SUBJECT

Board Policy III.O.—General Education English Writing and Mathematics Course Placement—Second Reading

REFERENCE

June 2012	Board approved Complete College Idaho: A Plan for Growing Talent to fuel Innovation and Economic Growth in the Gem State.
February 2014	Board approved second reading of Board Policy III.Q. Admissions Standards.
June 2015	Board approved changes to Board Policy III.S, establishing corequisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
June 2015	Board approved the Repeal of Board Policy III.O. Equivalency Schedules.
April 2023	Board approved recommendations from the Complete College Idaho 2022 Update.
June 2024	Board approved second reading of Board Policy III.Q Admission standards to include the use of ISAT scores.
February 2025	Board approved first reading of Board Policy III.O General Education English Writing and Mathematics Course Placement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board Governing Policy III.Q Admission Standards
Idaho State Board Governing Policy III.N Statewide General Education
Idaho State Board Governing Policy III.S Remedial Education

BACKGROUND/DISCUSSION

The Idaho State Board of Education is committed to improving postsecondary student success, retention, and graduation. The Complete College Idaho plan, adopted in 2012, set attainment goals and strategies, many of which have been integrated into institutions, leading to improved retention and graduation rates. Significant reforms have positively impacted first-year students in writing and mathematics courses.

In April 2023, after reviewing progress, the Board approved new recommendations: updating Board Policy to reflect best practices in general education mathematics, incentivizing student transfer programs, and establishing accountability measures. This new Board Policy III.O is proposed to further support students and institutions.

IMPACT

Proposed Board Policy III.O. will clarify key terms related to corequisite and prerequisite courses, standardize general education writing and mathematics courses across all eight institutions, and prevent additional math requirements for transfer students. This will enhance transparency, reduce costs, and shorten time to degree.

The policy will also clarify course placement for Idaho high school students using standardized test scores while allowing institutions flexibility in placement decisions. Additionally, it will streamline reporting by focusing only on prerequisite mathematics courses, reducing institutional burden and improving data usefulness.

ATTACHMENTS

Attachment 1 – Board Policy III.O. Statewide General Education English Writing and Mathematics Placement – Second Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There are two proposed minor changes to Board Policy III.O between first and second readings. Based on input from registrars, a sentence in 3.e. has been removed to prevent confusion with degree requirements. Due to feedback from mathematics faculty leaders, a course has been added to 3.h

This new policy will provide a framework for curriculum development and revisions during the 2025-2026 academic year.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.O., General Education English Writing and Mathematics Course Placement, as submitted in Attachment 1, effective August 2026.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: O. General Education English Writing and Mathematics Course Placement
April 2025

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

This policy establishes consistent guidelines for the placement into general education courses in writing (English) and mathematics. It clarifies the general education writing and mathematics courses available at all institutions. These courses are a key component of the general education framework as described in Board Policy III.N General Education and are strongly linked to student retention and success. This policy is designed to ensure that students can access and successfully complete general education writing and mathematics courses in a timely manner, increase retention and graduation, clarify options for transfer students, and provide information for college-going students.

1. Definitions
   a) A statewide General Education Matriculation (GEM) writing or mathematics course is a course that meets the respective Written Communication or Mathematical Ways of Knowing GEM competencies identified in Board Policy III.N., is listed on the Common Course Index list maintained by the Board office, and is available for students at all institutions.
   b) Corequisite support is a learning opportunity provided to a student during the same semester in which the student is enrolled in a GEM course. Corequisite support is most often delivered as a concurrent credit-bearing course but may include other flexible approaches for concurrent learning support.
   c) Prerequisite instruction is offered to or required to be successfully completed by students prior to enrolling in a GEM course. Prerequisite GEM mathematics instruction is most often delivered as a stand-alone course but can include other flexible approaches to supporting student learning. Prerequisite instruction is rarely a preferred instructional approach.

2. Placement into Statewide GEM Writing Courses
   a) English x101 Writing and Rhetoric I and English x102 Writing and Rhetoric II are the Statewide GEM writing courses.
   b) Corequisite support must be offered to all students enrolled in English 101 at all institutions.
   c) In addition to the placement requirements established in this policy, institutions may develop additional placement processes to facilitate students' placement into and understanding of the GEM writing courses.
   d) Full-time students must be encouraged to and have the opportunity to complete both statewide GEM writing courses during their first academic year.

e) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for minimum placement into statewide GEM writing courses as defined in the table below. Scores are valid for two years after high school graduation.

Statewide GEM Writing Course Placement		
	English x101 with Corequisite Instruction	English x101
ISAT English Language Arts Score	1, 2	3, 4
SAT English Evidence-Based Reading and Writing Section Score	509 and below	510 and above
ACT English + Reading Score	37 and below	38 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM writing courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

3. Placement into Statewide GEM Mathematics Courses
   a) Math x123 Math in Modern Society, Math x143 Precalculus I: Algebra, Math x153 Statistical Reasoning, Math x170 Calculus, and Math x254 Statistical Methods are the Statewide GEM mathematics courses.
   b) Institutions must offer corequisite support with at least two of the statewide GEM mathematics courses and are strongly encouraged to offer corequisite support with all statewide GEM mathematics courses.
   c) Institutions may require a student to take one semester of mathematics instruction prerequisite to any GEM mathematics course only when institutional data compellingly demonstrate that a student will be at significant risk of failure in a GEM mathematics course without prerequisite instruction. No student shall be required to complete more than one semester of mathematics instruction prerequisite to a GEM mathematics course. Institutions shall provide the Board office, annually by June 30, a list of the names and course numbers of any courses that are prerequisites for GEM mathematics courses offered during the prior academic year.
   d) Institutions may offer institution-specific courses as GEM mathematics courses but must not require transfer students to take such courses to meet statewide general education requirements as outlined in 3.a.
   e) A program must not include requirements for students to complete a specific GEM mathematics or statewide GEM mathematics course unless it is critical to the students' later success in the program. ~~An institution may allow a more~~

~~advanced math course to be substituted to meet the general education requirement.~~

f) Full-time students must be encouraged to and have the opportunity to complete a GEM mathematics course during their first academic year.

g) In addition to the placement criteria in the table below, institutions may use institutional placement processes designed to facilitate students' placement into and understanding of the GEM mathematics course options.

h) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for placement into statewide GEM mathematics courses as defined in the table below. Scores are valid for two years after high school graduation.

GEM Mathematics Course Placement			
	Math x123 with Corequisite Instruction or Math x153 Statistical Reasoning with Corequisite Instruction	Math x123 or Math x143 College Algebra with Corequisite Instruction or Math 153 Statistical Reasoning	Math x143 Precalculus I: Algebra or Math x254 Statistical Methods
ISAT Math Score	2	3	4
SAT Math Score	430-519	520-559	560 and above
ACT Mathematics Score	15-19	20-22	23 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM mathematics courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

SUBJECT

Repeal of Board Policy III.S. Remedial Education – Second Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Corequisite Model, Emporium Model.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations, which includes corequisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.
October 2019	The Board approved the second reading of changes to Board Policy III.S.
October 2020	The Board approved the first reading of changes to Board Policy III.S. defining additional terms and expanding the definition of "student readiness."
December 2020	The Board approved the second reading of changes to Board Policy III.S.
February 2025	The Board approved the first reading of repeal of Board Policy III.S. Remedial Education.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policy III.S. Remedial Education

BACKGROUND/DISCUSSION

The proposed Board Policy III.O. now governs remedial writing and mathematics courses, replacing provisions in Policy III.S. It sets updated expectations for coursework before GEM mathematics, standardizes course names and numbers, and refines reporting requirements to improve oversight of prerequisite offerings.

IMPACT

Proposed Policy III.O. will govern placement and the available learning support options for general education English/writing and mathematics courses, thereby making Board Policy III.S. Remedial Education redundant.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.S. Remedial Education – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There are no changes between first and second readings. If the Board adopts new Policy III.O. Board, staff recommends approval of this action.

BOARD ACTION

I move to approve the second reading of the repeal of Board Policy III.S., Remedial Education, 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: S. Remedial Education December 2020~~

~~1. Coverage~~

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

~~2. Definitions~~

~~a. Corequisite Course Model means a delivery model whereby remedial instruction is delivered as a separate course or lab simultaneously with a gateway course.~~

~~b. Corequisite Support means academic courses or content that supplement the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of corequisite support include the Corequisite Course Model, the Embedded Model, and the Emporium Model.~~

~~c. Embedded Model means a combined approach whereby remedial content is delivered as part of the content of a gateway course.~~

~~d. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology-based programs.~~

~~e. Gateway course means an entry-level course in a general education program of study or curriculum pathway.~~

~~f. Remedial Course means a course where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:~~

~~i. Designed for students who are academically unprepared to succeed in gateway courses in mathematics or English,~~

~~ii. Required to be completed before an academically unprepared student may enroll in the gateway course for that subject,~~

~~iii. Numbered below 100,~~

~~iv. Serve as a duplication of secondary curriculum,~~

v. Include content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college level content.

g. Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:

i. Academically Prepared Students are students who have been identified by an institution's placement process as *prepared* to successfully take gateway mathematics or English courses without additional academic content or interventions.

ii. Students in Need of Additional Support are students who have been identified by an institution's placement process as *underprepared* to take gateway mathematics or English courses without additional academic content or interventions.

iii. Academically Unprepared Students are students who have been identified by an institution's placement process as *unprepared* to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.

3. This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society, MATH x143 College Algebra, MATH x153 Statistical Reasoning, and English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Corequisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education. Students enrolling into Corequisite Support shall be provided with the option to do so in one of the defined models.

a. Institutions may pilot the use of alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models.

4. Each institution shall maintain a mechanism for assessing and evaluating student preparedness in mathematics and English language arts, and provide support and interventions for students identified as needing additional support or as academically unprepared.

5. All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.

    a. Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.

    b. Effective fall 2022, students in need of additional support shall not be required to complete a remedial course prior to enrollment in the following gateway courses: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.

        i. Students who complete a corequisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

        ii. Corequisite gateway courses will not exceed five semester credits nor be made available for dual credit purposes.

        iii. Success rates in corequisite support models, including corequisite gateway courses, shall be reported annually to the Board.

    c. Academically unprepared students may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.

        i. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.

        ii. Students enrolled in a remedial course who qualify for a corequisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.

        iii. Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.

        iv. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

        v. Success rates in remedial courses shall be reported annually to the Board.

SUBJECT

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

REFERENCE

October 2020	The Board approved the first reading of proposed amendments to Board Policy III.N. designating the Executive Director or designee as chair of the GEM Committee.
December 2020	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2021	The Board approved the first reading of proposed amendments to Board Policy III.N. expanding membership of the GEM Committee to representatives from digital learning, dual credit, and open education. This included amendments to GEM competency areas.
October 2021	The Board approved the second reading of proposed amendments to Board Policy III.N.
December 2022	The Board approved the first reading of proposed amendments to Board Policy III.N that changed the GEM Oral Communication requirement from a minimum of 2 to a minimum of 3 credits and the institutionally-designated credits from a minimum of 6 to a minimum of 5.
February 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
August 2023	The Board approved the first reading of proposed amendments to Board Policy III.N. to allow institutions to propose specialized baccalaureate degree programs that require fewer than 36 general education credits in rare instances.
October 2023	The Board approved the second reading of proposed amendments to Board Policy III.N.
February 2024	The Board approved the first reading of proposed amendments to Board Policy III.N. to clarify General Education Committee roles and responsibilities as well as further describe the role of the disciplinary rubrics.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.N. and III.V. Articulation and Transfer
Idaho Code § 33-3729 Transfer of Credits

BACKGROUND/DISCUSSION

Board Policy III.N Statewide General Education establishes a framework for general education at all eight public postsecondary institutions. The curriculum ensures students gain a broad understanding of human societies, the natural

world, and various disciplinary perspectives. Idaho's general education framework promotes seamless transferability between institutions and ensures statewide consistency in general education requirements.

The policy defines six GEM competency areas: Written Communication, Oral Communication, Mathematical Ways of Knowing, Scientific Ways of Knowing, Humanistic and Artistic Ways of Knowing, and Social and Behavioral Ways of Knowing. Each area has specific learning outcomes to ensure students develop essential academic and practical skills. It also establishes guidelines for course placement, assessment, and reporting, with an emphasis on transparency and accessibility. Governance of the general education program is managed by faculty discipline groups and the Statewide General Education Committee, ensuring alignment with state and national educational standards and norms. The policy further mandates common course indexing for transparency in course equivalencies and transfer processes.

IMPACT

Approval of the proposed amendments will update Idaho's general education framework and provide additional support for the curricular development work that is in process at the institutions.

Proposed amendments to Board Policy III.N update the description of general education to better reflect current understandings of the curriculum. Durable skills are particularly salient in general education, and these updates are designed to communicate the purpose of general education more effectively through infusing durable skills concepts. There are also language and stylistic changes in this proposed revision.

ATTACHMENTS

Attachment 1 – Board Policy III.N. Statewide General Education – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The policy amendments were reviewed by the Board's General Education Committee on March 18, 2025, CAAP on March 27, 2024, and by the Instruction, Research, and Student Affairs Committee of the Board on April 3, 2025.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, 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: N. Statewide General Education ~~April 2024~~June 2025

~~In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new opportunities as they arise as well as effectively communicate and collaborate with increasingly diverse communities and ways of knowing. In combination with major coursework, general education curriculum prepares students to use multiple strategies in an integrative manner to explore, critically analyze, and creatively address real-world issues and challenges. General education coursework provides students with an understanding of self, the physical world, and human society—its cultural and artistic endeavors as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General education helps instill students with the personal and civic responsibilities of good citizenship, and prepares them to be adaptive, life-long learners.~~

General education offers students the opportunity to gain broad understandings and valuable durable skills as they explore and practice with various disciplinary perspectives. Durable skills, which are also known as transferable skills or habits of mind, are those that are highly valued and transferable across domains in post-secondary education and beyond. Idaho's general education curriculum framework functions alongside specialized major coursework to build a comprehensive educational experience.

While majors provide depth in specific fields, general education equips students with durable skills that serve them throughout life: the ability to communicate clearly, think critically, approach problems from multiple angles, and persist through uncertainty. These courses also help students understand themselves, the natural world, and human societies. This integrated approach to education has long been a hallmark of excellence in American higher education, preparing graduates who can adapt to changing circumstances and engage meaningfully with complex issues. Through general education, students develop the tools to become thoughtful citizens and adaptable, lifelong learners who can navigate new challenges with confidence.

This policy ~~shall~~must ~~apply~~ applies 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 (hereinafter "institutions").

1. The state of Idaho's general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees has the following requirements~~, shall~~must ~~be~~:

   a. Thirty-one (31) credits or more of the general education curriculum must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy, and

b. Five (5) or more credits of the general education curriculuma, which must be are reserved for institutions to address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

2. The intent of the general education framework is to:

   a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses,
   b. Establish shared disciplinary/Ways of Knowing rubrics that guide institutional decision-making about designating courses to GEM competency areas, and
   c. Create a transparent and seamless transfer experience for undergraduate students across Idaho's public postsecondary institutions.

3. There are six (6) GEM competency areas. The first two (2) emphasize integrative skills intended to inform the learning process throughout general education and major courses. The final four (4) represent ways of knowing and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Durable skills instruction is infused throughout courses in each competency area. In each competency area, durable skills instruction is infused .

   The GEM competency areas are as listed:

   a. Written Communication
   b. Oral Communication
   c. Mathematical Ways of Knowing
   d. Scientific Ways of Knowing
   e. Humanistic and Artistic Ways of Knowing
   f. Social and Behavioral Ways of Knowing

4. GEM courses in each area shallmust include the following competencies:

   a. Written Communication
      Upon completion of a course in this category, students are able to demonstrate relevant durable skills demonstrate as well as the following competencies:

      i. Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.
      ii. Adopt strategies and genre appropriate to the rhetorical situation.
      iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
      iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.

v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
vi. Use appropriate conventions for integrating, citing, and documenting source material.
vii. Read, interpret, and communicate key concepts in writing and rhetoric.

b. Oral Communication
Upon completion of a course in this category, students are able to demonstrate relevant durable skills as well as the following competencies:

i. Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
iii. Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
iv. Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
v. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.
vi. Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.

c. Mathematical Ways of Knowing
Upon completion of a course in this category, a student is able to demonstrate relevant durable skills as well as the following competencies:

i. Interpret mathematical concepts.
ii. Represent information/data.
iii. Use appropriate strategies/procedures when solving mathematical problems.
iv. Draw reasonable conclusions based on quantitative information.

d. Scientific Ways of Knowing
Upon completion of a non-lab course in this category, a student is able to demonstrate relevant durable skills as well as the competencies i-iv. ~~A student is able to demonstrate all five competencies, i-v,~~ Upon completion of a lab course, a student is able to demonstrate appropriate durable skills as well as competencies i-v.~~.~~

i. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.
ii. Apply scientific reasoning to critically evaluate assertions.
iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
iv. Describe the relevance of specific scientific principles to the human experience.

v. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.

e. Humanistic and Artistic Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate relevant durable skills as well as ~~-~~at least five (5) of the following competencies:

i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
ii. Distinguish and apply methodologies, approaches, or traditions specific to the discipline.
iii. Differentiate formal, conceptual, and technical elements specific to the discipline.
iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
v. Interpret artistic or humanistic works through the creation of art, language, or performance.
vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
vii. Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.

f. Social and Behavioral Ways of Knowing
Upon completion of a course in this category, students are able to demonstrate relevant durable skills as well as ~~the all five (5) of~~ the following competencies.

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
ii. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

5. General Education Requirements

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by course prefixes.

General education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	6
Oral Communication	3
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Credits	5

i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution. GEM courses- must be at the introductory (x100 and x200) level.

ii. Additional GEM courses~~, beyond the general education curricula, may~~ may be required within the major for degree completion. However, they must be clearly indicated through a separate designation within the degree (category, emphasis, minor, or major, for example).

b. In rare instances, a specialized associate degree program might better serve students by distributing general education requirements differently than those listed above. Proposals for such programs ~~shall~~must be submitted to the Board office for review and approval on a case-by-case basis. Proposals must describe the demonstrable benefits that the alternative general education distribution will have for transfer students, the institutions' plans for additional advising, and any other information that will demonstrate how students will not be harmed by this alternative structure.

c. This subsection pertains to Associate of Applied Science (AAS) degrees.

The general education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Any general education course including institutionally-designated courses	3

d. GEM courses and institutionally-designated courses ~~shall~~must transfer as meeting an associated general education competency requirement at any institution pursuant to Board policy Section III.V.

6. Governance of the General Education Program and Review of Courses

a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Faculty discipline groups representing all institutions ~~shall~~must meet at least annually or as directed by the Board, to ensure consistency and relevance of general education competencies and courses approved for their respective GEM competency areas.

b. Common Course Indexing is developed for courses offered within the GEM framework to provide greater transparency and seamlessness within transfer processes at Idaho's postsecondary institutions. Common-indexed courses are accepted as direct equivalents across institutions for transfer purposes. Common course indexing ~~shall~~must include common course prefix, common course number, common course title, and common GEM discipline area designation. The common course number ~~shall~~must be three digits in sequence, but can be preceded by a single digit if four numbers are utilized by the institution (x###).

The common course list ~~shall~~must be approved by the Board on an annual basis and ~~shall~~must be maintained by the Board office. Changes to the list may be proposed by faculty discipline groups to the General Education Committee. Proposed additions or removal of courses on the common course list must be reviewed by the General Education Committee prior to Board approval. The request to remove a common-indexed course from an institution's academic catalog must be approved by the Board. The request to discontinue a course must be submitted in writing by the institution to the Board office. The request ~~shall~~must be submitted no less than a year in advance and provide rationale for the inability to offer the course.

c. The General Education Committee ~~shall~~must consist of a Board-appointed representative from each of the institutions (Institutional Representatives), as well as one Subject Representative from each of the following communities: the Division of Career Technical Education, the Idaho Registrars Council, the digital learning community, the dual credit community, the open education community; and the Executive Director of the Board, or designee, who ~~shall~~must serve as the chair of the committee. Institutional Representatives are generally the directors or deans of general education (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director. Subject Representative terms are for three years, commencing on July 1st. If Subject Representatives are amenable to continuing, they are affirmed by their respective groups prior to their term's end. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee ~~shall~~must meet at least annually to review the competencies and rubrics of the general education framework. The Committee ~~shall~~must make

recommendations to the Board regarding the general education framework and the common course list. The Committee ~~shall~~must review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.

d. The institutions ~~shall~~must identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Science in Electrical Engineering – Global (BSEE-Global)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.I. Business Transactions, Real and Personal Property and Services

BACKGROUND/DISCUSSION

The University of Idaho is proposing to add a Bachelor of Science program in Electrical Engineering (BSEE-Global) in partnership with Hiroshima University. Both Parties wish to collaborate to further the shared national security interests of the two countries. This section presents at a high level 1) the BSEE-Global curriculum, 2) how the curriculum will be offered, and 3) the intended students.

The BSEE-Global curriculum is identical to the University of Idaho's existing BSEE curriculum. Students will spend the first two years at Hiroshima University's Higashi-Hiroshima Campus in Japan (HU) and the final two years at the University of Idaho's Moscow Campus (UI). The entire curriculum will be taught in English. These students will be matriculated at the University of Idaho from their first semester, not as transfer students. The program will have a distinct name from the existing BSEE program to secure separate accreditation from ABET, the accreditor for engineering programs, based on ABET's recommendation for hybrid domestic/international programs. Tuition and fees will exceed all program costs.

The program expects students primarily from Idaho, Japan, and countries in southeast Asia (e.g., Vietnam, Malaysia, Indonesia), excluding China. Most students are anticipated to focus on a Microelectronics Emphasis.

Hiroshima University will provide infrastructure and student services through a Collaboration & Services Agreement (the "Agreement") included with agenda materials as Attachment 2. The Agreement has a five-year term and may be renewed as agreed upon by the parties. In summary, HU will provide the following services to UI:

- collaboration with UI and supporting UI's application to the Japanese Ministry of Education, Culture, Sports, Science, and Technology as a foreign university "designation of location in Japan;"
- support UI's recruitment and marketing;
- provide the status of "special auditing student" to UI students enrolled in the BSEE-Global (Hiroshima) campus, extending them all associated privileges, and supporting their student life, consistent with the support offered to HU's international students on HU's campus;

- provide buildings, lands, utilities infrastructure, common areas, mechanical systems (heating, ventilation, and air condition, plumbing, and electrical systems), offices, classrooms, labs, furniture, and fixtures, equipment, utilities such as water, electricity, and internet connection;
- provide access to university facilities such as the libraries, dormitories, cafeterias, and other shared infrastructure; and
- provide assistance with employment administrative procedures, and academic activities for UI's faculty and administrative staff.

In exchange for these services, UI will pay HU a service fee equivalent to 15 percent of the yearly applicable tuition rate per student collected by UI, less any tuition refunds (the "Fee"). UI will charge students a consolidated fee equal to the board-approved tuition and mandatory fee rate plus a non-instructional 15 percent fee on UI BSEE-Global students as a pass-through to pay HU the Fee, pursuant to State Board of Education Policy V.R.3.c.iv.

The service fee will cover all non-instructional costs for students' study at Hiroshima University. Broadly speaking, these costs fall into three categories:

1. Administrative expenses (e.g., students' health insurance while on the Hiroshima campus)
2. Facilities expenses (e.g., classroom spaces, labs, use of library, internet, and other university facilities)
3. Student support service expenses (e.g., tutoring and visa assistance)

IMPACT

The Electrical Engineering – Global program will help address the current shortage of microelectronics engineers in Idaho, the U.S., and globally. The partnership with Hiroshima University and the resulting increase in student numbers will strengthen the electrical engineering programs at the University of Idaho.

The goal of the Electrical Engineering - Global program is to graduate 100 plus students per year.

The University of Idaho partners with all major semiconductor companies in Idaho and many across the USA. Idaho is home to the headquarters of Micron, one of the largest semiconductor memory development companies in the world. Micron currently employs over 5,000 people in Idaho and intends to expand its Idaho workforce by another 2,000 people through their new Boise facility, which is scheduled to be operational in 2025. The University of Idaho has collaborations with other semiconductor companies in Idaho that have workforce development needs, including ON Semiconductor (Nampa, ID), American Semiconductor (Boise, ID), Kokusai Semiconductor (Boise, ID), Tokyo Electron America (Boise, ID), NxEdge (Boise, ID), LA Semiconductor (Pocatello, ID), Creation Technologies Idaho (Meridian, ID), and Insignis Technology (Boise, ID). All of these regional

partners have workforce pipeline issues, especially as they look to onshore jobs back to the U.S.

Hiroshima University has well-established and globally recognized programs in microelectronics. The University of Idaho's undergraduate and graduate programs will benefit from partnering with Hiroshima through faculty interaction and access to world-class facilities. Increased resources from student tuition will enable broader and more in-depth offerings of technical elective courses in the design, fabrication and packaging of microelectronics.

The total projected expenditures are $930,077 - $3,258,793 over a four-year period. The program's revenue is projected to gradually increase from $1,044,900 in Year 1 to $3,670,416 in Year 5. Expenses will also rise during that timeframe, leading to fluctuating net profit ranging from $132,363 to $512,720.60. Initial years (1-3) primarily cover salary costs as the program is established, with instructional costs at the University of Idaho starting in Year 3, when the first cohort arrives on the Moscow campus. Overall, the program is expected to more than cover its own costs in each of the five years modeled, with stable net profit of over one-half million dollars in later years.

To meet instructional needs for the existing BSEE additional sections of existing courses, instructors, and teaching assistants will be required. The program will require several teaching assistants to cover the number of additional laboratory sections required by the new program. Other resources needed include setting up and preparing essential equipment in labs and lecture rooms, license costs for UI systems, and insurance for international operations. Both universities will collaborate to arrange and discuss the cost-sharing for facility use and any additional installations/purchases necessary. No additional laboratories or equipment will be required for the proposed program in Moscow. Existing library resources are available. An extension of the UI computer network should be made available to HU per proposal. The program also notes that HU will serve as the primary location for the program, which has three libraries.

ATTACHMENTS

Attachment 1 – Bachelor of Science Electrical Engineering – Global Proposal
Attachment 2 – Collaboration & Services Agreement between University of Idaho and Hiroshima University
Attachment 3 – Letter to SBOE from Hiroshima University

BOARD STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho projects 100 additional enrollments because of this partnership and anticipates reaching 550 by year five. Graduates will be realized starting in year four with 53 projected. The program has a capacity for 550 students with the requested faculty positions. The six additional faculty positions proposed will

provide the necessary instructional support for the existing BSEE program as well as the planned BSEE-global students.

The BSEE program identified 100-150 new students per year for program sustainability. If those minimum numbers are not met, the university will plan to admit one additional year of new first-year students. If minimums are not met for two years in a row thereafter, no new students will be admitted and students will be provided with three years to complete the program. After three years, the university will assist students with other options. The program would not be discontinued at the main UI campus.

While the program is currently not listed on UI's approved plan, staff notes that this is not a new program but a specific partnership with Hiroshima University to collaborate and offer the University of Idaho's existing Bachelor of Science in Electrical Engineering as provided in their program proposal.

Currently, Board Policy III.G. requires Board approval for the establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. Policy also provides that Board approval is required for a new "*location of an institution that is geographically apart and independent of the main campus is permanent in nature; offers at least 50% of the courses of an educational program leading to a degree, certificate, or other educational credential; has its own faculty and administrative organization; and has its own budgetary and hiring authority"*.

In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for engineering programs. Currently Boise State and Idaho State also offer an Electrical Engineering program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 27, 2025; and to the Instruction, Research, and Student Affairs Committee on April 3, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to add a Bachelor of Science in Electrical Engineering (Global) in partnership with Hiroshima University as presented by the full proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	December 17, 2024 Revised 3/20/2025			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	College of Engineering			
Name of Department(s) or Area(s):	Electrical & Computer Engineering			
Official Name of the Program:	Electrical Engineering – Global (BSEE - Hiroshima)			
Degree Information:	Degree Level: UG	Degree Type: BS		
CIP code or Modification of CIP Code (consult IR/Registrar):	14.1001			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face 90%; Online 10%			
Implementation Date:	Fall 2026			
Geographical Delivery:	Location(s)	Hiroshima, Japan/Moscow	Region(s)	Region II/International
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee		Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	x	Regional Program Responsibility		Statewide Program Responsibility

Indicate those that apply to this request:

- [x] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [ ] New Program
- [x] New branch campus or change in location
- [x] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [x] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

Suzanna Long	12/17/2024		
College Dean	Date	Vice President for Research (as applicable)	Date 3/14/2025
Graduate Dean/other (as applicable)	Date 12/17/2024	Academic Affairs Program Manager, OSBE	Date 03/14/2025
FVP/Chief Fiscal Officer	Date 12/17/24	Chief Financial Officer, OSBE	Date 3/25/25
Provost/VP for Instruction	Date 12/17/24	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   The University of Idaho (UI) proposes to create an additional international UI location at Hiroshima University (HU) in Hiroshima Japan, in partnership with HU. At the proposed location on HU's campus, UI will offer the first two years of an existing approved degree program, the Bachelor of Science Electrical Engineering (BSEE). Completion of the BSEE counts toward eligibility for the Professional Engineer's license (PE) to practice engineering, which requires a four-year degree from a program accredited by the Accreditation Board of Engineering and Technology (ABET). The existing UI BSEE is ABET accredited, and the HU-UI BSEE will seek separate ABET accreditation, as separate accreditation is required by ABET for a program where the first two years are offered at a separate location.

