

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

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE – SECOND READING	Action Item
2	MILITARY CROSSWALK / CREDIT FOR PRIOR LEARNING	Information Item

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SUBJECT

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

REFERENCE

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.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consists of new state appropriations.

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 - Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Proposed amendments add the requirement for institutions to submit proposals for new academic programs alongside annual budget requests when proposed programs rely on new state appropriations. Amendments also include adding baccalaureate degree programs to be reviewed and considered by the Board alongside graduate programs, changing requirements for academic certificates of 30 credits or less, providing a biannual report to the Board regarding program changes that were approved by the Executive Director, and adding the review of baccalaureate degree programs approved by the Board to the reporting requirement alongside graduate programs.

IMPACT

Approval of proposed amendments will provide the Board with a better understanding of the investments that institutions are making toward the

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development of new programs. With community colleges also positioned to deliver new baccalaureate programs, it will offer the Board an opportunity to more effectively govern planning for delivery of new programs through a system-wide lens. This will also provide institutions with a better understanding of the Board's expectations with regard to new programs and ensure that the Board receives an opportunity to evaluate new programs before approving related budget requests. In summary, these changes will provide an opportunity for institutions to demonstrate how new baccalaureate programs will benefit students and the state, including how these programs are expected to respond to workforce needs.

ATTACHMENTS

Attachment 1 – Board Policy III.G., Postsecondary Program Approval and Discontinuance – 2nd Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve information-sharing related to the review and approval of academic programs, relevant budget requests, and certificates. Amendments also align with the processes traditionally administered by other public governing boards of higher education within other states and systems.

Minor edits were made between the first and second readings of this policy to clarify the approval procedures for academic undergraduate and graduate certificates. 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 _____

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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.
- 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 mean 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 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 submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.
 - 1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research, and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
 - ~~2) —~~
 - ~~3) 2) 4~~ 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.
 - ~~23)~~ Prior to implementation, an institution shall obtain Executive Director approval of the any new, modification of, and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any 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.

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- 4) Prior to implementation, an institution shall obtain Board approval of any modification, and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

h.ii. Modifications to existing programs shall include, but not limited to, the following:

- 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a degree program not already approved by the Board.
 - 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.
 - 6) Transitioning of existing programs to an online format.
 - 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.
- ii. 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.
- iv. 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

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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.

- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards 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 less than thirty (30) credits ~~or less~~ may require a proposal. For academic program components or certificates 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 less than thirty (30) credits ~~or less~~ and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of any new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.
- 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.

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- 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.
- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
- v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Program 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.

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- 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 for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
- 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a certificate or degree program not already approved by the Board.
 - 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.
 - 6) Transitioning of existing programs to an online format.
 - 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 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.
- 3) 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.
 - 4) 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.

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c. Career Technical Program Notification Procedures

Program changes -to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

- 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 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.

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

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- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- 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.

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- 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.
- 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 ~~biannually~~ to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and 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.

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SUBJECT

Military General Education Crosswalk

REFERENCE

October 2018	Board was presented with an overview of work being done for awarding credit based on prior learning assessments to include the development of an Advanced Placement and College Level Examination Program crosswalk.
December 2018	Board was provided with an overview of the Lumina Adult Promise Project and deliverables to include the development of a statewide articulation for awarding credit for prior learning and military experience.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)
Goal 3 (Educational Attainment), Objective A (Higher Level of Educational Attainment), Objective B (Timely Degree Completion), and Objective C (Access).

BACKGROUND/DISCUSSION

The opportunity for students to earn postsecondary credit(s) by demonstrating requisite knowledge, usually through performance on comprehensive exams or portfolio-based evidence of learning, is generally referred to as a *prior learning assessment* (PLA). PLAs bridge the gap between learning acquired in and outside of postsecondary learning environments while also minimizing the time and cost necessary for earning college-level credentials. Board Policy III.L. provides the minimum requirements for PLAs.

