,300 are accepted to genetic counseling programs each year. The only program serving students in the Northwest is a face-to-face program at the University of Utah; that program annually accepts 7 students out of a total of 109-128 applicants.
- Because the proposed program will be wholly online, it will be available to students in rural areas of Idaho and surrounding states, and will attract a

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

nationwide audience sufficient to make the program financially sustainable.

The program will focus on emerging trends in the field of genetic counseling, which include advancements in genetics/genomic technologies, service to underrepresented and rural communities, the need for business skills, and inter-professional development. Students will participate in collaborations involving other members of the healthcare team through experiential components of the curriculum that focus on inter-professional education.

The proposed program is one of several being created via the eCampus Initiative at BSU. BSU's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes, and uses a multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer.

The proposed program is currently seeking to obtain Accredited New Program status with the Accreditation Council of Genetic Counselors (ACGC). At this juncture, a letter of intent has been submitted to and accepted by the ACGC.

IMPACT

The program will not require the use of any new state appropriated funds. The program will operate under Board Policy V.R., 3.a.x. as it pertains to wholly online program fees. Students will be charged \$982 per credit hour. For the 56 credits required for completion of the proposed program, the total cost will be \$54,992. A review of 10 institutions offering similar in-person degrees found that the lowest total degree cost was \$26,796 and the highest was \$65,200 with the average at \$46,244. However, the costs at the lower end of the spectrum were typically for state institutions charging in-state resident rates; BSU's program will charge the same rate for in-state and out-of-state students. Another consideration is that Idaho students would not need to move and otherwise incur that expense.

In the same review among ten institutions, the program will require more hours for degree completion than all but one (tied). However, this is necessitated due to the curriculum having more business and professional development coursework. It is expected that graduates will acquire skills necessary for clinical work and industry.

The program is projected to admit an annual cohort of 15-17 students, which is small enough to provide the high-quality, highly-interactive classes needed for a high quality program and it is large enough to make the program fiscally sustainable. It is hoped the program will receive provisional accreditation from the Accreditation Council for Genetic Counseling by August 2018 at the latest, so as to participate in the student application and admission process in 2019.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

Sunset clause: Because the program will be utilizing the online fee model, it is best to put the minimum enrollment in terms of credits and student FTEs, which are the items that translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, the estimated minimum number of credits and student FTEs to achieve break-even status by the fourth year is 629 annual student credit hours. This equates to approximately 23 student FTE. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated at least annually. However, if program revenues do not cover expenses by the third year, possible discontinuation of the program will be addressed.

ATTACHMENTS

Attachment 1 – Program Proposal – M.S. in Genetic Counseling Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University (BSU) proposes to create a fully online degree program leading to a Master of Science in Genetic Counseling. Similar programs offered by other institutions are delivered in-person. Those institutions include California State University, Stanislaus; Stanford University; University of California, Irvine; University of Colorado, Denver; and University of Utah. BSU would be the first to offer a Genetic Counseling program online.

BSU's proposed MS in Genetic Counseling 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 counseling programs. BSU indicates that the proposed program is intended to meet the growing need for genetic counselors in local health systems such as St. Luke's and Saint Alphonsus.

Financial Considerations:

BSU has proposed a \$982 per credit hour (approximate total program cost of \$54,992) under the Board policy on pricing of fully-online programs (Section V.R.3.a.x.). The institution acknowledges that this rate is higher than other programs, but they expect it to be competitive in that it will obviate certain expenses such as those associated with traveling to campus. BSU projects that the program will be self-sustaining in year four. BAHR reviewed the financial component of the proposed Genetic Counseling program at its meeting on October 6, 2017.

Staff assessment of the fiscal aspect of the proposal is that the suggested price—more typical of self-support programs—would negatively impact the access and affordability of the program for many traditional and on-line students who might wish to pursue this program, and would appear to be an exception to the general guidance emanating from the Governor's Higher Education Task Force that on-

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

line program delivery modalities should provide affordable access for place-, time-, and/or life situation bound students to needed education and 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 September 21, 2017 and was presented to the Instruction, Research, and Student Affairs (IRSA) committee on October 5, 2017 and to the Business Affairs and Human Resources Committee (BAHR) on October 6, 2017.

Though high cost and fiscal considerations were taken under advisement, staff recommends approval of the proposed M.S. in Genetic Counseling based on program description, purpose, and regional and state need for mental and behavioral health professionals.

BOARD ACTION

I move to approve the request by Boise State University to create a new online program that will award a Master of Science in Genetic Counseling 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 Boise State University to designate an online program fee for the Master of Science in Genetic Counseling in the amount of \$982 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

SUBJECT

First Reading - Board Policy III.P Students

REFERENCE

February 2016	Board approved first reading of amendment to Board Policy III.P.16. Student Health Insurance.
April 2016	The Board approved the second reading of proposed amendments to III.P Students Student Health Insurance.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P regarding Title IX and student appeals.
June 2017	Board approved first reading of proposed amendments to III.P. regarding student appeals
August 2017	Board approved second reading of proposed amendments to III.P. regarding student appeals.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, III.P.

BACKGROUND/DISCUSSION

The Center for Disease Control and Prevention (CDC) reports college students, specifically freshmen living in residence halls or other forms of group housing, are at a higher risk of contracting bacterial meningitis as well as other vaccine-preventable diseases than the general population. The American College Health Association (ACHA) and the CDC recommend that college students, especially college freshmen, and their parents be educated about the benefits of vaccination against vaccine-preventable diseases and vaccines commonly recommended for college students. The ACHA recommends postsecondary institutions, at a minimum, make an effort to provide access to immunizations against meningococcal disease for those who would like to reduce their chances of contracting the disease.

