

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18, 2019**

TAB	DESCRIPTION	ACTION
1	DIVISION OF CAREER AND TECHNICAL EDUCATION – MICROCERTIFICATION PLATFORM PRESENTATION	Information Item
2	BOARD POLICY III.V. – ARTICULATION AND TRANSFER – FIRST READING	Action Item
3	BOARD POLICY III.E. – CERTIFICATES AND DEGREEES – SECOND READING	Action Item
4	BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE – SECOND READING	Action Item
5	OPEN EDUCATION RESOURCES PROGRESS REPORT	Action Item

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18, 2019

DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

SkillStack® - Idaho's Skill Based Learning System

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective B: Alignment and Coordination. GOAL 3: WORKFORCE READINESS: Objective A: Workforce Alignment.

BACKGROUND/DISCUSSION

SkillStack® is Idaho's system for tracking skill based learning, developed by Idaho Career Technical Education (CTE). SkillStack® badges are micro-certifications and can align to postsecondary credit, industry certifications and/or common job openings. Individuals must demonstrate competency in order to earn a badge. Each badge has a list of skills that are "checked" as the individual demonstrates that they can perform the skill. In some cases, that demonstration can be through a written assessment; in others, it must be observed through either role-play or a hands-on demonstration.

Digital badging (or micro-certifications) is a growing trend to help close the skills gap and enhance learning. Through SkillStack®, individuals can earn badges, educators can validate skills and business can search for qualified talent. Badges are developed with industry input and are validated by qualified educators.

IMPACT

Microcertifications (badges) will increase opportunities and options for individuals to gain the necessary workforce skills needed to meet industry needs in high demand areas. There is no fiscal impact to individuals using SkillStack®. The Workplace Readiness Incentive Grant will incentivize secondary CTE teachers to use SkillStack®. Idaho Career & Technical Education collaborates with Idaho Digital Learning on the maintenance and development of SkillStack®. Currently, institutions utilizing SkillStack® pay for each badge developed through a Memorandum of Understanding.

ATTACHMENTS

Attachment 1 – SkillStack® Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Dwight Johnson, CTE State Administrator, will provide an overview of SkillStack® in response to a request made by the Board at its February meeting. It is intended to inform the conversation regarding the proposed amendments to Board Policy

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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III.E Certificates and Degrees, concerning a definition to be added for microcertification.

BOARD ACTION

This item is for informational purposes only.



Idaho's Skill-based Learning System

State Board of Education
Dwight Johnson
April 2019





SBOE Policy III. E. 1. a

viii. Microcertification

A credential in a narrowly focused area within career-technical education (CTE) or academic program that confirms mastery of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Basics

- Badges represent skills or competencies
- Earn badges by demonstrating competency
- Skills validated by credentialed educators
- Developed with industry input
- Different Applications for Secondary & Postsecondary programs



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Secondary CTE Applications

- Measure, assess, validate and track student growth
- Teacher feedback for program improvement
- Articulate CTE college credit transfer to Technical Colleges



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Workforce Readiness Teacher Bonus

- SB1222 –2018 Legislature est. new program
- Provides bonus for secondary CTE teachers
- Based on the number of workforce ready students:
 - Earned all SkillStack® badges in pathway
 - Passed Workforce Readiness Assessment & Technical Skill Assessment
- FY2020 Appropriation - \$200,000
- Spring 2020 – First teacher bonus distribution



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Two ways to earn CTE College Credit

- Dual Credit
- Technical Competency Credit (TCC).



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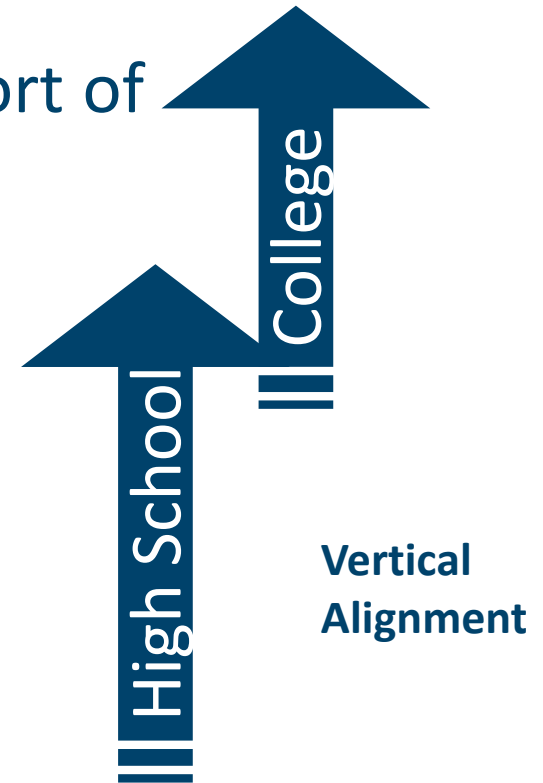


