INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 17-18, 2025

SUBJECT

Board Policy III.N., Statewide General Education – Second 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.
April 2024	The Board approved the second reading of proposed amendments to Board Policy III.N
April 2025	The Board approved the first reading of proposed amendments to Board Policy III.N to update the description of general education, integrate durable skills, and clarify that general education, or GEM courses, are at the introductory (x100 and x200) level.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-107 General Powers and Duties of the State Board of Education
Idaho Code § 33-3729 Transfer of Credits
Idaho State Board of Education Policy III.V. Articulation and Transfer

BACKGROUND/DISCUSSION

Board Policy III.N outlines Idaho's general education framework for all eight public postsecondary institutions, promoting consistency and smooth transfer between schools. It defines six GEM competency areas—Written and Oral Communication, Mathematical and Scientific Ways of Knowing, Humanistic and Artistic, and Social and Behavioral Ways of Knowing—each with clear learning outcomes. The policy also provides guidelines for course placement, assessment, and reporting, and ensures governance by faculty and the Statewide General Education Committee. Common course indexing supports transparency and transferability across institutions.

IMPACT

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.

ATTACHMENTS

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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

No comments were received after the first reading of Board Policy III.N. Minor edits were made to the first sentence of the policy overview.

Board staff recommends approval.

BOARD ACTION

I move to approve the second 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~~provides students ~~the opportunity to gain~~with ~~-~~broad knowledge 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 curriculum~~a, 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 ~~shall~~must 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,~~ Uupon 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~~<u>must</u> 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~~<u>must</u> 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.

SUBJECT

Board Policy III.G., Postsecondary Program Review and Approval – First Reading

REFERENCE

October 17, 2019	The Board approved the first reading of proposed amendments, which add baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consist of new state appropriations.
December 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
June 10, 2020	The Board approved a one-year, partial waiver of the requirement for full proposals in Board Policy III.G.3.d and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved an extension of the partial waiver of the requirement for full proposals in Board Policy III.G.3.d. and 4.d for modifications to academic programs, career technical programs and instructional and administrative units.
June 16, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G, which reorganizes and streamlines proposal requirements and provides flexibility to the Executive Director to delegate authority to designees for the approval of academic and career technical program changes.
August 26, 2021	The Board approved the second reading of proposed amendments to Board Policy III.G.
December 15, 2021	The Board approved the first reading of proposed amendments to Board Policy III.G., correcting duplicative language and aligning approval roles.
February 17, 2022	The Board approved the second reading of proposed amendments to Board Policy III.G.
April 17, 2024	The Board approved the first reading of proposed amendments to Board Policy III.G., which clearly articulated the differential roles and responsibilities of the Board's executive director and the Division state administrator in program review and approval.
June 13, 2024	The Board approved the second reading of proposed amendments to Board Policy III.G.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.
Section 33-2107A, 33-2202, 33-2205, Idaho Code

BACKGROUND/DISCUSSION

Board Policy III.G. Postsecondary Program Approval and Discontinuance provides Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and career technical programs. In August 2021, the Board approved a major revision to Board Policy III.G. that restructured the policy to include three levels of review, based on the nature of requested programmatic changes: full proposal, short proposal, and letter of notification. In February 2022, the Board approved amendments to correct an unintended conflict in the policy related to actions requiring a short proposal.

Following a comprehensive review of the updated policy procedures, Board staff and institutional representatives identified the need for several revisions pertaining to the submission and approval process for certificate programs. The revised policy will clarify the procedures for submitting new and discontinuation of existing academic undergraduate, graduate, and specialized certificate programs. Current policy distinctions based on credit hours and financial impact have led to procedural inconsistencies. The amendments address these issues by establishing the following:

- A full proposal will be required for any certificate program—regardless of credit hour count—that has an annual financial impact of $250,000 or more.
- A short proposal will be required for certificate programs consisting of more than 30 credit hours with an annual financial impact of less than $250,000.
- A letter of notification will be required for certificate programs with fewer than 30 credit hours and an annual financial impact of less than $250,000.

Also added is a new provision related to the program exemption process in response to Section 66-5909D, Idaho Code. This section simply provides that the Board has general procedures for requesting program exemption consistent with a timeframe and template developed by the Executive Director or designee.

Other amendments include clarifying the financial impact definition to include the term "annual," thereby indicating that any expenditure exceeding $250,000 in a single fiscal year will necessitate full Board approval; and revising program option conversions that will change the requirements for converting one or more program options to include emphases or specializations. These changes will explicitly exclude doctoral programs and will require a full proposal. The other amendments reorganize subsection 3 for Career Technical Program Proposal Submission and Approval to clearly articulate Board approval procedures from State Administrator approval.

IMPACT

These amendments are intended to enhance clarity, improve consistency across institutions, and ensure appropriate oversight based on program scope and fiscal impact.

ATTACHMENTS
    Attachment 1 – Board Policy III.G. Postsecondary Program Review and Approval
        –   First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS
    The proposed amendments will provide for more efficient procedures for various certificate programs and improve the review and approval process for Board staff and institutional staff.

    This proposed revision was discussed at CAAP on May 29, 2025, and IRSA on June 5, 2025. Board staff recommends approval of these amendments.

BOARD ACTION
    I move to approve the first reading of proposed amendments to Board Policy III.G., Postsecondary Program Review and Approval, 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: G. Postsecondary Program Review and Approval   ~~June 2024~~August 2025

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

1. Classifications and Definitions

    a. Academic Program shall mean a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential as defined in Board Policy Section III.E.

    b. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution. For the purposes of this policy, a certificate is not an academic program component.

    c. Administrative Unit shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.

    d. Career Technical Program shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring a career technical certificate or degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills.

    e. Financial Impact shall mean the total annual 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.

    f. Full Proposal shall mean a document submitted to the Board Office or Idaho Division of Career Technical Education (IDCTE) that contains details about substantive changes to academic or career technical education programming or administration that require review and approval by the full Board, the Board's Executive Director, the IDCTE State Administrator (State Administrator), or designee, as specified in this policy. The Full Proposal template is developed and maintained by the Board Office in collaboration with IDCTE as appropriate.

g. Instructional Unit shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.

h. Letter of Notification shall mean a letter from the institution to the Executive Director, State Administrator or designee, notifying the Board Office or IDCTE as appropriate of changes to academic or career technical education programming or administration that do not require advanced approval by the Board, Executive Director, State Administrator, or designee, as specified in this policy.

i. Major shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject matter major serves to distinguish one program from others leading to the same or a similar degree.

j. Short Proposal shall mean a document submitted to the Board Office or IDCTE that contains details about non-substantive changes to academic or career technical education programming or administration that require review and approval by the Executive Director, State Administrator, or designee, as specified in this policy. The Short Proposal template is developed and maintained by the Board Office in collaboration with IDCTE as appropriate.