   To deliver the first two years of the program at HU, UI will deliver its existing curriculum. To do so, UI will also hire a full-time program coordinator and instructors to help deliver face-to-face on the HU campus both general education and disciplinary courses. In cases where existing HU courses are judged by UI faculty to be equivalent to UI courses and are taught in English, these HU courses will be instructed by HU faculty when possible. As UI has done in part partnerships with other Asian universities, UI will contract with a third party to manage hiring, tax withholding, and related issues. However, UI faculty with relevant disciplinary expertise and appointments in appropriate UI departments will establish the qualifications for hiring UI instructors who will teach on the HU campus and will review all proposed hires. Similarly, UI will contract with HU to provide student support services for BSEE students. Further, HU has existing high-quality educational facilities that UI will use to teach BSEE students on the HU campus. University of Idaho will compensate HU for use of these facilities and for student support services by providing HU with a proportion of tuition revenues from the program. We have appended the Collaboration & Services Agreement for this arrangement. While students complete their foundational coursework at HU, they will matriculate as UI students to do so. These foundational courses offered at HU will be taught in English. After completing their initial two years of study, students will come to UI's main campus in Moscow, ID for the remaining two years of study needed to complete the baccalaureate degree program. Thus, participating students will be enrolled as UI degree-seeking students throughout their degree programs, both while they study at HU and while they do so in Moscow.

   Students who begin the BSEE program at HU will be integrated with UI students once they come to Moscow for their final years of coursework, except that the senior-level capstone experience will incorporate greater opportunity to work with industry partners from their home countries. At the same time, these students will be tracked as a separate cohort to enable UI to measure the financial impact and viability of the two BSEE cohorts (HU-Moscow and Moscow-only). This tracking will permit UI to monitor the financial viability of each program and adjust as needed to ensure financial sustainability. Further, the BSEE program – an existing approved academic program – incorporates content from two other existing approved programs, the Bachelor of

Science Computer Engineering (BSCompE) and the Bachelor of Science Computer Science (BSCS). One benefit of building the BSEE program is that the first two years of this program are almost identical to the first two years of the BSCompE and BSCS programs. Therefore, when students arrive in Moscow, they will have the opportunity to pursue one of three pathways: the BSEE, the BSCompE, or the BSCS. Significantly, a Hiroshima student who changed their major from the BSEE degree would no longer eligible for the scholarship or special tuition rate. Under these circumstances, the student would have to pay either the Invitation to Idaho program rate or the standard international (non-resident) student tuition rate.

This project will enable international students from across East and Southwest Asia – notably Japan, Vietnam, South Korea, Indonesia, and Malaysia – who are interested in the BSEE to pursue it while gaining valuable experience studying in another culture. The project will help address pressing workforce shortages, not just in Idaho or the Pacific Northwest but globally. These shortages are intensifying as the elderly population grows in proportion to the working-age population. Further, the project will particularly benefit BSEE students completing their degree program entirely at UI's Moscow, ID campus. It will provide UI's Moscow-only students with expanded opportunities to collaborate with and learn from peers from different cultural backgrounds. Collaborative inter-disciplinary teams are required to complete many engineering projects. Many such teams include engineers from a variety of cultural backgrounds. Therefore, engineers need training that prepares them to work effectively in such teams. The proposed HU-UI partnership will benefit Moscow-only UI BSEE students by substantially increasing their opportunities to develop the skills required to succeed in inter-disciplinary engineering teams with members from various backgrounds. As a result, Moscow-only students' work-readiness upon graduation will be significantly enhanced, as will their capacity to advance in their careers. Further, the proposed partnership will create a core group of engineers specialized in the global semiconductor industry -- graduates poised to become leaders on the international stage. The project will also benefit HU. It will enable HU to expand the number of students on its campus while adhering to nationally established enrollment caps. The increased student presence on HU's campus will allow the university to apply for resources from the Japanese central government that will benefit all students on the campus. Further, Micron Technology and other international industry partners have expressed strong support for the proposed partnership, which will help to meet its needs for well-trained engineers, both in Asia and in the U.S.

In addition, the HU-UI partnership will build on HU's existing – and growing – collaborations with entities in Vietnam, particularly Vietnam's Ministry of Education and Training, its Ministry of Planning and Investment, and its Ministry of Home Affairs. Through these collaborations, HU is participating in existing projects in Vietnam and will launch a branch campus focusing on agricultural programs there this fall. These existing HU partnerships will provide important experiential learning opportunities for students. Examples include the "Setouchi" Semiconductor Co-Creation Consortium and the North Hanoi Smart City project, which uses technology to address challenges in energy, education, environment, healthcare, and transportation. By leveraging these partnerships, the project will offer experiential learning opportunities that will equip students to achieve programs' learning outcomes, which, for all three programs, include designing and implementing solutions to complex engineering problems.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Demand for engineers in Idaho is high. Idaho Department of Labor data show demand in the following professions, any of which BSEE students could choose to pursue:

17-2061: Electronics Engineers, Except Computer
2022: 1,908 2023: 2,408 Change: 500 people, 26.2% Total Projected Annual Openings: 164

Data taken from "Statewide-Occupational-Projections.xlsx" obtained from
https://lmi.idaho.gov/data-tools/occupational-industry-projections/

Unmet demand for engineers in Idaho led Micron Technology to locate a new complex of computer chip plants near Syracuse, NY, rather than in Idaho. When reporting on this decision, Micron's CEO indicated that the decision was due to New York State's "available talent in engineering and the number of higher education institutions they could partner with." Recent discussions with Micron have emphasized the firm's continuing unmet need for engineers.

The proposed collaboration will both increase the number of engineering graduates in Idaho and improve the preparation of all UI BSEE graduates. By adding 100 students per cohort, the partnership will increase the number of engineers that the UI graduates annually. While some will return to Southeast Asia or East Asia to practice, we expect that some will remain and practice in Idaho, thus increasing the state's capacity to meet industry demand for engineers. Fulfilling this demand will encourage firms like Micron to expand their presence and investments in Idaho, thus growing the state's economy.

Further, this partnership will better equip all UI BSEE engineering graduates to collaborate with peers from different cultural backgrounds. Employers broadly emphasize the importance of such collaboration. It is particularly important for engineers, who, as noted above, typically work in cross-disciplinary teams that often include members from different cultural backgrounds. Employers – especially in technical fields – regularly emphasize the value of bringing together a wide range of perspectives in solving problems like those routinely encountered in engineering fields. Employers stress that the mix of perspectives generates innovative solutions that address key challenges more effectively and efficiently. The proposed partnership will substantially expand opportunities for Moscow-only BSEE students to collaborate with peers from different backgrounds in solving engineering problems. As a result, it will make them more effective, innovative engineers poised to add significant value immediately on joining the workforce and to advance quickly in their careers.

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

To explore the proposed project, UI representatives visited Hanoi and Hiroshima. Hiroshima University facilitated meetings of HU and UI colleagues with partners from post-secondary schools and college recruiters in both Vietnam and Japan. Further, with HU, UI has explored supportive industry partnerships in Japan. Conversations in Hanoi established strong interest on the part of Vietnam's Ministry of Education, the U.S. Embassy in Vietnam, and other Vietnamese entities in sending Vietnamese students to HU and subsequently to UI's Moscow, ID campus to earn the BSEE or one of the two associated degrees. Japan and the U.S. are the two destinations most sought by Vietnamese students wishing to pursue post-secondary education outside their home country. The US Department of State has been supportive and has directly engaged the University of Idaho as part of national investment strategies in Vietnam.

Further, these partners, as well as the U.S. Embassies in both Japan and Vietnam, have emphasized that they expect high student demand for this degree program, not just in Vietnam, but Southeast and East Asia more broadly. More concretely, these partners have also indicated that the price point will be attractive for many students in Vietnam who seek to study abroad. Further, Vietnam's Ministry of Planning and Investment has indicated that its National Innovation Center (NIC) can help provide financial assistance to Vietnamese students who qualify and wish to earn the BSEE by studying first at HU and subsequently in Moscow.

The U.S. Education unit of the U.S. Embassy in Vietnam plans to promote the program in Vietnamese high schools. The NIC may do so as well. Promotion will include the one to two Talent/Honors High Schools in each of Vietnam's 62 provinces. A private Vietnamese university (FPTU) affiliated with a set of private high schools in Vietnam confirmed its interest in sending students from these high schools to the collaborative HU-UI BSEE program. Vietnam's University of Transport and Communications (UTC) has requested an articulation agreement that would allow their students to complete a year at UTC and then transfer to the HU-UI BSEE program.

The proposed program will ensure strong support for students throughout their study, both at HU and at UI. English language tutoring and other academic support will be provided for students who would benefit. Further, Vietnamese students are required to study English in middle or junior high school and in high school, so most will enter the HU-UI BSEE prepared to complete course work in English. Those who need additional support will be eligible to participate in UI's American Language and Culture Program (ALCP), including summer offerings. The BSEE program will facilitate students' transition from a professional advisor to a faculty advisor at the appropriate point in their academic careers. It will also offer students access to peer mentoring through existing drop-in engineering peer mentoring programs.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The proposed HU-UI partnership to deliver the BSEE to students who start their UI degree program on HU's campus provides two benefits specifically to Idaho and a third to Idaho, the U.S., and most other nations:

1. Idaho will benefit from the engagement of more BSEE students/graduates in internships, co-operative education placements, and Optional Practical Training (OPT) opportunities. By mobilizing the talents of students and new graduates, these arrangements will infuse new energy, ideas, and expertise into Idaho firms at a far lower cost than these firms would pay if hiring trained permanent, full-time workers.

2. Each year, Idaho will gain a larger and better prepared set of new employees in the specific engineering fields associated with the BSEE degree and those associated with the BSCompE and BSCS degrees.

3. Idaho, the U.S., and most of the world will benefit from the production of more, and better prepared, BSEE graduates. As outlined in the U.S. Department of State's International Technology Security and Innovation (ITSI) Fund materials, creating secure semiconductors and a diversified, secure global semiconductor supply chain is essential to U.S. national security. It is equally important to the welfare of many other nations. In discussions with federal government officials, UI has been encouraged, with HU, to seek ITSI funding for the proposed HU-UI partnership, which meets key workforce training goals of the ITSI Fund program. If this funding is obtained, it will add federal dollars to Idaho's economy.

4. International demand is high. For example, the Vietnamese government has set a goal of training 50,000 additional engineers in the semiconductor industry by 2030. There are estimates that total international workforce shortage is almost 1 million engineers across the globe.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No X_____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

Not applicable

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The current non-resident tuition rate at the University of Idaho (UI) is $28,320 per year. Under this program, students enrolled in the program will receive a scholarship covering the non-resident portion of the tuition, reducing their annual tuition cost to $9,084 (subject to annual adjustments based on tuition rate changes).

Additionally, UI will pay HU a fee equivalent to 15% of the yearly applicable tuition rate per student collected by UI, less any international student tuition refunds (which we will assess as a yearly pass-through fee per student). This student fee payment is authorized under Idaho State Boad of Education, Board Policy Manual: Section V.R.3(c)(iv). This fee is a pass-through payment to HU to cover all non-instructional costs associated with students' study while at Hiroshima University for the first two years. These costs fall into three broad categories:

1. Administrative expenses – including students' health insurance while on the Hiroshima University campus.
2. Facilities expenses – covering access to classroom spaces, labs, libraries, internet, and other university facilities.
3. Student support service expenses – such as tutoring and visa assistance.

Our intent is to charge a single rate rather than separate tuition and fees. This single charge will be mathematically equivalent to tuition and fees plus 15%, ensuring a streamlined payment structure for students while at HU. The revenue from this charge will then be distributed between UI and HU based on the terms outlined in the Collaboration & Services Agreement.

Alumni and industry provide significant scholarships to make the current BSEE program more affordable to students. Alumni and industry fund laboratory upgrades that keep laboratory fees relatively low. Students in the new BSEE will benefit from existing funds to upgrade laboratories. New funds will be solicited from industry to specifically fund scholarships for the new BSEE - Global program.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY21	FY22	FY23	FY24 (most recent)	FY21	FY22	FY23	FY24 (most recent)
UI	**BSEE**	111	109	114	120	26	18	16	26
BSU	**BSEE.**	223	194	188	186	40	37	24	45
ISU	**BSEE**	61	45	58	73	16	6	4	4

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   Not applicable

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY27 (1st year)	FY28	FY29	FY30	FY31		FY27 (1st year)	FY28	FY29	FY30	FY31	
100	200	300	400	500		0	0	0	53	137	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above.
What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

Program capacity is 500 students with the requested faculty positions because the six additional faculty proposed will enable the faculty to instruct existing BSEE and planned BSEE-Global students. The above projections are based on:

a. Conversations with international partners and their enrollment expectations.
b. Enrollments needed for the program to achieve financial viability.
c. Expected graduation rates extrapolated from UI's existing BSEE graduation rate.

UI Strategic Enrollment Management is working with HU personnel to identify prospective students. We currently recruit in these markets and plan to continue to recruit students. We also intend to increase the marketing outreach and add an additional recruitment staff member to help market the proposed program. Our recruitment strategies include face-to-face recruitment in the East Asia and SE Asia markets, use of recruitment agencies and country manager approaches, electronic marketing strategies, and leveraging partnerships with the governments within the countries. As an example of partnering with governments, the National Innovation Center (NIC) is considering partnering with us on informational fairs across the country that they host targeting secondary school students to promote STEM educational programs.

The College of Engineering is working to obtain funding for scholarships for the students.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The minimum enrollment for the program to be sustainable is 100 new students per year.

Minimum enrollment numbers are set by the tuition revenue required to cover recruiting, administrative, faculty, and teaching assistant costs.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If the minimum enrollment numbers are not met, one additional year of new first year students will be admitted. If the minimum enrollment numbers are not met two years in a row, no new first-year students will be admitted. Students in the program will be given three years to complete their degree requirements. After three years the University of Idaho will assist students in finding other options.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The UI BSEE has been continuously accredited by the Accreditation Board of Engineering and Technology (ABET) since Oct 1,1936. ABET accreditation assures confidence that a collegiate program has met standards essential to prepare graduates to enter critical STEM fields in the global workforce. Graduates from an ABET-accredited program have a solid educational foundation and can lead the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public. The same level of passion for engineering education by faculty and support staff that has led to 88 years of continuous accreditation will extend to offering part of this program at an international location.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

Not applicable

13. Educator Endorsement/Certification Programs. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date N/A

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

14. Three-Year Plan: If this is a new proposed program, is it on your institution's Board approved 3-year plan?

Yes ____ No X

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	The program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
X	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

This proposal fulfills specific industry needs in Japan, Vietnam, and multiple other nations throughout East Asia and Southeast Asia (South Korea, the Philippines, Malaysia, Indonesia). In meeting these needs, the project will forward U.S. national security goals while benefitting Idaho's computer engineering industry. Vietnam aims to train 50,000 engineers by 2030, and the global workforce need is estimated at almost 1 million qualified engineers. The proposed partnership will contribute to meeting serious workforce development needs across the globe. The U.S. Department of State has been supportive and has directly engaged the University of Idaho as part of national investment strategies in Vietnam.

Simultaneously, the U.S. Department of State seeks to create a supply of secure semiconductors and a secure, diversified semiconductor supply chain by working with international partners, including Vietnam and Japan. The International Technolgoy Security Innovation (ITSI) Fund incentivizes projects that forward this goal, including workforce development projects. UI was encouraged to apply for ITSI Fund monies to support the proposed project and did so.

While the proposed partnership is designed to meet global workforce needs, it will benefit Idaho's engineering industry as well, in two ways. First, some students who begin their degree at HU and finish in Moscow will stay in Idaho to practice engineering, thus helping to meet the state's substantial demand for qualified engineers. Second, *all* UI BSEE students will develop stronger skills in collaborating with peers from different cultural backgrounds to solve engineering problems because the proposed partnership will increase their opportunities to practice and master these skills. Both the United States and Japan are extremely competitive destination points for students

in Southeast Asia who wish to study internationally, and this program brings together the strengths of our respective universities. Given the complexity of engineering curricula, it is important to build such opportunities into these curricula, because engineering students seeking timely graduation may find study abroad difficult. Engineers typically work in inter-disciplinary teams that often include colleagues from various cultures, so these skills will make BSEE graduates more work-ready and better able to meet Idaho industry needs.

Partnership opportunity:

The proposed project is based on an opportunity to partner with Hiroshima University, as well as with various entities in Vietnam, as explained in responses above to questions #1 and #2. This project is being encouraged by the U.S. Embassies in Japan and Vietnam. As noted above, at the suggestion of the U.S. Department of State, UI has applied for International Technology and Security Innovation (ITSI) Fund monies because the proposed partnership will fulfill the ITSI program's workforce development objective.

Planned addition to 2025 Three-Year Plan

While this partnership opportunity arose after UI's 2024 Three-Year Plan was developed and submitted to SBOE, the proposed program will be added to our 2025 Three-Year Plan as an expansion of our BSEE to Hiroshima University.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	81
Credit hours in required courses offered by other departments.	36
Credit hours in institutional general education curriculum.	12
Credit hours in free electives	0
Total credit hours required for degree program	129

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Four-Year Plan
Plan of Study Grid

Fall Term 1		**Hours**
CS 120	Computer Science I	4
ENGL 101	Writing and Rhetoric I	3
MATH 170	Calculus I	4
	Humanistic and Artistic Ways of Knowing Course	3
	Oral Communication Course	3
	Hours	17

Spring Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ECE 101	Foundations of Electrical and Computer Engineering	2
MATH 175	Calculus II	4
PHYS 211	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1
ENGL 102	Writing and Rhetoric II	3
	Hours	17

Fall Term 2		
ECE 210	Electrical Circuits I	3
ECE 211	Electrical Circuits Lab I	1
ENGR 210	Engineering Statics	3
MATH 310	Ordinary Differential Equations	3
PHYS 212	Engineering Physics II	3
PHYS 212L	Laboratory Physics II	1
AMST 301 OR PHIL 103		3
	Hours	17

Spring Term 2		
ECE 212	Electrical Circuits II	3
ECE 213	Electrical Circuits II Lab	1
ECE 240	Digital Logic	3
ECE 241	Logic Circuit Lab	1
ECE 292	Sophomore Seminar	0
ENGR 220	Engineering Dynamics	3
MATH 275	Calculus III	3
ECON 201 OR ECON 202 OR ECON 272		3
	Hours	17

Fall Term 3

ECE 310	Microelectronics I	3
ECE 311	Microelectronics I Lab	1
ECE 320	Energy Systems I	3
ECE 321	Energy Systems I Laboratory	1
ECE 330	Electromagnetic Theory	3
ECE 331	Electromagnetics Laboratory	1
ENGR 360	Engineering Economy	2
	American Diversity Course	3
	Hours	17

Spring Term 3

ECE 340	Microcontrollers	3
ECE 341	Microcontrollers Lab	1
ECE 350	Signals and Systems I	3
ECE 351	Signals and Systems I Lab	1
MATH 330	Linear Algebra	3
STAT 301	Probability and Statistics	3
	Hours	14

Fall Term 4

ECE 480	EE Senior Design I	3
ECE 491	Senior Seminar	0
	UPDV Technical, Major Elective Course	3
	International Course	3
	Social and Behavioral Ways of Knowing Course	3
ECE 410 OR ECE 418 OR ECE 420 OR ECE 430 OR ECE 432 OR ECE 434 OR ECE 440 OR ECE 443 OR ECE 450 OR ECE 460 OR ECE 465 OR ECE 470		3
	Hours	15

Spring Term 4

ECE 481	EE Senior Design II	3
UPDV Technical, Major Elective Course		3
UPDV Technical, Major Elective Course		3
ECE 410 OR ECE 418 OR ECE 420 OR ECE 430 OR ECE 432 OR ECE 434 OR ECE 440 OR ECE 443 OR ECE 450 OR ECE 460 OR ECE 465 OR ECE 470		3
ECE 410 OR ECE 418 OR ECE 420 OR ECE 430 OR ECE 432 OR ECE 434 OR ECE 440 OR ECE 443 OR ECE 450 OR ECE 460 OR ECE 465 OR ECE 470		3
	Hours	15
	Total Hours	129

Five-Year Plan
Plan of Study Grid

Fall Term 1		
ENGL 101	Writing and Rhetoric I	3
MATH 143	Precalculus I: Algebra	3
MATH 144	Precalculus II: Trigonometry	1
CS 112	Computational Thinking and Problem Solving	3
	Humanistic and Artistic Ways of Knowing Course	3
	Hours	13
Spring Term 1		
CS 120	Computer Science I	4
ECE 101	Foundations of Electrical and Computer Engineering	2
ENGL 102	Writing and Rhetoric II	3
MATH 170	Calculus I	4
	Hours	13
Fall Term 2		
CHEM 111L	General Chemistry I Laboratory	1
CHEM 111	General Chemistry I	3
MATH 175	Calculus II	4
MATH 330	Linear Algebra	3
PHYS 211	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1
	Hours	15
Spring Term 2		
ECE 210	Electrical Circuits I	3
ECE 211	Electrical Circuits Lab I	1
ECE 292	Sophomore Seminar	0
ENGR 210	Engineering Statics	3
MATH 310	Ordinary Differential Equations	3
PHYS 212	Engineering Physics II	3
PHYS 212L	Laboratory Physics II	1
	Hours	14
Fall Term 3		
ECE 212	Electrical Circuits II	3
ECE 213	Electrical Circuits II Lab	1
ECE 240	Digital Logic	3
ECE 241	Logic Circuit Lab	1
ENGR 220	Engineering Dynamics	3
MATH 275	Calculus III	3
	Hours	14

Spring Term 3		
ECE 310	Microelectronics I	3
ECE 311	Microelectronics I Lab	1
STAT 301	Probability and Statistics	3
	Oral Communication Course	2
	Social and Behavioral Ways of Knowing Course	3
ECON 201 OR ECON 202 OR ECON 272		3
	Hours	15
Fall Term 4		
ECE 320	Energy Systems I	3
ECE 321	Energy Systems I Laboratory	1
ECE 330	Electromagnetic Theory	3
ECE 331	Electromagnetics Laboratory	1
ENGR 360	Engineering Economy	2
AMST 301 OR PHIL 103		3
	Hours	13
Spring Term 4		
ECE 340	Microcontrollers	3
ECE 341	Microcontrollers Lab	1
ECE 350	Signals and Systems I	3
ECE 351	Signals and Systems I Lab	1
	Hours	8
Fall Term 5		
ECE 480	EE Senior Design I	3
ECE 491	Senior Seminar	0
	International Course	3
	UPDV Technical, Major Elective Course	3
ECE 450 AND ECE 460		3
	Hours	12
Spring Term 5		
ECE 481	EE Senior Design II	3
	UPDV Technical, Major Elective Course	3
	American Diversity Course	3
ECE 450 AND ECE 460		3
ECE 450 AND ECE 460		3
	Hours	15
	Total Hours	132

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

There would be no additional requirements such as comprehensive examinations, senior thesis, practicum, or internships. The existing BSEE program currently has a well-developed capstone experience.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Upon graduation, students will have:

1. an ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Each student learning outcome will be mapped to a course. Homework assignments, exam problems, presentations, or projects in the courses will be used to assess the outcome mapped to that course.

Outcomes will be assessed per a predetermined schedule with some outcomes assessed each semester. The department assessment committee will review assessment results each semester and make recommendations at a faculty meeting. The faculty will discuss results and recommendations and decide on actions to improve the program.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Hiroshima University has three campuses covering a total area of 314 hectares. The Higashi-Hiroshima campus, where the proposed program will take place, occupies approximately 249 hectares, making it one of the largest campuses in Japan. This expansive setting provides an ideal environment for enhancing and expanding academic programs.

Hiroshima University will reserve the following spaces and equipment for the University of Idaho for the proposed program: Lecture room 1 (70 m²), Lecture room 2 (73 m²), Lecture room 3 (53 m²), Lecture room 4 (53 m²), the student lounge (119 m²), and an administrative office (23 m²). Lecture rooms 1 to 3 are equipped with whiteboards, self-standing screens, desks, and chairs. Lecture room 4 includes a whiteboard, desks, and chairs but does not have a self-standing screen. The student lounge is furnished with tables and chairs and can also serve as a study area. The administrative office is equipped with desks and chairs. All spaces are air-conditioned, well-lit, and have access to Wi-Fi network including Eduroam. All lecture rooms are reserved exclusively for the proposed program. However, the student lounge will be open to Hiroshima University students as well, allowing the University of Idaho students to interact with their Hiroshima University peers.

In terms of computer facilities, 113 computers are available for use at libraries and the media center, and all students, including those from the University of Idaho, will have access to them.

Additionally, Hiroshima University has constructed the J-Innovation HUB (with a total floor area of 1,517.25 m²) as a hub for open innovation through collaboration and joint research. The purpose is to foster the development of advanced semiconductor-related human resources, accelerate cutting-edge research and development, and promote industry-government-academia collaboration with a focus on international expansion.

J-Innovation Hub has two clean rooms, with their varying levels of cleanliness (ISO Class 5 and ISO Class 7). These rooms provide controlled environments essential for conducting high-precision experiments and fostering innovation in collaboration with academic and industrial partners. Clean rooms offer a controlled environment with low levels of pollutants. This environment is essential for high-precision experiments and manufacturing processes.

[2] 2 Financial Impact shall mean the total financial expenditures, 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 establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

In this program, both universities will discuss the possibility of jointly using laboratory facilities for experiment-based courses in the first and second years, depending on the curriculum. However, because the first and second years mainly cover introductory topics, the number of experiment-based courses is limited, and we believe that the shared use of Hiroshima University's existing laboratory space will not pose any issues.

The University of Idaho has five Educational Centers. The Moscow Campus sits on 1,585 acres of land in 253 buildings.

The Moscow Campus has 125 classrooms available for lectures sections. The capacity of the classrooms ranges from 15 to 293 students.

The Department of Electrical and Computer Engineering has nine existing laboratories spaces with appropriate equipment, instruments, and computers that will meet the required laboratories and design/build space for the proposed program. The total laboratory space is 8,350 square feet.

The University of Idaho has eighteen computer laboratories in key locations around campus, and the Department of Electrical Engineering has one dedicated computer laboratory. The University of Idaho also provides remote access to computers and software applications through its Remote Access Lab.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The lecture rooms and an administrative office mentioned in section 1.a are expected to be reserved exclusively for the proposed program. (These spaces will not be used for any educational programs run by Hiroshima University.) Therefore, it is unlikely that Hiroshima University’s existing educational programs will have any impact on the implementation of the proposed programs.

Under the current plan, the proposed program will accept 100 students per year, resulting in a total of 200 students studying at Hiroshima University’s campus for the first two years of the proposed program. If the cohort size increases in the future, we plan to use the lecture rooms of the School of Economics at Hiroshima University (with a total area of 1,373 m^2). These spaces were previously used by the School of Law (approximately 750 students) and the School of Economics (approximately 850 students), but with the School of Law relocating to another campus this year, the available space can now be repurposed. In this scenario, the space will be shared with the School of Economics.

On average, the University of Idaho Department of Electrical and Computer Engineering laboratories and equipment in Moscow limit the number of students to 15 students per laboratory section. This limitation creates the need for a significant number of Teaching Assistants to cover the number of additional laboratory sections required by the new program.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

As stated in the response to section 1.a., the essential equipment required to implement the proposed program such as lighting, air conditioning, desks, chairs, etc. has already been installed. On the other hand, technical equipment like audio-visual tools, technology, and presentation tools such as projectors, speaker system, will need to be prepared based on the curriculum of the proposed program.