CTE Program Alignment

- Statewide Articulation Framework
- Enhance transfer of CTE College credit
- Increase the “Go-On” Rate in Support of 60% Goal



Horizontal
Alignment



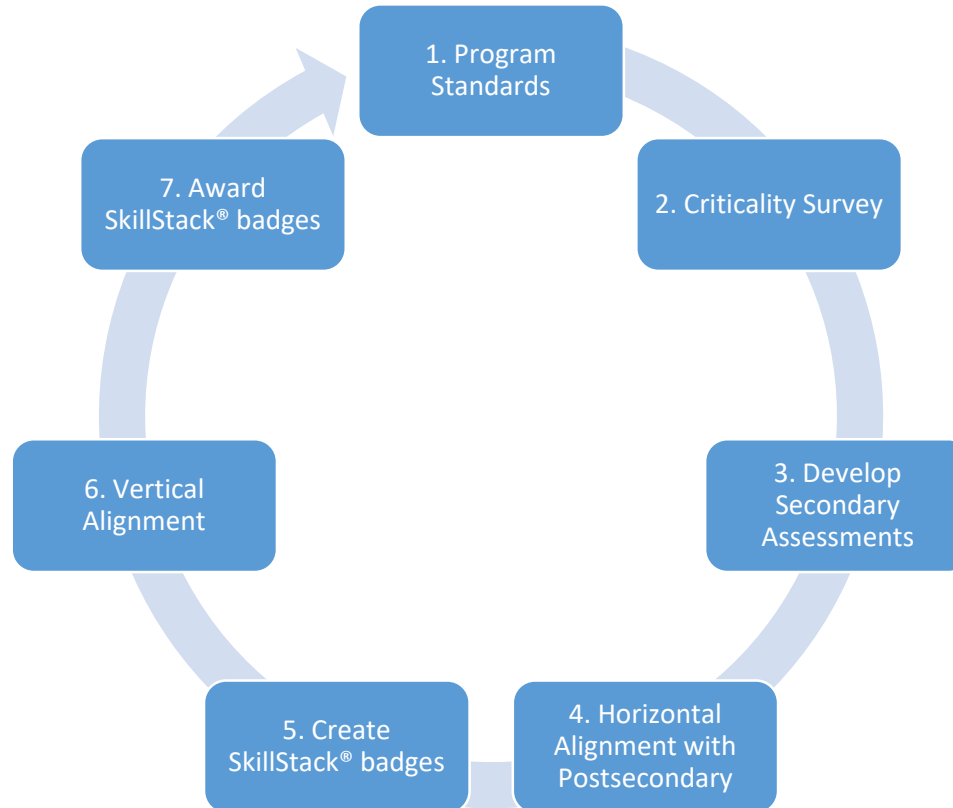
Vertical
Alignment



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The Standards Setting Process



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CTE Programs Aligned

16/17	17/18	18/19	19/20
Admin Services	Applied Accounting	Agribusiness	Ag Leadership & Communications
Auto Collision Repair	Culinary	Animal Science	Ag Food Science & Processing
Automotive Technology	Drafting	Business Management	Automated Manufacturing
Computer Support	Early Childhood Education	Certified Nursing Assistant	Business Digital Communications
Diesel Technology	Electronics Technology	Ornamental Horticulture	Cosmetology
Precision Machining	Graphic Design	Small Engines/Power Sports	Dental Assisting
Programming/Software	Hospitality Services		EMT
Web Design	Marketing		Pharmacy Technician
Welding	Network Support		Rehabilitation Services
	Pre-Engineering		
	Residential Construction		

35 OUT OF 50
PROGRAMS ALIGNED BY 2020



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Welding Bridge Pilot Success

- Pilot program to better “bridge” college credits for cohort programs
- 14 students enrolled Summer 2018 at CWI & CSI
- 12 students completed Summer Pilot
- 10 started as Sophomores the Fall after HS Graduation