2. Roles and Responsibilities

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

a. Each institution shall establish and maintain policies and procedures for evaluating existing programs and developing new program proposals. This evaluation process should be an integral component of the institution's academic and career technical education planning and budgeting processes.

b. The Council on Academic Affairs and Programs (CAAP) shall review new program proposals and discontinuation requests). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

c. The State Administrator shall approve academic microcredentials developed by the institutions, in consultation with Board Staff, in addition to career technical microcredentials. The State Administrator shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to IDCTE's roles and responsibilities.

3. Procedures for Review and Approval of Changes to Academic Programming and Administration

   Proposed changes to academic programs and administration at the institutions shall be submitted to the Board for one of three levels of review: a Full Proposal, a Short Proposal, or a Letter of Notification. Institution staff shall consult with Board staff to determine the appropriate level of review before submitting proposed changes to the Board office.

   a. Actions Requiring a Full Proposal

      Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related to academic programs or units identified in this subsection require approval by the Board or the Executive Director or designee as indicated and shall be submitted by the institution as a Full Proposal. There are three different types of Full Proposal forms: a form for a discontinuation of a program, a form for new instructional/administrative units, and a form for all other actions requiring a Full Proposal.

      i. The following actions require approval by the Board:

         1) Establishment of a new branch campus or change in location geographically apart from the main campus, regardless of financial impact. A 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. Subsection 3.a.i.1 does not apply to community colleges.

         2) Establishment of any new academic undergraduate or graduate program with a financial impact of $250,000 or more per fiscal year.

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

i. For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as described in this paragraph 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.

b) New educator preparation programs must utilize the Board approved new education preparation program approval process and require submission of a Full Proposal to the Executive Director or designee regardless of financial impact. The new education preparation program approval process ensures programs meet the Idaho standards for educator certification. The Executive Director or designee ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and pursuant to Section 33-1254 Idaho Code.

3) Establishment by a community college of any new applied baccalaureate program, pursuant to Section 33-2107A, Idaho Code.

4) Establishment of any new program with academic program fees as defined in Board Policy Section V.R.

5) Adding program fees to existing programs requires full Board approval consistent with Board Policy Section V.R; however, such changes do not require submission of a Full Proposal.

5)6) Any contracts associated with this proposal must be included with the proposal and require full Board approval consistent with Board Policy Section V.N Grants and Contracts.

ii. The following actions require approval by the Executive Director or designee:

1) Establishment of any new academic undergraduate or graduate program with a financial impact of less than $250,000 per fiscal year.

2) Discontinuation of an academic undergraduate or graduate program or instructional or administrative unit.

3) Establishment of any new instructional or administrative unit.

4) Establishment of any new or discontinuation of any existing academic undergraduate, and graduate, or specialized certificates consisting of more than 30 credits and with a financial impact of $250,000 or more per fiscal year.

5) Expansion of an existing program outside an institution's Designated Service Region, with the exception of programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

6) Conversion of a program option into a stand-alone program with a financial impact of $250,000 or more per fiscal year.

7) Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of $250,000 or more per fiscal year.

8) Consolidation of two or more graduate programs into one program.

9) Splitting of a graduate program into two or more programs.

10) ~~Addition of an academic undergraduate, graduate, or specialized certificate to an existing program with a financial impact of $250,000 or more per fiscal year.~~

Each Full Proposal shall be reviewed by CAAP within thirty (30) days of submission to the Board Office. At the sole discretion of the Executive Director or designee, any Full Proposal may be referred to the full Board for review and approval. The Executive Director or designee shall develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, the following actions related to academic programs or units require approval by the Executive Director or designee and shall be submitted by the institution as a Short Proposal:

i. Establishment of a new or discontinuation of any existing academic undergraduate, ~~or~~ graduate, or specialized certificate (whether stand-alone or as an addition to an existing program) consisting of more than 30 credits with a financial impact of less than $250,000 per fiscal year.

ii. ~~Addition of an academic undergraduate, graduate, or specialized certificate consisting of fewer than 30 credits to an existing program with a financial impact of less than $250,000 per fiscal year.~~

~~iii.~~ ii. Splitting of an undergraduate program into two or more undergraduate programs.

~~iv.~~ iii. Consolidation of two or more undergraduate programs into one undergraduate program with a financial impact of less than $250,000 per fiscal year.

~~v.~~ iv. Conversion of one or more program option~~s, emphasesis,~~ or specializations, into a stand-alone program with a financial impact of less than $250,000 per fiscal year. This provision does not apply to doctoral programs for which~~and must submit~~ a full proposal must be submitted as provided in subsection 3.a.~~.~~

~~vi.~~ v. Conversion or transition of a degree type (e.g., Bachelor of Arts to Bachelor of Science).

vii.vi.   Conversion or transition of a certificate type (e.g., Technical Certificate of Completion to Basic Technical Certificate).

viii.vii.   Deviation from certificate or degree program credit definitions as provided in Board Policy III.E.

ix.viii.   Changes to program names or degree titles related to Statewide Program Responsibilities as defined in Policy III.Z (requires full board approval).

x.ix.   Establishment of new programs consisting of multiple certificates with similar coursework.

xi.x.   Establishment of a dual degree from existing programs with a financial impact of less than $250,000 per fiscal year.

xii.xi.   Modification to existing academic instructional or administrative units to include consolidation of existing units and of splitting existing units.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and at least 30 days before implementation, institutions shall notify the Executive Director or designee of the following actions related to academic programs or units via a Letter of Notification:

i. Establishment of a new, modification to, or discontinuation of an academic program component.

ii. Establishment of a new or discontinuation of any existing academic undergraduate, or graduate, or specialized certificate (whether stand-alone or as an addition to an existing program) consisting of fewer than thirty (30) credits. with a financial impact of less than $250,000 per fiscal year.

iii. Expansion of an existing program within an institution's Service Region as defined in Board Policy III.Z.

iv. Expansion of an existing statewide program offered by an institution with Statewide Program Responsibilities as defined in Board Policy III.Z.

v. Addition of an online option to an existing academic program.

vi. Transition of an academic program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.

vii. Transition of an academic program to an exclusively online format.

viii. Addition or removal of courses that represent a significant departure from existing academic program offerings or method of delivery.

ix. A change in name or title of any academic program or instructional or administrative unit.

x. A change of Classification of Instructional Program (CIP) code for any academic program.

xi. A change to the total number of credits required to earn a certificate or degree to an existing academic program.