For instance, if ceiling-mounted projectors are to be installed in the four lecture rooms mentioned in response to section 1.a, it will cost approximately 1.7 million yen (about 12,000 USD), including installation fees.

Further, there will be costs to extend the licensing agreements for UI systems, such as Canvas, Banner, Outlook, and others so HU faculty, staff and students can access these systems, for an estimated cost of ~$11,000 - ~$50,000 annually. Similarly, this extension will entail additional cybersecurity costs, as well as additional IT equipment ($16,000 - $22,000 annually).

For experiment-based courses during the first two years of the program, both universities will also discuss the possibility of jointly using laboratory facilities according to the curriculum. However, since the first and second years focus primarily on introductory topics, the number of experiment-based courses is limited, and we believe that the shared use of Hiroshima University's existing laboratory space will not pose any issues.

Both universities will collaborate to arrange and discuss the cost-sharing for facility use and any additional installations or purchases necessary to ensure the smooth implementation of the proposed program.

Finally, insurance for international operations is estimated to cost $80,000 annually. This insurance includes general liability coverage, professional liability for errors and omissions, directors' and officers' insurance, medical and accident coverage, data security and privacy coverage.

No additional laboratories or equipment will be required for the proposed program in Moscow.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The existing library resources are excellent and are already available remotely to support branch campuses and online students. To further facilitate easy access to library resources, an extension of the UI computer network should be made available at Hiroshima University.

Hiroshima University's Higashi-Hiroshima campus, which will serve as the primary location for the proposed program, has three libraries. The main library offers 992 study desks, the west library

has 882 desks, and the east library provides 29 desks. There is abundant space and access to extensive databases. The libraries feature a variety of learning environments, including spaces for reading, group study, and individual work. It is unlikely that the usage environment for both Hiroshima University and University of Idaho students will be disrupted by the proposed program.

The library offers ample space for personal computer use, while the computer terminal rooms in the East Library and other locations across campus are equipped with over 100 computers, available to all Hiroshima University members, including the University of Idaho students in the proposed program.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

The first and second years of the bachelor's programs focus on liberal arts education, and Hiroshima University's three libraries cover a wide range of academic disciplines. The university's extensive collection, which includes approximately 31.5 million books and 52,000 journals, supports various fields of study, including engineering. The libraries provide access to both physical books and digital resources, ensuring that engineering students have ample materials for their education. Additionally, the libraries offer access to specialized databases, research papers, and journals in engineering, making it well-equipped to support engineering education.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Summaries of additional sections of existing courses, instructors, and teaching assistants are contained on this page. The details used to create this summary are contained on the following eight pages.

i.First Year: Cohort A

Division	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Lower	10.5	12.5	5	2	1
Upper	0	0	0	0	0

ii.Second Year: Cohorts A & B

Division	Additional	Additional	Additional	Additional	Additional
	Lecture Sections	Recitation Sections	Laboratory Sections	FTE Instructors	Full-time TA's
Lower	21	21.5	13.5	3	6
Upper	0	0	0	0	0

iii.Third Year: Cohorts A, B, & C

Division	Additional	Additional	Additional	Additional	Additional
	Lecture Sections	Recitation Sections	Laboratory Sections	FTE Instructors	Full-time TA's
Lower	21	21.5	13.5	3	7
Upper	8	2.5	10	5	5

iv.Fourth Year, Cohorts A, B, C, & D

Division	Additional	Additional	Additional	Additional	Additional
	Lecture Sections	Recitation Sections	Laboratory Sections	FTE Instructors	Full-time TA's
Lower	21	21.5	13.5	3	9
Upper	17.5	2.5	8	6	9

v. First Year, Lower Division Courses
Cohort A Fall

Course	Additional	Additional	Additional	Additional	Additional
Subject #	Lecture Sections	Recitation Sections	Laboratory Sections	FTE Instructors	Full-time TA's
CS 120	1	5		0.37	1.00
ENGL 101	6			1.00	0.00
Math 170	1	2		0.35	0.50
H&A WoK	2	0		0.45	0.00
Oral Comm	1	4		0.26	0.00
Total	**11**	**11**	**0**	**2.43**	**1.50**

Cohort A Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Chem 111	1	5		0.27	1.00
Chem 111L			5	0.05	2.00
ECE 101	2	5		0.29	
ENGL 102	5			1.00	
Math 175	1	2		0.35	0.50
Phys 211	1	2		0.46	
Phys 211L			5	0.05	2.0
Total	**10**	**14**	**10**	**2.47**	**5.50**

Lower Division First Year (Cohort A)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	10.5	12.5	5	2	1

Upper Division Courses at UI - No upper division courses will be offered at UI the first year.

vi. Second Year, Lower Division Courses
Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 210	3			0.47	0.00
ECE 211			4	0.05	2.00
ENGR 210	2	2		0.35	0.50
Math 310	2	0		0.45	0.00
Phil 103	1	4		0.26	0.00
Phys 212	1	5		0.27	1.00
Phys 212L			5	0.1	2.00
Total	**9**	**11**	**9**	**1.95**	**5.5**

Cohort B Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
CS 120	1	5		0.37	1.00
ENGL 101	6			1.00	0.00
Math 170	1	2		0.35	0.50
H&A WoK	2	0		0.45	0.00
Oral Comm	1	4		0.26	0.00
Total	**11**	**11**	**0**	**2.43**	**1.5**

Second Year Fall (Cohort A and Cohort B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	21	21.5	13.5	3	6

Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 212	2	5		0.47	0.00
ECE 213			4	0.05	2.00
ECE 240	3			0.47	0.00
ECE 241	1		4	0.46	2 .00
ECE 292	1			0.05	0.00
ENGR 220	2			0.43	0.00
ECON 20X	1			0.26	0.00
ECE 292	1			0.1	0.00
Math 275	1	2		0.26	0.50
Total	**12**	**7**	**8**	**2.55**	**4.5**

Cohort B Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Chem 111	1	5		0.27	1.00
Chem 111L			5	0.05	2.00
ECE 101	2	5		0.29	
ENGL 102	5			1.00	
Math 175	1	2		0.35	0.50
Phys 211	1	2		0.46	
Phys 211L			5	0.05	2.0
Total	**10**	**14**	**10**	**2.47**	**5.5**

Second Year Spring (Cohort A and Cohort B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	21	21.5	13.5	3	6

Second year lower division

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	21	21.5	13.5	3	6

Upper Division Courses at UI
No upper division courses will be offered at UI the second year.

vii. Third Year

Lower division courses: number of instructors and TA's will be the same as the second year.

Lower division third program year (Cohort B and Cohort C)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	21	21.5	13.5	3	7

Upper Division Courses at UI

Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 310	2			0.43	0.00
ECE 311			4	0.05	2.00
ECE 320	2			0.43	0.00
ECE 321			4	0.05	2.00
ECE 330	2			0.43	0.00
ECE 331			4	0.05	2.00
Amer. Diversity	1			0.26	0.00
ENGR 360	1	5		0.18	0.00
Total	**8**	**5**	**12**	**1.88**	**6**

Cohort A Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 340	2			0.43	0.00
ECE 341			4	0.05	2.00
ECE 350	2			0.43	0.00
ECE 351			4	0.05	2.00
Math 330	2			0.43	0.00
STAT 301	2				0.50
Total	8	0	8	1.39	4.5

UI Third Year (Cohort A)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average Upper	8	2.5	10.0	5	5

viii. Fourth Year

Lower division courses: number of instructors and TA's will be the same as the second year.
Lower division average fourth program year (Cohort C and Cohort D)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	21	21.5	13.5	3	9

Upper Division Courses at UI
Cohort B Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 310	2			0.43	0.00
ECE 311			4	0.05	2.00
ECE 320	2			0.43	0.00
ECE 321			4	0.05	2.00
ECE 330	2			0.43	0.00
ECE 331			4	0.05	2.00
Amer. Diversity	1			0.26	0.00
ENGR 360	1	5		0.18	0.00
Total	**8**	**5**	**12**	**1.88**	**6**

Cohort A Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 480	2			0.43	1.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
S&B WoK	1			0.26	0.00
International	2			0.43	0.00
ECE 491	1			0.1	0.00
Total	**10**	**0**	**0**	**2.08**	**1**

Cohorts A & B Fall

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	18	5	12	3.96	7

Cohort B Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 340	2			0.43	0.00
ECE 341			4	0.05	2.00
ECE 350	2			0.43	0.00
ECE 351			4	0.05	2.00
Math 330	2			0.43	0.00
STAT 301	2				0.50
Total	8	0	8	1.39	4.5

Cohort A Spring

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
ECE 481	1			0.43	1.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
ECE TE	2			0.43	0.00
Total	**9**	**0**	**0**	**2.15**	**1**

UI Fourth Year Spring (Cohorts A & B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Total	21	21.5	13.5	6	9

UI Fourth Year (Cohorts A & B)

Course Subject #	Additional Lecture Sections	Additional Recitation Sections	Additional Laboratory Sections	Additional FTE Instructors	Additional Full-time TA's
Average	17.5	2.5	8.0	6	9

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Existing instructional resources are insufficient and cannot stretch to adequately handle the large influx of students. To meet instructional needs for the existing BSEE the Department of Electrical and Computer Engineering is currently hiring multiple temporary faculty and Ph.D. students to teach courses.

College of Engineering financial support services will help with financial transactions and hiring of new faculty and teaching assistants.

The existing Department of Electrical and Computer Engineering administrative assistants will help train a new administrative assistant dedicated to this new program.

ADDITIONAL RESOURCES

Hiroshima University's Accessibility Center: The Center ensures equal access to education for students with special needs by offering a comprehensive range of services. These include assessing social barriers to learning, providing advice and suggestions on reasonable accommodations, and improving accessibility in areas such as information access and mobility. The center assists in preparing support request forms, accommodation requests, and special arrangements for final exams. It also provides essential support resources, including assistive devices, technologies, and personnel, while actively developing new support methods and technologies. As the secretariat for UE-Net (Universal Design in Education-Network), the center leads efforts to promote universal design in education. UE-Net fosters collaboration among educational institutions, private companies, governmental organizations, and welfare agencies to create inclusive learning environments where students, regardless of ability, can develop their potential.

Peer Support Service: Hiroshima University's peer support service offers a safe and approachable environment for students seeking advice on a wide range of personal and academic concerns, such as struggling to keep up with classes, adjusting to living alone, navigating interpersonal relationships, or deciding on a student club. Peer supporters, who are students trained under the guidance of professional counselors, listen and provide support from a fellow student's perspective. Consultations are free, confidential, and designed to offer comfort and understanding, ensuring students feel heard and supported.

Health Service Center: Hiroshima University's Health Service Center is a specialized facility dedicated to the physical and mental well-being of students and staff. The center is composed of three key divisions: the Medical Division, offering consultations and treatment by internal medicine doctors and nurses, including injury care; the Mental Health Division, where psychiatrists provide mental health consultations; and the Counseling Division, where professional counselors offer support for personal, academic, and career-related challenges.

Harassment Consultation Office: Hiroshima University's Harassment Consultation Office is committed to creating a safe and respectful environment by preventing and addressing all forms of harassment within the university community. The office provides confidential consultations for students, faculty, and staff, offering support and guidance on issues related to sexual harassment, power harassment, academic harassment, and other inappropriate behavior. Trained consultants work with individuals to explore options for resolving issues, ensuring that concerns are addressed fairly and appropriately. The office also promotes awareness and education on harassment prevention, fostering a campus culture where everyone can feel safe and respected.

c. **Impact on existing programs**. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The proposed program will have little impact on the existing programs offered by the department because most of the instructional resources for the new program will be met with new hires.

Quality and productivity of existing programs will not be affected because most of the instructional resources for the new program will be met with new hires.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Listings give the year that new personnel are hired or that their FTE increases. If FTE is not listed, it is 1.0. Personnel are assumed to continue employment in subsequent years and are not listed again.

First Year
1 - HU Permanent Instructor (UI Permanent Composition instructor based in Japan)
1 - HU Instructor (HU adjunct, Online, Intensive, based in Moscow)
1 - HU Teaching Assistant (TA) to teach labs
1 - HU Program Coordinator
1 - Recruiter
1 - UI Administrative Assistant (1 FTE, based in Moscow)
2 - UI COS Associate Chairs (0.3 FTE total, based in Moscow)
1 - UI ECE Associate Chair (0.10 FTE, based in Moscow)

Second Year
+3 - HU Instructor (HU adjunct, Online, Intensive, based in Moscow) (4 total)
+5 - HU Teaching Assistant (TA) to teach labs (6 total)
UI ECE Associate Chair (increase FTE to 0.5, based in Moscow)

Third Year
+1 - HU Teaching Assistant (TA) to teach labs, based in Japan (7 total)
2 - UI EE Clinical Faculty based in Moscow
2 - UI EE TT Faculty based in Moscow
5 - UI EE, Math, Stat TA's based in Moscow
1 – UI CoS Clinical Faculty based in Moscow
1 – UI Administrative Assistant based in Moscow

Fourth Year
+2 - HU Teaching Assistant (TA) to teach labs, based in Japan (9 total)
+1 - UI EE Clinical Faculty based in Moscow (3 total)
+4 - UI EE, Math, Stat TA's based in Moscow (9 total)

In addition to the above needed personnel resources for Engineering, we will have additional staffing needs to include dedicated IT staff. Assuming one full-time IT technician, additional salary costs estimated at ~$40,000 -$60,000 annually plus training costs of up to ~$10,000.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No funds will be reallocated to this program.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

Not applicable

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

In exchange for the services HU will provide to UI BSEE students, UI will pay HU a service fee equivalent to 15 percent of the yearly applicable tuition rate per student collected by UI, less any tuition refunds (the "Fee"). UI will charge students a consolidated fee equal to the board-approved tuition and mandatory fee rate plus a non-instructional 15 percent fee on UI BSEE-Global students as a pass-through to pay HU the Fee, pursuant to State Board of Education Policy V.R.3.c.iv.

The service fee will cover all non-instructional costs for students' study at Hiroshima University. Broadly speaking, these costs fall into three categories:

1. Administrative Expenses (e.g., students' health insurance while on the Hiroshima campus);
2. Facilities expenses (e.g., classroom spaces, labs, use of library, internet, and other university facilities);
3. Student support service expenses (e.g., tutoring and visa assistance).

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

See attached budget spreadsheet.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2027		FY 2028		FY 2029		FY 2030	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	100	100	200	200	265	265	352	352
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	100	100	200	200	265	265	352	352

II. REVENUE

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$908,400.00		$1,816,800.00		$2,407,260.00		$3,197,568.00	
5. Student Fees	$136,500.00		$273,000.00		$273,000.00		$273,000.00	
6. Other (i.e., Gifts)								
Total Revenue	$1,044,900	$0	$2,089,800	$0	$2,680,260	$0	$3,470,568	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	5.5		15.3		27.3		34.3	
2. Faculty	$62,112		$62,112		$586,676		$681,589	
3. Adjunct Faculty	$57,459		$114,918		$114,918		$114,918	
4. Graduate/Undergrad Assistants	$20,812		$124,871		$307,266		$478,157	
5. Research Personnel								
6. Directors/Administrators			$108,494		$108,494		$108,494	
7. Administrative Support Personnel	$32,231		$89,453		$144,453		$144,453	
8. Fringe Benefits	$92,025		$229,465		$421,455		$454,960	
9. Other: recruiter, advisor, IT	$83,401		$197,779		$197,779		$197,779	
Total Personnel and Costs	$348,040	$0	$927,092	$0	$1,881,041	$0	$2,180,350	$0

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$10,000		$10,000		$10,000		$50,000	
2. Professional Services	$136,500		$273,000		$273,000		$273,000	
3. Other Services: International Insurance	$80,000		$80,000		$80,000		$80,000	
4. Communications	$25,000		$25,000		$25,000		$25,000	
5. Materials and Supplies	$47,080		$93,280		$136,400		$180,840	
6. Rentals	$0		$0		$0		$0	
7. Materials & Goods for Manufacture & Resale	$0		$0		$0		$0	
8. Miscellaneous: Tech Licences	$11,250		$22,730		$33,730		$44,530	
Total Operating Expenditures	$309,830	$0	$504,010	$0	$558,130	$0	$653,370	$0

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment: computers and additional IT Equipment	$26,000		$38,000		$52,000		$54,000	
Total Capital Outlay	$26,000	$0	$38,000	$0	$52,000	$0	$54,000	$0

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other Japan (Estimated) Tax 30% of Ne	$108,309		$186,210		$56,727		$174,854	
Total Other Costs	$108,309	$0	$186,210	$0	$56,727	$0	$174,854	$0
TOTAL EXPENDITURES:	$792,179	$0	$1,655,312	$0	$2,547,898	$0	$3,062,574	$0
Net Income (Deficit)	$252,721	$0	$434,488	$0	$132,362	$0	$407,994	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	

				Year 1		
			AY26/27	FY27		
Enrollment						
	HU:			100		
	UI:			0		
	Total:			**100**		
Revenue:						
	Tuition:			2,599,200.00		
	Tuition Discount Waiver:			(1,690,800.00)		
	HU Site Fees:			136,500.00		
Total Tuition and Fees Revenue				**1,044,900.00**		
Expenses:	Personnel (fringe benefits included):					
	Description	**#P**		Total	Fringe	Direct
	HU Permanent Instructor (UI Permanent Composition instructor based out of HU via E	1	87,019	87,019	24,907	62,112
	UI EE Clinical Faculty (1.0 FTE teaching each)	0	-	-	-	
	UI EE TT Faculty (0.5 FTE teaching each)	0	-	-	-	
	UI CoS Clinical Faculty (1.0 FTE teaching each)	0	-	-	-	-
	HU Adjunct Instruction (UI reimbursing HU for adjunct instruction)	1	80,500	80,500	23,041	57,459
	HU TA's	1	21,228	21,228	416	20,812
	UI EE, Math, Stat TA's	0	-	-	-	
	UI CoS Associate Chairs	0.00	-	-	-	-
	UI ECE Associate Chair	0.00	-	-	-	-
	UI Admin Assistant	0	-	-	-	-
	HU Program Coordinator	1	42,448	42,448	10,217	32,231
	UI Program Coordinator					
	Recruiter (HU or UI) but based in Japan	1	74,815	74,815	21,414	53,401
	UI International Student Affairs Coordinator	0	-	-	-	-
	UI OIT Technical Support (.5 FTE, Japan or US)*	0.5	42,030	42,030	12,030	30,000
	UI UAS Advisor	0	-	-	-	-
	Operating Expenses			-	-	-
	Marketing/Advertisement		25,000	-	-	-
	HU Operating Expenses		15,000	-	-	-
	UI Operating Expenses		32,080	-	-	-
	HU Support Fee (15% per student) (includes admin, instruction, 2 TA's)		136,500	-	-	-
	Student Technology Licenses and Expenses**		10,700			
	Employee Technology Licenses and Expenses		550			
	IT Equipment for Employees***		16,000			
	Additional IT requirements		10,000			
	International Insurance		80,000			
	Associate Chairs Visit HU annually		10,000			
	Accreditation (ABET) Visit			-	-	-
	Estimated Japanese Tax (30% of Net Revenue)		108,309			
Total Expenses		**5.5**	**792,180**	348,041	**92,025**	**256,015**
				556,621		
Net Revenue			**252,720**			

Notes: All Cohorts spend years 1-2 at Hiroshima University and years 3-4 at University of Idaho. Cost of UI instruction will not begin to occur until year 3.
Salaries are in US dollars

* Assumes a .5 FTE to augment existing support resources; depending on details more may be required.
** No allocation is included for engineering or discipline specific software or hardware necessary for degree completion - this is for institutional software only
*** Assumes a computer for each employee position will be required

Year 2					Year 3					Year 4		
AY27/28	FY28				Ay28/29	FY29				AY29/30	FY30	
	200					200					200	
	0					65					152	
	200					**265**					**352**	
	5,198,400.00					6,887,880.00					9,149,184.00	
	(3,381,600.00)					(4,480,620.00)					(5,951,616.00)	
	273,000.00					273,000.00					273,000.00	
	2,089,800.00					**2,680,260.00**					**3,470,568.00**	
#P		Total	Fringe	Direct	**# P**		Total	Fringe	Direct	**# P**		Total
1	87,019	87,019	24,907	62,112	1	87,019	87,019	24,907	62,112	1	87,019	87,019
0	-	-	-	-	2	250,000	250,000	60,175	189,825	3	375,000	375,000
0	-	-	-	-	2	315,851	315,851	76,025	239,826	2	315,851	315,851
0	-	-	-	-	1	125,000	125,000	30,087	94,913	1	125,000	125,000
2	161,000	161,000	46,082	114,918	2	161,000	161,000	46,082	114,918	2	161,000	161,000
6	127,368	127,368	2,497	124,871	7	148,596	148,596	2,914	145,682	9	191,052	191,052
0	-	-	-	-	5	164,815	164,815	3,232	161,584	9	296,668	296,668
0.3	57,000	57,000	16,315	40,685	0.3	57,000	57,000	16,315	40,685	0.3	57,000	57,000
0.5	95,000	95,000	27,191	67,809	0.5	95,000	95,000	27,191	67,809	0.5	95,000	95,000
1	80,168	80,168	22,946	57,222	1	80,168	80,168	22,946	57,222	1	80,168	80,168
1	42,448	42,448	10,217	32,231	1	42,448	42,448	10,217	32,231	1	42,448	42,448
					1	77,055	77,055	22,055	55,000	1	77,055	77,055
1	74,815	74,815	21,414	53,401	1	74,815	74,815	21,414	53,401	1	74,815	74,815
1	93,088	93,088	26,644	66,444	1	93,088	93,088	26,644	66,444	1	93,088	93,088
0.5	42,030	42,030	12,030	30,000	0.5	42,030	42,030	12,030	30,000	0.5	42,030	42,030
1	67,155	67,155	19,221	47,933	1	67,155	67,155	19,221	47,933	1	67,155	67,155
		-	-	-			-	-	-			-
	25,000	-	-	-		25,000	-	-	-		25,000	-
	15,000	-	-	-		15,000	-	-	-		15,000	-
	78,280	-	-	-		121,400	-	-	-		165,840	-
	273,000	-	-	-		273,000	-	-	-		273,000	-
	21,200					31,000					41,100	
	1,530					2,730					3,430	
	18,000					22,000					14,000	
	20,000					30,000					40,000	
	80,000					80,000					80,000	
	10,000					10,000					10,000	
		-	-	-			-	-	-		40,000	
	186,210					56,727					174,855	
15.3	**1,655,311**	927,091	**229,465**	**697,626**	**27.3**	**2,547,898**	1,881,041	**421,455**	**1,459,586**	**34.3**	**3,062,574**	2,180,349
		1,318,371					2,315,441					2,699,189
	434,489					**132,362**					**407,994**	

	Year 5				
	AY30/31	FY31			
		200			
		192			
		392			
		10,188,864.00	25,992.00	Tuition per student	
		(6,627,936.00)	(16,908.00)	Discount per student	
		273,000.00	450.00	HU Site Fees (Paid to UI Per Student)	
		3,833,928.00			

Fringe	Direct	# P		Salary w/ fringe per person	Fringe rate	Direct	
24,907	62,112	1	87,019	87,019	0.401	62,112	
90,262	284,738	3	375,000	125,000	0.317	94,913	UI Instructor
76,025	239,826	2	315,851	157,926	0.317	119,913	UI TT Faculty
30,087	94,913	1	125,000	125,000	0.317	94,913	UI Instructor
46,082	114,918	2	161,000	80,500	0.401	57,459	
3,746	187,306	11	233,508	21,228	0.020	20,812	HU TA's
5,817	290,851	10	329,631	32,963	0.020	32,317	UI TA's
16,315	40,685	0.3	57,000	190,000	0.401	135,617	
27,191	67,809	0.5	95,000	190,000	0.401	135,617	
22,946	57,222	1	80,168	80,168	0.401	57,222	
10,217	32,231	1	42,448	42,448	0.317	32,231	
22,055	55,000	1	77,055	77,055	0.401	55,000	
21,414	53,401	1	74,815	74,815	0.401	53,401	
26,644	66,444	1	93,088	93,088	0.401	66,444	
12,030	30,000	0.5	42,030	84,060	0.401	60,000	
19,221	47,933	1	67,155	67,155	0.401	47,933	
-	-						
-	-		25,000				
-	-		15,000			440	Operating Expense (per Student)
-	-		189,160			440	Operating Expense (per Student)
-	-		273,000				
			46,400				
			3,730				
			50,000				
			80,000				
-	-						
			219,737				
454,960	**1,725,389**	**37.3**	**2,938,058**				
			895,870				

Description	Amount
Base Enrollment per Cohort	
Estimated Annual Enrollment growth	5%
HU: Cost of Adjunct Instruction (Per Course)	6,500.00
HU: Online Course (Per Section)	4,000.00
HU: Intensive Instruction (3 weeks)	16,500.00
HU: TA (includes fringe)	21,228.00
Tuition (before discount waivers)	25,992.00
Tuition Discount Waiver	(16,908.00)
HU site Fees (Paid to UI Per Student per year while at HU)	1,365.00
HU: Program Coordinator	40,000.00
Recruiter Staff (Annually)	60,000.00
HU: Permanent UI Instructor/Clinical (Includes Fringe Benefits)	82,000.00
UI: TA support including fringe	32,636.72
HU Site Fees (Paid to UI Per Student)	450.00
HU Support Fee (% of Tuition Per Student)	15%
Advertising/Marketing	25,000.00
Operating Expense (per Student)	440.00
UI: TT Faculty	156,879.72
UI: Instructor	108,655.12
UI: Program Coordinator	77,055.00
UI: UAS Advisor	64,546.87
UI: International Student Affairs Coordinator	89,473.46
Annual salary increase	0%

	HU	UI	Enrollment
PY1	100	0	100
PY2	200	0	200
PY3	200	65	265
PY4	200	152	352
PY5	200	192	392

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue:					
Tuition:	2,599,200.00	5,198,400.00	6,887,880.00	9,149,184.00	9,721,008.00
Tuition Discount Waiver:	(1,690,800.00)	(3,381,600.00)	(4,480,620.00)	(5,951,616.00)	(6,323,592.00)
HU Site Fees:	136,500.00	273,000.00	273,000.00	273,000.00	273,000.00
Total Tuition and Fees Revenue	**1,044,900.00**	**2,089,800.00**	**2,680,260.00**	**3,470,568.00**	**3,670,416.00**
Expenses:					
Personnel (fringe benefits included):					
HU Adjunct Instruction	80,500.00	161,000.00	161,000.00	161,000.00	161,000.00
HU Permanent UI instructor	87,019.00	87,019.00	87,019.00	87,019.00	87,019.00
HU Program Coordinator	42,448.00	42,448.00	42,448.00	42,448.00	42,448.00
HU TA's	21,228.00	127,368.00	148,596.00	191,052.00	233,508.00
UI Recruiter	74,815.00	74,815.00	74,815.00	74,815.00	74,815.00
UI Instructor/Clinical Faculty			375,000.00	500,000.00	500,000.00
UI TT Faculty			315,851.00	315,851.00	315,851.00
UI TA			164,815.00	296,668.00	329,631.00
UI Program Coordinator			77,055.00	77,055.00	77,055.00
UI International Student Affairs Coordinator		93,088.00	93,088.00	93,088.00	93,088.00
UI Admin Assistant		80,168.00	80,168.00	80,168.00	80,168.00
UI CoS Associate Chairs		57,000.00	57,000.00	57,000.00	57,000.00
UI ECE Associate Chair		95,000.00	95,000.00	95,000.00	95,000.00
UI OIT Technical Support (.5 FTE, Japan or US)*	42,030.00	42,030.00	42,030.00	42,030.00	42,030.00
UI UAS Advisor		67,155.00	67,155.00	67,155.00	67,155.00
Operating Expenses					
Marketing/Advertisement	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
HU Operating Expenses	15,000.00	93,280.00	107,800.00	113,960.00	119,680.00
UI Operating Expenses	32,080.00		28,600.00	66,880.00	84,480.00
HU Support Fee (15% of gross revenue)	136,500.00	273,000.00	273,000.00	273,000.00	273,000.00
Student Technology Licenses and Expenses**	10,700.00	21,200.00	31,000.00	41,100.00	46,400
Employee Technology Licenses and Expenses	550.00	1,530.00	2,730.00	3,430.00	3,630
IT Equipment for Employees***	16,000.00	18,000.00	22,000.00	14,000.00	
Additional IT requirements	10,000.00	20,000.00	30,000.00	40,000.00	50,000
International Insurance	80,000.00	80,000.00	80,000.00	80,000.00	80,000
Associate Chairs Visit HU annually	10,000.00	10,000.00	10,000.00	10,000.00	
Accreditation (ABET) Visit				40,000.00	
Total Expenses	**683,870.00**	**1,469,101.00**	**2,491,170.00**	**2,887,719.00**	**2,937,958.00**
Net Profit (before tax)	**361,030.00**	**620,699.00**	**189,090.00**	**582,849.00**	**732,458.00**
Income Tax (30% of Net Profit)	**108,309.00**	**186,209.70**	**56,727.00**	**174,854.70**	**219,737.40**
Net Profit (after tax)	**252,721.00**	**434,489.30**	**132,363.00**	**407,994.30**	**512,720.60**

COLLABORATION & SERVICES AGREEMENT

This Collaboration & Services Agreement **("Agreement")**, effective as of the date of the last signature below, (the **"Effective Date")**, is made by and between the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the constitution and laws of Idaho **("UI"),** and Hiroshima University, Japan **("HU"),** established under the laws of Japan and pursuant to the policies of the Ministry of Education, Culture, Sports, Science, and Technology. Where the context so requires, UI and HU hereinafter individually referred to as 'Party' and collectively referred to as the "Parties".