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Postsecondary Applications

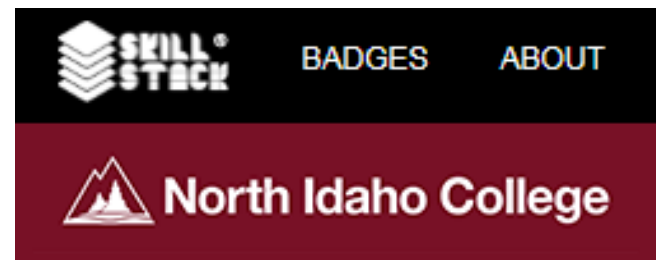
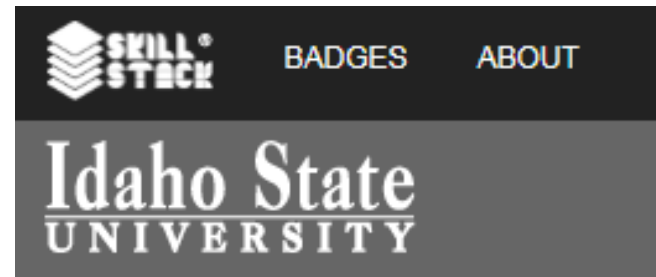
- Badge and assessment development
- Augments industry certifications
- Flexible, adaptable



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SkillStack® - Workforce Training

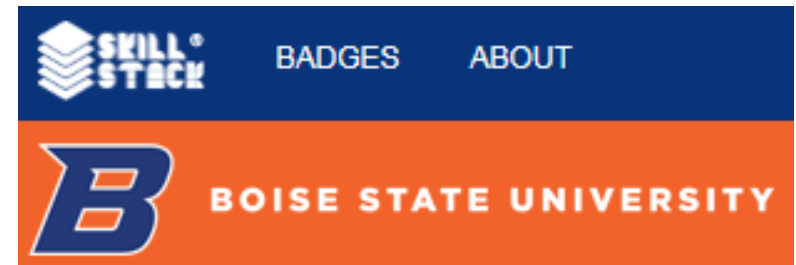


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SkillStack® - Professional Development

- Business/Management
 - General Management
 - Leadership Development
- Career Development
 - Service Learning
- Information Technology (IT)
 - Web Accessibility

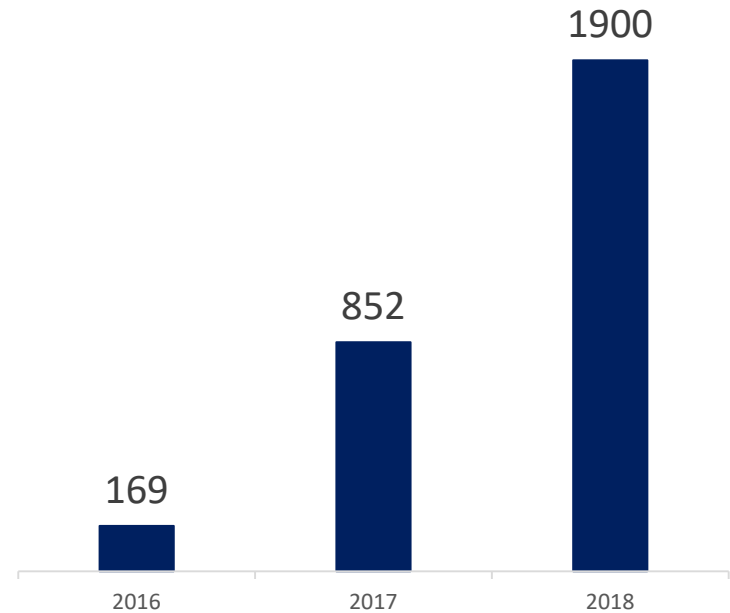
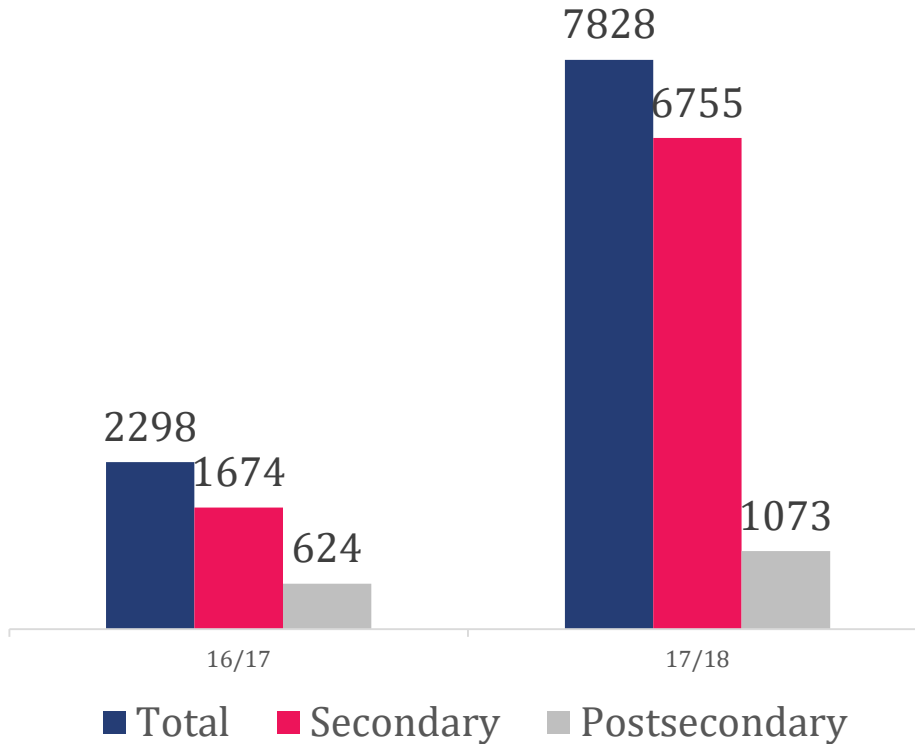