At the sole discretion of the Executive Director or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Other minor content changes to curriculum, descriptions of individual courses, or catalog listings do not require notification to or approval by the Board or the Executive Director or designee.

e. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a templated developed by IDCTE.

4. Career Technical Program Proposal Submission and Approval

a. Actions Requiring a Full Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, actions related ~~requests for changes~~ to career technical programs or units identified in this subsection require approval by the Board or the State Administrator or designee as indicated and shall be submitted by the institution as a Full Proposal.

i. The following actions require approval by the Board:
   1) New career technical programs or certificates with a financial impact of $250,000 or more per fiscal year require approval by the full Board.

~~i.~~ ii. The following actions require approval by the State Administrator or designee:

   1) Establishment of a new career technical education program or certificate with a financial impact of less than $250,000 per fiscal year.
   ~~iii. New career technical programs or certificates with a financial impact of $250,000 or more per fiscal year require approval by the full Board.~~
   ~~iv.~~ 2) Discontinuation of career technical programs.
   ~~v.~~ 3) Establishment of new career technical administrative or instructional units.
   ~~vi.~~ 4) Expansion of a career technical program outside an institution's Designated Service Region as defined in Board Policy III.Z.
   ~~vii.~~ 5) Consolidation of two or more career technical programs into one career technical program with a financial impact of $250,000 or more per fiscal year.
   ~~viii.~~ 6) Conversion of one certificate or degree option within a career technical program into a stand-alone career technical program with a financial impact of $250,000 or more per fiscal year.
   ~~ix.~~ 7) Addition of career technical certificates or degrees to existing career technical programs with a financial impact of $250,000 or more per fiscal year.

For new or modified career technical programs or certificates, a Program Profile is required. Each Full Proposal shall be reviewed by CAAP within 30 days of

submission to IDCTE. At the sole discretion of the State Administrator or designee, any Full Proposal may be referred to the Board for review and approval. The State Administrator shall develop and publish a timeline for review of full proposals for timely inclusion on the agendas of regularly scheduled board meetings.

b. Actions Requiring a Short Proposal

Subsequent to institutional review and consistent with institutional policies, but prior to implementation, requests for changes in career technical programs or units identified in this subsection require approval by the State Administrator or designee and shall be submitted by the institution as a Short Proposal.

i. Splitting of a career technical program into two or more career technical programs.
ii. Consolidation of two or more career technical programs into one career technical program with a financial impact of less than $250,000 per fiscal year.
iii. Conversion of one certificate or degree option within a career technical program into a stand-alone career technical program with a financial impact of less than $250,000 per fiscal year.
iv. Addition of career technical certificates, specialized certificates, or degrees to existing career technical programs with a financial impact of less than $250,000 per fiscal year.
v. Inactivation of a career technical program (refer to paragraph 8 of this policy).
vi. Addition or removal of courses that represent a significant departure from existing career technical program offerings or method of delivery.
vii. Modification to existing career technical instructional or administrative units.
viii. Conversion or transition of one career technical program degree or certificate level to another degree or certificate level.
ix. Transition of a career technical program to an exclusively online format.
x. Addition of an online option to an existing career technical program.
xi. Transition of a career technical program with less than fifty percent (50%) of courses offered online exclusively to fifty percent (50%) or more of courses offered online exclusively.

For the addition or modification of career technical programs or certificates, a Program Profile is required. Upon the recommendation of the State Administrator or at the discretion of the Executive Director or designee, institutions may be required to submit a Full Proposal for any action identified in this subsection.

c. Actions Requiring a Letter of Notification

Subsequent to institutional review and consistent with institutional policies, and within 30 days before implementation, institutions shall notify the State Administrator or designee of the following changes to career technical programs or units via a Letter of Notification and Program Profile as appropriate:

i. Career technical program expansion within an institution's Designated Service Region as defined in Board policy III.Z.
ii. Re-activation of a career technical program within three years from inactivation.
iii. A change from clock hours to credit hours for a career technical program.
iv. A change in the name or title of any career technical program or instructional or administrative unit.
v. A change of Classification of Instructional Program (CIP) code for any career technical program.
vi. A change to the total number of credits required to earn a certificate or degree to an existing career technical program.
vii. Minor changes to career technical courses.

Upon the recommendation of the State Administrator or designee, institutions may be required to submit a Short Proposal or Full Proposal for any action identified in this subsection.

d. Requests to establish, modify, or discontinue a microcredential, as defined in Board Policy III.E, require approval by the State Administrator or shall be submitted by the institution in accordance with a template developed by IDCTE.

e. Requests requiring new state appropriations shall be included in the annual budget request of IDCTE for Board approval.

5. Sunset Clause for Academic and Career Technical Program Approval

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

6. Academic and Career Technical Program Proposal Review Timeline and Denial Procedures

a. The Executive Director, State Administrator, or designees shall act on any Full Proposal or Short Proposal within forty-five (45) days from proposal submission

b. If the Executive Director or designee denies a proposal, he/she shall provide specific reasons in writing to the institution. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director or designee shall have ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director or designee denies the request after re-consideration, the institution may send its

request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

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

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

    b. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

        i.   Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

        ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.

        iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.

        iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Career Technical Program Reduction, Termination, Prioritization, and Inactivation

    For the reduction or termination of career technical programs, institutions shall adhere to criteria set forth by IDCTE.

    a. Conditions for Reduction or Termination
        A program is subject to reduction or termination when two or more of the following conditions exist. Standards for the metrics listed below will be predetermined at the local level according to the institution's program health metrics for each category.

    i.   Inadequate Job Opportunities
    ii.   Inadequate Student Enrollment
    iii. Inadequate Positive Placement
    iv. Inadequate Completion Rate
    v.   Inadequate Finances

b. Inactivation allows program re-evaluation and assessment in response to rapid changes in industry for up to three years. If industry demand for the program does not resume within three years following approved inactivation, the institution shall submit a discontinuation full proposal pursuant to paragraph 4 of this policy.

c. Notice to Employees

The institution must give notice in writing to employees who are affected by a program reduction or termination in accordance with Board and institutional policies.

9. Program Exemption Process
Institutions seeking Board exemption for programs pursuant to Section 67-5909D, Idaho Code, must submit programs in accordance with a timeframe and template developed by the Executive Director or designee.

9.10. Reporting

a. Semi-annually all approved program changes shall be reported to the Board.

b. All baccalaureate and graduate level programs approved by the Board require a report on the program's progress in accordance with a timeframe and template developed by the Executive Director or designee.