RECITALS

WHEREAS, the Parties have a mutual interest in developing an undergraduate collaborative education program in a spirit of mutual interest and to enrich the understanding between the two cultures and meeting the larger workforce needs in the global economy.

WHEREAS, UI and HU agree, subject to UI obtaining approval as "Designation of Location in Japan" with Ministry of Education, Culture, Sports, Science, and Technology **("MEXT")**, it shall establish an undergraduate collaborative education program known as the "Hiroshima–Idaho Global Initiative", in accordance with the operational terms and conditions set forth in this Agreement. The planned date of matriculation of the first cohort is UI's Fall 2026 semester **("First Cohort Date").**

WHEREAS, UI shall establish its own Program location at the designated premises of Higashi-Hiroshima, main campus in Japan **("Campus"),** in accordance with regulations of MEXT applicable to a foreign university for "Designation of Location in Japan" **("DLJ")**.

WHEREAS, HU shall provide such Campus Building, Infrastructure Facilities, Services as maybe required to meet UI's needs in delivering the Program at the Campus as part of its education mission.

WHEREAS, the Parties are entering into this Agreement for the purpose of setting forth their specific mutual understanding and agreements as to the rights and obligations of the Parties with regard to the operation of the Campus, roles and responsibilities of each Party.

WHEREAS, Both Parties wish to collaborate to further the shared national security interests of the two countries.

NOW THEREFORE, in consideration of the mutual promises and obligations contained herein, the Parties hereby agrees as follows:

All references herein to Appendices and Annexures are references to Appendices and Annexures to this Agreement, and such Appendices, and Annexures form part of this Agreement, and are enforceable.

Appendix I: Definitions
Unless otherwise defined in the Agreement, the terms noted when capitalized shall have the meaning set out in ***Appendix I.***

Article 1: Purpose And Objectives

The foregoing recitals are incorporated herein.

1.1 UI and HU agree to implement, subject to UI obtaining Approvals, the delivery of the Program pursuant to the Hiroshima-Idaho Global Initiative. Under which qualified high school graduates from the United States, Japan, Vietnam, Singapore, Malaysia, Indonesia and/or other countries **("Territories")**, as agreed to by the Parties **("International Students"**), may apply for admission directly to UI to study Bachelor of Science in Electrical Engineering (BSEE) at UI (the **"Program"**), subject to all applicable UI policies, admission guidelines, procedures, and standards. Parties agree that other academic programs may be added at a later date by amendment to this Agreement.

1.2 The submission of the application with MEXT, through the USA Embassy in Japan, shall be undertaken by UI upon UI obtaining requisite Approvals.

1.3 The Program will be carried out in two phases. In Phase I, HU will support UI in marketing, identifying and recruiting qualified International Students for admission to the Program at UI. Starting the First Cohort Date, admitted International Students will undertake the initial two years of the Program at the Campus in Japan. After completing the second year, in Phase II (as explained below), the International Students will continue studies at the UI campus in Moscow, State of Idaho, USA, **("UI US Campus")** for the remaining two years as further set forth in Article 3. Over the four years, students will follow the approved curriculum and academic instructions of UI and fulfill all the requisite requirements of the Program to obtain a degree, accredited in USA, awarded by UI.

1.4 The curriculum offered, the credit granted, and the degrees conferred to the International Students in the Program shall be the same and at par with that offered at UI US Campus, which is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Program offered to the International Students will also be accredited by Accreditation Board for Engineering and Technology (ABET), and/or by any other applicable accreditation authority.

Article 2: Degree Program(s)

2.1 The Program will be provided by the College of Engineering of UI with support from HU, and degree shall be provided to International Students for the Program, as part of the Hiroshima–Idaho Global Initiative.

Article 3: Implementation of the two Phases.

3.1 UI and HU will implement the Program as follows:

Phase I:

3.1.1 UI, with support from HU, will market, recruit, and enroll students from the Territories, as agreed to, into the Program. The admitted students will be considered UI degree-seeking students throughout their time of study at the Campus and after they are transferred to the UI US Campus.

3.1.2 UI will be responsible for the selection and admission process for the Program, following its own internal procedures, policies, and standards. UI in its sole discretion shall select the International Students admitted into the Program.
3.1.3 During the first two years of an International Student's enrollment in the Program, the International Students shall study at the Campus. Students will be supported by HU's personnel involved in student advising and engagement.
3.1.4 HU will designate premises at Higashi-Hiroshima, the main campus, for UI to use for its students, faculty, and staff involved in the Program.
3.1.5 HU will support International Students in the Program to find on-campus and off-campus housing in the same manner as the provisions made for all other students at HU and provide support services for the implementation of the Program to UI. The International Students will be recognized by HU as "Special Auditing Students".

Phase II:

3.1.6 International Students who successfully complete their initial 2 years of the Program, and obtain an F–1 visa, will transfer to the UI US Campus to complete the last two years of their Program, and upon meeting all standard accreditation requirements, they shall receive a UI USA accredited degree.
3.1.7 International Students in Phase II will be afforded all the usual privileges of UI's full-time students in accordance with all applicable laws and regulations.
3.1.8 In Phase II, UI will provide options for on-campus and off-campus housing to all International Students, but students are not guaranteed access to on-campus housing and are free to explore their own housing. Students will be responsible for payment of housing on or off-campus.
3.1.9 For International Students who do not receive the F-1 or an appropriate visa to study at UI US Campus, UI will evaluate mutually acceptable options with HU to enable the International Students to complete curriculum and be awarded a degree. HU shall assist UI in completing the Program for those International Students, through an academically sound process acceptable to the accrediting and governing bodies relevant to UI. However, UI is responsible for handling and addressing any claims or requests related to International Students being unable to obtain a degree for any reason, as well as any other matters concerning the completion of the Program.

Article 4: Purpose, Roles and Responsibilities

4.1 Roles and Responsibilities

4.1.1 Parties hereby agree and acknowledge that:

The Campus, being a campus of UI, shall be operated by UI based on its established criteria, including but not limited to in relation to the curriculum, pedagogy, teaching methodology, content, assessment, experiential learning structures and factors necessary for its operations in a manner consistent with the provisions of the third paragraph. It is acknowledged, and agreed to that UI shall be responsible for the overall management and operations of the Campus, as outlined in ***Annexure A-Part I (Roles and Responsibilities)*** of this Agreement.

HU shall host the Campus by providing the existing HU's campus building, Infrastructure Facilities for exclusive and joint use by UI, and its enrolled students. It is understood that HU will recognize UI students as its "Special Auditing Students" and extend to them all associate privileges. Furthermore, HU will support UI in managing the administration of the Campus and its students, ensuring the seamless operations of the Campus in collaboration with UI through mutual consent, as needed. For the purpose of this Agreement, the term **"Services"** shall refer to the roles, and responsibilities of HU as set out under ***Annexure A – Part II (Roles and Responsibilities)*** of this Agreement.

HU will support the management and operation of the Campus in accordance with its standards and guidelines for a university administration and management in Japan, adhering to Japanese laws, and guidelines. If there are any potential conflicts and differences in operational expectations between HU, and UI, then best efforts will be made to resolve such conflicts, and differences through mutual consultation and collaboration between the Parties.

Parties understand and agree that each Party shall be governed by the aforementioned principles to determine and discharge its roles and responsibilities, in particular for matters not explicitly mentioned under ***Annexure A (Roles and Responsibilities)***.

4.1.2 ***Campus Building:***

HU acknowledges that it shall provide the requisite Infrastructure Facilities, real estate infrastructure, and premises as agreed to between the Parties for UI's exclusive use as a Campus **("Campus Buildings").** It will provide the Campus Buildings including but not limited to utilities such as water, electricity, and internet connection. To promote global exchange between students, HU will provide some spaces, and facilities for joint use while also ensuring dedicated spaces and building are reserved exclusively for UI, and its students. For avoidance of doubt, Campus Buildings includes but not limited to buildings, lands, utilities infrastructure, common areas, mechanical systems (heating, ventilation, and air condition, plumbing, and electrical systems), offices, classrooms, labs, furniture, and fixtures, equipment, utilities, and amenities. UI shall use the Campus Building with reasonable care and comply with the rules and regulations of HU regarding its facilities and equipment and shall cause the International Students to do the same.

HU will endeavor to meet the infrastructure quality standards, and Specifications as agreed upon by the Parties, it is understood that the Campus Buildings have been constructed in compliance with Japanese laws and regulations. For any additional upgrading or renovation of the Campus, UI will consult with HU, and both Parties shall collaborate to improve the Campus Buildings.

As of the Effective Date, HU hereby represents and warrants to UI that:

(i) all licenses, registrations and approvals required for the operations of the Campus Building, have been obtained;

(ii) the Campus Building has been constructed in compliance with by-laws, local laws and other Applicable Laws and does not violate any license or sanction plan or layout approved by the Governmental Authority at the time of construction of the Campus Building or anytime thereafter;

(iii) the Campus Building is well maintained and has undergone periodic checks to assess for any structural issues. Structural issues, if any, have been promptly and correctly rectified; and

(iv) the Campus Building is maintained well regularly and suitable for occupation by students, faculty members and other personnel involved in the operation of the Campus.

HU hereby acknowledges that the Campus Building forms a critical part of the infrastructure for the operations of the Campus and accordingly, HU shall ensure that the Campus Building is maintained to reasonable standards in accordance with Japanese laws and regulations. Without limiting the generality of the obligations of HU, HU shall ensure periodic assessments and checks to the structure of the Campus Buildings in line with the customary practices, and regulatory requirements. Any significant structural defects and issues shall be addressed in a timely, and appropriate manner.

HU agrees that HU shall be responsible to identify and provide for additional / alternative building and campus area (including if such an alternative is required for an interim period) if:

(a) any or all of the Campus Building is damaged and rendered unsuitable for occupation on account of any natural or man-made events including but not limited to acts of God such as floods, earthquake, cyclone etc.; acts of terrorism, riots, civil disturbances etc., or any adverse order from Governmental Authorities rendering such building unfit for occupation;
(b) any structural defects arise in the Campus Building after the Effective Date, rendering it unsuitable for occupation; and/or
(c) any significant repairs, restoration and similar civil works at the Campus Building are undertaken, which impacts the normal operations of the Campus.

In the event the relocation of the Campus (whether for an interim period or a permanent relocation) to an alternative building and campus area is triggered by any event, then the sharing of costs on account of such relocation including rents, shall be mutually determined between Parties. For the avoidance of doubt, if an event set forth above falls under the Force Majeure Event (as defined in Article 14), the provision of Article 14 shall apply as well as this provision. Parties will mutually endeavor to ensure that the alternative building meets needs of the Program delivery.

4.1.3 **In-Country Personnel:**

4.1.3.1 As agreed between the Parties, HU shall assist UI with employment administrative procedures, and academic activities for UI's faculty, administrative staff, etc. ***("In-Country Personnel"***). It may help facilitate the hiring process of the In-Country Personnel.
4.1.3.2 UI will appoint (as an employee of UI) a Program Director (actual final title to be determined by UI) for placement on-site at the Campus and will identify and install the selected candidate before the First Cohort Date. The Program Director will have direct day-to-day control and authority on behalf of UI for all academic and student decisions and employment matters concerning UI's own employees and the recruitment, selection, monitoring, evaluation and oversight of all In-Country Personnel employed at the Campus.
4.1.3.3 UI shall be solely responsible for student conduct, making all decisions with respect to or relating to academic operations, disciplinary actions, grading, grade appeals, and conducting investigation into allegations of cheating, plagiarism or classroom rules. In all such matters, the policies and procedures governing student academic concerns of UI at its US campus shall control, to the extent permitted by Japanese laws. UI and HU shall be jointly responsible for non-academic student misconduct and discipline matters, including conduct that may violate Japanese criminal laws or disrupt the Programs at the Campus. In all such non-academic student misconduct or discipline matters, each Party shall immediately communicate any actions and incidents to the other Party in order for the other Party to be aware of the incident. HU agrees to cooperate with and assist UI in any such investigations involving student misconduct (academic or non-academic).

Article 5: Consideration; Fees and Japanese Consumption Taxes

5.1 In consideration of the obligations of HU, and the Services being provided by HU, pursuant to this Agreement, UI shall pay a fee to HU (the **"Fee"**), in the manner specified in ***Annexure C***. As the collaboration evolves, Parties shall evaluate every two years if this is the best financial arrangement for both Parties. Both Parties acknowledge that importance of considering each other's interest in order to ensure the success of the Program for both the International Students and the institutions. Given that there are several unknowns at the writing of this Agreement, therefore both Parties agree to collaborate with the goal of achieving mutual success. Parties will operate under the assumption of shared commitment to the Program's success.

Article 6: Contacts

6.1 As the primary point of contact for the implementation of this Agreement, UI appoints C. Scott Green, President University of Idaho, and/or its designee, and HU appoints Ochi Mitsuo, President of Hiroshima University.

6.2 Notices shall be sent to the following individuals at the following addresses:

For UI: University of Idaho
Office of the President
875 Perimeter Drive
MS 3151
Moscow, ID
83844-3151

For HU: 1-3-2 Kagamiyama, Higashihiroshima, Hiroshima 739-8511, Japan.

Article 7 : Non-Discrimination

7.1 The Parties agree that they shall not discriminate against any individual based on race, age, national origin, religion, sex, or disability.

Article 8 : Term and Termination

8.1 Term. The term of the Agreement will become effective upon the Effective Date and will continue in effect for five (5) years, **("Term")**, unless earlier terminated as provided herein. The Parties may renew this Agreement for an additional term as mutually agreed upon.

8.2 Immediate Termination by HU or UI. At any time during the Term, HU or UI may terminate this Agreement immediately and without penalty or liability, which such termination shall not constitute a breach of this Agreement, in the event that: **(a)** UI does not receive Approvals within nine (9) months of the Effective Date; **(b)** UI does not receive or is not permitted to file for any required regulatory approval to offer a Program; **(c)** UI receives written communication from a legally recognized authority including, without limitation, the U.S. Department of Education or the Northwest Commission on Colleges and Universities and/or any other applicable accreditation authority, that directly or effectively requires termination of this Agreement in order to achieve or maintain favorable accreditation status for UI, a Program or any UI academic programs; or **(d)** a change in the regulations, law, government orders, geo-political directives or policy in the United States and/or Japan, or any other jurisdiction as applicable, that results in a Material Adverse Change for HU or UI .

8.3 Termination for Breach. This Agreement may be terminated by the non-breaching Party if the other Party commits a material breach of any provision hereof and fails to cure such breach within thirty (30) days after receipt of written notice thereof from the non-breaching Party.

8.4 Termination upon Closure. HU and UI understand that conditions may arise which render the collaboration provided for in this Agreement become impracticable. If this occurs, leadership of both institutions shall convene to discuss and work through possible solutions. If a solution is not found that benefits both parties, either party at its sole discretion, may decide to suspend the operations of the Campus or permanently close down the Campus. HU and UI shall inform the other Party in writing its intent to terminate this Agreement, and conclude operations as set forth in 8.5.1.

HU and UI shall extend all necessary cooperations, assistance and Services as maybe required in the best interests of International Students and for UI to seek approval from MEXT, if applicable for such closure or suspension of operations of the Campus including to ensure seamless transition of existing International Students and Program. Until the closure of the Campus pursuant to this Clause 8.4, each Party shall diligently discharge obligations under this Agreement.

8.5 Effect of Termination or Expiration.

8.5.1 Upon termination or expiration of this Agreement:

a. Both Parties shall take such steps as may be necessary to ensure that International Students are not prejudicially affected by such termination or expiration. The International Students, who are enrolled in the Program at the Campus on the date of termination or expiration of the Agreement, will be given the opportunity to complete the Program through an academically sound process acceptable to the accrediting and governing bodies relevant to UI. Should the program be terminated, UI shall endeavor to teach out all International Students who are in good academic standing and either **(i)** already studying at UI's USA Campus; or **(ii)** have completed their first two years of study at Campus in Japan. HU will provide such cooperation, assistance, and resources (including in particular staff, facilities and equipment), to a reasonable extent, as required by UI in order to facilitate the completion of the Program. Further, the Parties shall jointly prepare a detailed written action plan and teach out plan with respect to the manner in which the Program at the Campus shall be discontinued, acknowledged in writing by authorized representatives of each Party.

b. In the event of termination or expiration (or upon notice of such as provided for in this Agreement) HU shall stop promoting the Program to potential students.

c. Each Party shall cease to use the other Party's intellectual property immediately and shall return all copies of such intellectual property in its possession. In the event that the return of such copies is impracticable in practice, HU shall, to the extent of its actual knowledge, destroy or delete such copies. Further, each Party shall return the Confidential Information of the other Party, which it may have in its possession, within thirty (30) days from the effective date of termination.

d. The Parties shall no longer represent that they are associated with each other, in any manner, except as necessary for winding down the Agreement, and satisfying any obligations under this Agreement.

e. The termination or expiration of the Agreement shall be without prejudice to the other rights that either Party may have against the other Party under the Agreement.

8.6 **Non appropriations.** This Agreement shall not be construed so as to bind or obligate UI beyond the term or amount of a particular appropriation of funds by the State Legislature as may exist from time to time. UI reserves the right to terminate this Agreement in whole or in part, or any order placed under it, if in its sole judgment, the State legislature fails, neglects, or refuses to appropriate sufficient funds as may be required for UI to continue payments required under the Agreement or order, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties to this Agreement shall cease within Ten (10) days' notice to HU. Further, in the event of non-appropriation, holdback, or give-back, UI shall not be liable for any penalty, expense, or liability, or for general, special, incidental, consequential or other damages resulting therefrom.

8.7 **Sovereign Immunity**. Nothing in this Agreement shall be construed as a waiver of the UI's sovereign immunity, which immunity is hereby expressly reserved.

Article 9: Confidentiality

9.1 From time to time, during the Term of this Agreement, there may be an exchange or exchanges of certain technical data, student data, business information, academic and curricular information, and/or other information (the **"Confidential Information"**) that the disclosing party deems confidential and/or proprietary. Neither Party may use the other Party's Confidential Information for any purposes other than as permitted herein or required by law.

Article 10: Independent Contractor Relationship

10.1 The relationship between the Parties shall be that of institutions that share a mutual vision and agree to work together as independent contractors.

Article 11: Exclusivity

11.1 HU agrees and undertakes that, on and from the Effective Date until the date of commencement of the operations of the Campus, it shall not, directly or indirectly: **(i)** solicit, initiate or encourage the submission of any proposal or offer from any Person (including through any of its officers, key employees, partners, members, affiliates, employees, agents and other representatives) relating to its participation in the setting up / designation of their location / campus in Japan of any other USA university, or educational institute (other than UI), or **(ii)** participate in any discussions or negotiations regarding, or furnish to any other Person any information with respect to, or otherwise cooperate in any way with, or assist or participate in, facilitate or encourage any effort or attempt by any other Person to do or seek to do any of the foregoing.

After the commencement of the operations of the Campus, HU shall not develop, invest in, manage, assist, promote, engage in, be concerned in, be financially interested in, act as a consultant, enter into any arrangement, joint venture, collaboration, service agreement, arrangement, participation or transactions with any other US University or educational institute in respect of the setting up / designation of their location/campus in Japan, without the prior written consent of UI.

11.2 HU shall not (or otherwise endeavor to), directly or indirectly:

(i) approach, canvass, solicit, entice away from UI any past, existing or potential students seeking admission to the Program offered at the Campus.
(ii) approach, canvass, solicit, entice away any faculty members of UI.
(iii) approach, canvass, solicit, entice away, hire, engage, attempt to employ or assist anyone else to hire, employ or engage any Person, any employee, representative, consultant, agent who is (at the time of the alleged prohibited conduct) or was (at any time during the preceding 6 (six) months from the time of the alleged prohibited conduct), employed and/or engaged with UI, as applicable.

11.3 HU acknowledges and agrees that: **(i)** the duration and scope of the undertakings in this Article 11 are reasonable under the circumstances in which they have been given and the commercial benefits arising from the mutual covenants contained in this Agreement, are adequate consideration for the non-compete and non-solicitation covenants contained in this Agreement; and **(ii)** that restrictions contained in this Article are material for the operations of the Campus and are necessary for the legitimate protection of the goodwill of the UI. However, in the event that such restrictions are be found to be void but would be valid if some part thereof was deleted or the scope, period or area of application were reduced, the above restriction shall apply with the deletion of such words or such reduction of scope, period or area of application as may be required to make the restrictions contained in this Article are valid and effective. Notwithstanding the limitation of this provision by any Applicable Laws for the time being in force, HU undertakes to, at all times observe and be bound by the spirit of this Article. Provided however, that on the revocation, removal or diminution of Applicable Law or provisions, as the case may be, by virtue of which the restrictions contained in this Article were limited as provided hereinabove, the original restrictions would stand renewed and be effective to their original extent, as if they had not been limited by Applicable Law or provisions revoked.

Article 12: Liability; Representations, Warranties and Indemnities

12.1 HU represents and warrants that it has all necessary rights of ownership of the Campus Buildings, land, etc., on which the premises of the Campus will exist.

12.2 Each Party represents and warrants to the other Party that it has the right and is duly authorized to enter into this Agreement and that it has obtained all such permissions, consents and approvals as may be necessary to undertake its responsibilities under this Agreement.

12.3 Each Party shall indemnify, defend (including legal fees) and save the other Party harmless from and against any claims for losses and damages, actions, demands, fines, penalties made or brought against or imposed on the other Party in connection with any accident, injury or damage whatsoever caused to anyone or any property arising out of any default, breach, or inaccuracy of the representations, warranties, and covenants noted in this Agreement caused by the negligent act or willful misconduct of the indemnifying Party, including the acts of its students, guests, licensees, contractors, servants, or others acting through or under the indemnifying Party; provided, however, that the indemnifying Party's obligations under this section shall be limited to the insurance coverage, and the proceeds, obtained by the indemnifying Party to the extent such claims are covered by such insurance. The indemnification obligation provided for by this clause (12.3) shall survive the termination and/or expiration of this Agreement. Upon request, a Party shall provide the requested Party, certificates of insurance within five (5) days of the request.

12.4 HU acknowledges and understands that entry and admission into the United States for attendance by International Students at the UI USA Campus is subject to federal immigration laws. Neither Party is held responsible for the International Students being denied permission to enter the United States. HU agrees that the failure of an International Student to gain entry into the United States for the purpose of this Agreement shall not be considered a breach of this Agreement.

12.5 Each Party represents and warrants to the other Party that there are no legal, quasi-legal, administrative, arbitration, mediation, conciliation or other proceedings, claims, actions or Governmental Authority investigations of any nature pending against itself, and it has not been threatened by any such proceeding, claim, action or Governmental Authority investigation, which relates in any manner to this Agreement, or which could adversely impact its ability to perform this Agreement.

12.6 HU represents and warrants that it has adequate financial resources and Infrastructure Facilities for offering, and supporting the Program, and UI's activities for the Program.

Article 13: Intellectual Property

13.1 Title and Copyright Owned by UI.

13.1.1 UI and/or its faculty (as applicable) own and maintain all right, title and interest (including all Intellectual Property Rights), in and to **(a)** the Program, Program content, and Program materials, **(b)** all UI Data, **(c)** all UI Marks, **I** any domain name registered by either Party that contains any UI Marks, and **(g)** any accounts on social media or other internet services that are either **(i)** operated by HU as part of its marketing activities described under this Agreement, or **(ii)** that use any UI Marks in the account name (collectively, "**UI Intellectual Property**").

13.1.2 HU acknowledges and agrees that any HU's contributions to the Intellectual Property Rights containing all or part of UI Intellectual Property, including the translation of the Program content, if any, shall be the sole property of UI, and HU hereby assigns the same in favor of UI irrevocably, unconditionally and in perpetuity on a royalty free basis.

13.1.3 HU may not use UI Intellectual Property in any manner **(i)** other than as expressly provided for in this Agreement, **(ii)** that is likely to diminish the commercial value of such intellectual property, or **(iii)** that is likely to cause marketplace confusion about such intellectual property, including but not limited to confusion about intellectual property ownership. In the event that actual confusion should arise, or UI believes that a likelihood of confusion may arise, in connection with HU's use of such intellectual property, HU shall fully cooperate in an effort to eliminate such confusion. HU's failure to strictly adhere to the terms of this subsection shall constitute a material breach of this Agreement, subject to a cure period of thirty (30) days.

13.2 UI Marks.

13.2.1 Subject to the terms and conditions of this Agreement, UI hereby grants HU a non-exclusive, non-transferable, non-sublicensable, royalty free license during the Term to use certain UI Marks solely for the purpose of promoting the Program pursuant to the terms and conditions of this Agreement in the Territories. This license shall be limited to UI Marks, as noted and reflected in ***Annexure D***, attached hereto. All materials displaying UI Marks shall be subject to the express prior written approval of UI. If, at any time, UI notifies HU of its objection to the use of any materials displaying UI Marks, regardless of whether such materials were previously approved or supplied by UI, HU will discontinue any and all uses of such materials immediately. Any use that is deemed to violate any Applicable Laws will be corrected immediately by HU, at its sole expense, if HU itself discovers the violation or immediately upon notice to HU. HU shall use the UI Marks in accordance with UI's Brand Usage Guidelines as found at University of Idaho Brand Resource Center and Toolkit at ***https://www.uidaho.edu/brand***. HU shall not register any UI Marks or file any other document with any government authority indicating or representing that HU has any ownership interest in any UI Mark. All use by HU of UI, including an associated goodwill, shall inure solely to the benefit of UI.

13.2.2. While using the UI Marks, HU shall not morph, animate, or otherwise distort in perspective or in appearance the UI Marks. Further, UI Marks should neither be broken or abbreviated or be used as a suffix or a prefix with other words, while used.

13.2.3. HU shall not use UI Marks in a manner that would disparage UI or its activities, and furthermore, HU shall not use UI Marks in a manner so as to incorporate in or combine with or use in any manner as part of HU's name, domain name, product or service name, logo, design, slogan, trade mark or trade dress, except for the promotion of the Program, and the *"Hiroshima–Idaho Global Initiative"* in the manner specified by UI.

13.2.4. HU shall not, whether during the Term or thereafter, use any mark, word or design confusingly similar to the UI Marks. This royalty-free license is given to advertising and marketing uses of UI Marks. If any physical goods or products are created using UI Marks, HU will follow the University of Idaho's licensing guidelines, as shared with HU, and be subject to payment of royalties.

13.3 Creation and Assignment of Derivative Work.

13.3.1 The Parties hereby acknowledge and agree that for the purpose of implementing, organizing and conducting the Program in Japan **(i)** some of the UI Intellectual Property may need to be customized and/or **(ii)** HU may need to create proprietary material, including but not limited to preparatory material, test processes and instruction manuals, test material, processes and any promotional and/or advertising material (intellectual property referred to in (i) and (ii) shall jointly be referred to as **"Derivative Work"**). Materials prepared by HU that are intended for external disclosure, such as activity reports, which introduce the Program within the scope of publicly available information, and documents prepared and used internally by HU that merely refer to the existence and content of the Program shall not be included in the term "Derivative Work". The Parties hereby agree that such Derivative Work shall be created by HU with prior permission of and as per the instructions of and in consultation with UI.

13.3.2 HU hereby acknowledges and agrees that any and all Derivative Work developed by HU shall at all times be owned by UI, with UI granting to HU exclusive, royalty-free license during the Term of the Agreement in relation to use of such Derivative Work for the purposes of this Agreement.

