

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.E. CERTIFICATES AND DEGREES – FIRST READING	Action Item
2	BOARD POLICY III.Q. ADMISSION STANDARDS – FIRST READING	Action Item
3	BOARD POLICY III.U. INSTRUCTIONAL MATERIAL ACCESS AND AFFORDABILITY – FIRST READING	Action Item
4	UPDATE ON ACADEMIC PROGRAM EXEMPTIONS – COMMUNITY COLLEGES (IDAHO CODE § 67-5909D)	Information Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

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

REFERENCE

December 2013	Board approved first reading of amendments to Board Policy III.E that included updates to definitions for technical certificates and credit hour.
February 2014	Board approved the second reading of amendments to Board Policy III.E.
June 2018	Board approved the first reading of amendments to Board Policy III.E and asked staff to provide a definition of an applied baccalaureate degree, separate from the academic baccalaureate degree.
February 2019	Board approved another first reading of amendments to Board Policy III.E due to changes between readings. This included a definition of an applied baccalaureate degree and a definition of micro-certifications.
April 2019	Board approved second reading of amendments to Board Policy III.E.
June 2020	Board approved the first reading of amendments to Board Policy III.E that added a definition of a specialized certificate.
August 2020	Board approved the second reading of amendments to Board Policy III.E.
October 2022	Board approved the first reading of amendments to Board Policy III.E. that revised the definition of microcredentials, updated several other definitions, and removed the advanced associate of applied science (AAS) degree.
December 2022	Board approved the second reading of amendments to Board Policy III.E.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.E. provides definitions for approved certificates and degrees, including credit requirements for career technical education programs and academic programs. In brief, these proposed amendments:

- Set updated standards for the issuance of microcredentials across educational settings
- Clarify the degree credit expectations for general education per III.N Statewide General Education
- Add a new category of degree: the reduced-credit baccalaureate.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

IMPACT

The proposed amendments will provide institutions greater flexibility in utilizing platforms for microcredentials that are in use at the institutions. The amendments establish widely-accepted standards for digital badging as best practice and will ensure that students receive badges that are meaningful, high-quality, and portable.

For most baccalaureate degree programs, 120-credit degrees will continue to be required. This is particularly true for programs that have licensure and external accreditation requirements. Additionally, 120-credit degrees enable students to add minors and stackable credentials in ways that enhance their learning and can provide greater flexibility in the workplace.

Reduced-credit baccalaureates are degree options that several institutions across the country have developed. While they are very new, most are structured using the credit parameters outlined in the amendments: general education plus the equivalent of a major area. Since not much is yet known about their salience in the workplace, the proposed amendments provide institutions with the option to pilot these programs for the appropriate student populations. Institutions must monitor these programs and provide regular updates to the Board.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

These proposed amendments were reviewed with CTE staff, discussed at CAAP on September 25, 2025, and discussed at IRSA on October 2, 2025.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.E. Certificates and Degrees as submitted in Attachment 1 and to establish a cap of no more than three new reduced-credit baccalaureate programs per postsecondary institution as part of a pilot phase that will allow Board staff and participating institutions to assess public interest and industry need. Board staff and participating institutions are directed to report back to the Board with findings and recommendations in accordance with a timeline established by the Board's Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: E. Certificates and Degrees**December 2025²

1. Definitions

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

a. MICROCREDENTIALS

Credentials awarded for mastery of defined skills or concepts, including career technical and academic skills. Microcredentials reflect skills, knowledge, and abilities gained in increments and measured by identified outcomes that are equal to or less than a single course of study but may also build upon or complement each other, resulting in a stacked microcredential. Microcredentials are most often distributed as digital badges. To ensure verifiability and interoperability, all digital badges must be issued on a platform that has achieved certification for adherence to Open Badges standards and verifiable digital metadata specification.

i. Stacked Microcredential

A set of organized microcredentials that an individual can earn after meeting specific outcomes. Completion of stacked microcredentials may result in credit through institutions' prior learning assessment policies.

ii. Digital Badge

A visual representation of one or more microcredentials that provides a verifiable and portable record of achievement through embedded metadata. Its issuance is contingent upon successful completion of assessments tied to industry-relevant competencies or academic standards. ~~Digital badges, in compliance with standards recognized by the Division of Career Technical Education, are embedded with metadata that are verifiable and portable.~~

b. CERTIFICATES

i. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of one (1) to six (6) semester credits, representing a coherent body of knowledge that does not lead to an academic undergraduate certificate or a degree.

ii. Academic Undergraduate Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of

knowledge that may lead to an academic degree. Academic undergraduate certificates may be earned as standalone certificates or attached to an undergraduate degree.