LEWIS-CLARK STATE COLLEGE

SUBJECT
　　Direct-Entry Master of Science in Nursing

REFERENCE

December 2020	The Board approved LC State's first graduate certificate program in Nursing Management and Leadership.
June 2024	The Board approved LC State's MSN Nursing Leadership in Healthcare.

APPLICABLE STATUTE, RULE, OR POLICY
　　Idaho Code § 33-3101
　　Idaho State Board of Education Governing Policies & Procedures, Section III.G and III.Z., Planning and Delivery of Postsecondary Programs and Courses

BACKGROUND/DISCUSSION
　　Lewis-Clark State College proposes to establish a Direct-Entry Master of Science in Nursing (MSN) program designed for students who have already earned a non-nursing baccalaureate degree and wish to transition into nursing education.

　　From Academic Year 2017 to Academic Year 2024, students with a non-nursing baccalaureate degree consistently comprised 10-20% of each admitted cohort in the LC State Bachelor of Science in Nursing pre-licensure program, with an overall average of 15%.

　　If approved, this would be the first Direct-Entry MSN program offered by a public four-year institution in Idaho. This initiative would not only expand access to nursing education for individuals with diverse academic backgrounds but also increase enrollment capacity in the current LC State BSN program, strengthening LC State's role in addressing the regional and statewide demand for highly skilled nurses.

　　Lewis-Clark State College has a 60-plus year history of offering healthcare education programs in Idaho. Specifically, the Bachelor of Science in Nursing program is well-known and respected throughout the state. Evidence of program quality is demonstrated by graduate outcomes including consistently high NCLEX pass rates and job placement rates. In response to stakeholder need, in March of 2024, the Idaho Board of Education approved LC State to offer a Master of Science in Nursing: Nursing Leadership in Healthcare degree, the first full graduate degree in the history of the institution. In June of 2024, the program was approved by the Northwest Commission on Colleges and Universities and the program launched fall 2024.

IMPACT

The proposed Direct Entry MSN degree is in response to the need expressed by local and regional industry partners for more nurse leaders and managers to support the health care workforce. It will also provide an additional pathway for those who currently possess a bachelor's degree outside of nursing. Nursing (RN) is listed among the top occupations in terms of job growth through 2026 (Idaho Department of Labor; US Bureau of Labor Statistics). The pandemic reinforced the need for hospitals and healthcare agencies to develop new care delivery models. As the care providers who are closest to patients, nurses are integral to these discussions. Graduate level coursework in leadership, management, and business processes provides a strong foundation for nurse leaders who contribute to these health system changes.

Existing infrastructure, such as the learning management system, is in place to facilitate the online program. There are sufficient faculty resources to initiate the graduate program. Reallocation of current faculty teaching assignments will occur to provide for new course instruction. The MSN Direct Entry program will have a very modest impact on LC State Library resources. Given LC State's online presence and Coeur d'Alene Outreach Center, there is well-established access to the library's holdings through online database and journal access, and through the inter-library loan programs with partner institutions.

The institution has recently purchased several online journals and other web-based commercial reference management software packages. It is anticipated that faculty teaching in the MSN program will be shared with the BSN program. Over time, a teaching load equivalent to two FTE may be needed for delivery of shared MSN/Direct Entry & BSN program curriculum. The program will also utilize adjuncts with necessary credentials and content knowledge. In FY22, the Governor authorized the addition of $400,000 in ongoing funds to LC for nursing programs. Funds will continue to be used to support doctoral-prepared nursing faculty to teach in the master's and BSN programs. Funds may also be used to support travel to supervise students in their practicum experiences. Total financial impact is up to $209,696 over a four-year period for additional faculty based on growth projections.

Board approval would allow LC State to offer a degree that was developed to meet healthcare industry needs.

ATTACHMENTS

Attachment 1 – Direct-Entry Master of Nursing Proposal
Attachment 2 – Response from University of Idaho
Attachment 3 – Response from Lewis-Clark State College

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed program will complement LC State's current MSN degree, providing an alternative pathway for those students who currently hold a bachelor's degree

in a non-nursing content area. It is intended to fill a need for developing more nurses expressed by local and regional industry partners such as Kootenai Health and St. Joseph Regional Medical Center. These healthcare partners collaborated with LC State faculty to develop the curriculum. Beginning Spring 2026, the program will be offered as face-to-face instruction.

LC State projects 6 initial enrollments in its first year, reaching 12 by year five and graduating 12 by year four. The program will require a minimum enrollment of 10 per cohort by year three to maintain sustainability. LC State is committed to offering the program for a minimum of five years to assess enrollment trends.

The proposed master's program is consistent with LC State's Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region II. Currently, Idaho State University has statewide program responsibility to offer a Master of Science in Nursing and shares statewide program responsibility with Boise State University for Region III. LC State provides that there are no master's degrees focused on direct entry currently being offered by Idaho universities. The chart below represents the status of master's nursing program offerings.

Inst.	Program	CIP Code	Degree	Location	Method of Delivery
BSU	Nursing **(suspended)**	51.3801	MN/MSN	Boise	Online
ISU	Nursing: Education Option	51.3801	MS Option	Online	Online

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on May 1, 2025, and to the Instruction, Research, and Student Affairs on June 5, 2025.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to offer a Master of Science in Nursing, Direct Entry as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State
Board of Education

Institutional Tracking No. _____

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	February 25, 2025	**Revised 4/23/2025**
Institution Submitting Proposal:	Lewis-Clark State College	
Name of College, School, or Division:	School of Professional & Graduate Studies	
Name of Department(s) or Area(s):	Nursing & Health Sciences	
Official Name of the Program:	Direct-Entry Master of Science in Nursing	

Degree Information:	Degree Level: Graduate	Degree Type: MSN
CIP code or Modification of CIP Code (consult IR /Registrar):	51,3801	
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face, hybrid, and distance delivery	
Implementation Date:	Spring 2026	

Geographical Delivery:	Location(s)	Lewiston	Region(s)	2

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.)	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

X	New Program
	New branch campus or change in location
	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 Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

_____ 4/22/2025
College Dean   Date

_____
Vice President for Research (as applicable)   Date
                                    4/23/2025

_____
Graduate Dean/other (as applicable)   Date

_____
Academic Affairs Program Manager, OSBE   Date

_____ 4/22/2025
Budget Director   Date

_____
Chief Financial Officer, OSBE   Date
                              04/25/2025

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. <u>All questions must be answered</u>.