In addition to the above, HU also confirms that:

A. The rights that will vest with UI in relation to the Derivative Work shall not be deemed to have lapsed if UI does not exercise the rights for any period, whether under the provisions of copyright and intellectual property laws of Japan or any other similar provision under any law of any jurisdiction;

B. The Derivative Work shall be an original work and will not infringe upon any third-party rights (including intellectual property rights);

C. HU will notify UI in writing about the existence of any Derivative Work and deliver all copies of Derivative Work that it may have in its possession to UI on a quarterly basis, or as and when instructed by UI, as the case may be (excluding those created using UI Intellectual Property that have been duly authorized for use by UI and that incorporate publicly known information regarding the Program.); and

D. Ownership of any intellectual property developed or created by faculty members (both tenured and non-tenured) of HU shall vest with UI, and if not automatic, due to HU's institutional policies and/or other agreements that may exist between HU and its faculty members, HU shall ensure that faculty members assigns all of their rights, title, interest in and to any such Derivative Work to UI.

13.4 Title and Copyright Owned by HU.

13.4.1 HU and/or its faculty (as applicable) own and maintain all right, title and interest (including all Intellectual Property Rights), in and to (a) all HU Marks, (b) any domain name registered by either Party that contains any HU Marks, and (c) any accounts on social media or other internet services that use any HU Marks in the account name (collectively, "HU Intellectual Property").

13.4.2 UI may not use HU Intellectual Property in any manner (i) other than as expressly provided for in this Agreement, (ii) that is likely to diminish the commercial value of such intellectual property, or (iii) that is likely to cause marketplace confusion about such intellectual property, including but not limited to confusion about intellectual property ownership. In the event that actual confusion should arise, or HU believes that a likelihood of confusion may arise, in connection with UI's use of such intellectual property, UI shall fully cooperate in an effort to eliminate such confusion. UI's failure to strictly adhere to the terms of this subsection shall constitute a material breach of this Agreement, subject to a cure period of thirty (30) days.

13.5 HU Marks.

13.5.1 Subject to the terms and conditions of this Agreement, HU hereby grants UI a non-exclusive, non-transferable, non-sublicensable, royalty free license during the Term to use certain HU Marks solely for the purpose of promoting the Program pursuant to the terms and conditions of this Agreement in the Territories. This license shall be limited to HU Marks, as noted and reflected in ***Annexure D***, attached hereto. All materials displaying HU Marks shall be subject to the express prior written approval of HU. If, at any time, HU notifies UI in writing of its objection to the use of any materials displaying HU Marks, regardless of whether such materials were previously approved or supplied by HU, UI will discontinue any and all uses of such materials immediately. Any use that is deemed to violate any Applicable Laws will be corrected immediately by UI, at its sole expense, provided that the violation results from UI's unauthorized or improper use of HU Marks. If the violation arises from HU's instructions or prior approvals, the Parties shall cooperate in good faith to resolve the issue. UI shall use the HU Marks in accordance with HU's Brand Usage Guidelines. UI shall not register any HU Marks or file any other document with any government authority indicating or representing that UI has any ownership interest in any HU Mark. All use by UI of HU Intellectual Property, including an associated goodwill, shall inure solely to the benefit of HU.

13.5.2. While using the HU Marks, UI shall not morph, animate, or otherwise distort in perspective or in appearance the HU Marks. Further, HU Marks should neither be broken or abbreviated or be used as a suffix, prefix or combination with other words, logos, or symbols except as explicitly approved in writing by HU.

13.5.3. UI shall not use HU Marks in a manner that would disparage HU, misrepresents its relationship with UI, or its activities, and furthermore, UI shall not use HU Marks in a manner so as to incorporate in or combine with or use in any manner as part of UI's name, domain name, product or service name, logo, design, slogan, trade mark or trade dress, except for the promotion of the Program, and the "Hiroshima–Idaho Global Initiative" in the manner specified by HU.

13.5.4. UI shall not, whether during the Term or thereafter, use any mark, word or design confusingly similar to the HU Marks. This royalty-free license is given to advertising and marketing uses of HU Marks. If any physical goods or products are created using HU Marks, UI will follow the Hiroshima University's licensing guidelines, as shared with UI, and be subject to payment of royalties.

13.6 Use of Joint Logo.

HU and UI may mutually develop, register and jointly own a "mark" that will designate the Program and will appear alongside UI and HU logos on all promotional and other related materials. UI and HU may also register and jointly own a "domain name" referencing the Program. This mark and domain name will be used only during the Term of the Agreement. Both Parties agree to discontinue the use of such mark, and domain name, if this Agreement is terminated for any reason, unless if mutually agreed in other manner by the Parties.

Article 14: Force Majeure

Notwithstanding anything contained in this Agreement, neither Party shall be liable to the other for any failure to perform or any delay in the performance of any of its obligations herein, where such failure or delay is caused by war, rebellion, civil disturbance, earthquake, fire, flood, epidemic, pandemic, strike, labor unrest, acts of Government body, acts of public enemy, acts of God, or such other cause as is beyond the reasonable control of the defaulting or delaying Party (and which is not caused by the act or omission of the Party claiming force majeure) **("Force Majeure Events")**. Provided however that the defaulting or delaying Party shall give prompt notice of the same

to the other Party. Upon one Party intimating the other of the occurrence of a Force Majeure Event, the Parties shall discuss the situation and attempt to determine the likely impact on performance under this Agreement, including likely delay in performance of obligations. The Parties shall use reasonable efforts to avoid or remove such cases of non-performance and continue performance hereunder when the Force Majeure conditions are removed. If Parties are unable to perform their material obligations under this Agreement, for a period of ninety (90) consecutive days due to a Force Majeure Event, then either Party may terminate this Agreement upon fifteen (15) days' notice and the provisions of Article 8.5 shall apply accordingly.

Article 15: Approvals and Compliance with Law; Data Exchange and Protection

15.1 Each Party agrees to comply with all Applicable Laws, including specifically but not limited to export control, and anti-corruption legislation, in connection with this Agreement. Neither Party or other person acting on behalf of such party is aware of or has taken action, directly or indirectly, that would result in a violation by such Party of any applicable anti-bribery law, including but not limited to the U.S. Foreign Corrupt Practices Act, 1977. This Agreement is made subject to any restrictions concerning the export of products or technical information from the United States or other countries that may be imposed upon the Parties from time to time. Each Party agrees that it will not export directly, or indirectly, any technical information acquired from the other Party under this Agreement, or any products using such technical information to a location or in a manner that at the time of export requires an export license or other governmental approval, without first obtaining the written consent from the appropriate agency or other governmental entity in accordance with applicable law. Notwithstanding any provision herein to the contrary, neither Party shall be required to perform any obligation that is inconsistent with Applicable Laws.

15.2 Each Party agrees not to take any action that would cause another Party to be in violation of US Anti-Boycott laws and regulations or to participate or cooperate, directly or indirectly, in any international boycott in any manner that would result in any fine, penalty, or tax under any US Anti-Boycott law or regulations under US Export Administration Act of 1979 (and all amendments thereto).

15.3 HU undertakes to provide UI with all letters, documents and information requested as evidence of its compliances and agrees to execute the requisite certifications mandated by UI for its service providers, and contractors, a copy of which is attached hereto as ***Annexure B***.

15.4 ***Exchange of Data and Personal Information:***

A. The Parties agree that they shall abide by all Applicable Laws at all times, including but not limited to the general rules prevailing in Japan, including but not limited to the Act on the Protection of Personal Information (APPI), that protect personal information and data, and its non-authorized disclosure, as well as US data protection laws such as the Family Educational Rights and Privacy Act (FERPA). The Parties shall ensure that the International Students sign a consent and release letter allowing access to the International Students' personal information, in the format mutually approved by UI and HU, at time of admission. The Parties agree that data will only be used for the express purposes of this Agreement and such use shall be in accordance with, and as limited by, applicable privacy laws.
It is understood that all International Student records shall be the exclusive property of UI and shall only be disclosed in accordance with the applicable US and/or Japanese laws and regulations. All International Students will be given the option of signing a FERPA waiver upon admission and/or enrollment to the Program to permit UI to respond to parental inquiries. It is clarified herein that HU shall have access to the requisite records of the International Students, subject to the Applicable Laws, including but not limited to FERPA. For the purpose of the obligations under FERPA, HU agrees and acknowledges that it will be considered as a "School Official" as designated and defined under the applicable provisions of FERPA.

B. If either Party experiences a data breach or unauthorized release of personally identifiable information to any party, the Party experiencing the breach or release shall immediately notify within twenty –four (24) hours, the other Party in the most expedient manner possible. HU shall notify UI via email to: ***security@uidaho.edu.*** Both Parties agree to address any such breaches immediately and in a collaborative manner to the extent permitted by Applicable Laws. Prior to the transmission of any data from one Party to the other, the Parties will work together to identify the specific data to be transmitted and ensure that commercially reasonable standards for the security of such transmission and storage are in place and such transmission and storage is in compliance with Applicable Laws. The Party through which the breach or unauthorized disclosure occurs further agrees to be responsible for any and all claims, damages, and fines resulting from such breach or unauthorized disclosure to the extent permitted by Applicable Law.

C. Each party shall limit access to the other party's data to the receiving party's employees, agents and subcontractors who have a need to access the data to fulfill their obligations under the Agreement and shall require that its agents and subcontractors who have access to such data to agree in writing to abide by substantially similar (and no less restrictive) restrictions and conditions that apply to the party receiving the data. All information shall be maintained in accordance with reasonable commercial administrative, physical and technical standards and each party remains responsible for their own respective compliance obligations.

D. All data and media sanitization efforts shall meet the requirements as set forth in NIST.SP.800-88 Rev 1 Guidelines published by National Institute of Standards and Technology. Department of Commerce (NIST), as amended or superseded from time to time for Media Sanitization. Upon termination of contract, to the extent permitted by Applicable Laws and except as otherwise may be provided in this Agreement, each party shall return and/or destroy all data or information received from the other party upon, and in accordance with, direction from that respective party. Neither party shall retain copies of any data or information received from the other party, unless such retention is required by law or in accordance with its own policies (and shall only be retained for the period and for the purpose required by such). Furthermore, each party shall ensure that they dispose of any and all data or information in a manner that maintains the confidentiality of the contents of such records (e.g. shredding paper records, erasing and reformatting hard drives, erasing and/or physically destroying any portable electronic devices).

E. HU is hereby deemed a school official as defined in 34 CFR 99.31(1).

Article 16: Modification

The terms of this Agreement may be changed or modified only by written amendment signed by authorized representatives of the Parties.

Article 17: Applicable Law; Mediation; Dispute Resolution; Jurisdiction

17.1 This Agreement shall be governed by and construed in all respects in accordance with the laws of the State of Idaho without regard to conflict of laws principles.

17.2 Any dispute relating to this Agreement shall be resolved in the following manner: The Parties shall first meet in good faith and attempt to resolve the dispute on their own through mediation under the AAA (American Arbitration Association) mediation rules. For any dispute between UI, and HU, if the dispute cannot be resolved by the Parties through mediation within thirty (30) days of the administered mediation under the AAA mediation rules, the dispute shall be submitted to the appropriate court(s) having jurisdiction over the dispute.

Article 18: Severability

If for any reason whatsoever any provision of this Agreement is or becomes or is declared by a court of competent jurisdiction to be invalid, illegal or unenforceable, then the Parties will negotiate in good faith to agree on one or more provisions to be substituted therefore, which provisions shall, as nearly as practicable, leave the Parties in the same or nearly similar position to that which prevailed prior to such invalidity, illegality, or unenforceability.

Article 19: Rights Cumulative

(a) The rights, powers, privileges and remedies provided in this Agreement are cumulative and are not exclusive of any rights, powers, privileges or remedies provided by Applicable Law or otherwise.

(b) No failure to exercise nor any delay in exercising any right, power, privilege or remedy under this Agreement shall in any way impair or affect the exercise thereof or operate as a waiver thereof in whole or in part.

(c) No single or partial exercise of any right, power, privilege or remedy under this Agreement shall prevent any further or other exercise thereof or the exercise of any other right, power, privilege or remedy.

Article 20: Counterparts

This Agreement may be executed in counterparts, each of which when executed and delivered shall constitute an original of this Agreement, but all the counterparts shall together constitute the same Agreement. Each Party shall provide the other Party with a hard copy original of that executed counterpart.

This Agreement will become effective on the date of the last signature below. The date this Agreement is signed by the last Party to sign it (as indicated by the date stated next to that Party's signature) will be deemed the Effective Date of this Agreement.

Article 21: Waivers

No waiver by a Party of any breach of this Agreement shall be a waiver of any preceding or succeeding breach. No waiver by a Party of any right under this Agreement shall be construed as a waiver of any other right. No forbearance, indulgence, relaxation, or inaction by any Party at any time to require performance of any of the provisions of this Agreement shall in any way affect, diminish or prejudice the right of such Party to require performance of that provision.

Article 22: Assignment.

None of the Parties shall assign, delegate, sub-contract or otherwise transfer its rights, interests or obligations under this Agreement or this Agreement in whole or in part to another Person without the prior written approval of the other Party.

Article 23: Public Announcements.

HU and UI shall obtain approvals from the other upon the contents of any public announcement before issuing any external communications concerning this Agreement, any of the activities contemplated by this Agreement or the relationship between the Parties.

Article 24: Prevailing Language; Signature

Should this document be executed in two languages, the English version of this Agreement represents the understanding of both Parties. Any other version is provided as a translation. In the event of conflict between the two versions, the English version will prevail. This Agreement is executed in duplicate for each party retaining one copy thereof.

[Page left blanked intentionally. Signature Page Follows]

In Witness whereof, the Parties hereto have caused this Agreement to be executed by their respective authorized representatives thereunto.

UI:
The Board of Regents of the University of Idaho

_____ (Signature)

_____(Date)

_____ (Title & Printed Name)

HU:
Hiroshima University

_____ (Signature)

_____(Date)

_____ (Title & Printed Name)

Annexure A-Roles & Responsibilities

Part A - Roles and Responsibilities of UI

a) Licensing of brand name and Intellectual Property Rights for the operations of the Campus, and related marketing/advertising;

b) Determining, in consultation with HU, Specifications as to the operation of the Campus and the overall qualitative criteria and factors for the operation of the Campus including with respect to the curriculum, courses, pedagogy, assessment and related aspects;

c) Determining admission process including but not limited to overall intake capacity, eligibility, number of seats, timelines for admission, refund process etc.;

d) Determining matters relating to the fee structure, scholarship, fee concessions and related matters;

e) Hiring In-Country Personnel and faculty members, as applicable, including in relation to their qualifications, salary structure, terms of appointment etc.;

f) Grading degree, diploma and necessary certifications to students successfully completing the relevant Program at the Campus;

g) Providing latest technological know-how, books, academic and research resources for the library and overall student lifecycle support;

h) Implementing the Program according to same standards and quality as it is delivered in UI USA Campus;

i) Supporting HU's marketing of the Program hosted at Campus through UI's publication and website; and

j) Obtaining relevant insurance cover for the Campus.

Part B - Roles and Responsibilities of HU

Campus Building and Academic Infrastructure Facilities.

1. Providing, free of charge, the existing real estate infrastructure and premises for the exclusive and joint use of UI students enrolled in the Campus, along with access to university facilities such as the libraries, dormitories, cafeterias, and other shared infrastructure, for a period not less than 5 years, in a form and manner agreed upon by the Parties in writing.

2. Providing any additional building or land as additional infrastructure for the Campus, or offering alternative buildings or land to replace the Campus Building, through mutual consultation and agreement, in the event of circumstances such as the increased enrollment numbers or as otherwise specified under this Agreement;

3. Obtaining all licenses, registrations and approvals under applicable laws and guidelines of Japan to operate the Campus Building as a Campus, including ensuring that the Campus Building complies at all times with Japan's applicable laws and regulations relating to fire safety and security; and

4. Undertaking routine maintenance of the Campus Building and maintaining all Infrastructure Facilities at its own cost to ensure effective support for the delivery of the Program to UI students enrolled in the Campus.

Support for Student Life and the Operation of the Campus.

5. Promoting the Program to potential students.

6. Providing the status of "Special Auditing Student" to UI students enrolled in the Campus, extending them all associated privileges, and supporting their student life, consistent with the support offered to HU's international students on HU's campus.

7. Communicating effectively with UI regarding the operation and management of the Campus, sharing information as needed, including but not limited to matters related to student affairs, issues affecting the Campus and any concerns impacting the Program.

8. At UI's request and direction, make every reasonable effort to liaise with the MEXT or any other Governmental Authority on behalf of the UI, as needed, on matters relating to the operations of the Campus;

9. Assisting UI's faculty or personnel required to travel to Japan in connection with this Agreement by providing all necessary orientations, including support for visa applications.

10. Any roles and responsibilities may be added or omitted, as reasonably requested by UI and mutually agreed upon by HU.

Annexure B- Certifications mandated by UI

CERTIFICATION

This Certification is made by **[[Name (Primary Second Party)]]** ("Company") in relation to the contract number **[[Contract Number]]** entered into between the University of Idaho ("University") and Company. The University is prohibited by state law from entering into certain contractual provisions. This Certification shall be incorporated into the Agreement between the University and Company and shall be considered as fully a part thereof by reference.

Company hereby certifies that:

1. Pursuant to Idaho Code Section 67-2346 and 67-2347A, if payments under the Agreement exceed one hundred thousand dollars ($100,000) and it employs ten or more persons, it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in Section 18-3302(2)(d), Idaho Code;

2. Pursuant to Idaho Code Section 67-2359, it is not currently owned or operated by the People's Republic of China led by the Chinese communist party and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and

The terms in this Certification defined in Idaho Code Section 67-2346, Idaho Code Section 67-2347A, Idaho Code Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This Certification is made solely to comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable state or federal law.

COMPANY:
[[Name (Primary Second Party)]]

Signature:
_____

Name:
_____

Title:
_____

Annexure C-Compensation

1. Collection of Tuition Fees

UI will collect tuition and associated fees, if applicable from International Students enrolled in the Program. This tuition is based on UI's applicable tuition rate, which is subject to annual adjustments in accordance with the policies and procedures of the Idaho State Board of Education.

2. Compensation-Fee to HU

Per Article 5 of the Agreement, UI will pay HU a Fee, which is equivalent to 15 percent of the yearly applicable tuition rate per student collected by UI, less any International Student's tuition refunds.

3. Handling of Uncollected Fee

In the event that an International Student fails to pay the tuition, and associated fees, as applicable, UI and HU will discuss appropriate measures to address the shortfall, if any in the Fee.

4. Payment Process and Terms

At the end of each academic semester, UI will determine and inform HU of the number of International Students enrolled in the Campus. Upon receipt of such information, HU shall submit its invoice for payment of Fee, in accordance with Clause 2 above.

UI shall pay HU (via wire transfer in US dollars to an account to be designated by HU) all amounts due under this Agreement as follows:

(a) All tuition percentage distributions of the Fee owed shall be paid to HU by UI no later than thirty (30) days after the end of each academic semester; and

(b) HU agrees to complete and return to UI a Form W-8BEN or Form W-8-BEN-E (as applicable) as a condition of receiving timely payments of the Fee. HU acknowledges, and agrees, that the amounts set forth, and paid by UI as noted in an invoice shall be HU's sole form of compensation provided for the Services, and undertaking its Roles and Responsibilities for the Campus, and HU waives any and all rights or claims to royalties, additional fees or any other form of fee or compensation.

Annexure D-

UI Marks

[Pending International Registration of TM in Japan, and Vietnam for Class 35 & Class 41]

"University of Idaho" (USPTO # 3490396),
"I University of Idaho" (USPTO # 5665638), AND
"University OF Idaho Seal" (USPTO # 3937235)

HU Marks

HIROSHIMA UNIVERSITY

HIROSHIMA UNIVERSITY

広島大学

Appendix I-Definitions

"Applicable Laws" means all applicable federal, state and local (i) statutes, enactments, acts of legislature or parliament, laws, bye-laws, ordinances, rules, regulations, listing agreements, notifications, guidelines or policies of any country having jurisdiction over the relevant matter; (ii) administrative interpretation, writ, injunction, directions, directives, judgment, arbitral award, decree, orders or Consents of, or agreements with, any Governmental Authority; and (iii) international tax treaties, as may be in force from time to time.

"Approvals" means approval / licenses / permission/ authorization from UI's Board of Regents, MEXT, and/or from any other applicable governance or accreditation authority /committee, to establish the Program and the DLJ.

"Consent(s)" means any consent, approval, authorization, waiver, permit, grant, concession, agreement, license, certificate, exemption, order, registration, declaration, filing, report or notice, of, with or to, as the case may be, any Person or Governmental Authority.

"Governmental Authority" means any Japanese or non-Japanese court of competence, arbitral tribunal, legislative, executive or administrative agency or commission or other governmental or regulatory agency including MEXT, U.S. Department of Education, State of Idaho Department of Education, or any statutory authority having jurisdiction over the matter in issue.

"HU Marks" means the legally protectable trade names, trademarks, domain names incorporating the marks, and service marks of HU, whether they are registered or not. HU Marks licensed to HU, are noted in Annexure D, attached hereto.

"Infrastructure Facilities" means including but not limited to administrative facilities, technical facilities, information technology, internet, Wi-Fi, all tools for remote learning, laboratories, computer technology, essential books. Library, classrooms, equipment, student and faculty housing, as well as logistics to facilitate delivery of the Program on Campus.

"Intellectual Property Rights" means all patents, patent applications, business processes, data rights, trademarks, service marks, trade names, know-how and copyrights; and legally protected trade secrets; and other proprietary rights under applicable law including, without limitation, license rights relating to intangible property; and divisions, continuations, renewals, reissues and extensions of the foregoing now existing, or hereafter filed, issued or acquired, arising or enforceable under United States law, Japanese law or the law of any other jurisdiction or international treaty regime.

"UI Marks" means the legally protectable trade names, trademarks, domain names incorporating the marks, and service marks of UI, whether they are registered or not. UI Marks licensed to UI, are noted in Annexure D, attached hereto.

"UI Data" means all data (excluding data relating to marketing leads) collected by UI or HU, or data derived from such data collected by UI or HU, that identifies or can be reverse engineered to identify UI, students, or its affiliates or their personnel. UI Data is limited to: (a) all information collected by HU or UI from International Students; and (b) data related to International Student's names or information that acquires through UI's efforts that are not related to or supported by HU' Services provided to UI hereunder.

"Material Adverse Change" means any event, circumstance, occurrence, fact, condition, change or effect (including a change in Applicable Law or any decision or order or notification by a Governmental Authority or accreditation agency both in Japan and the USA) that individually or in the aggregate is or has been or could reasonably be expected to (i) be materially adverse to the operations or financial condition of the Campus; or (ii) be materially adverse to the validity, legality or enforceability of this Agreement or of the rights or remedies of either Parties under this Agreement; or (iii) that impacts the ability of UI to set up the Campus, pursuant to the DJL Approval.

"Person(s)" means any individual, sole proprietorship, unincorporated association, unincorporated organization, body corporate, corporation, company, partnership, limited liability company, limited liability partnership, joint venture, Governmental Authority or trust or any other entity or organization.

"Specifications" includes the specifications, guidelines, criteria, stipulations, instructions, roadmap and vision for the proposed campus in Japan.

"Special Auditing Students" means International Students designated and recognized by HU, extending to them all associated privileges, and services that a HU's international student would enjoy, including but not limited to support for student life, access to HU 's campus facilities and dormitories, access to HU's IT infrastructure, annual medical checkups, eligible to enroll in Japan's National Health Insurance, and in Comprehensive Insurance for Students' Lives.

"**Tax**" or "**Taxes**" means all forms of taxation, duties, levies, imposts and, including without limitation corporate income tax, wage withholding tax, fringe benefit tax, value added tax, service tax, goods and service tax, customs and excise duties, and other legal transaction taxes, dividend withholding tax, real estate taxes, other municipal taxes and duties, environmental taxes, stamp duties and duties and any other type of taxes or duties in any relevant jurisdiction, together with any interest, penalties, surcharges or fines relating thereto, due, payable, levied, imposed upon or claimed to be owed in any relevant jurisdiction or country.

HIROSHIMA UNIVERSITY
3-2, Kagamiyama 1-chome, Higashi-Hiroshima, JAPAN, 739-8511 Phone: +81-82-424-6006 Mail: ochim@hiroshima-u.ac.jp

March 11, 2025

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702 USA

Dear President Clark and Members of the Idaho State Board of Education,

I am writing to you as the President of Hiroshima University to confirm my full approval of the Contract Agreement between Hiroshima University and the University of Idaho, as outlined in the University of Idaho's program proposal for the Bachelor of Science in Electrical Engineering submitted to the Board.

Upon the State Board's approval of the program proposal, I am prepared to sign and fully execute the agreement.

Thank you for your consideration and support. Please feel free to contact me directly if you or your Board members have any questions.

Respectfully,

Sincerely yours,

OCHI Mitsuo, M.D., Ph.D.
President
Hiroshima University

UNIVERSITY OF IDAHO

SUBJECT

Online Doctor of Education in Learning, Leadership, and Innovation – Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho proposes to substantially revise their existing Doctor of Education (Ed.D.) program to include changing the program title, required coursework, and dissertation format/expectations. The proposal outlines a comprehensive revision of the existing Ed.D. program, including changes to the program title, required coursework, and dissertation format. The total credit hours for the program will be reduced from 78 to 54, with all credits completed through the university, as no Master's-level credits will transfer into the program. The program's learning objectives have been rewritten to distinguish it from the Ph.D. in Education, broadening its focus to include industries beyond education, such as healthcare, human resources, and the military.

The program will adopt a cohort model, allowing students to matriculate more quickly, and will be offered fully online, with the aim of completing the degree in three years. The culminating dissertation will shift from a traditional theory-based research approach to a practical, problem-of-practice dissertation focused on Improvement Science. This shift emphasizes action research and real-world problem-solving, aligning with the program's goal to address issues in practice rather than theory. The reduced credit hour requirement of 54 is designed to make the program more competitive regionally, as most Ed.D. programs range from 40 to 70 credit hours.

The Ed.D. in Learning, Leadership, and Innovation will be housed within the College of Education, Health and Human Services rather than any specific department and may attract students from existing master's programs on campus. Ultimately, these revisions aim to provide a more flexible, career-focused doctoral program, serving a diverse range of industries and preparing students for leadership roles across various fields.

IMPACT

The proposed Ed.D. program will directly address Idaho's critical need for skilled leaders across key sectors such as education, business, agriculture, technology, and healthcare, by preparing professionals with advanced expertise in strategic planning, policy implementation, and change management. This program will specifically equip leaders to tackle pressing challenges in the state, including student achievement gaps, resource limitations, and workforce shortages, by

fostering the development of leadership capacity that aligns with Idaho's economic and educational needs. Additionally, as a rural state, Idaho faces barriers in accessing leadership talent, and this in-state, fully online Ed.D. program will offer local professionals the opportunity to advance their qualifications without the need to relocate, thus building a sustainable pipeline of homegrown leadership. Ultimately, this program will strengthen the state's workforce, bridge the gap between education and industry, and drive long-term economic and educational growth.

This program projects 20 initial enrollments at implementation reaching 75-78 by year 5 and graduating 18 in year three (FY 28). Faculty, staff, and operational costs will eventually be covered with full enrollment of 75-78 enrolled students at any given point in the program paying an institutional online program fee of $850 per credit hour consistent with Board Policy V.R. Initially, the program will be funded approximately $4 million through University P3R1 funds allocated by the Office of Research and Economic Development. After five years, the program will become self-sustaining through tuition revenue, with potential for reallocating state funds for other uses if demand exceeds expectations. P3R1 funds will provide the first five years of support and will enable the program to hire a program director, four additional faculty members, two graduate assistants, and to cover costs associated with a marketing campaign. Total expenditures are $1,040,796 - $1,308,335 annually over a four-year period.

If the Board decides to maintain the current Ed.D. program, which no longer follows The Carnegie Project on the Education Doctorate guiding principles, it will continue to offer its existing benefits. However, the proposed changes are designed to enhance program appeal, attract strong potential candidates and graduate doctoral students who will make a meaningful impact in their disciplines.

ATTACHMENTS

Attachment 1 – Doctor of Education in Learning, Leadership, and Innovation Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The program expects steady enrollment in subsequent years and identified 78 enrollments at any point will be necessary to maintain financial sustainability. If those minimums are not met the program will be evaluated after three years of concurrent deficiency. The program will sunset following four years of enrollment deficiency and teach-outs will occur for matriculating students.