We prepare Idaho's youth and adults for high-skill, in-demand careers.



Badges Awarded (10,126)

Badges Earners (2,921)



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Long-term potential strategies for expansion

- Corrections
- Tribes
- Idaho Digital Learning
- Adult Education
- State Department of Education
 - Professional Standards Commission
 - Competency Based Education



We prepare Idaho's youth and adults for high-skill, in-demand careers.



Thank you!

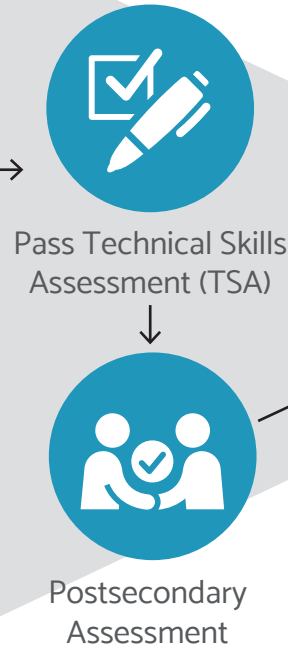
State Board of Education
Dwight Johnson
April 2019



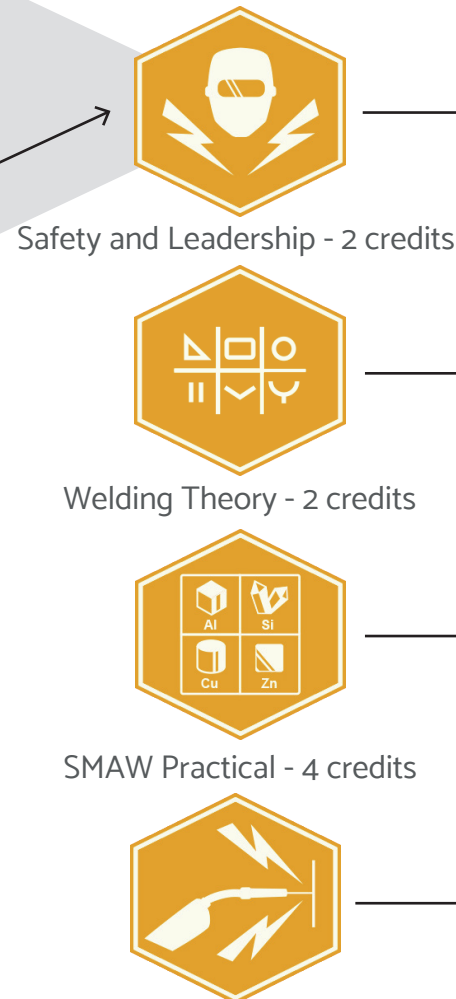
WELDING Pathway



Individual Badges
 Earned in High School
 CTE Programs



Microcertifications (Stacked Badges)
 Technical Competency Credits (TCC)



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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

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

REFERENCE

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

BACKGROUND/DISCUSSION

Board Policy III.V, Articulation and Transfer, establishes requirements for the articulation and transfer of courses between Idaho’s public postsecondary institutions. Proposed amendments to Board Policy III.V adds a requirement that credits awarded through a prior learning assessment (PLA) by one of the institutions for a course on the common course list or for meeting a general education requirement shall transfer between those institutions as the same course on the list and/or meet the same general education requirement.

IMPACT

Approval of proposed amendments will provide institutions and staff with necessary guidance for transfer of course credits awarded through PLA. It will also

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

provide maximum transparency and consistency for course articulation across institutions. This will help ensure students are provided with an opportunity to complete their degree in a timely manner without the need to repeat courses or to submit requests for evaluation of PLA credit awarded at a prior institution.