[signature]   4/22/2025

Provost/VP for Instruction   Date

[signature]   4/28/2025

Chief Academic Officer, OSBE   Date

[signature]   4/23/2025

President   Date

SBOE/Executive Director or Designee Approval   Date

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 proposal is to offer a Direct-Entry Master of Science in Nursing (MSN) degree. The Direct-Entry pathway is for students that have previously earned a non-nursing baccalaureate degree and wish to pursue nursing education. This would be the first Direct-Entry MSN program offered by an Idaho public 4-year institution.

    Lewis-Clark State College (LC State) has a 60-plus year history of offering healthcare education programs in Idaho. Specifically, the Bachelor of Science in Nursing (BSN) program is well-known and respected throughout the state. Evidence of program quality is demonstrated by graduate outcomes including consistently high NCLEX pass rates and job placement rates. In response to stakeholder need, in March of 2024, the Idaho Board of Education approved LC State to offer a Master of Science in Nursing (MSN): Nursing Leadership in Healthcare degree, the first full graduate degree in the history of the institution. In June of 2024, the program was approved by the Northwest Commission on Colleges and Universities (NWCCU) and the program launched fall 2024.

    The Direct-Entry MSN is composed of curriculum from foundational nursing courses and from the MSN Nursing Leadership in Healthcare degree currently offered by LC State.

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.

    According to the Bureau of Labor Statistics *Occupations with the Most Job Growth* 2023-2033, Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2033. The RN workforce is expected to grow from 3.3 million in 2023 to 3.5 million in 2033, an increase of 197,000 or 6%. In addition to the known need for more nurses, the pandemic reinforced the need for hospitals and health care agencies to develop new care delivery models. As the care providers closest to patients, nurses are integral to these discussions. Graduate level coursework in leadership, management, and business processes provides a solid foundation for nurse leaders who contribute to these health system changes.

    Healthcare partners collaborated with LC State faculty to develop the MSN curriculum. An increasing need for nurses and nurse leaders, coupled with industry support, reinforces the program's future viability and sustainability.

    Lewis-Clark State College (LC State) began discussions about offering graduate degrees and certificates nearly a decade ago, with emphasis on degrees that build on our highly regarded programs in the health sciences and related fields. Students, graduates, and regional industry

partners expressed interest in graduate level offerings. As one example, Kootenai Health, a large health system in northern Idaho, continues to have increased need for nurses to serve as leaders and managers within its organization. Another healthcare partner, St. Joseph Regional Medical Center has identified this same need.

In addition to the ongoing need for more nurses, over the past few years, the LC State's BSN program Advisory Board discussed the need for a leadership focused master's degree in nursing and expressed support for the college and division to move in this direction.

The 2024 Idaho Nursing Workforce Report conducted by the Idaho Nursing Workforce Center notes the following:
- 6.8% of licensed nurses are older than 67
- Idaho remains below the national average of 10.6 RNs per 1,000 population – at 7.06 employed RNs per 1,000 population
- Idaho healthcare agencies report ongoing nursing vacancies (average monthly between 750 and 1,000)

The Workforce Report does not provide detail on nurses prepared at the master's level, beyond those in advanced practice or certified nurse practitioner roles. However, interesting aspects of the report that compel approval of this graduate degree pathway include:
- Among CNOs, most have been in their position for 2-4 years, and the situation is worse for those in the long-term care setting (majority less than 1 year).
- One of the reasons nurses migrate out of Idaho is to pursue graduate education. RNs have also left Region II for the Treasure Valley, perhaps in pursuit of an advanced degree leading to progression on the career ladder.
- Idaho Department of Labor reports that Idaho's population will continue to grow, requiring growth in the nursing sector. Additionally, healthcare systems are looking to change models of care delivery, requiring more master's level nurses to serve as agents of change.

[Occupations with the most job growth: U.S. Bureau of Labor Statistics](#)

[2024_Idaho_Nursing_Workforce_Report_Final.pdf](#)

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.*

From AY 2017 to AY 2024, students entering the LC State BSN pre-licensure program that held a previously earned non-nursing baccalaureate degree comprised 10-20% of each admitted cohort, with an overall average of 15%. These students complete the nursing program, earning a second bachelor's degree, as to date, there has not been an option to pursue a graduate degree. With this proposed pathway, students holding a non-nursing baccalaureate degree will have the opportunity to complete their nursing education, including a focus on leadership, graduate with a master's degree, and enter practice. This is a pre-licensure program; thus, the graduate will be eligible to sit for the national licensure exam and apply for state licensure to practice as a Registered Nurse (RN).

With a significant need for nurses in Idaho, LC State is committed to continue delivering quality

nursing education that meets the needs of our stakeholders. The opportunity to earn a graduate degree, rather than a second bachelor's degree, is likely to be more appealing to those considering a career change to nursing. This proposal does not replace a program. It is expected that with this option, there may initially be a reduction in the number of students entering the pre-licensure BSN program as post-baccalaureate students may choose to pursue the Direct-Entry MSN degree. Over time, we anticipate a full cohort of pre-licensure BSN students each cycle and a consistent number of students pursuing the Direct-Entry MSN pathway.

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

The AACN advocates for a well-educated nursing workforce to help assure quality patient care. Further, positive outcomes are 'linked to nurses prepared at the baccalaureate and graduate degree levels" (AACN, 2019, para. 1).

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.

LC State is committed to affordability in program offerings. Whenever possible, low-cost textbooks and bundled resource options are utilized. Some courses will be delivered in a compressed format, using the two 8-week blocks in each of fall and spring semester.

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.

There is currently no direct-entry MSN degree offered by Idaho public 4-year institutions. Idaho State University and Boise State University offer master's and doctoral degrees in nursing. However, neither offers a master's in the nursing leadership and management areas.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

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	
6	10	12	12	12		0	6	10	12	12	

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?

From AY 2017 to AY 2024, students entering the LC State BSN pre-licensure program that held a previously earned non-nursing baccalaureate degree comprised 10-20% of each admitted cohort, with an overall average of 15%. These students complete the nursing program, earning a second bachelor's degree, as to date, there has not been an option to pursue a graduate degree. With this proposed pathway, students holding a non-nursing baccalaureate degree will have the opportunity to complete their nursing education, including a focus on leadership, graduate with a master's degree, and enter practice. This is a pre-licensure program; thus, the graduate will be eligible to sit for the national licensure exam and apply for state licensure to practice as a Registered Nurse (RN).

Projected enrollment numbers are calculated at 10% of current BSN program enrollment for first year, 15% for year two and 20% for year three.

Recruitment efforts for the program would be incorporated into recruitment efforts currently conducted for the LC State BSN and MSN programs. This includes local and regional recruitment activities both face-to-face and via digital and print materials.

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?

    To continue the program, a minimum of five (5) students will be enrolled in the program over a three-year period. The small number is because this curriculum includes courses cross-listed with existing undergraduate classes and existing MSN program courses.