The most popular PLAs include: Advanced Placement (AP), College Level Examination Program (CLEP), academic department challenge exams, and student portfolio evaluation. For active duty military personnel and veterans, the Joint Services Transcript (JST) and DANTES Subject Standardized Tests (DSST) are traditional forms of PLA. Learners who earn credit through PLA are more likely to persist and graduate in more economical terms.

With assistance from a Lumina Foundation grant funded in October 2018, the Board office contracted with Ms. Marji Price to develop a “Gen Ed Crosswalk” that would map skills from various military occupations to specific general education courses. Crosswalks are equivalency tables that identify how credit for prior learning articulates directly to course equivalencies and general education requirements. This work is guided by an advisory board consisting of eight members representing higher education, career technical education, as well as public and private industry.

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IMPACT

For military veterans, the Gen Ed Crosswalk will significantly reduce the time and expense associated with earning a postsecondary degree in Idaho by recognizing the advanced skills that these learners bring to our institutions.

ATTACHMENTS

Attachment 1 – PLA General Education Crosswalk Summary

STAFF COMMENTS AND RECOMMENDATIONS

Over the last year, Ms. Marji Price, Project Manager for the Idaho Lumina Adult Promise initiative, worked with Board staff, institution representatives, the Idaho Commission for Libraries, and professional organizations to identify best practices in developing postsecondary course articulation for military experience and prior learning. Ms. Price will provide the Board with a brief overview of the final draft of the general education crosswalk for military experience and provide a progress report on statewide efforts. Next steps for the project include efforts to work with faculty across the state to validate the crosswalk and ensure credit articulations are ready for use by Idaho's veterans, the National Guard, and Air Force active duty personnel. Board staff is developing policy amendments to Board Policy III.L. in support of the Gen Ed Crosswalk and the expectations for awarding credit for prior learning at all Idaho institutions. This information item is an opportunity for the Board to provide input on these efforts.

BOARD ACTION

This item is for informational purposes only.



Idaho State Board of Education “Gen Ed Crosswalk”



Powered by the









This project was funded by the Adult Promise Lumina Foundation Grant, and plays a major role in one of six “Game Changer Strategies” for Idaho’s Complete College America initiative (e.g. A better deal for returning adults).

*Several organizations nationwide are taking notice of Idaho’s “General Education Crosswalk” as new/groundbreaking in providing an avenue to veterans for recognizing and awarding college credit for military training with **general education** embedded in the training. Interested partners include: Western Interstate Commission for Higher Education (WICHE), the National Guard, and Community College of the Air Force.*

To the thousands of Veterans living and working in Idaho/throughout the Intermountain West, and to active duty soldiers who may be served by this project: giving visibility to Gen Ed coursework already completed in military training will prevent duplication of coursework, accelerate completion of a degree, save money, and help soldiers advance into the workforce in record time.

In January-March 2020, community college and university faculty will team up across the state – to complete validation of the crosswalk, and make the credit articulations ready for use by Idaho’s veterans, the National Guard, and Air Force active duty personnel worldwide. Web-based tools will be made available – making credit translations accessible, transparent, and consistent.