Furthermore, amendments conform with Section 33-3729, Idaho Code ensuring completion of the Board's general education requirements for students who earn an Associate of Arts or Associate of Science degree from any institution within or external to Idaho, which is regionally accredited by a body recognized by the Board.

ATTACHMENTS

Attachment 1 – Board Policy III.V, Articulation and Transfer – 1st Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.V will provide for the seamless transfer of credits earned through PLA consistently across Idaho's public postsecondary institutions. Proposed policy amendments were shared with Council on Academic Affairs (CAAP) members, and institution provosts at the Instruction, Research, and Student Affairs (IRSA) meeting on January 31, 2019 and the March 21, 2019 meeting.

Furthermore, Section 33-3729, Idaho Code requires Idaho postsecondary institutions to recognize students who complete an Associate of Arts or Associate of Science degree at any institution accredited by a body recognized by the Board as having completed the Board's general education requirements and prohibits the institutions from requiring these students to complete any additional general education requirements. These policy amendments will require the institutions to also transfer PLA credits for general education purposes for students who complete an Associate of Arts or Associate of Science degree from an institution accredited by a body recognized by the Board.

Board staff recommends approval as presented.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer

June 2019⁹⁵

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

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

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

1. Statewide Articulation

a. Academic Undergraduate Degrees

- i. Students who complete requirements for the Associate of Arts or Associate of Science degree at a regionally accredited postsecondary institution ~~in Idaho~~ will be considered as satisfying the general education requirement, as defined in Board Policy III.N., upon transfer to a ~~four-year~~ public institution in Idaho and will not be required to complete any additional general education requirements.
- ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and transfer from a regionally accredited postsecondary institution in Idaho will not be required to complete additional general education requirements at the receiving institution.
- iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

b. Associate of Applied Science (AAS) Degrees

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

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer

June 2019~~5~~

~~will be~~ applied towards the associated GEM competency of the receiving institution.

- ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.
2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of sections [33-107\(6\)\(be\)](#) and [33-2102, and 33-3729](#) Idaho Code and Board Policy III.V.2.c [through ed.](#) Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:
- a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.
 - b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.
 - c. Non-remedial course credits earned at an institution under the Board's governance, regardless of being a general education credit or not, are transferable to any other institution governed by this policy.
 - d. Academic credits accepted from a regionally accredited institution into an academic program by one institution under the Board's governance shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between the other postsecondary institutions governed by this policy.
 - [e. Courses on the common course index list, as provided in Board Policy III.N.6.b, that are awarded credit through prior learning assessments, as outlined in Board Policy III.L.1.b, from an institution shall transfer as equivalent course credit between those institutions. An area of general education, as listed in Board Policy III.N.3, for which credit is awarded by an institution through prior learning assessments, shall transfer across those institutions as meeting the same general education requirement.](#)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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SUBJECT

Board Policy III.E. Certificates and Degrees – Second Reading

REFERENCE

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E and asked staff to provide a definition of an applied baccalaureate degree, separate from the academic baccalaureate degree.
February 2019	Board approved another first reading of amendments to Board Policy III.E due to changes between readings. This included a definition of an applied baccalaureate degree and a definition of microcertifications.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency. Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Proposed amendments add a definition of an applied baccalaureate degree and minimum credits required, which would be distinctive from the existing definition of an academic baccalaureate degree. The current definition describes degree requirements that are based on the length of time a student would pursue full-time study. The updated definition will provide greater clarity, as it will specify the maximum number of semester credit hours required for program completion. A provision was included to the definition that enables the Board to approve an exception due to accreditation, certification or professional licensure requirements. Updated definitions for an associate degree and baccalaureate degree were added to include similar language with regard to exceptions and credit requirements.

Other changes include a proposed definition for a graduate certificate and microcertifications. Board Policy III.E. provides definitions for certificates and degrees. Approval procedures and other program processes are covered in other Board policies or at the agency administrative process level as applicable.

There were no changes between the first and second reading of this policy.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

IMPACT

Proposed amendments will distinguish an applied baccalaureate degree from the current generic baccalaureate degree definition. Amendments will also add clarifying language allowing for individuals and institutions to better distinguish between the types of academic certificates, as well as microcertification.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

At the Board’s June 21, 2018 meeting, Board members asked staff to include a clear definition of an applied baccalaureate degree, separate from the academic baccalaureate degree. Staff reviewed existing policy language, included amendments to update existing definitions for other academic degrees, and provided new definitions of a graduate certificate and microcertifications (badges). At their November 29, 2018 meeting, the Instruction, Research, and Student Affairs committee asked staff to review all sections of Board Policy III.E and update policy language where necessary.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their November 15, 2018 meeting. The Instruction, Research, and Student Affairs committee reviewed the proposed amendments at its November 29, 2018 and January 31, 2019 meetings.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: E. Certificates and Degrees

~~February 2014~~ April 2019

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

~~—Academic Certificate~~

~~A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that does not lead to a degree.~~

ii. Academic Undergraduate Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that ~~does not lead to a degree~~ may lead to an academic degree.