The National Council of State Legislatures reports 37 states currently have some form of state law regarding postsecondary institutions and vaccination requirements. These laws range from requiring information be provided to freshmen students regarding the danger of vaccine preventable diseases and the benefits of being vaccinated to requirements that all students in student housing be vaccinated or sign a waiver or exemption form. During the 2017 Legislative Session Senator Martin, working with the Idaho Immunization Coalition, considered running legislation requiring all postsecondary institution that provide on-campus or group housing to provide current information about vaccine-preventable disease to each student at the time of admissions. After discussing further with Board and institution staff Senator Martin chose instead to ask the Board to consider, through Board policy, requiring institutions to provide

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

information to students at the time of admission regarding vaccine preventable diseases and the benefits of vaccinations.

IMPACT

Approval of the proposed amendments would require the four year institutions to provide informational material regarding vaccine's to students at the time of admissions and eliminate the need for any legislative changes requiring the institutions to provide the informational material. The Center for Disease Control currently provides material the institutions could use, resulting in no additional cost to the institution other than those related to the distribution of the information. The information could be distributed to students in an electronic format.

ATTACHMENTS

Attachment 1 – Board Policy, III.P Students	Page 3
Attachment 2 – ACHA College Student Immunization Guidelines	Page 6
Attachment 3 – Example of available CDC Vaccine Recommendation	Page 17

STAFF COMMENTS AND RECOMMENDATIONS

The Center for Disease Control and Prevention provides recommendations divided into two categories. Category A recommendations are made for all persons in an age or risk factor based group and Category B recommendations are made for individual clinical decision making. A Category A recommendation means a vaccine is recommended for everyone in an age-group or risk factor group. A Category B recommendation means a vaccine is recommended based on an individual clinical situation. Vaccines commonly recommended for college students include: Meningococcal conjugate, Tdap (tetanus, diphtheria, and acellular pertussis), Human Papillomavirus (HPV), and seasonal influenza.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.P. Students creating a new subsection 17. Student Vaccine Informational Materials as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

SUBJECT

Board Policy III.N., General Education – Second 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.
August 2017	The Board approved the first 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 proposed policy amendments provide clarity for the transfer of GEM courses and clarify the general education requirements for the AAS degree. 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.

An additional change has been made between first and second reading, which clarifies that all GEM courses transfer, including institutionally designated courses, and meet this general education requirement with or without prior completion of the GEM framework. This should enable added flexibility with courses meeting degree requirements upon transfer, and ensuring less hours are needed for completion when transferring.

IMPACT

Approval of the proposed amendments will clarify the application of institutionally

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
OCTOBER 19, 2017

designated courses for general education requirements for associate and baccalaureate degrees. 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 and courses when directed to do so by the Board.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

The primary purpose behind the development of the 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 all 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 _____

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017**

SUBJECT

Complete College Idaho Plan – Guided Pathways

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary credential - degree or certificate - by 2020 based on the Georgetown study and projected Idaho workforce needs.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	The Board approved the final version of the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan) and postsecondary degree and certificate projections.
February 2013	The Board was given a comprehensive update and overview of the CCI Plan, its five strategies and underlying initiatives. The Board identified the need for the institutions to take the plan to the next level to implement.
December 2013	The Board received a CCI Plan update that focused exclusively on Transforming Remediation (Strategy Two)
September 2017	The Board adopted the recommendations submitted by the Governor's Task Force on Higher Education, which included CCI strategies such as the implementation of Guided Pathways.

BACKGROUND/DISCUSSION

When the final version of the Complete College Idaho (CCI) Plan was approved by the Board in June 2012 significant work began in collaboration with the Office of the State Board of Education and the public postsecondary institutions to

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

implement many of the strategies underlying the CCI plan. The strategies are adopted from Complete College America (CCA). CCA is an alliance of 36 states, including Idaho, who have pledged to take action to: (1) significantly increase the number of students successfully completing college, and achieving degrees and credentials with value in the labor market; and, (2) close attainment gaps for traditionally underrepresented populations. One of the strategies, which are known as 'Game Changers,' involves the delivery of Guided Pathways.

Guided Pathways is the concept by which students are provided with highly structured degree plans, not individual courses. Students may begin in a limited number of "meta majors," which funnel into specific majors. For most optimal implementation, every semester of study is mapped for the entire program, and guarantees that milestone courses will be available when needed. Early warning and analytics systems can be integrated to alert advisers when students fall behind so as to ensure intervention can be delivered in a timely manner.

This presentation is intended to provide an overview of this concept and to outline progress to date in Idaho.

The CCI Plan focuses on improving educational attainment and responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. Increased education attainment has the potential to attract out-of-state business to Idaho, thus positively impacting Idaho's future economic development. The postsecondary degree and certificate projections provided by staff and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. The CCI Plan outlines strategies for implementing the Board's strategic plan, including the Board's education attainment goals.

IMPACT

The implementation of Guided Pathways is intended to provide students with clear expectations and timeline regarding degree completion. The concept also provides students with flexibility to pursue a degree path without committing to a specific program, with minimal expense to the length of time needed to complete a degree. When supported with early warning technology it helps faculty and advisors conduct outreach and intervention to students who may not be performing well in classes. In doing so, appropriate action can be taken to address academic, social, and/or health issues as needed. In sum, this strategy can be leveraged to help ensure students complete in a timely manner in an academic program that best aligns with their interest and ability, and minimizes student debt.

ATTACHMENTS

Attachment 1 – Guided Pathways Overview

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 19, 2017

In addition to Board staff work with the institutions since 2012, the systemic implementation of the Game Changers was recommended by the Governor's Task Force on Higher Education. Staff will continue to provide the Board with updates on the strategies – such as Guided Pathways - that support the Game Changers. These updates will provide opportunities for Board discussion and feedback on progress and the work being conducted.

BOARD ACTION

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