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

    Should the minimum not be met in year four (4) of the enrollment period due to normal circumstances, the program will be evaluated and considered for discontinuance.

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.

    LC State has a well-established program assessment process that occurs every 3 years, on a rotating basis. The Nursing & Health Sciences Division conducts an assessment and develops a Unit Action Report (UAR) annually. The assessment process begins with program faculty creating program learning outcomes and setting benchmarks for each. Programs gather relevant data, compare data to established benchmarks, and analyze the overall results. The results inform changes to learning outcomes, benchmarks, and measurement tools. Findings also serve as the basis for the work plan, which specific programmatic changes resulting from data analysis. Throughout the next year, programs implement work plan actions. Upon approval, specific benchmarks and direct / indirect measurement tools for each program learning outcome will be established.

    Additional metrics such as completion and placement rates and employer satisfaction, will provide important data on the quality of graduates and the usefulness of the program in assisting

nurses to advance on the career ladder. Graduate satisfaction will be assessed through an end of program survey and in an exit interview. Graduates will be prepared to take a national certification exam. Exam pass rates will provide insight into program effectiveness. To close the feedback loop, data will be reviewed and used, at least annually, to refine or modify course outcomes/ expectations, assignments, content of courses, and internship experiences.

The existing BSN program is fully accredited by the Commission on College Nursing Education (CCNE), and we are seeking accreditation for the existing MSN program.

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 _____

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

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

    Yes _X_ No _____

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.**

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[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.

Indicate (X) by each applicable statement:

	The program is important for meeting your institution's regional or statewide program responsibilities.
	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.**

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.	62
Credit hours in required courses offered by other departments.	6 (program) 0-14 (pre-requisite)
Credit hours in institutional general education curriculum.	Core complete with prior bachelor's
Credit hours in free electives	0
Total credit hours required for degree program	68

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

Course Number	Course Name	Credits
NU 521	Preparation for NCLEX & Professional Practice	2
NU 524	Culturally Competent Nursing Care	3

NU 526	Complex Concepts of Nursing Care	3
NU 528	Practicum: Complex Concepts of Nursing Care (120 hrs)	2
NU 530	Family Health	4
NU 532	Practicum: Family Health (60 hrs)	1
NU 533	Health Information & Patient Care Technologies	3
NU 547	Evidence-Based Practice for Graduate Nursing	3
NU 564	Health Assessment	2
NU 566	Pathophysiology for Nursing	3
NU 568	Quality Improvement & Safety Management	3
NU 569	Principles of Business & Finance in Healthcare	3
NU 572	Pharmacology for Nursing I	2
NU 573	Pharmacology for Nursing II	2
NU 574	Foundations for Nursing Practice I	3
NU 575	Foundations for Nursing Practice 2	3
NU 576	Concepts of Nursing Care I	3
NU 578	Behavioral Health Nursing	2
NU 580	Population Health in a Global Society	3
NU 586	Concepts of Nursing Care II	3
NU 588	Practicum: Concepts of Nursing Care (180 hrs)	3
NU 598	MSN Practicum & Capstone (360 hrs)	6
BUS 512	Human Resource Management in Healthcare	3
BUS 560	Leadership	3
		68

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.

Students complete four (4) practicum courses for a total of 12 credits. The final practicum is a capstone course in which students complete a leadership project.

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.

Entry-level nursing program outcomes:

1. Graduates who are well prepared to function as a generalist nurse in various healthcare settings.
2. Graduates who are well prepared to participate as a member of interdisciplinary teams.
3. Graduates who are well prepared to understand and assume leadership roles in the healthcare system.
4. Stakeholder who are satisfied with the program curriculum and educational experience.
5. Students who graduate from the program.

Upon completion of the direct-entry MSN program, the graduate will:

1. Demonstrate administrative and/or practice leadership in a population health context.
2. Synthesize and disseminate evidence-based administrative and/ or practice leadership knowledge to improve health outcomes.
3. Be prepared to serve in leadership roles in clinical nursing, nursing education, or management.
4. Articulate methods, tools, performance measures, and standards related to quality, as well as apply quality and safety principles within an organization.
5. Collaborate across disciplines and with patients, families, and care teams to improve patient outcomes and enhance the healthcare experience.
6. Apply leadership communication skills, including health information management to lead and manage a team within a complex healthcare environment at individual and aggregate levels.
7. Demonstrate professionalism in all program activities reflective of nursing's value, and an attitude of personal growth and commitment to career-long learning.
8. Be prepared to successfully complete the American Organization for Nursing Leadership's Certified Nurse Manager and Leader or similar examination.

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.

   LC State has a well-established program assessment process that occurs every 3 years, on a rotating basis. The Nursing & Health Sciences Division conducts an assessment and develops a Unit Action Report (UAR) annually. The assessment process begins with program faculty creating program learning outcomes and setting benchmarks for each. Programs gather relevant data, compare data to established benchmarks, and analyze the overall results. The results inform changes to learning outcomes, benchmarks, and measurement tools. Findings also serve as the basis for the work plan, which specific programmatic changes resulting from data analysis. Throughout the next year, programs implement work plan actions. Upon approval, specific benchmarks and direct / indirect measurement tools for each program learning outcome will be established.

   Additional metrics such as completion and placement rates and employer satisfaction, will provide important data on the quality of graduates and the usefulness of the program in assisting nurses to advance on the career ladder. Graduate satisfaction will be assessed through an end of program survey and in an exit interview. Graduates will be prepared to take a national certification exam. Exam pass rates will provide insight into program effectiveness. To close the feedback loop, data will be reviewed and used, at least annually, to refine or modify course outcomes/ expectations, assignments, content of courses, and internship experiences.

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.

The current physical space provided for the nursing program is sufficient for teaching and learning purposes and to support the new Direct-Entry MSN pathway. The NHS division was the recipient of significant funding from both the college and the State of Idaho that provided for the design and construction of a nursing/health science building, Sacajawea (SAC) Hall, completed in 2009. The 60,000-square foot, two level building sits on approximately 1.9 acres and features six classrooms, seven science labs, two nursing labs that form the clinical resource center (CRC), a simulation suite, a family health simulation suite, one radiography lab, and 34 faculty offices with space for 36 faculty members. Each classroom is fully equipped with networked computers, document readers, video projection capability and DVD players. The three large classrooms, have audio and video capability for synchronous and asynchronous virtual meetings. In summer of 2018, the provost's office provided funds to add additional white boards to Sacajawea Hall classrooms to support biology, chemistry, and nursing instruction. The facility also has several student leisure areas.