While the proposed modification is not on the university’s currently approved three-year plan, the UI provides that the program changes are in response to a specific industry need or workforce opportunity that will prepare professionals for leadership roles in education, healthcare, and corporations. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for standard education programs. Other similar programs

include Boise State University's Ed.D. in Educational Technology and Ed.D. in Curriculum and Instruction. The UI indicates Boise State's programs are substantially different than the proposed Ed.D. program because it is much broader in its focus and will attract students from outside the field of education, particularly working professionals from Idaho and beyond looking to advance their careers expeditiously.

UI's request to assess an online program fee of $850 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 27, 2025; and to the Instruction, Research, and Student Affairs Committee on April 3, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to modify the existing Ed.D. in Education program to a Doctor of Education in Learning, Leadership, and Innovation as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by the University of Idaho to charge an online program fee of $850 per credit hour for the Doctor of Education in Learning, Leadership, and Innovation, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	02/06/2025 Revised 3/19/2025				
Institution Submitting Proposal:	University of Idaho				
Name of College, School, or Division:	College of Education, Health & Human Sciences				
Name of Department(s) or Area(s):	College of Education, Health & Human Sciences				
Official Name of the Program:	Ed.D. in Learning, Leadership & Innovation				
Degree Information:	Degree Level: Doctorate		Degree Type: Ed.D.		
CIP code or Modification of CIP Code (consult IR /Registrar):	13.0401				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% Online				
Implementation Date:	May 2026				
Geographical Delivery:	Location(s)	Online	Region(s)	Online	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee	X Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility		Statewide Program Responsibility	

Indicate those that apply to this request:

- [ ] Undergraduate Program
- [X] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [ ] New Program
- [ ] New branch campus or change in location
- [x] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service statewide program responsibilities as defined in Board Policy III.Z.

Brooke Blevins

College Dean	Date 01/29/2025	Vice President for Research (as applicable)	Date 3/7/2025
Graduate Dean/other (as applicable)	Date 1/29/25	Academic Affairs Program Manager, OSBE	Date 03/19/2025
FVP/Chief Fiscal Officer	Date 02.06.25	Chief Financial Officer, OSBE	Date 3/25/25
Provost/VP for Instruction	Date 02.06.25	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   This is a substantive revision to the existing Ed.D. program, including changing the program title, required coursework, and dissertation format/expectations. Credit hour requirement is reduced from 78 to 54. Masters-level credits will not be transferable into this program. Rather, all 54 credits will be completed at UI. The program learning objectives have been rewritten, to differentiate from the existing Ph.D. in Education program. The current Ed.D. curriculum is designed to address education-specific research, whereas this proposal broadens the Ed.D. to include industries beyond education. This R1-enhancing program is reimagined as a cohort-model program, to matriculate doctoral students expeditiously, completed fully online in three years. The Ed.D. in Learning, Leadership, and Innovation will serve working professionals in a variety of industries (i.e. education, healthcare, HR, military, etc.) who are looking to improve their skills and advance in their careers. The culminating project will be a problem-of-practice dissertation, unlike the current, theory-based Ed.D./Ph.D. requirement. The problem-of-practice dissertation yields a research doctorate based in Improvement Science. The reduction of credits required by 24 addresses regional competition, as most Ed.D. programs fall between 40 and 70. This program, at 54, narrows the focus to problems of practice and action research through an Improvement Science lens. This degree will be housed at the college level in EHHS and not in any one department. This will not be tied to other programs on campus, but may attract students from existing Master's programs on campus.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

   The economic and workforce need for an Ed.D. in Learning, Leadership, and Innovation is underscored by the necessity for skilled leaders of organizations who can drive effective change and foster innovation and collaboration. This program prepares graduates to meet these needs within their organizations. In March 2024, we utilized Lightcast to conduct a preliminary market analysis around the demand for an EDD in Educational Leadership and Administration. In June 2024, we also commissioned a market analysis from Eduventures® Research (Eduventures (2024), Proprietary Research. *Eduventures 2024 Doctorate in Education Report.*) to further explore the demand for an EdD. These two reports highlighted information about workforce and economic needs in Idaho and beyond:

   There is a critical shortage of qualified leaders who can effectively manage organizations including

schools, districts, non-profit, business, and healthcare organizations. As learning science and educational methods and technologies evolve, there is also a pressing need for leaders who can integrate innovative practices into instructional and organizational operations. This includes leveraging technology, fostering creativity, and implementing new learning methodologies. Additionally, there is a demand for leaders who can conduct research to inform policy and practice within organizations. Therefore, the Ed.D. in Learning, Leadership, and Innovation will focus on innovative leadership, instructional practice, responsive research, and data-informed decision making ensuring that organizations have strong leaders capable of implementing strategic changes.

Additionally, the Lightcast report examined the top common and specialized job skills in job postings related to having and Ed.D. or Ph.D. in Educational leadership. The top specialized skills in related job postings included student services, curriculum development, higher education, academic affairs, marketing, project management, program development, fundraising, and data analysis. The top common skills in related job postings included leadership, communication, teaching, management, research, planning, writing, operations, strategic planning, and coordinating. The Ed.D. in Learning, Leadership and Innovation is designed to prepare students with these common and specialized skills they will need to be successful in their future careers.

In addition, according to the Idaho Workforce council the following careers are examples of those presently in demand that would be served by advanced education such as an EDD in Learning, Leadership and Innovation.

- Instructional Coordinators (50): Projected growth 20.3%
- Education Administration (96): Projected growth 13.3%
- Human Resource Managers (102): Projected growth 8.3%
- Human Resource Specialist (125): Projected growth 11.3%
- Training and Development Specialists (147): Projected growth 11.3%

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

A market analysis performed by Eduventures® Research indicated the demand for and interest in an online Ed.D. program focused on Learning, Leadership, and Innovation is growing. Many current Ed.D. programs cater specifically to educational leadership only and the proposed program with a broader focus will encompass students interested in becoming leaders in various organizations. Most students will be part-time working professionals looking to advance their careers while continuing to maintain their employment. The Eduventures report along with focus group conversations with industry leaders from a variety of fields (healthcare, education, business) indicates interest in a practical degree like the Ed.D. that can help employees advance their leadership skills.

Key Factors Driving Student Demand:

1. Emphasis on Leadership Skills: There is a strong recognition of the need for effective leadership in education, healthcare and corporations, especially in times of change. Aspiring leaders are eager to develop skills that will enable them to lead effectively, foster collaboration, and implement innovative practices.

2. Focus on Innovation: With advancements in technology and changing pedagogical approaches, educators are seeking ways to integrate innovative strategies into their teaching and administrative practices. This program appeals to those interested in

developing and applying creative solutions to enhance learning outcomes.

3. Diversity of Career Opportunities: Graduates of this program can pursue a variety of roles, including educational administrators, instructional coordinators, policy analysts, and researchers. The versatility of the degree attracts students from various backgrounds and career paths.

4. Online and Flexible Learning Options: Many programs offer flexible learning formats, such as hybrid or fully online courses, making it accessible to working professionals. This flexibility increases interest among those who may be balancing careers and family commitments.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Idaho's economy is driven by key sectors including agriculture, technology, healthcare, etc. Organizational leaders with advanced training are essential in strengthening the pipeline between K-12 schools, postsecondary institutions, and industry partners to ensure students are prepared for the demands of the modern workforce. An Ed.D. program can produce leaders who understand the specific needs of Idaho's economy and can build effective collaborations that enhance educational and economic outcomes.

Our state faces an increasing need for skilled leaders capable of navigating significant challenges, including student achievement gaps, resource constraints, and workforce shortages. The proposed program intends to address this demand by preparing professionals for leadership roles. It will equip them with advanced skills in strategic planning, policy implementation, and change management through a lens of innovation.

As a predominantly rural state, Idaho organizations frequently encounter challenges in accessing resources and leadership talent. An in-state Ed.D. program can help build leadership capacity within the state by offering opportunities for local leaders, and those with capacity to be leaders, advance their qualifications without needing to relocate.
In summary, an Ed.D. in Learning, Leadership and Innovation in Idaho will address the state's leadership shortages while aligning with the evolving demands of both the education system and the workforce. This program will be critical in supporting and perpetuating Idaho's long-term growth and sustainability.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This will be a three-year, fully online program allowing students to continue in their professional employment while pursuing an expedited research doctoral degree. We will offer eight-week courses during fall, spring, and summer. We will work to use Open Educational Resources (OER) to reduce textbook costs. Earning this degree will allow for increased career advancement.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY21	FY22	FY23	FY24 (most recent)	FY20	FY21	FY22	FY23 (most recent)
BSU	**ED.D. in Educational Technology**	145	159	158	165	9	29		
BSU	**ED.D. in Curriculum & Instruction**	71	82	75	44	7	19		

7. Justification for Duplication (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

While BSU currently offers two Ed.D. degrees, these are substantially different than the proposed Ed.D. in Learning, Leadership, and Innovation. The proposed degree is much broader in its focus and will attract students from outside the field of education. The BSU programs primarily attract educational leaders. Additionally, the fully online 3-year cohort model is distinctly different than what BSU offers in their Ed.D. programs and is designed to attract working professionals from Idaho and beyond who are looking to advance their careers in an expeditious fashion.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY26 (1st year)	FY27	FY28	FY29	FY30		FY26 (1st year)	FY27	FY28	FY29	FY30	
20	43	66	75	75		0	0	18	20	24	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above.
What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

At full capacity we can accommodate a maximum of 35 students per cohort, or 105 enrolled students. Our targeted enrollment would be between 25-35 students per cohort, or 75-90 enrolled students expecting that 20% of students will not persist in the program. The numbers above were based on increasing enrollment each year for the first 4 years as the program is built and marketed widely. We would expect a steady enrollment in the years that follow.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We will need 78 students in the program at any point of time to remain financially solvent as presently budgeted. Our proposed faculty, staff, and operational costs will be covered if we have 78 students paying a total cost of $850 per credit hour for 54 credit hours.

    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

In the event enrollment minimums are not met, the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunset following four years of enrollment deficiency. Teach-outs will occur for matriculating students and a new cohort will not be filled.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The University of Idaho was recently reinstated as a member of the Carnegie Project for the Education Doctorate (CPED). CPED is a collaborative network of over 135 schools and colleges of education. Its mission is to transform the Education Doctorate (Ed.D.) by making it more practical and applicable for educational leaders across various sectors. CPED Member institutions design their Ed.D. programs to be rigorous and directly relevant to real-world challenges, equipping graduates with the skills and knowledge to drive meaningful improvements in the field of education.

Our Ed.D. will adhere to the CPED guiding principles. As a member of CPED we are expected to participate in yearly convenings that encourage members to critically examine the Ed.D. through dialogue, experimentation, critical feedback, and evaluation. Through professional development opportunities and a wide range of resources, member institutions learn to (re)design their Ed.D. programs to better serve practitioners while networking with a supportive and resourceful professional community. CPED is not a formal accrediting body but is an invaluable resource in ensuring program quality and rigor.

In addition, we will participate in the annual university assessment processes guided by NWCCU. Dissertation committees will also include representatives outside of the Ed.D. program to ensure program quality and student outcomes.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

External Review was not needed for this program according to conversations with the OSBE.

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date N/A

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

14. Three-Year Plan: If this is a new proposed program, is it on your institution's Board approved 3-year plan?

Yes ____ No X

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	The program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

The program is in response to a need to increase the number of research doctorates produced at the University of Idaho to ensure R1 status. The Ed.D. provides a unique avenue for working professionals to pursue a doctoral degree while continuing to engage in their professional practice. The Ed.D. helps to strengthen the research and leadership skills of leaders across a broad array of industries.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	54
Credit hours in required courses offered by other departments.	0
Credit hours in institutional general education curriculum.	0
Credit hours in free electives	0
Total credit hours required for degree program	54

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Total credits to completion: 54

Course Titles:

Learning, Leadership and Innovation Core (27 credits)

EDD 6010 Innovation, Learning, and Leadership Foundations
EDD 6030 Ethical Policy Innovation
EDD 6022 Relational Leadership for Belonging and Equity
EDD 6015 Leading Organizational Change and Innovation
EDD 6042 Community-grounded Leadership and Collaboration
EDD 6080 Conflict Management and Communication
EDD 6025 Innovation and Learning in Organizations
EDD 6075 Strategic Mentoring and Supervision
EDD 6055 Organizational Evaluation and Improvement Science

Research Core (12 credits)

EDD 6025 Innovations in Research through Improvement Science
EDD 6035 Applied Qualitative Research
EDD 6045 Applied Quantitative Research
EDD 6060 Applied Data Collection and Analysis

Dissertation in Practice (18 credits)

EDD 6050 DiP 1: Ch 1 Problem of Practice and Literature Review
EDD 6065 DiP 2: Ch 2 Methodology
EDD 6085 DiP 3: Ch 3 Data Analysis and Recommendations
EDD 6090 DiP 4: Final Dissertation Writing and Defense

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Candidates will complete a proposal (comprised of Chapters 1-2) that will be approved by the candidate's committee. Candidates must also submit an IRB application prior to the start of data collection.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, value or appreciate because of completing the program.

Leadership Skills: Graduates demonstrate collaborative leadership skills for effective administration, management, and decision-making.

Research Proficiency: Graduates independently apply scholarly research competencies to design, conduct, analyze, interpret, and implement results.

Policy Analysis: Graduates analyze policies for their impact on diverse stakeholders.

Theory to Practice Integration: Graduates apply theoretical knowledge and research findings to address real-world challenges and opportunities relevant to their profession.

Ethical Decision-Making: Graduates demonstrate ethical awareness and decision-making skills.

Impactful Communication: Graduates articulate complex ideas, research findings, and policy recommendations to diverse stakeholders.

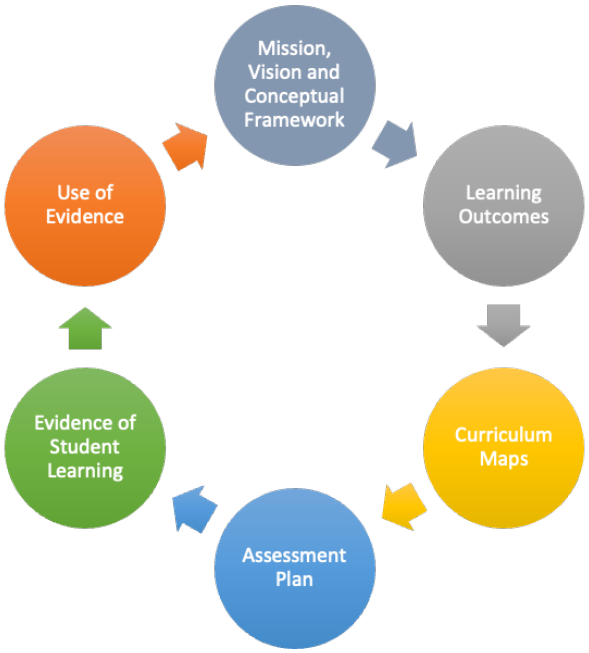
Fostering Innovative Learning: Graduates develop and implement strategies to cultivate innovative learning cultures within organizations and diverse contexts, leveraging emerging technologies and creative instructional methods and adapting to rapidly evolving challenges in their professional fields.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The assessment cycle describes a systematic and multi-step schedule for collecting evidence on student learning that can improve the curriculum and pedagogy within a given program. The plan specifies how the program's mission, goals, and learning outcomes are integrated into the curriculum, how they will be measured, and how data will be collected, reported, and used in planning decisions (see Figure 1).

Figure 1 *Assessment Cycle*



The assessment plan begins with the mission, vision, and conceptual framework of the College of Education, Health, and Human Sciences (EHHS). Program learning outcomes are then created and aligned with the college's mission. Curriculum maps provide a road map of courses within the

program and how they align with competencies, mission/vision of EHHS and its program outcomes.

The Ed.D. in Learning, Leadership and Innovation program will use benchmarks (or transition points) to identify processes required for candidates to move through the program.

Tentative benchmark categories include:

1. Admission to the program, Year 1
2. Advancement interview, Year 2
3. Proposal Submission and Approval, Year 2
4. Dissertation Defense, Year 3

Program courses utilize signature assignments designed to assess student learning that align to program learning outcomes. These signature assignments are evaluated using a rubric aligned to course and program outcomes. Full time and adjunct program faculty will engage in evaluation calibration to ensure constituency of evaluation of key assignments and program learning outcomes.

Finally, data (use of evidence) is utilized to make individual course content and pedagogy improvements. Specific course requirements and rubrics are discussed with program faculty to obtain validity and reliability and ultimately aligned back to the mission, vision, and conceptual framework of the college.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

No new physical spaces will be required for the program since it will be entirely online.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

There will be no increased use of physical resources by the new Ed.D. program.

[2] 2 Financial Impact shall mean the total financial expenditures, 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 establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No new equipment or space will be required for the program.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are adequate for the additional students that the Ed.D. program would bring to the university. There may be some impact on library resources as we enroll more doctoral students who will need to access library resources and work with reference librarians to complete their literature reviews. Library resources are available online and additional resources such as statistical software will be accessible through the University of Idaho Virtual Private Network (VPN).

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are required to ensure the successful implementation of the program.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

EHHS intends to address the increase in courses offered and program-supporting activities through the hiring of up to five faculty members, inclusive of a program director. We will offer 1-2 sections of each new course based on enrollment. Clinical faculty will carry a 3-4 course load, tenure track faculty will carry a 2-3 load as well as serve as major professor to 12-24 doctoral students at various stages in their doctoral journey. Expecting an enrollment of 20-30 students per cohort, we will need 5 additional faculty members, two Graduate Assistants, one writing center director, and one assistant program director (staff).The Office of Research and Economic Development (ORED) is supporting the program overhaul through a four-year investment, with an expectation that the program will bring enough revenue to sustain itself beyond that.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Existing resources have been utilized for re-envisioning and building the new Ed.D. program including faculty summer support. Faculty included in the Ed.D. working group have been working together to establish learning outcomes clearly aligned with content and research coursework, dissertation in practice expectations, program handbook development and involvement in the Carnegie Project of the Education Doctorate (CPED) to build the Ed.D. around the CPED framework. Faculty of the Ed.D. working group were supported through travel funds to attend the 2024 CPED Annual Convening to learn best practices for the development of the reimagined Ed.D. program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We plan to move one current faculty line in our Educational Leadership that will become vacant through retirement to assist with the Ed.D. program. The Educational Leadership program will utilize adjunct faculty who are current practitioners in the field to cover classes. This shift to utilize currently practicing educational leaders will actually help to create more relevance and rigor in the Educational Leadership program.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

- Five Faculty (Clinical or Tenure Track)
- Associate Director (Staff position)
- Writing Center Director
- Two Graduate Assistants

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

We will not reallocate existing state appropriated funds to run this program. This program will initially be funded by University P3R1 funds and then will utilize generated revenues to cover program costs. If demand for the program exceeds our initial predictions, we would consider reallocating existing state appropriated from lower enrolled programs to this program

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

The program will be supported with university generated P3R1 funds for the first four years. Based on our predicted budget model, the program will then earn enough revenues to cover expenses after four years.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

As this is an online program, the institutional online program fee of $850 per credit hour would be charged in lieu of resident or non-resident tuition.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The total per credit hour cost for this program is $850. The total program cost will be $45,900 ($850 x 54 credits).

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

See attached budget form.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 2026		FY 2027		FY 2028		FY 2029	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		20		27		32		35
B. Shifting enrollments				16		35		43
Total Enrollment	0	20	0	43	0	67	0	78

II. REVENUE

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$ 109,083		$ 109,083		$ 109,083		$ 109,083	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	319,320		686,538		1,060,142		1,243,432	
6. Other (i.e., Gifts)								
Total Revenue	$ 428,403	$ -	$ 795,621	$ -	$ 1,169,225	$ -	$ 1,352,515	$ -

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	9.0		9.0		9.0		9.0	
2. Faculty	$ 532,194		$ 532,194		$ 532,194		$ 532,194	
3. Adjunct Faculty	-		-		-		-	
4. Graduate/Undergrad Assistants	33,244		33,244		33,244		33,244	
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel	125,460		125,460		125,460		125,460	
8. Fringe Benefits	219,680		219,680		219,680		219,680	
9. Other:								
Total Personnel and Costs	$ 910,577	$ -	$ 910,577	$ -	$ 910,577	$ -	$ 910,577	$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$ 16,900		$ 16,900		$ 16,900		$ 16,900	
2. Professional Services								
3. Other Services	72,500		67,500		67,500		67,500	

4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	2,500		2,500		2,500		2,500	
Total Operating Expenditures	$ 91,900	$ -	$ 86,900	$ -	$ 86,900	$ -	$ 86,900	$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$ 8,000						
Total Capital Outlay	$ -	$ 8,000	$ -	$ -	$ -	$ -	$ -	$ -

	FY 2026		FY 2027		FY 2028		FY 2029	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								

Other	University Fee - see notes	$38,318.40		$89,249.94		$148,419.94		$310,858.02	
	Total Other Costs	$38,318	$0	$89,250	$0	$148,420	$0	$310,858	$0
	TOTAL EXPENDITURES:	$1,040,796	$8,000	$1,086,727	$0	$1,145,897	$0	$1,308,335	$0
	Net Income (Deficit)	-$612,392	-$8,000	-$291,106	$0	$23,328	$0	$44,180	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

III.A.1	FTE includes 1.00 Program Director (faculty status), 5.00 faculty lines, 2.00 staff lines and 2 Grad Assistants at 0.50 FTE each.
III.A.7	Staff includes Assistant Director and Writing Center Director
III.E	UI charges a fee on revenue which is an expense to the program. The rate is 12% for year 1 and increases 1% per year. In addition, there is an addition fee on online program revenue of 10% which starts in year 4.

SUBJECT

Recognition of Accreditation Organizations for Purposes of Registration of Postsecondary Educational Institutions

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-2401(1), Idaho Code
Section 33-2406, Idaho Code
Idaho Administrative Code, IDAPA 08.01.11.100, Recognition of Accreditation Organizations

BACKGROUND/DISCUSSION

In order to be registered with the Board as required by Section 33-2402, Idaho Code, all postsecondary educational institutions in Idaho must be accredited by accreditation organizations that are recognized by the Board. Additionally, proprietary schools that are accredited by Board-recognized accreditation organizations are not required to obtain surety bonds.

In 2022, IDAPA 08.01.11.100 was amended to remove "national" accreditation organizations from the description of accreditation organizations that are recognized by the Board.

Two institutions that have been registered with the Board for many years have accreditors that are no longer recognized by the Board due to this change. These institutions are Eagle Gate College, which is accredited by the Accrediting Bureau of Health Education Schools (ABHES), and Mercy in Action College of Midwifery, which is accredited by the Midwifery Education Accreditation Council (MEAC). In order to prevent disruption of operations at Eagle Gate College and Mercy in Action College of Midwifery, the Board has temporarily approved ABHES and MEAC as recognized accrediting organizations.

To continue operations in Idaho, the institutions' registration as postsecondary educational institutions must be renewed by June 30, 2025. The Board's recognition of ABHES and MEAC must be confirmed by this time to ensure continued registration of Eagle Gate College and Mercy in Action College of Midwifery.

IDAPA 08.01.11.100 provides that the Board may recognize accreditation organizations on a case-by-case basis and directs the Chief Academic Officer of the Board to work with the Council on Academic Affairs and Programs (CAAP) to review and evaluate accreditation organizations to inform the Board's decision.

In accordance with federal law, the U.S. Department of Education (USDE) publishes a list of nationally recognized accrediting organizations. The Board's Chief Academic Officer, in consultation with CAAP, proposes that the Board recognize the same accreditors that are recognized by the USDE for purposes of registration of postsecondary educational institutions and proprietary schools. In

the event that USDE ceases publication of a list of nationally recognized accrediting organizations, the Board would continue to recognize accreditors on the list for a period of one year.

IMPACT

Recognition by the Board of accreditors recognized by USDE would eliminate a need for duplication of USDE's existing accreditor evaluation processes and be consistent with the majority of other states. This recognition would apply only for purposes of registration of postsecondary educational institutions and proprietary schools.

Because ABHES and MEAC are recognized accreditors by USDE, Eagle Gate College and Mercy in Action College of Midwifery would be eligible for continued registration as postsecondary educational institutions in Idaho.

Additionally, five proprietary schools accredited by USDE-recognized accreditors would be excused from Idaho's surety bond requirement pursuant to Section 33-2406, Idaho Code. These proprietary schools are American Institute of Clinical Massage, College of Massage Therapy, Dale Carnegie Training, Eagle Montessori Teaching Academy, and Rexburg College of Massage Therapy.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board recognize the same accreditors that are recognized by the U.S. Department of Education for purposes of registration of postsecondary educational institutions and proprietary schools. In the event that USDE ceases publication of a list of nationally recognized accrediting organizations, the Board would continue to recognize accreditors on the list for a period of one year.

BOARD ACTION

I move to approve Board recognition of the same accreditors that are recognized by the U.S. Department of Education for purposes of registration of postsecondary educational institutions and proprietary schools. In the event that USDE ceases publication of a list of nationally recognized accrediting organizations, the Board will continue to recognize accreditors on the list for a period of one year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Dual Credit Report and Recommendations

REFERENCE

June 2009	The Board approved the first reading of Board Policy III.Y Advanced Opportunities.
October 2014	The Board approved the first reading of amendments to Board Policy III.Y. replacing Tech Prep with Technical competency credit.
February 2015	The Board approved the second reading of amendments to Board Policy III.Y.
June 2018	The Board approved the first reading of amendments to Board Policy III.Y. establishing system-wide policy for awarding credit for AP exams.
December 2023	The Board approved the first reading of Board Policy III.Y.
February 2024	The Board approved the second reading of Board Policy III.Y.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4605, Idaho Code
Idaho State Board Governing Policy III.Y. Advanced Opportunities

BACKGROUND / DISCUSSION

Idaho's dual credit program, which enables high school students to complete college coursework while still in high school, has become a cornerstone of the state's educational strategy. Through the innovative Advanced Opportunities (AO) funding model, Idaho has positioned itself as a national leader in dual credit education. Currently, dual credit students comprise 27-48% of community college enrollment and 10-16% of four-year institutional enrollments in Idaho, with 45,091 secondary students participating statewide in the 2023-2024 school year. Of these students, 92% are enrolled at one of Idaho's eight public postsecondary institutions. A program of this size and impact deserves close examination and strategic support.

The Idaho State Board of Education staff initiated a comprehensive review of the state's dual credit program in Fall 2023. This review was prompted by the significant growth in dual credit participation since the implementation of Advanced Opportunities (AO) legislative funding in 2016, with current state investment in dual credit courses reaching $24.5M annually. The review assesses the dual credit program's effectiveness in supporting student learning and identifies opportunities for improvement, ensuring the program's long-term sustainability and relevance in Idaho's educational landscape.

The central question guiding the review was: How well does dual credit support student learning and success in Idaho? Additional questions that guided analysis are detailed below. The year-long review combined data from various sources, including recent state

and national reports, a synthesis of academic literature, and extensive stakeholder input through over 20 listening sessions. Staff engaged high school teachers and counselors, dual credit program leaders, postsecondary faculty, students, and parents in these listening sessions. Additionally, an independent internal audit of dual credit programs at Idaho's postsecondary institutions was conducted to assess the programs' fidelity to Board policy and sound financial practices.

The findings of this comprehensive review highlight key strengths of Idaho's unique, student-centered approach to funding dual credit via AO. In particular, recent efforts to increase access for rural students have positively impacted academic momentum and student confidence. Successful participation in dual credit is correlated with postsecondary enrollment and success. Additionally, there are clear areas for growth around enhancing program quality, expanding access, reducing duplicative efforts, and ensuring long-term sustainability.

IMPACT

The report includes several recommendations, which, if adopted by the Board, would provide clear direction for Board staff and the institutions over the next several years to ensure a fine-tuned and robust dual credit program in the state. There are three key recommendations detailed in the report:

- **Strategic Vision**: Set the State Board of Education's strategic vision for dual credit, establish clear metrics for success, and align the dual credit strategy with postsecondary and workforce goals.
- **Purpose**: Promote a "credit with a purpose" framework and create structured course sets and program pathways aligned with students' educational and career goals; support and expand graduate education for teachers in the associated areas.
- **Collaboration and Systemness:** Reduce redundancy and improve the student experience through establishing regional agreements, national accreditation, and system-level support.

ATTACHMENTS

Attachment 1 – Dual Credit Report and Recommendations
Attachment 2 – Slide Deck of Dual Credit Recommendations
Attachment 3 – Internal Audit Report - Dual Credit Administration FY25

STAFF COMMENTS AND RECOMMENDATIONS

This report and the recommendations are for informational purposes only at this time. Recommendations will be brought to the Board for approval at the June Board meeting.