~~—Academic Certificate of Completion~~

~~A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic certificate or a degree.~~

iii. Graduate Certificate

A credential awarded for completion of a coherent program of study consisting of nine (9) or more semester credits of graduate course work, representing a coherent body of knowledge that may lead to a degree or may be unique and standalone.

iiii. Technical Certificate of Completion

A career technical credential awarded by the institution consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies.

iv. Basic Technical Certificate

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: E. Certificates and Degrees

[February 2014](#)[April 2019](#)

A credential awarded for completion of requirements in an approved career technical program of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.

vi. Intermediate Technical Certificate

A credential awarded for the completion of requirements in an approved career technical program of at least 30 semester credit hours and represents mastery of a defined set of competencies.

vii. Advanced Technical Certificate

A credential awarded for completion of requirements in an approved career technical program of at least 52 semester credit and represents mastery of a defined set of competencies.

viii. Microcertification

A credential in a narrowly focused area within career technical program or academic program that confirms mastery through a formal assessment of a specific industry-related skillset or topic. Completion of multiple microcertification courses may lead to a certificate.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies. An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least two (2) but normally less than four (4) years of 60 semester credits of full-time academic work. An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least four (4) years of 120 semester credits of full-time academic work. A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.

e. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of 120 semester credits of academic and

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GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: E. Certificates and Degrees

~~February 2014~~ April 2019

career technical coursework (includes a minimum of 36 general education credits). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

~~ef. MASTER'S GRADUATE DEGREES: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.~~

~~f. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.~~

~~g. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.~~

2. Academic and Career Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Requirements for Certificate or Degree

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions in subsection 1; ~~but~~ however, all credit requirements must receive Board approval in accordance with the program approval policies provided in III.G.

Idaho State Board of Education
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[February 2014](#)[April 2019](#)

Institutional catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees

Each institution may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

SUBJECT

Board Policy III.G, Postsecondary Program Approval and Discontinuance –
Second Reading

REFERENCE

June 19, 2013	Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.
October 17, 2013	Board approved the first reading to repeal Board Policy III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance.
December 19, 2013	Board approved the second reading of proposed amendments to Board Policy III.G.
August 13, 2015	Board approved the first reading of proposed amendments to Board Policy III.G. Proposed amendments changed approval procedures for certificates and program expansions to align with the Northwest Commission on Colleges and Universities (NWCCU) standards. A new section for career technical program inactivation was also added.
October 22, 2015	Board approved the second reading of proposed amendments to Board Policy III.G.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z, which added the responsibility for delivering applied baccalaureate degrees to the academic service regions.
February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-2107A, Idaho Code.

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

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

BACKGROUND/DISCUSSION

Proposed amendments add procedures for review and approval of academic and career technical microcertifications and add a new provision to Subsection 3.c.i(3) regarding proposal submission and approval procedures for applied baccalaureate

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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degree programs proposed by community colleges. Other amendments clarify procedures for graduate certificates of 30 credits or less and career technical education program components.

There were no changes between the first and second reading of this policy.

IMPACT

Approval of proposed amendments will create efficiencies and provide requirements for program approval of applied baccalaureate degrees and microcertifications.

ATTACHMENTS

Attachment 1 – Board Policy III.G. Postsecondary Program Approval and Discontinuance – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.G will provide procedures for the submission, review, and approval of proposed applied baccalaureate programs. This includes a provision requiring community colleges to obtain Board approval of proposed baccalaureate programs regardless of financial impact pursuant to Section 33-2107A, Idaho Code. This will give the Board the ability to provide direct input for those programs and view firsthand the trends and circumstances associated with the delivery of baccalaureate degree programs by Idaho's community colleges.