There are two fully equipped nursing clinical resource center (CRC) labs, each with eight beds, a human simulation suite with four beds housing four high fidelity human simulation manikins, and a large one bed Family Health simulation suite containing a high-fidelity birthing and several pediatric and infant simulation manikins. Attached to the nursing labs are four report rooms used for simulation debriefing, and small group work. Each report room contains a networked computer and video/sound projection. There are low fidelity and other manikins in the CRC, a bariatric manikin and ceiling mount lift, an isolation room with anteroom, and one bay to simulate an outpatient clinic environment. The nurses' stations in the labs are equipped with networked computers. A state appropriation in FY09 supported the purchase of nursing skills lab equipment including beds, medication, and crash carts, IV poles and pumps, and manikins. In 2019, a local hospital donated 9 patient beds to replace outdated beds in the nursing labs. Student course fees and internal division funds offset the cost of supplies for lab classes, independent lab practice, scenario testing and human patient simulation. The Information Technology (IT) department supports the simulation lab regarding computerized equipment and problem-solving technology issues.

Several faculty-written grants have been funded to support equipment and facility

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[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.*

maintenance, replacement, and expansion.

All full-time faculty have fully equipped private offices with individual computers, printers, and general office supplies. There is a separate office for adjunct instructors and a conference room available for meetings and small group work. Faculty also have access to a common NHS fax machine, copy machine, and a scanner. LCSC has laptop computers, projectors, and other AV equipment available for check out at any time.

> 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 impact of the new program to existing physical resources will be minimal. Students pursuing the Direct-Entry MSN pathway will engage in the same classroom and lab activities as other nursing students.

> 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.

Not applicable.

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.

There are sufficient personnel in place to support addition of this program. The Direct-Entry MSN program will have a very modest impact on LC State Library resources. Given LC State's online presence and Coeur 'd'Alene Outreach Center, there is well established access to the library's holdings through online database and journal access, and through the inter-library loan program in place with partner institutions.

> 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.

A modest increase in Library resources is required to support the MSN program. Additional resources include purchase of several online journals, and potentially a web-based commercial reference management software package. The annual cost of these resources is anticipated to be less than $5,000 and has already been accounted for in the original MSN degree proposal.

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?

LC State has developed organizational structure to support the MSN degree. The institution has sufficient resource to initiate the Direct-Entry MSN program. This proposal is not expected to impact facilities or student support services.

   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.

The institution has sufficient existing instructional, support, and administrative resources to support implementation of the new program pathway.

   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?

Impact of the new pathway will have minimal impact on existing programs. The same faculty and support staff of the LC State nursing programs will be utilized for the new pathway. Evaluation of program quality will occur through established annual evaluation processes.

   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.

It is expected that initially, this pathway will draw some students from the pre-licensure BSN program to the Direct-Entry MSN program. Over time, growth in capacity of both options is expected. It is anticipated that faculty teaching in the MSN program will be shared with the BSN program, based on nursing specialty. Therefore, as many as 5-6 faculty members could carry a combined MSN / BSN teaching assignment. There is sufficient faculty resource to initiate the pathway. The foundational nursing courses are offered now, and graduate students will engage in this coursework at the graduate level (500). As cohorts in both the pre-licensure BSN and the Direct-Entry MSN programs increase, with multiple ongoing cohorts, it is anticipated that a teaching load equivalent to two (2) FTE may be needed for delivery of the curriculum. In addition to reallocation of current faculty teaching assignment, adjunct instructors with necessary credentials and specialty content knowledge will be utilized. Positions would be allocated internally without a request for new appropriated resources.

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?

With initial implementation of the program, it is anticipated that doctoral-prepared faculty currently teaching in the BSN program will teach some of the graduate courses. Additionally, qualified adjunct instructors will be utilized for specialized course content instruction. Initial implementation of the program will result in minimal impact on the existing nursing 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.

Not applicable.

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).

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 26 FTE	FY 26 Headcount	FY 27 FTE	FY 27 Headcount	FY 28 FTE	FY 28 Headcount	FY 29 FTE	FY 29 Headcount
A. New enrollments		6		10		12		12
B. Shifting enrollments				6		10		12
Total Enrollment	0	6	0	16	0	22	0	24

II. REVENUE

	FY 26 On-going	FY 26 One-time	FY 27 On-going	FY 27 One-time	FY 28 On-going	FY 28 One-time	FY 29 On-going	FY 29 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								
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	$34,788.00		$105,328.00		$286,128.00		$313,056.00	
5. Student Fees	$3,762.00		$8,082.00		$32,772.00		$32,772.00	
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$38,550	$0	$113,410	$0	$318,900	$0	$345,828	$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 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE			1.0		2.0		3.0	
2. Faculty			$75,000.00		$130,000.00		$205,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits			29848		55550		85398	
9. Other:								
Total Personnel and Costs	$0	$0	$104,848	$0	$185,550	$0	$290,398	$0

	FY ___		FY ___		FY ___		FY ___	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								

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	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies			$10,000.00		$10,000.00		$10,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$0	$10,000	$0	$10,000	$0	$10,000	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY ___		FY ___		FY ___		FY ___	
	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								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$114,848	$0	$195,550	$0	$300,398	$0
Net Income (Deficit)	$38,550	$0	-$1,438	$0	$123,350	$0	$45,430	$0

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

	calculations based on once annual cohort admission and FY25 resident tuition and fees
	Tuition calculated reflecting difference between graduate tuition and undergraduate tuition - for 1st two years anticipate undergraduate enrollment decrease equal to graduate enrollment increase. After 2 years, anticipate increased capacity in both programs so capturing all graduate tuition revenue.
	FY 26 = 2 semesters only for one cohort
D31	SP+SU grad tuition - SP UG tuition (UG do not take SU course)
D33	SP+SU grad fee minus SP undergrad fee (undergrad do not take SU course)
H31	2 cohorts in progress (6, 10) -calculating grad tuition for each term minus UG tuition for SP/FA terms as UG don't take courses in SU
H33	2 cohorts in progress (6, 10) -calculating grad fees for each term minus UG fees for SP/FA terms as UG don't take courses in SU
L31	As of FY 28 calculating revenue for DE MSN students without regard to lost UG tuition and fees

**OFFICE OF THE PROVOST
AND EXECUTIVE VICE PRESIDENT**

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208-885-6558 [FAX]
provost@uidaho.edu
provost.uidaho.edu

April 4, 2025

Dear State Board of Education Colleagues:

The University of Idaho (U of I) writes to support Lewis-Clark State University's proposed Direct-Entry Master of Science in Nursing (MSN). As President Green has previously stated, U of I will support all Idaho public institutions' proposed health professions academic programs while the state's current shortage of healthcare professionals continues.