Idaho's Dual Credit Program
2023-2024 Comprehensive Review

Executive Summary

Overview

Idaho's dual credit program, which enables high school students to complete college coursework while still in high school, has become a cornerstone of the state's educational strategy. Through the innovative Advanced Opportunities (AO) funding model, Idaho has positioned itself as a national leader in dual credit education. Currently, dual credit students comprise 27-48% of community college enrollment and 10-16% of four-year institutional enrollments in Idaho, with 45,091 secondary students participating statewide in the 2023-2024 school year. Of these students, 92% are enrolled at one of Idaho's eight public postsecondary institutions[1]. A program of this size and impact deserves close examination and strategic support.

The Idaho State Board of Education staff initiated a comprehensive review of the state's dual credit program in Fall 2023. This review was prompted by the significant growth in dual credit participation since the implementation of Advanced Opportunities (AO) legislative funding in 2016, with current state investment in dual credit courses reaching $24.5M annually. The review assesses the dual credit program's effectiveness in supporting student learning and identifies opportunities for improvement, ensuring the program's long-term sustainability and relevance in Idaho's educational landscape.

The central question guiding the review was: **How well does dual credit support student learning and success in Idaho?** Additional questions that guided analysis are detailed below. The year-long review combined data from various sources, including recent state and national reports, a synthesis of academic literature, and extensive stakeholder input through over 20 listening sessions. Staff engaged high school teachers and counselors, dual credit program leaders, postsecondary faculty, students, and parents in these listening sessions. Additionally, an independent internal audit of dual credit programs at Idaho's postsecondary institutions was conducted to assess the programs' fidelity to Board policy and sound financial practices.

Key Findings

The findings highlight key strengths of Idaho's unique, student-centered approach to funding dual credit via AO. In particular, recent efforts to increase access for rural students has positively impacted academic momentum and student confidence. Successful participation in dual credit is correlated with postsecondary enrollment and success[2]. Additionally, there are clear areas for

[1] Cathleen McHugh, 2025. Idaho State Board of Education, 2025.
[2] WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities," Idaho State Board of Education, 2021, "Idaho State Board of Education Research Report: Dual Credit."

growth around enhancing program quality, expanding access, reducing duplicative efforts, and ensuring long-term sustainability.

Recommendations

Dual credit in Idaho will be enhanced through improvements in three key areas, which are described in further detail at the end of this report:

- **Strategic Vision**: Set the State Board of Education's strategic vision for dual credit, establish clear metrics for success, and align the dual credit strategy with postsecondary and workforce goals.
- **Purpose**: Promote a "credit with a purpose" framework and create structured course sets and program pathways aligned with students' educational and career goals; support and expand graduate education for teachers in the associated areas.
- **Collaboration and Systemness:** Reduce redundancy and improve the student experience through establishing regional agreements, national accreditation, and system-level support.

I. Introduction and Background

Dual Credit Program Context

The landscape of early college access in Idaho transformed dramatically with the 2016 introduction of Advanced Opportunities (AO) funding, building upon the foundation laid by the state's 1995 dual credit initiative[3]. Through AO, students can access funds for accelerated high school coursework, specialized assessments, and both academic and career-technical college courses. The program's impact is evident in the numbers: by 2023, Idaho invested $24.5M specifically in dual credit opportunities, which comprise 87% of all AO funding utilization. This substantial commitment has yielded results, with more than half of Idaho's high school graduates now completing college coursework before receiving their diplomas.

Dual Credit Review Methodology

The main question framing this review is centered on **how well dual credit supports student learning and success in Idaho**. However, this report is organized by several related questions, in addition to the primary question, as follows:

- What is dual credit in Idaho? What are all of the pieces, aspects, and stakeholders?
- How well does dual credit support student learning and success in Idaho?

[3] In 1995, the Idaho Legislature enacted Idaho Code 33-203 entitled "Dual Enrollment." The original 1995 language provided that "[t]he parent or guardian of a child of school age who is enrolled in a non-public school shall be allowed to enroll the student in a public school for dual enrollment purposes." The statute further provided that "[t]he board of trustees of the school district shall adopt procedures governing enrollment pursuant to this section." The "public school" in Idaho Code 33-203 referred to the traditional school district, as it clearly mandated the board of trustees of each school district to adopt procedures for dual enrollment. Furthermore, public charter schools did not exist in 1995; the legislation allowing for the creation of charter schools was first enacted by the Idaho legislature in 1998. From Idaho Department of Education, 2022. "Dual Enrollment Q&A."

- Where does dual credit in Idaho need more or different support?
- What are the goals of dual credit in Idaho? How well is the dual credit program meeting those goals? Do any of the goals need revision?

The comprehensive review process employed a multi-faceted approach to gather and analyze data:

1. Stakeholder Engagement: In 2023-2024, staff of the Idaho State Board of Education ("Board") held over twenty listening sessions with high school teachers and counselors, postsecondary faculty liaisons, general education faculty committees, dual credit program directors, students, and parents.
2. Professional Development and Research: Board staff attended and participated in monthly meetings of dual credit program leaders, attended the national dual credit conference (NACEP), and reviewed other state dual credit programs and policies.
3. Dual Credit Internal Audit: In 2024, the Board's independent Statewide Audit team analyzed the dual credit program at each institution. Their synthesis and recommendations inform the recommendations in this report.
4. Document Analysis: Board staff reviewed and synthesized several evaluations of and reports on dual credit in Idaho as well as selected current national dual credit studies. Key reports reviewed include evaluations by WICHE (Western Interstate Commission for Higher Education), Saffron Ventures Consulting, the Office of the State Board of Education, and the Presidents' Leadership Council Dual Credit Working Group.

II. Program Impact Findings

What is dual credit in Idaho? What are all of the pieces, aspects, and stakeholders?

Dual credit courses provide an opportunity for students to complete college courses prior to graduating from high school. With AO funding, high school students complete these college courses with no direct tuition costs to themselves or their families. In 2019, the tuition rate was set at $75/credit for dual credit courses taken through a qualified high school teacher; some postsecondary institutions also apply that rate for on-campus classes.

Nationally, dual credit programs are popular because of their perceived benefits in at least three areas: easing the transition to college, increasing postsecondary retention rates, and motivating students with challenging coursework while in high school.[4]

There are multiple models of dual credit delivery in Idaho, which has enabled its expansion into rural areas. Eligible high school students may enroll in on-campus or online classes offered either directly through the postsecondary institutions or hosted via Idaho Digital Learning Academy

[4] J. Mark Browning. 2022. "The Impact of Dual Credit on Idaho Students Through the Advanced Opportunities Act of 2016: A Qualitative Case Study." Dissertation. Idaho State University.

(IDLA). However, the most common model of dual credit here, as in other states, engages eligible high school teachers in delivering college courses in the high school setting. Teachers are recommended for hiring, mentored, and supervised by the dual credit program and disciplinary faculty at the participating postsecondary institution. In this model, high school students receive credit for their high school course and the college course at the same time.

Because dual credit brings a postsecondary function into the secondary setting, it engages many stakeholders: students and parents; high school teachers, counselors, and administrators; postsecondary dual credit program leaders, faculty, and administrators; the Idaho Department of Education, which coordinates the AO funding program; and the Idaho State Board of Education, which reviews and approves academic and career technical education programs at the postsecondary institutions. Funding decisions impact secondary school districts and postsecondary institutions alike. School districts are required to offer at least one advanced opportunity, and most make multiple dual credit courses available to their students.

In general, students appreciate the opportunity to engage with challenging college courses and high school teachers appreciate the opportunity to teach these courses. Some high school teachers and counselors noted that students can face undue pressure to complete as many courses as possible and maximize their use of AO funds without understanding the postsecondary implications of credit accumulation. High school counselors appreciate dual credit programs and also sometimes feel underprepared to provide college advising, especially with the number of postsecondary institutions that are involved. While Idaho postsecondary institutions do provide advising, students are often completing courses through multiple institutions, which can bring challenges for individual students.[5]

How well does dual credit support student learning and success in Idaho?

Learning is a complex process that unfolds over time, in relationship with other people. Dual credit, which offers accelerated opportunities for students, engages them in challenging, rigorous material, often in highly engaged settings. Students report appreciating the challenge of faster-paced classes while still learning with their high school peers. They note that the classroom environment of a college course in high school attracts students who are focused and engaged. Teachers enjoy teaching college-level courses and express appreciation for the support and mentorship they receive from their postsecondary colleagues[6]. There are a number of additional ways in which the dual credit program supports student learning:

Increases College Readiness: Dual credit programs provide students with early exposure to college-level coursework and expectations. By engaging in rigorous college-level coursework, students can develop enhanced academic skills, study habits, and time management abilities. These experiences can better prepare students for the demands of postsecondary education,

[5] Listening Sessions, 2024. One particular challenge relates to costs associated with acquiring official transcripts from multiple institutions when a student is matriculating into the institution of their choice.
[6] Listening Sessions, 2024.

facilitating a smoother transition to college.[7] High school teachers described their sense of responsibility as they worked to introduce students to increased expectations and independent responsibility, and most research indicates that students who participate in dual credit are more likely to go to college than those who do not.[8]

Creating Academic Momentum: Dual credit participation can foster a sense of academic momentum, leading to increased motivation, aspirations, and a stronger commitment to pursuing postsecondary education. The successful completion of college-level courses while in high school can boost student confidence and self-efficacy, encouraging them to continue their educational journey. At some of Idaho's community colleges, where high school students participate in on-campus courses, faculty report that they appreciate these students' engagement and their willingness to stretch themselves academically.[9] In Idaho, research indicates that students who earn more dual credits in high school are more likely to continue to college and earn college degrees in fewer years than students who complete no or few dual credit courses.[10]

Increasing Affordability: Dual credit programs offer Idaho students the opportunity to earn college credits with no tuition costs.[11] High school counselors from rural areas described the positive impact dual credit courses have on their schools as it elevates academics and motivates students to take their coursework seriously, and many noted the financial incentives of future savings that encourage students to participate. This can lessen the total financial burden of college, making postsecondary education more accessible, particularly for students from low-income backgrounds. Ideally, these cost savings can also free up financial resources for students to pursue other educational opportunities or enter the workforce sooner. The "informal cost analysis" in a recent study indicates that Idaho's investment in dual credit is nearly doubled by the savings families receive.[12]

Where does dual credit in Idaho need more or different support?

Idaho's student-first approach to funding via AO has provided many opportunities for students and has significantly eased financial concerns. At the same time, the increased pressure for more dual credit across the state has led to additional pain points, particularly as experienced secondary teachers have retired or left the state. The dual credit program faces several challenges:

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[7] WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities."
[8] Multiple reports cite correlational, but not causal, relationships between dual credit participation and later success in college: Hechinger, 2024. "Dual Enrollment has Exploded. But It's Hard to Tell if It's Helping More Kids Get a College Degree," Listening Sessions, 2024. WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities." Idaho State Board of Education, 2021. "Idaho State Board of Education Research Report: Dual Credit."
[9] Listening Sessions, 2024.
[10] Idaho State Board of Education, 2021."Idaho State Board of Education Research Report: Dual Credit."
[11] Max Eden, 2020. "Advanced Opportunities: How Idaho is Reshaping High Schools by Empowering Parents,"
[12] Tracey King Schaller et al., 2023. "A Systematic Review and Meta-Analysis of Dual Enrollment Research," WICHE, 2021. "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities."

Limited Program Oversight and Consistency: Dual credit in Idaho has flourished in an environment with significant institutional leadership, professional goodwill, and hard work at the practitioner level. Idaho State Board of Education Policy III.Y, Advanced Opportunities, requires public postsecondary institutions to meet rigorous criteria for dual credit program quality, and many of the institutions' programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), although such accreditation is not currently required by Board policy. In addition, several private postsecondary institutions also offer dual credit as part of the AO program, and some of these are not NACEP accredited and are not required to follow Board policy or submit data to the state for oversight purposes. Significantly, there are not currently any Board staff members solely dedicated to a $24.5M program that spans independent secondary school districts and postsecondary institutions, meaning there is limited capacity to ensure institutions are meeting the requirements of Board policy.

During the year of this comprehensive review, the Board's Statewide Audit team also conducted an independent audit of dual credit programs at the eight public postsecondary institutions. Their findings largely fall under challenges related to program oversight and consistency and they are discussed in more detail in the recommendations section below. Their findings echo many of those found in the 2021 Presidents' Leadership Council Dual Credit Working Group's report, in the Listening Sessions, and in the broader themes in the national conversation and reports about dual credit.[13]

Varying Quality Standards for Teacher Qualifications: The lack of consistent standards for teachers to qualify to teach dual credit qualifications, as well as inconsistent oversight processes across Idaho raises concerns about the quality and rigor of dual credit instruction.[14] Inconsistencies in instructor credentials, curriculum alignment, and assessment practices can create disparities in student learning experiences and , while rare, could cause students to repeat coursework when they are in college. On the postsecondary side, institutional dual credit leaders have felt as though they should always be expanding dual credit offerings; the decline of qualified secondary teachers has attenuated the pressure to approve teachers who would not have been approved in the past.[15] While Idaho has significantly expanded funding for dual credit, the state has not expanded funding for teacher graduate education, which is generally necessary for college-level instruction.[16]

Misalignment with Degree Requirements and Excess Credit Accumulation: In general, dual credit offerings at the public postsecondary institutions are largely in general education, which are highly transferable courses that count toward a degree[17]. However, there can be some

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[13] See Appendix 2.

[14] Listening Sessions, 2024, Presidents' Leadership Council Dual Credit Working Group Findings 2019.

[15] Across the US, 51% of teachers have a master's degree or higher, while only 42% of Idaho teachers have a master's degree. See https://nces.ed.gov/fastfacts/display.asp?id=58 and https://nces.ed.gov/surveys/ntps/tables/ntps1718_fltable04_t1s.asp

[16] Idaho State Board of Education Dual Credit Audit Synthesis, 2024. NACEP, 2024. "Equity Starts With Quality: The Essential Role of State Policy in Shaping the Future of Dual Enrollment."

[17] Idaho State Board of Education, 2021. "Idaho State Board of Education Research Report: Dual Credit."

misalignment between dual credit courses completed and actual college degree requirements as students sometimes complete the dual credit courses that are offered at their high school without understanding a college degree plan[18]. Students may accumulate credits that do not apply to their chosen field of study, leading to elective credits that do not always contribute meaningfully to their educational goals. Accumulating excess credit can, in turn, cause students' financial aid to be jeopardized years later. It is important to note that the issue of excess credit accumulation is not isolated to dual credit students, as fully matriculated college students also frequently accumulate excess credits when they change majors. However, the issue is exacerbated with dual credit because most high school students have not yet declared a major, increasing the likelihood that some dual credits won't count toward their chosen degree requirements when they go on to college after high school.

Uneven Access: While dual credit programs have expanded in Idaho, concerns persist regarding access for all student populations. Students from underrepresented groups, including rural, first generation, and those from low-income backgrounds, may face barriers to participation, such as limited course availability and a lack of awareness or guidance. This unequal access can perpetuate existing educational disparities and hinder the potential of these programs to promote college success for all students. Additionally, rural teachers have less access to in-person graduate education programs.[19] Rural schools often have fewer classes and might not have enough students for a whole class; however, this is where IDLA is especially helpful in providing some options for such contexts.

Potential for Reduced High School Engagement: In some cases, the focus on dual credit coursework and the familial pressure to maximize AO funding may detract from students' engagement in other valuable aspects of high school education, particularly when students are attempting a high number of dual credit classes in pursuit of an associate's degree. Students may prioritize dual credit courses over extracurricular activities, elective subjects, or opportunities for broader personal and social development. This narrowing of the high school experience could potentially limit students' overall educational growth and well-roundedness.

What are the goals of dual credit in Idaho? How well is the dual credit program meeting those goals? Do any of the goals need revision?

The increased funding of dual credit came as Idaho and the nation focused increasing attention on postsecondary acceleration and credential attainment. In 2017, the Governor's Higher Education Task Force recommended "Improved Certificate and Degree Completion;" just a few years later, the Board's Complete College Idaho (CCI) plan further refined this goal through the adoption of a number of strategies designed to improve postsecondary credential completion. The first CCI strategy includes supporting "accelerated high school to postsecondary and career pathways," which includes dual credit. This political, cultural, and financial support has enabled

[18] Listening Sessions, 2024.
[19] Tracey King Schaller et al., 2023. "A Systematic Review and Meta-Analysis of Dual Enrollment Research,"

dual credit to expand rapidly; institutions have responded quickly through expanding their dual credit offices and investing in teacher mentoring. Increasing use of the IDLA platform has increased access for students in rural areas. At the same time, the growth has meant that many people in the system – students, parents, superintendents, dual credit leaders, advisors – receive either an implicit or explicit message that more is better. Institutions struggle to maintain high-quality mentoring and teacher qualification expectations in an environment that promotes unending expansion.

More is not always better. Establishing some clear and reasonable goals, updated for Idaho's current context, will enable the dual credit program to thrive and grow in purpose and quality to improve student learning and success after high school. Strategically improving access will have a broader impact on more students than will increasing the overall number of dual credits accumulated by Idaho students.

III. Recommendations

Based on this review, which includes a synthesis of earlier recommendations, reports, and the input from the independent audit, the following recommendations are presented in alignment with three key themes: **strategic vision**, **student-centered purpose,** and **collaboration/systemness**. These themes will provide the foundation for strengthening Idaho's dual credit program to maximize its impact on students, educators, and postsecondary institutions across the state.

Recommendation One: Adopt a Strategic Dual Credit Vision.
It is recommended that the Board **adopt a strategic vision** that will serve as the guiding framework for the implementation and further development of the recommendations outlined in this report. This vision should be ambitious yet actionable, reflecting the state's leadership in dual credit programs and its commitment to continuous improvement.

> **Proposed Strategic Vision:**
> *Idaho's dual credit program enhances student self-advocacy, learning, and success by promoting purposeful, high-quality college courses and course sequences that provide students with a route into a broad array of postsecondary destinations in Idaho, whether academic or career-technical.*

This vision acknowledges the significant growth and widespread adoption of dual credit in Idaho, which has been driven by robust legislative funding, notably the AO program, and a supportive policy framework from the state's legislative body and the Board. It reinforces Idaho's position as a national leader in dual credit programs and presents a cohesive direction to shift the focus from rapid expansion to ensuring high-quality, relevant course sequences that meet varying student needs and aspirations. By focusing on quality over quantity, the vision aims to empower students

to pursue both academic and career-technical pathways, aligning dual credit opportunities with college and career planning that spans secondary and postsecondary education.

Recommendation Two: Establish Clear Metrics for Success.
Staff should be directed to collaborate with institutions and stakeholders **to establish clear, measurable metrics of success** that are closely aligned with students' academic and career goals, as well as with the strategic vision outlined above. One common theme from stakeholder feedback was that institutions often face pressure to expand dual credit offerings rapidly, yet there are few clear statewide benchmarks for quality or impact. While many institutions have developed their own localized metrics, a unified set of standards is necessary to ensure alignment across the state.

These metrics should go beyond simply measuring the quantity of dual credits earned. Instead, they should emphasize the quality, relevance, and accessibility of dual credit opportunities. Key indicators should include the degree to which courses align with students' educational and career goals, the availability of courses statewide, the quality of instruction, and student engagement in meaningful, rigorous coursework. Additionally, metrics should focus on increasing access to dual credit for all students, ensuring increased access and improved outcomes. Developing these metrics will help Idaho's educational system focus its resources on initiatives that are truly aligned with students' needs and will provide stakeholders with the tools needed to assess progress toward shared goals.

Recommendation Three: Develop and Implement a "Credit With a Purpose" Framework.
Staff should be directed to work with institutions, secondary partners, and stakeholders to **develop a "Credit with a Purpose" framework** that includes structured course sequences aligned with students' educational and career goals. By providing clearly defined pathways, this framework will help guide students in making informed decisions about their dual credit courses, set expectations for success, and serve as a guide for advising and instructional support.

The "Credit with a Purpose" framework will include multiple pathways that reflect different levels of dual credit attainment based on students' goals. For example, a student may choose to take one dual credit course to build confidence or a foundational understanding of college-level work. Others may pursue GEM Core 1, which offers a set of five core general education courses applicable to a variety of degree programs (AAS, AA/AS, BA/BS, and BAS). Some students may opt to complete the full GEM general education core (GEM Core 2) or combine it with career and technical education (CTE) certifications to create more targeted, career-ready outcomes.

By focusing dual credit offerings on intentional, goal-oriented pathways, institutions will be better equipped to support students' long-term academic and professional aspirations. This approach will also allow institutions to invest more strategically in professional development for educators and enhance advising practices that guide students along their chosen pathways. Importantly, this model will not diminish the option for students to pursue an associate degree

(AA or AS); rather, it ensures that students are not pressured into unnecessary credit accumulation, allowing for more efficient progression toward their postsecondary goals.

Recommendation Four: Enhance Dual Credit Collaboration and Systemness While Reducing Unnecessary Duplication.

Staff should be directed to work with institutions and stakeholders to **enhance collaboration and systemness** across dual credit programs by reducing redundancies, standardizing processes, and improving the overall student experience. These improvements, many of which were highlighted in the independent audit report, are critical to ensuring that dual credit programs function efficiently and effectively across the state. Here are specific actions to achieve this recommendation:

- **Advocate for Strategic Financial Support:** Dual credit is a far-reaching program that spans secondary and postsecondary systems. However, it is challenged by fragmented systems and processes. The Board should advocate for funding that promotes systemness, in particular: a statewide dual credit registration system and a statewide transcript platform.
- **Establish Broad Collaborative Regional Partnerships**: The Board should require institutions and high schools to form regional collaborative partnerships with clear roles, expectations, and opt-out provisions, ensuring equitable access to dual credit opportunities for all students across Idaho. Partnership agreements between high schools and postsecondary institutions should be standardized to ensure consistency in course offerings, teacher compensation, and other key program elements.
- **Require NACEP Accreditation**: The Board should require all institutions offering dual credit in Idaho to receive accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). This accreditation will ensure that institutions meet high standards for quality, rigor, and consistency in dual credit offerings.
- **Monitor and Coordinate**: Board staff should develop systems for tracking dual credit offerings, teacher qualifications, and course availability statewide. This will allow for better coordination and help ensure comprehensive access to dual credit opportunities across all regions of Idaho.
- **Require Financial Transparency**: The Board should require each institution to establish and maintain a sustainable, self-supporting financial model, if not already in place, where all dual credit funding is reinvested to support program needs, such as professional development and graduate education for high school teachers, provision of textbooks, and consistent compensation for faculty liaisons. This will promote program stability and improve the overall quality of dual credit offerings. To ensure that dual credit revenue is only used to support dual credit programs, the Board should require all institutions to submit periodic dual credit financial and performance reports. The Board should require school districts receiving dual credit funding to submit reports demonstrating how all funds were used to support dual credit course offerings.
- **Support the Development of Collaborative Graduate Certificates for In High-Demand Content Areas**: The Board should encourage postsecondary institutions to collaborate on

creating accelerated online or high-flex graduate certificate programs in high-demand content areas for dual credit teachers, ensuring they are well-equipped to deliver high-quality instruction that meets the needs of both high school students and postsecondary institutions. The Board may desire to advocate for additional funding from the Legislature to support this effort.

- **Require Data Reporting and Compliance**: The Board should require all institutions that provide dual credit to Idaho students to fully participate in data reporting, accreditation processes, and compliance with new program guidelines. This will ensure consistency in program quality and provide the data necessary to assess and improve dual credit offerings.

Recommendation Five: Revise Policy to Align With Vision, Metrics, and Goals.
Following adaptation of these recommendations, Board staff should be directed to revise Board Policy III.Y Advanced Opportunities, and support revisions to Idaho statute to align with and promote these recommendations. Board staff should also review and revise internal job descriptions to ensure that the necessary support structures are in place for the successful implementation of these recommendations.

Appendix 1: Applicable Legislation, Rule, and Policy

Idaho Statute 33.46 Advanced Opportunities

Students in Idaho public schools receive $4,625 for educational opportunities in grades 7-12, covering:

- Overload courses ($225 max per course)
- Dual credits ($75 max per credit hour)
- College-level exams (AP, IB, CLEP)
- Career technical training
- College entrance exams

Key aspects of the legislation:

- Early graduates qualify for scholarships based on years skipped
- Parents can enroll children in courses independently
- Schools must provide guidance, establish timelines, and help with enrollment
- Failed courses must be retaken at student's expense before more funding
- State must reimburse schools within 125 days
- Program requires both parent and student agreement

Idaho Rule 08.02.03 – 106.01: Advanced Opportunities Requirement.

All high schools in Idaho shall be required to provide Advanced Opportunities, or provide opportunities for students to take courses at the postsecondary campus. (3-15-22)

Board Policy III.Y Advanced Opportunities.

This policy supports a seamless public education system by providing standards for four main programs: Advanced Placement (AP), dual credit, microcredentials (replacing technical competency credits), and International Baccalaureate (IB).

The policy's key goals include:

- Enhancing regional educational opportunities
- Supporting economic development
- Facilitating collaboration between education levels
- Reducing educational costs for students
- Creating smooth transitions between secondary and postsecondary education for Idaho students.

For dual credit courses, standards cover curriculum, faculty qualifications, student eligibility, and program evaluation. Courses must match college-level standards, and instructors must meet postsecondary teaching requirements or receive additional training.

Appendix 2: Annotated Reports

Idaho Dual Credit Program Evaluations

Bransberger, Peace, Jason Taylor, Patrick Lane, and Colleen Falkenstern. (2021). "Evaluation of Idaho's Dual Credit Funding Through Advanced Opportunities," Western Interstate Commission for Higher Education (WICHE).

This document is an independent evaluation report on the effectiveness of Idaho's dual credit program, funded through the Advanced Opportunities (AO) program. The report examines the impact of the program by analyzing data from the Idaho State Longitudinal Data System (SLDS) and the Idaho State Department of Education (SDE) AOs database. The report aims to determine the appropriateness of using AO funds for dual credit students. The evaluation focuses on three key areas: the fiscal impact of the program, the number of credits earned by students, and postsecondary outcomes of dual credit students. The report's key findings suggest that dual credit participation has increased substantially since the implementation of the AO program in 2016, which has resulted in increased state spending. The report also finds that dual credit students are more likely to go on to college and earn higher GPAs than their peers who did not participate in dual credit. Finally, the report concludes that the program is an appropriate use of state funds, but it recommends that Idaho continue to conduct ongoing research and evaluations to further assess the program's impacts and identify opportunities for improvement.

Eden, Max. (May 2020). "Advanced Opportunities: How Idaho is Reshaping High Schools by Empowering Students," Manhattan Institute.

This business process analysis examines the processes for creating and delivering dual credit offerings, raising student awareness about dual credit, and registering students in dual credit courses. The report highlights the diversity of dual credit delivery models in Idaho and provides recommendations for enhancement, including aligning program features with best practices, investing in course registration systems, and facilitating credit transfer.

Saffron Ventures Consulting. (2021). "Business Process Analysis of Idaho's Dual Credit System."

This document is a business process analysis of Idaho's dual credit system, which allows high school students to earn college credit while still in high school. The report, conducted by Saffron Ventures Consulting in 2021, aims to identify the strengths and weaknesses of the system and make recommendations for improvement. It examines the processes involved in creating and delivering dual credit courses, raising student awareness about dual credit opportunities, registering students in dual credit courses, and managing AOes funding, a state program that helps pay for dual credit courses. The report highlights the significant growth of dual credit in Idaho and the challenges of managing this growth, emphasizing the need for collaboration between high schools and colleges to ensure the success of the system.

Idaho State Department of Education. (2023, 2024). "Advanced Opportunities Program Totals 2023" and "Advanced Opportunities Program Totals 2024."

This annual report includes financial information related to AO funding. AO funds a variety of advanced opportunities, including accelerated high school coursework, advanced proficiency tests, and career-technical certifications. The majority of the funding goes to dual credit ($24,594,497.80 out of 28,934,703.32). The report includes breakdowns per institution, advanced opportunity type (AP, IB, workforce training, accelerated courses, dual credit) as well as high school participation rates and funding. Also includes participation by student demographic types.

Office of the State Board of Education. (2021). "Dual Credit Report Final 2020."

This research report examines the implementation and impact of the AO program, specifically focusing on its dual credit component. The report analyzes data from FY2020 and compares it to previous years to understand how the program's changes have affected student access, participation, and outcomes. The report explores demographic disparities in participation, course selection, and academic performance. It then delves into the relationship between dual credit participation and postsecondary enrollment rates, degree attainment, and time to completion. Ultimately, the report aims to provide a comprehensive understanding of the effectiveness and equity of the AO program in Idaho, highlighting areas for improvement and future research.