Idaho GEM/General Education Courses Articulated with Military Training Programs

 <p>Written Communications ENGL x101: Writing and Rhetoric I ENGL x102: Writing and Rhetoric II</p> <p>Crosswalk Findings: <u>45 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Oral Communications COMM x101: Fundamentals of Oral Communication</p> <p>Crosswalk Findings: <u>165 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Mathematical Ways of Knowing MATH x123: Math in Modern Society MATH x130: Finite Mathematics MATH x143: College Algebra MATH x147: College Algebra, Trigonometry MATH x160: Survey of Calculus MATH x170: Calculus I MATH x153: Statistical Reasoning</p> <p>Crosswalk Findings: <u>195 military occupations</u> with this Gen Ed requirement embedded in the training.</p>
 <p>Scientific Ways of Knowing BIOL x100: Concepts of Biology BIOL x227: Human Anatomy and Physiology I CHEM x100: Concepts of Chemistry CHEM x101: Introduction to Chemistry CHEM x102: Essentials of Organic and Biochemistry CHEM x111: General Chemistry I PHYS x111: General Physics I PHYS x112: General Physics II GEOL x101: Physical Geology GEOL x102: Historical Geology</p> <p>Crosswalk Findings: <u>495 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Social and Behavioral Ways of Knowing ANTH x101: Physical Anthropology ANTH x102: Cultural Anthropology ECON x201: Principles of Macroeconomics ECON x202: Principles of Microeconomics HIST x101: World History I HIST x102: World History II HIST x111: United States History I HIST x112: United States History II POLS x101: American National Government PSYC x101: Introduction to Psychology SOC x101: Introduction to Sociology SOC x102: Social Problems</p> <p>Crosswalk Findings: <u>510 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Humanistic and Artistic Ways of Knowing MUSI x100: Introduction to Music PHIL x101: Introduction to Philosophy PHIL x103: Introduction to Ethics ENGL x175: Literature and Ideas ART x100: Introduction to Art FREN x101: Elementary French I FREN x102: Elementary French II GERM x101: Elementary German I GERM x102: Elementary German II SPAN x101: Elementary Spanish I SPAN x102: Elementary Spanish II</p> <p>Crosswalk Findings: <u>135 military occupations</u> with this Gen Ed requirement embedded in the training.</p>

Credit Articulation: All Military Branches



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ATTACHMENT 1

CROSSWALK EXAMPLE:



Idaho GEM Category: Oral Communication (Public Speaking)
(2 credit hours minimum)

ACE ID	Occupational Specialty <small>(clicking on the links below takes users to the ACE Military Guide online - for details on training location, teaching approach, competencies, skill levels, and learning outcomes)</small>	Skill Level <small>(confirm attainment on JST)</small>	ACE Credit Recommendation <i>Semester Hour = SH</i> <i>Lower Division = L</i> <i>Upper Division = U</i> <i>Graduate = G</i>	✓ Maps to outcomes for Idaho GEM Common Numbered Course: COMM x101, Fundamentals of Oral Communication	✓ AND Maps to Interstate Passport Learning Outcomes (WICHE) throughout Idaho for Oral Communication	✓ AND Maps to Community College of the Air Force Civilian Education Gen Ed Requirement for Oral Communication
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Search: Speech (Occupations and Courses)

MOS-914A-003	Allied Trades Technician (2/03-2/13)	NA	3 SH (L), Speech Communication	✓	✓	✓
MOS-972A-001	Area Intelligence Technician (1/64-12/87)	NA	3 SH (L), Speech	✓	✓	✓
MOS-913A-003	Armament Repair Technician (2/03-2/13)	NA	2 SH (L), Speech Communication	✓	✓	✓
MOS-19Z-003	Armor Senior Sergeant (6/01-11/11)	NA	3 SH (L), Speech	✓	✓	✓
MOS-35Y-002	Chief Counter Intelligence/Human Intelligence Sergeant (10/08-1/10)	NA	3 SH (L), Speech Communication	✓	✓	✓
MOS-35H-006	Common Ground Station (CGS) Analyst (10/07-10/08)	40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-98H-002	Communications Interceptor/Locator (2/98-10/05)	30, 40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-97B-005 & 35L-004	Counterintelligence Agent (1/00-10/07)	30, 40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-98G-007	Cryptologic Communications Interceptor/Locator (10/05-10/07)	30, 40	3 SH (L), Speech Communication	✓	✓	✓
MOS-98J-005	Electronic Intelligence Interceptor/Analyst (2/98-10/05)	30, 40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-919A-002	Engineer Equipment Maintenance Warrant Officer (2/03-2/13)	NA	2 SH (L), Speech Communication	✓	✓	✓