U of I submitted a Direct-Entry MSN proposal 11 months ago, which was paused from IRSA's consideration pending a healthcare summit. While we continue to support the idea of a summit to discuss broader healthcare strategies, we remain ready to collaborate to address Idaho's urgent nursing shortage. We welcome future discussions on this issue.

It is important to note that private, for-profit institutions are increasingly stepping in to meet demand for nursing education, as seen with Grand Canyon University's recent expansion to Meridian. To ensure public higher education remains central in nursing training and maintains high standards, we ask the state board to support a statewide approach involving all public institutions and host the healthcare summit referenced above.

We reaffirm our endorsement of LCSC's proposal, recognizing the critical need for this program to benefit Idaho citizens.

Sincerely,

Gwen Gorzelsky, Ph.D.
Vice Provost for Academic Initiatives
Professor of English

MOSCOW   BOISE   COEUR D'ALENE   IDAHO FALLS   STATEWIDE RESEARCH AND EXTENSION

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

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LEWIS CLARK
STATE COLLEGE

April 10, 2025

Dear Members of the Idaho State Board of Education,

Thank you for your continued leadership in guiding Idaho's public higher education system and for providing institutions the opportunity to advance proposals that address the state's most pressing workforce needs.

We would like to take a moment to respond to the recent letters from the University of Idaho regarding Lewis-Clark State College's (LC State) proposed graduate programs in nursing and teacher education.

We are very pleased to receive the University of Idaho's support for our proposed Direct-Entry Master of Science in Nursing (MSN) program. Their letter underscores the importance of public institutions leveraging proven programmatic and curricular strengths and stepping up in response to market demands.

Regarding the letter expressing concerns associated with our MAT proposal, while our proposal does overlap with sister institution teacher education graduate programming, we believe it can and would address a niche that LC State, as Idaho's original Normal School, is well positioned to serve. That said, we are committed to not only avoiding unnecessary duplication but coordinating and collaborating. As such we are withdrawing our MAT proposal at this time and look forward to engaging with sister institutions to discuss how we can leverage institutional strengths to collectively meet Idaho's K–12 teacher workforce needs.

We look forward to working alongside our sister institutions to develop thoughtful, coordinated solutions that strengthen the state's public higher education system and serve its citizens.

Thank you again for your leadership and commitment to Idaho's future.

Sincerely,

Fredrick M. Chilson, Ph.D.
Provost &Vice President for Academic Affairs
Administration Building 209
Lewis-Clark State College
500 8th Avenue / Lewiston, ID 83501
208-792-2213 / fmchilson@lcsc.edu

Office of the Provost & Vice President for Academic Affairs
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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.
April 2025	The Board heard the recommendations as an information item.

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 allows high school students to earn college credit and has become a key part of the state's education strategy. Supported by the Advanced Opportunities (AO) funding model, the program now serves 45,091 secondary students, 92% of whom are enrolled at one of Idaho's public postsecondary institutions. Dual credit students account for 27–48% of community college and 10–16% of four-year institution enrollments. Given its scale and impact, the program merits close evaluation and strategic support.

    In fall 2023, the Idaho State Board of Education launched a comprehensive review of the dual credit program, prompted by significant growth since AO funding began in 2016. With an annual state investment of $24.5M, the review focuses on how well the program supports student success and where improvements can be made. Data sources included state and national reports, academic research, and feedback from over 20 listening sessions with students, parents, educators, and program leaders. An internal audit also assessed alignment with Board policy and financial practices; it informs this report and the recommendations.

    The review identified strengths in Idaho's student-centered funding approach, particularly in improving rural access and fostering academic momentum.

However, it also highlighted opportunities to enhance quality, reduce redundancy, expand access, and support 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 robust and purposeful dual credit program in the state.

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 recommendations were discussed with the Council on Academic Affairs and Programs on March 27, 2025, and May 29, 2025, with the Instruction, Research and Student Affairs committee on April 5, 2025, and June 5, 2025, and with the Board on April 16, 2025. No concerns have been raised. Board staff recommends approval of these recommendations.

BOARD ACTION

I move to approve the dual credit program strategic vision statement and the three recommendations that direct Board staff to establish metrics of success; develop a Credit with a Purpose Framework; and enhance dual credit collaboration and systemness while reducing unnecessary duplication.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

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[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?

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[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

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[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,

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[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

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[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

Recommendations

June 7, 2025

Recommendations

The Board adopts this **strategic vision** for Idaho's dual credit program:

> *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.*

The Board directs Board staff to collaborate with institutions and stakeholders to

1. establish **clear, measurable metrics of success**;

2. develop and implement **a "Credit With a Purpose" framework**;

3. enhance dual credit **collaboration and systemness** while reducing unnecessary duplication
   This includes advocating for **strategic financial support**, establishing **broad regional collaborative partnerships**, requiring **NACEP accreditation**, monitoring and **coordinating dual credit statewide**, requiring financial transparency through transitioning to **self-support dual credit programs** and **transparent reporting**, supporting the development of collaborative **graduate certificates** in high-demand areas, and requiring **data reporting**.

Dual Credit Report p. 8-11

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.
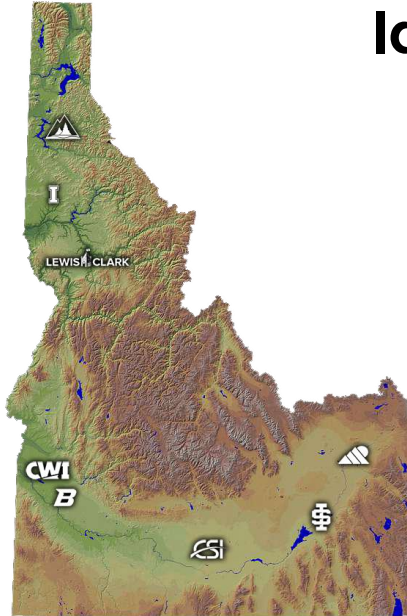
Idaho dual credit landscape

- 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:	Auditors Assigned:
Mark Eisenman, CPA, CFE, CIA	Andy Fish

REVISED

![Idaho State Board of Education — Internal Audit and Advisory Services logo]

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.

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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

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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

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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.

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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

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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.

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Detailed Audit Observations

1. <u>**NACEP Accreditation**</u>

   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. <u>**Documentation Standards**</u>

   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. <u>**Systemwide Monitoring – Instructors and Courses Offered**</u>
    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.

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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. <u>**Site Visits**</u>
   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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Detailed Audit Observations

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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Detailed Audit Observations

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.