Office of the State Board of Education. (2024). "Dual Credit in Idaho's Public Postsecondary Institutions."

This dashboard provides the most recent data on Idaho's public postsecondary institutions and the dual credits that they provide. It does not include other private entities that offer dual credit.

Presidents' Leadership Council. (2021). "Dual Enrollment Working Group Recommendations."

This report outlines recommendations from the Presidents' Leadership Council Dual Enrollment Working Group in Idaho. The working group recommends creating regional dual enrollment approaches, moving to a centralized flat-rate pay system for dual enrollment teachers, funding 18 credits of graduate coursework for teachers, conducting an annual review of the statewide articulation agreement, and establishing a centralized transcript service.

Selected National Dual Credit Reports

Barshay, Jill. (October 28, 2024). "Dual Enrollment has Exploded. But it's Hard to Tell if It's Helping More Kids Get a College Degree." Hechinger Report.

This article synthesizes recent research on the rapid rise of dual credit programs where researchers are trying to understand "who is taking advantage of these early college classes, whether they're expanding the pool of college-educated Americans, and if these extra credits help students earn college degrees faster and save money. The research is mixed as it is still challenging to extricate causality.

Fink, John and Davis Jenkins. (Oct 2023). "Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School," CCRC.

Conventional dual enrollment programs are too often "programs of privilege" and result in "random acts of dual enrollment." The DEEP framework, or dual enrollment equity pathways, represents a promising strategy for transforming the high-school-to-college transition into a more effective pathway to postsecondary success and career-path employment for all students. The report advocates for a DEEP mindset that prioritizes proactive outreach, high-quality teaching, and a strategic alignment of dual enrollment offerings with students' interests and postsecondary goals.

Schaller, Tracey King , P. Wesley Routon, Mark Allen Partridge, and Reanna Berry (2023). "A Systematic Review and Meta-Analysis of Dual Enrollment Research." Journal of College Student Retention: Research, Theory, and Practice, p 1-27.

This quantitative literature review seeks to determine how dual enrollment programs affect student outcomes, such as higher education enrollment, persistence, performance, and degree attainment. The analysis included 162 study effect sizes. The study found that dual enrollment programs were positively associated with GPA, college credits earned, college enrollment, early college persistence, degree attainment, and full-time attendance. The study also found that dual enrollment was negatively associated with time to graduation and total semesters enrolled in college, which indicates that students who participate in dual enrollment may be more likely to graduate on time. The authors discuss the need for future research into how dual enrollment programs affect different demographic groups.

Velasco, Tatiana, John Fink, Mariel Bedoya-Guevara, and Davis Jenkins. (Oct 2024). "The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis." CCRC.

This report examines national and state-level data on the postsecondary enrollment and completion outcomes of high school students who began taking dual enrollment college courses in fall 2015, tracking them up to four years after high school. It finds that dual enrollment is widespread and growing, and that dual enrollment students generally have strong postsecondary outcomes, but low-income, Black, and Hispanic students are underrepresented in dual enrollment and have lower average award completion rates than dual enrollment students overall, despite still outperforming non-dual enrollees. The report argues that institutions and

states should work to broaden access to and success in dual enrollment, particularly for underrepresented groups, in order to strengthen high-school-to-college-and-career transitions and increase equity.

March, Daniel, John Fink, and Tatiana Velasco. (October 2024). "State Findings: Dual Enrollment Student Outcomes," CCRC.

This dashboard, which is a part of the Velasco et al. "Postsecondary Outcomes" report, is the most recent and comprehensive dashboard for understanding the impact of Idaho's dual credit program.

"Equity Starts With Quality: The Essential Role of State Policy in Shaping the Future of Dual Enrollment" Prerelease, NACEP, 2024.

This report by the National Alliance of Concurrent Enrollment Partnerships (NACEP) describes the state of dual enrollment program quality across the United States. It highlights a significant shift in dual enrollment programs, moving from small, local activities to large, statewide initiatives. The report emphasizes the importance of state-level policy in ensuring program quality and equity to maximize the value of these programs for high school students. The report further examines the current state of dual enrollment policy across all 50 states, detailing how each state addresses key aspects like quality assurance mechanisms, faculty credentialing standards, and alignment with NACEP accreditation. This analysis serves as the foundation for a forthcoming national paper, which will propose a policy framework to help states establish, define, empower, and monitor dual enrollment program quality. The report concludes with a call to action, urging states to prioritize quality in their dual enrollment programs to ensure that students have equitable access to rigorous and authentic collegiate experiences.

Dual Credit in Idaho

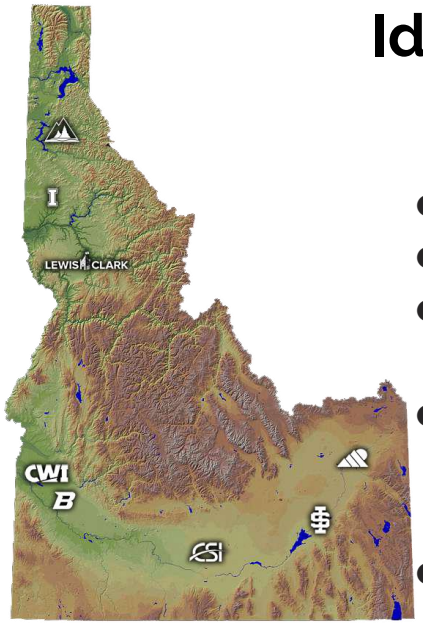
Findings and Recommendations

April 17 2025

What is dual credit?

Idaho's dual credit program offers high school students the opportunity to earn college course credit, through approved postsecondary partnerships, while still in high school. This pathway not only enhances their academic experience but also can prepare them for higher education and future careers.

The broad impact of dual credit in Idaho obligates the Board to review the strengths of and growth opportunities for dual credit.



Idaho dual credit landscape

- 25-year program (available since 1998)
- $24.5M annual state investment
- 87% of Advanced Opportunities funding is used for dual credit
- Over 50% of high school graduates complete at least one dual credit course, making Idaho a national leader
- All eight public postsecondary institutions participate, as do private institutions.

2023-2024 Dual credit review guiding questions

- What is dual credit in Idaho? What are all of the pieces, aspects, and stakeholders?
- How does the dual credit program support student learning?
- Where does the program need more or different support?
- What are the goals of dual credit in Idaho? How well is the dual credit program meeting those goals? Do any of these goals need revision?

How dual credit supports student learning

- Increases college readiness
- Creates academic momentum
- Increases exposure to the college environment
- Increases cost savings and affordability

Dual credit current challenges

- Uneven access
- Varying standards and quality for teacher qualifications
- Misalignment with degree requirements and excess credit accumulation
- Potential for reduced high school engagement

Why now?

“This work should no longer be about proving that dual enrollment deserves a place within the national education ecosystem, it should now be about determining the right placement. And to determine that, it is essential that the field of policymakers interested in supporting these experiences for students and the practitioners who provide them answer a key question: what is our ultimate goal in expanding these opportunities, and how do we get there?”

National Alliance of Concurrent Enrollment Partnerships (NACEP) 2025.

Dual credit recommendations

- Strategic vision
- Student-centered purpose
- Collaboration/systemness

1. Adopt a strategic dual credit vision.

Strategic Vision:

Idaho's dual credit program enhances student self-advocacy, learning, and success by promoting purposeful, high-quality college courses and course sequences that provide students with a route into a broad array of postsecondary destinations in Idaho, whether academic or career-technical.

2. Establish clear metrics for success.

Staff should be directed to collaborate with institutions and stakeholders **to establish clear, measurable metrics of success** that are closely aligned with students' academic and career goals, as well as with the strategic vision outlined above.

These metrics should emphasize the quality, relevance, and accessibility of dual credit opportunities . . . Additionally, metrics should focus on increasing access to dual credit for all students, ensuring increased access and improved outcomes.

3. Develop and implement a “credit with a purpose” framework.

Staff should be directed to work with institutions, secondary partners, and stakeholders to **develop a “Credit with a Purpose” framework** that includes structured course sequences aligned with students’ educational and career goals.

4. Enhance dual credit collaboration and systemness.

Staff should be directed to enhance collaboration and systemness across dual credit programs by reducing redundancies, standardizing processes, and improving the overall student experience.

- Advocate for strategic financial support
- Establish broad collaborative regional partnerships
- Require NACEP accreditation
- Monitor and coordinate dual credit
- Require financial transparency
- Support the development of collaborative graduate certificates in high-demand content areas
- Require data reporting and compliance

5. Revise policy to align with vision, metrics, and goals.

Board staff should be directed to revise Board Policy III.Y Advanced Opportunities and support revisions to Idaho statute to align with and promote these recommendations.

Idaho State Board of Education
Internal Audit and Advisory Services

Dual Credit Administration
March 2025

Contacts:
Mark Eisenman, CPA, CFE, CIA

Auditors Assigned:
Andy Fish

REVISED

Idaho State Board of Education
Internal Audit and Advisory Services

March 25, 2025

Mr. Joshua Whitworth
Executive Director

Mr. Whitworth,

Internal Audit and Advisory Services (IAAS) has completed an audit of statewide dual credit administration. This audit was included in our FY24 and FY25 audit plans and was requested by the Office of the State Board of Education (OSBE) Academic Affairs. Our work included separate audits of dual credit administration activities at Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Eastern Idaho, the College of Western Idaho, the College of Southern Idaho, and North Idaho College (collectively referred to in this report as the "institutions"). It also included a review of dual credit administrative activities in OSBE. The community colleges do not fall under our internal audit charter but voluntarily agreed to participate in the audit. The objective of these audits was to assess the design and implementation of controls over dual credit administration at each institution and determine if controls provide reasonable assurance that control objectives are met. In addition, we were asked to identify potential improvements that could be made to dual credit administration statewide.

The eight institutions have established processes and procedures for dual credit administration and have based those processes and procedures on requirements found in Board Policy III.Y. Six of the eight institutions are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and have used those standards to guide institutional processes and procedures.

At each institution we have identified opportunities to improve the operational effectiveness of controls. While important, these items do not represent significant control breakdowns. Results of our individual institution audits have been communicated in separate audit reports to each institution and to OSBE Academic Affairs. As such, we have not summarized them here.

In this report we have provided general information about dual credit administration activities at each institution. We have also identified potential opportunities to improve controls at the system level. We appreciate the time and assistance the OSBE Academic Affairs staff and institutional employees provided during this audit. We have collected management responses from OSBE Academic Affairs but will not perform an audit follow-up unless requested to do so.

Respectfully,

Mark Eisenman MME 2025.03.25 13:36:59 -06'00'
Chief Audit Executive, Internal Audit and Advisory Services

cc: Dr. TJ Bliss, Chief Academic Officer
Dr. Heidi Estrem, Associate Academic Officer
Dana Kelly, Student Affairs Program Manager

Contents

Background

Dual credit courses, which are also known as concurrent enrollment, allow high school students to earn academic credits that simultaneously count as a high school class and as a postsecondary course. These courses are typically taught by high school instructors who have been approved by a sponsoring postsecondary institution and are primarily delivered at the high school campus, although students may also choose to enroll in college courses directly through the postsecondary institution. Upon completion, credits are officially transcribed by both the high school and the participating postsecondary institution.

Board Policy III.Y. provides direction and requirements related to dual credit offerings. The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the sole national accrediting body for concurrent enrollment partnerships. This body provides guidance on concurrent enrollment/dual credit programs.

Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, and North Idaho College administer dual credit programs and offer dual credit courses throughout Idaho. High school-located dual credit tuition is set by the State Board of Education. Currently the rate is $75 per credit, which is significantly lower than tuition rates at each institution. This results in a significant opportunity for students to save money on the costs of a college degree.

At each institution, the dual credit program is administered by a central office. These offices coordinate and facilitate the establishment of dual credit courses and the approval of dual credit instructors. These offices also perform student outreach, facilitate student advising, and establish procedures for the ongoing monitoring of dual credit courses.

The Office of the State Board of Education (OSBE) prepares and disseminates operational information regarding the dual credit program. The OSBE Student Affairs Program Manager works with the institutions on dual credit program operations.

Background

The following charts summarize basic information about dual credit programs at each institution.

	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
NACEP Accreditation	Yes	Yes	Yes	Yes
Department Administering Dual Credits	Concurrent Enrollment	Early College Program	Early College Programs	Dual Credit Office
Division Administering Dual Credits	Extended Studies	Provost and Academic Affairs	Liberal Arts and Sciences	Provost
Fund Administration[1]	Centralized	Centralized	Centralized	De-Centralized
Minimum Instructor Qualifications[2]	Master's or Bachelor's Varies by discipline	Master's or Bachelor's Varies by discipline	Master's or Bachelor's Varies by discipline	Master's or Bachelor's Varies by discipline
Instructor Payments	$20/credit	$20/credit	$30/student (less than five students); $40/student (more than five students)	$20/credit
Faculty Liaison Payments	Stipend to Liaison	Stipend/Supplemental Compensation	Stipend/Supplemental Compensation	Workload Adjustment
MOU/Partnership Agreement	No	Yes	Yes	Yes
Institutional Dual Credit Policy	No	No	No	No
Minimum Dual Credit Attendance	5 students	None	None	None
Site Visits	Annual	3 years	Annual	3 years
Advising	High School Advisors & Academic Units	Through Academic Units	Dedicated Advisor	Dedicated Advisors

Background

	College of Eastern Idaho	College of Southern Idaho	College of Western Idaho	North Idaho College
NACEP Accreditation	Pursuing	No	Yes	No
Department Administering Dual Credits	Early College Program	Early College	Dual Credit Program	Dual Credit Office
Division Administering Dual Credits	Academic and Student Affairs	Student Affairs	Provost	Provost
Fund Administration[1]	Centralized	Centralized	Centralized	Centralized
Minimum Instructor Qualifications[2]	Bachelor's degree generally required - varies by discipline	Bachelor's degree plus teaching experience and credits in discipline	Bachelor's degree plus teaching experience	Bachelor's degree generally required - varies by discipline
Instructor Payments	$20/credit	$20/credit	$20/credit	$20/student/credit
Faculty Liaison Payments	Stipend/Supplemental Compensation	Dedicated Positions in Academic Units	Stipend/Supplemental Compensation	Stipend/Supplemental Compensation
MOU/Partnership Agreement	Yes	Yes	Yes	Yes
Institutional Dual Credit Policy	No	No	No	No
Minimum Dual Credit Attendance	None	None	None	None
Site Visits	Annual	Each Semester	1st year and every 3 years after	1st year and every 3 years after
Advising	Dedicated Advisors	Dedicated Advisors	Dedicated Advisors	Through High School & As Requested

Background

Footnotes

Note 1 (Fund Administration) – When the department administering the dual credit program controlled funds used for dual credit program administration, the funding structure was considered "centralized." In these instances, the administering office either received all dual credit revenues and administered the funds or received a budget allocation from dual credit revenues which was used to administer the program. Subsequent to completion of audit work, the University of Idaho moved to a centralized model.

Note 2 (Minimum Instructor Qualifications) – Generally, instructors must meet the requirements of the academic department and faculty requirements of the institution. At a minimum, most programs require a bachelor's degree within the discipline of the course. However, a master's degree is required or preferred by many academic departments. Some institutions will accept alternate qualifications (e.g., professional licenses or certifications, language proficiency, etc.) for some courses.

Objective and Scope

Objective

The objective of this audit was to assess the design and implementation of controls over dual credit administration and determine if controls provide reasonable assurance that the following objectives are met:

- Postsecondary institutions comply with dual credit program requirements in Board Policy III.Y.
- Dual credit courses meet Board and postsecondary institution quality standards
- Dual credit instructors comply with standards established by the Board and post-secondary institutions
- Adequate advising is provided to students

Additionally, this audit was intended to identify possible improvements that can be made to systemwide dual credit administrative activities.

Scope and Procedures Performed

Our audit was conducted in accordance with the *International Standards for Professional Practice of Internal Auditing*.

Our audit covered processes, procedures, and controls over dual credit administration at Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, and North Idaho College. For the four-year institutions, our audit covered dual credit activity in spring semester 2023, fall semester 2022, spring semester 2022, and fall semester 2021. Community college audits were started after the completion of the four-year audits, and our work covered the fall 2023 and spring 2024 semesters. This provided more current information for those institutions. Our audit did not cover dual credit activities performed in high schools. The following work was performed:

- Interviewed and made inquiries of employees involved with dual credit administration. This included dual credit program administrators at the institutions as well as employees in the Office of the State Board of Education who work with dual credit programs
- Performed process walk-throughs with the eight institutions within the scope of our work
- On a sample basis, verified that instructors met minimum qualifications established by Board and institutional policies, and verified institutions had approved instructors to teach a course
- On a sample basis, verified that classroom site visits were performed and documented
- Reviewed processes for monitoring financial activity related to dual credit administration
- Verified that students were charged the established dual credit rate
- Reviewed instructor and faculty liaison compensation
- Verified that institutions have course evaluation processes in place, and on a sample basis, verified that institutions have distributed course evaluations
- Performed analytical work to identify instances where course offerings are duplicated by institutions, where instructors are performing work for multiple institutions, and where institutions are offering courses outside their primary geographic area
- Verified that institutions are utilizing memorandums of understanding or partnership agreements with high schools

Objective and Scope

- Reviewed dual credit program monitoring procedures performed by the Office of the State Board of Education
- Reviewed financial monitoring controls in place at the institutional level
- Reviewed dual credit accreditation at each institution
- Reviewed Board Policy III.Y. and assessed possible modifications to improve dual credit operations
- Reviewed institutional policies and procedures related to dual credit administration

One scope limitation impacted our work. Unlike at the four-year institutions, IAAS does not have the authority to directly access financial and student systems at the community colleges. As such, we were not able to directly obtain and review financial and student information (e.g., financial transactions, fund balances, student account information, etc.). This limited our ability to verify information provided to us by the community colleges. We also could not perform some testing (e.g., verifying student charges, verifying financial monitoring controls, etc.) that were performed at the four-year institutions.

Detailed Audit Observations

1. NACEP Accreditation

Observation

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the sole national accrediting body for concurrent enrollment partnerships. Adherence to NACEP accreditation standards helps improve academic quality of college level courses taught at high schools. Accreditation standards also provide consistency amongst institutions that offer dual credits. Accreditation can demonstrate to students, parents, postsecondary institutions, and other stakeholders that dual credit courses are meeting academic standards. This can improve trust in the dual credit programs and can result in an increased perception of value for those courses.

The State Board of Education does not require that Idaho colleges and universities meet NACEP accreditation standards and instead has incorporated some NACEP standards into Board Policy III.Y. Two of the eight institutions included in our review were not NACEP accredited. This is primarily because there is a cost to obtain accreditation, and these institutions have determined that their institutional accreditation and adherence to Board Policy III.Y. are sufficient for ensuring academic quality.

Recommendation

If there is a desire to have institutions meet NACEP standards, OSBE should require NACEP accreditation rather than incorporating accreditation requirements into policy. This approach would provide clearer direction on expectations, enhance consistency amongst the institutions and minimize the need for policy updates as accreditation standards change.

Management Response

OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

2. Documentation Standards

Observation

Documentation requirements for important aspects of dual credit operations (e.g., course approvals, site visits, instructor qualification, etc.) are not standardized, and most audit observations identified in our institutional reviews related to documentation. The institutions have established differing documentation procedures, resulting in variation of documentation content, collection, and retention. Implementing standardized documentation requirements could help foster a consistent experience for students, instructors, and others involved with the dual credit program. It could also help reduce the administrative burden on the individual dual credit program offices and the high schools. Document standardization could also help improve the consistency of academic program reviews.

Recommendation

OSBE should work with the institutions to develop standardized documentation procedures for dual credit operations. OSBE and the institutions should determine if standardized forms could be developed to provide consistency across the institutions.

Detailed Audit Observations

Because documentation requirements need to remain adaptable, specific documentation requirements should not be included in Board Policy III.Y. and should instead be included in a formalized agreement amongst the institutions.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

3. Systemwide Monitoring – Instructors and Courses Offered

Observation
There is no limit on the number of dual credit courses that an instructor may teach, or the number of institutions for which an instructor may teach. Multiple institutions may also offer the same or similar courses at the same high school. This structure opens a wider range of dual credit course options for students. However, it also creates potential operating risks. These risks include:

- When an instructor teaches the same or similar course for multiple institutions, the instructor and course must be approved by each institution. This could result in unnecessary administrative effort and cost.
- When instructors teach at multiple institutions, they need to navigate multiple institution approval processes. This can result in an inconsistent experience for the instructor and their high school.
- Instructors could seek to maximize compensation by teaching at multiple institutions. Teaching too many courses or students could reduce academic quality.
- It is possible for instructors to teach a course that is comprised of students who are earning dual credits from different institutions.

A systemwide analysis of instructors and courses performed regularly (e.g., every semester) would help mitigate the above risks by identifying potential issues that need to be reviewed and addressed. The analysis could also be used in the course and instructor approval process as a preventative control. This type of analysis is not currently performed by either OSBE or the institutions.

IAAS obtained course listings for the eight institutions. These listings provided the course name, instructor name, and associated high school for each course. We analyzed this information across the eight institutions. Listing information identified approximately 1,300 instructors. Forty-two instructors were associated with courses at more than one institution. Of those, fourteen were instructing courses that were the same or similar. Fifty-five instructors were associated with five or more courses. While not a frequent occurrence, we identified instances where multiple institutions were offering the same or similar courses at the same high school. These situations might not be problematic, but the institutions were generally unaware they existed and had not reviewed them for appropriateness.

Detailed Audit Observations

Recommendation

OSBE should either perform or facilitate a systemwide analysis of dual credit courses across the institutions. This analysis should be performed regularly and should be used in the course and instructor approval process. It should also be used to detect and resolve inappropriate teaching arrangements.

Management Response

OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

4. Instructor Qualifications

Observation

Instructor qualifications are not standardized for dual credit courses. Board Policy III.Y. does not establish specific minimum qualifications for dual credit instructors, resulting in each institution establishing its own minimum qualification requirements that differ across the institutions. Generally, institutions require, at a minimum, that instructors have a bachelor's degree. However, some academic disciplines require a master's degree or will accept alternate qualifications (e.g., professional certification, teaching experience in the discipline, language proficiency, etc.). Some flexibility is necessary because high schools do not always have the resources needed to hire instructors with advanced degrees, with degrees in high demand disciplines, or with specialized knowledge. This is especially true for smaller high schools or high schools in rural areas.

For instructors and high schools, a lack of standardization creates an inconsistent experience and increases administrative burden. Additionally, a lack of standardization can impact the actual or perceived quality of dual credit courses. It can also impact instructor recruiting, as some instructors might choose to work for institutions that have less stringent requirements.

Recommendation

OSBE should work with the institutions to develop a common set of system-wide dual credit instructor qualifications. These standards could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, these standards could be included in a formalized agreement amongst the institutions. OSBE should also consider additional support for high school instructors to complete graduate coursework so that they can be eligible to teach dual credit courses.

Management Response

OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

5. Instructor and Faculty Liaison Compensation

Observation

Instructor and faculty liaison compensation has not been standardized. Instructor compensation amounts are similar across the institutions, with LCSC and NIC paying slightly more to instructors. One institution, ISU, provides the option to receive compensation in the

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form of tuition. High school instructor compensation practices also differ. Some high schools do not permit instructors to receive additional compensation from the institutions, and compensation is paid to the high school instead of to the instructor.

Faculty liaison compensation has wider variation. Six institutions pay additional compensation for faculty liaison work, with amounts ranging from $100.00 per course to $800.00 per course. Two institutions do not provide liaisons with additional compensation. These institutions either have dedicated staff to perform liaison work or address liaison work through faculty workload.

We did not note any specific issues resulting from the compensation structure. However, the structure does create potential risks. Different instructor compensation could result in high school instructors teaching for the institution that provides the highest compensation, which could impact instructor recruiting. Also, variations in liaison compensation might deter faculty from performing liaison work.

Recommendation
OSBE should work with the institutions to develop a common compensation structure for instructors and faculty liaisons. This structure could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, the compensation structure could be included in a formalized agreement amongst the institutions.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

6. Site Visits

Observation
Site visits help ensure academic quality of dual credit courses. Site visits are not required under Board Policy III.Y. However, all the institutions have recognized the value of site visits for the ongoing review of academic quality and have incorporated them into their dual credit programs. Site visit procedures are not standardized and differ across institutions. Specifically, site visits differ in terms of frequency, methodology, and documentation. The need to travel, especially to high schools in more remote locations, can be an important factor in determining frequency and methodology. Travel to these locations can be burdensome for faculty liaisons and can disrupt their other work. It can also add additional administrative costs. Differing site visit procedures could result in real or perceived differences in the academic quality of those courses.

Recommendation
OSBE should work with the institutions to develop standardized procedures for performing site visits. These procedures could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, it could be included in a formalized agreement amongst the institutions.

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Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

7. Monitoring Dual Credit Financial Activity

Observation
Monitoring of dual credit financial activity could be improved. Administrative costs are incurred while operating dual credit programs. Costs include payroll expenses for dual credit program administrators, instructor compensation, faculty liaison payments, site visit costs, expenses for professional development of instructors, accreditation costs, etc. The dual credit fee is intended to cover these costs. During our walk-throughs IAAS was informed that there is also an intention to have excess dual credit fee revenue to be used to support the dual credit program. However, this intent is not reflected in Board Policy III.Y.

OSBE does not receive dual credit financial reports from the institutions that report the total dual credit revenue received and how that revenue was used. Without such reports, OSBE cannot determine if the dual credit course fee is set at the appropriate rate, nor can it determine if dual credit revenues are being used to support the dual credit program. OSBE also cannot review the sufficiency of resources provided to the dual credit administration units.

Additionally, high schools are not required to provide dual credit financial reports to the institutions. As a result, the institutions cannot monitor use of funds paid to the high schools and ensure that revenues are being used to support dual credit programs.

Recommendation
If there is an intent to have dual credit revenue be used to support dual credit programs, as was expressed to IAAS, this should be reflected in Board Policy III.Y.

The institutions should be required to submit periodic dual credit financial and performance reports to OSBE. High schools should be required to provide dual credit financial reports to the institutions. These requirements should be reflected in Board Policy III.Y.

Management Response
OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

8. Territory

Observation
Increased direction is needed regarding offering dual credit courses outside institution geographic regions. IAAS analyzed course listings to determine where each institution was offering dual credit courses. For the most part, institutions offered dual credit courses within their general region. That is, Idaho State University and College of Eastern Idaho primarily offered courses in southeast Idaho. Boise State University and the College of Western Idaho primarily offered courses in southwest Idaho. The University of Idaho, Lewis-Clark State College, and North Idaho College primarily offered courses in north Idaho, and the College of Southern Idaho primarily offered courses in south Idaho. However, course

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listings showed the institutions offered courses outside of those general regions. For example, the University of Idaho offers dual credit courses at high schools in southwest Idaho. The College of Western Idaho offers courses in southeast Idaho (Pocatello, Soda Springs, Idaho Falls, and Blackfoot). More than half of the institutions offer courses at Renaissance High School, Rigby High School, and Rocky Mountain High School. Board policy III.Z. excludes dual credit courses from service region restrictions, permitting institutions to offer dual credit courses outside their regions. This practice increases competition for instructors and could impede the ability of institutions to recruit high school instructors from within their region. Additionally, offering dual credit courses outside of a geographic region could impede the ability of an institution to perform in-person site visits, provide outreach to high school administrators, offer student advising, hold recruiting events, etc. Offering dual credit courses outside of institutional regions could provide more opportunities for students, especially for programs in which the institution specializes.

Recommendation

OSBE should work with the institutions to develop guidance for offering dual credit courses outside their geographic regions. Guidance could be reflected in Board Policy III.Y. Alternatively, to provide for increased adaptability, guidance could be included in a formalized agreement amongst the institutions.

Management Response

OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.

9. Systemwide Course Needs

Observation

The institutions could be missing opportunities to use the dual credit program to meet systemwide demand for courses. Because of physical space limitations, availability of faculty, etc., the institutions are sometimes unable to provide sufficient course offerings to meet student demand which can delay academic progress for some students. Currently, dual credit course offerings are not based on potential course needs across the postsecondary system. Instead, most dual credit offerings depend on the initiative, interest, availability, and qualifications of high school instructors.

Recommendation

OSBE should assist the institutions in the identification of dual course offerings that could help meet course demand on individual campuses and across the system.

Management Response

OSBE Academic Affairs staff will respond to this issue as part of a dual credit review. This review is anticipated to be complete in early spring 2025 and will include proposed policy changes.