The Council on Academic Affairs and Programs reviewed the proposed policy amendments at their November 15, 2018 meeting. The Instruction, Research, and Student Affairs committee reviewed the proposed amendments at its January 31, 2019 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.G. Postsecondary Program Approval and Discontinuance as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

~~October 2015~~ April 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, [microcertifications](#), or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include

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competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall ~~include option(s); which shall~~ mean ~~alternative~~ instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on ~~teacher education, and teaching standards educator preparation programs.~~ educator preparation programs.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the

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institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
 - i. All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be included in the annual budget request of the institution for Board approval.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
 - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification of, and/or discontinuation of academic or career technical programs, and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
 - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.
 - 34) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of all graduate ~~academic~~ programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
 - 45) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
 - 5)ii. Modifications to existing programs shall include, but not be limited to, the following:

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- a)1) Expanding ~~of~~ an existing program outside a designated service region.
- b)2) Converting one program option into a stand-alone program.
- e)3) Consolidating an existing program to create one or more new programs.
- e)4) Adding a degree program not already approved by the Board.
- e)5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- f)6) Transitioning of existing programs to an on-line format.
- g)7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.

- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification , or discontinuation of a microcertification as defined in Board Policy III.E.
- 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

iiy. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

iiiv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards

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Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of thirty (30) credits or less may require a proposal. For academic program components requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of thirty (30) credits or less; ~~program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes credit changes to existing programs~~ require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.
- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iiiv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., ~~require a proposal as specified in subsection 3.b.i of this policy, and shall be~~ must be requested in writing and submitted to Board staff for reviewed and approved by the Board.

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- iv. Minor curriculum changes, ~~minor curriculum changes; minor credit changes~~ in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Programs Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

b. Career Technical Programs and Components

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.
 - 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
 - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Executive Director may refer any proposal to the Board ~~or~~ subcommittee of the Board for review and action.

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~~4)ii.~~ Modifications to existing programs shall include, but not be limited to, the following:

- ~~a)1)~~ Expanding an existing program outside a designated service region.
- ~~b)2)~~ Converting one program option into a stand-alone program.
- ~~c)3)~~ Consolidating an existing program to create one or more new programs.
- ~~d)4)~~ Adding a certificate or degree program not already approved by the Board.
- ~~e)5)~~ Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- ~~f)6)~~ Transitioning of existing programs to an on-line format.
- ~~g)7)~~ Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

iv. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.

- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
- 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

c. Career Technical Programs ~~Components~~ Notification Procedures

~~New, modification of, and/or discontinuation~~ Program changes of to existing career technical programs ~~components~~ may require a proposal. For career technical programs ~~components~~ requiring a proposal, subsection 4.~~ab~~.i of this policy applies.

~~i. New, modification of, and/or discontinuation of career technical options for existing programs; or changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require~~ inactive requires a formal

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~~letter and Attachment B form notifying the State Administrator prior to implementation of such changes.~~

- ii. i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program ~~components~~ changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

~~e.~~ d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget
- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

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- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. [Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.](#)

6. Academic and Career Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

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- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
- i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.
- c. ~~Institutions shall notify the Board office in writing when an approved program has been officially implemented.~~

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 18, 2019

SUBJECT

Textbook Affordability Progress Report

REFERENCE

April 2018	The Board was provided with an overview of open educational resources (OER) and the benefits of adopting OER to reduce cost to students.
June 2018	The Board was provided with examples of OER implemented across other states; as well as whether or not a model was provided by any states or systems for addressing students' out-of-pocket costs for textbooks.
August 2018	Board approved line item request.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho Colleges and Universities.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Educational Attainment. Objective B: Timely Degree Completion. Objective C: Access.

BACKGROUND/DISCUSSION

According to a 2014 report released by the U.S. Center for Public Interest Research, the average college student spends \$1200 each year on textbooks and other course materials. In some cases, perhaps more prevalent in community colleges, the cost of textbooks can exceed the cost of tuition. The research indicates that a majority of students base course selection decisions on textbook prices and seek to avoid courses with expensive content. Other students may not purchase required textbooks or attend classes early in the term until the more affordable used textbook found online has been delivered.

Legislative action at the federal level has been taken to address affordability issues associated with textbooks. Most notably, the Higher Education Opportunity Act of 2008 requires publishers to disclose prices to professors during the marketing process, and for institutions to allow students to see textbook prices during course registration.

For Fiscal Year 2020 the state legislature has appropriated \$50,000 from the General Fund to pilot the development of open education resources (OER). Intent language in the appropriation legislation indicated that the "selection of the eligible course(s) for the pilot shall include consideration of the number of students taking the course system-wide, the cost of traditional textbooks associated with the course, and availability of the course to secondary students through advanced opportunities. Development of the open education resources shall be collaborative and serviceable to general education courses at no less than four (4) post-secondary institutions."

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In addition to this, \$25,000 was provided by the Board in system-wide funds to each of the four-year institutions at the end of the fiscal year 2018 to develop OER. The allocation focused on OER adoption for the 43 courses that reside within the Board's common course index. The report in Attachment 1 illustrates where institutions have planned OER delivery for courses by or within the 2019-20 academic year as supported by 2018 funds.

IMPACT

As a result of support provided by funding provided at the end of the 2018 fiscal year, 24 of the Board's 43 common-indexed courses are expected to be delivered with OER within the 2019-20 academic year by one or more of the Board's four-year institutions. A total of eight non-common indexed courses are reported as being supported with these funds at Boise State University and the University of Idaho. Once OER textbook adoption for all courses is completed in the coming year, Board staff will work with institutions to house as many of these texts as possible in an online repository. Such a resource will be accessible by faculty and students across the state. This will allow for faculty at all institutions to view and/or adopt the content delivered for common-indexed courses within Idaho at no cost to students; thus providing best practice examples to faculty across the state for achieving maximum affordability without expense to quality of instruction provided. The goal is to have all common-indexed courses, content permitting, delivered with OER capability at all four-year institutions. Upon doing so, community colleges could model similar approaches to textbook delivery. This could possibly be achieved in partnership with four-year institutions. In sum, all institutions working together on this strategy will help provide students with an option to choose course sections delivered with OER or non-OER textbooks.

Moving forward, as a result of the 2020 system-wide legislative appropriation, Board staff will work with institutions to develop OER adoption for high-impact, common-indexed courses that are delivered for dual credit purposes. This will provide maximum access for students at secondary and postsecondary levels. Furthermore, it may allow for OER to be added as an option for common-indexed courses where not currently planned for the 2019-20 academic year.

ATTACHMENTS

Attachment 1 – Open Education Resource Inventory

STAFF COMMENTS AND RECOMMENDATIONS

Pursuing OER adoption, at minimum, for the courses to be adopted in the 2019-20 academic year for common-course indexing (also commonly referred to as common-course numbering) will help achieve maximum access and affordability for Idaho undergraduate students, as well as career-technical education (CTE) students seeking an Associate of Applied Science degree.

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BOARD ACTION

This item is for informational purposes only.

<u>Common Course Listing</u>	<u>BSU</u>	<u>ISU</u>	<u>LCSC</u>	<u>UI</u>
ENGL 101: Writing and Rhetoric I	YES	YES	YES	
ENGL 102: Writing and Rhetoric II			YES	
COMM 101: Fundamentals of Oral Communication			YES	
MATH 123: Math in Modern Society		YES		YES
MATH 130: Finite Mathematics				
MATH 143: College Algebra				YES
MATH 147: College Algebra and Trigonometry				
MATH 160: Survey of Calculus		YES		
MATH 170: Calculus I		YES		
MATH 153: Statistical Methods				YES
BIOL 100: Concepts of Biology				
BIOL 227: Human Anatomy and Physiology I				
CHEM 100: Concepts of Chemistry				
CHEM 101: Introduction to Chemistry		YES		
CHEM 102: Essentials of Organic and Biochemistry				
CHEM 111: General Chemistry I	YES			
PHYS 111: General Physics I				YES
PHYS 112: General Physics II				YES
GEOL 101: Physical Geology				
GEOL 102: Historical Geology				
ANTH 101 Physical Anthropology	YES			
ANTH 102 Cultural Anthropology				
ECON 201: Principles of Macroeconomics				YES
ECON 202: Principles of Microeconomics		YES		YES
HIST 101: World History I		YES	YES	
HIST 102: World History II		YES	YES	
HIST 111: United States History I	YES	YES		
HIST 112: United States History II	YES	YES		
POLS 101: American National Government		YES		
PSYC 101: Introduction to Psychology				
SOC 101: Introduction to Sociology				
SOC 102: Social Problems				
MUSC 100: Introduction to Music			YES	
PHIL 101: Introduction to Philosophy				

Common Course Listing	<u>BSU</u>	<u>ISU</u>	<u>LCSC</u>	<u>UI</u>
PHIL 103: Introduction to Ethics				
ENGL 175 Literature and Ideas				
ART 100: Introduction to Art		YES		
FREN 101 Elementary French I				
FREN 102 Elementary French II				
GERM 101 Elementary German I		YES		
GERM 102 Elementary German II				
SPAN 101 Elementary Spanish I		YES		
SPAN 102 Elementary Spanish II				
<u>Alternate Courses</u>				
CHEM 253 Quantitative Analysis				YES
GEOG 165 Introduction to Human Geography				YES
MusC 239/240 Aural Skills				YES
MusC 241 / 242 Music Theory				YES
OM 370/470 Operations Management				YES
EDCI 201 - Contexts of Education				YES
Media 301	YES			YES
ENG 267	YES			