iii. Graduate Certificate

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

iv. Technical Certificate

A credential awarded for completion of requirements in an approved career technical program that represents mastery of a defined set of competencies. Technical certificates are awarded based on a total number of required credits and intended to be stackable:

- 1) Technical Certificate of Completion – 1 to 7 credits
- 2) Basic Technical Certificate – 8 to 29 credits
- 3) Intermediate Technical Certificate – 30 to 51 credits
- 4) Advanced Technical Certificate – 52 to 59 credits

v. Specialized Certificate

A credential awarded upon successful completion of specific credit-bearing courses within a career technical or academic program of fewer than 60 semester credits that have been industry validated and sequenced for the purpose of developing new skills and upgrading existing skills in an occupation. Specialized certificates are to be stacked on or appended to other credentials as advanced training. In exceptional cases, stand-alone Specialized Certificates may be proposed if justified by the content of the certificate.

c. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved career technical program of at least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies.

d. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 60 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). An Associate Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.

- e. REDUCED-CREDIT BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 90 semester credits of academic or a combination of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.G). At least 36 credits must be at the 300x and 400x level. A reduced-credit baccalaureate degree must meet all standards and learning outcomes for a baccalaureate degree. These baccalaureate degrees are limited– to workforce-focused circumstances where this streamlined pathway does not disadvantage learners. Three-year degrees might not align with graduate school entrance requirements, licensure, or certification requirements. Program titles must clearly indicate the reduced-credit threshold and conform to Board-approved naming conventions.
- f. ~~f.e.~~ BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic work (includes a minimum of 36 general education credits, see Board Policy Section III.N). A baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, professional licensure purposes, or by exception approved by the Board.
- gf. APPLIED BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing the equivalent of at least 120 semester credits of academic and career technical coursework (includes a minimum of 36 general education credits, see Board Policy Section III.N). An applied baccalaureate degree shall not require more than 120 semester credits unless needed for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board.
- hg. ~~–GRADUATE DEGREES:~~ A credential awarded for completion of academic work beyond the baccalaureate degree, including any required research. Graduate degrees consist of master's degrees, specialist degrees, and doctoral degrees.

2. Academic and Career Technical Credit Hour Requirements

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

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

award of credit hours.

3. Requirements for Certificates and Degrees

A postsecondary ~~institution~~ institution has authority to establish the number of earned credits required for each certificate and degree (see III.G and Board Policy III.N Statewide General Education). ~~The requirements may differ from the general requirements specified in the definitions in subsection 1; however, all~~ A credit requirements must receive Board approval in accordance with the program approval policies provided in Board Policy III.G-. Institutional catalogs shall specify the required number of earned credits for each certificate and degree.

4. Authorization Required

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

5. Authorized Microcredentials, Certificates, and Degrees

A current listing of authorized microcredentials, certificates, and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education. ~~All Career-technical~~ microcredentials ~~shall~~ must be tracked as digital badges ~~using through~~ a platform approved and ~~maintained~~ managed by the Division of Career Technical Education.

6. Honorary Degrees

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

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

Board Policy III.Q., Admission Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q to update sections on direct admissions, high school requirements, and Career Technical Education program admissions.
June 2025	Board approved the second reading of amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q., Admission Standards

BACKGROUND / DISCUSSION

The landscape of school accreditation is shifting. In 2024, staff researched accreditation and understood that, at that time, most high schools were accredited by Cognia. Since then, staff has discovered that there are other appropriate secondary accreditors, particularly for private schools. The proposed amendment establishes a process for including more secondary schools in these admissions standards.

IMPACT

This policy amendment allows greater flexibility in approving secondary accreditors at the Board office level. It will streamline admissions processes for prepared high school students who are applying to postsecondary institutions.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed policy amendments were reviewed by the Idaho Department of Education staff, the Council on Academic Affairs and Programs on September 25, 2025, and the Instruction, Research, and Student Affairs Committee of the Board on October 2, 2025.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: Q. Admission Standards****June 2024**

1. Institution Policies

Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic Admission

a. Direct Admission

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Direct admission offers are based on the following criteria:

Verified Achievement	Institution Admission
ISAT Math level ≥ 3 and ELA/Literacy level ≥ 3 OR Unweighted GPA = 3.0	Admission to all Idaho public institutions.
Unweighted GPA between 2.25 and 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.
Unweighted GPA < 2.25	Admission to Idaho's public community colleges.

Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the 11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

b. Academic Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. ~~Cognia is the Board's recognized high school accrediting body. The Board office maintains a list of approved high school accreditors.~~ Applicants who graduated from high school prior to 1995 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admission and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles (i.e., Algebra I or Geometry) may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits.

		A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement.
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses.

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

c. Academic Alternative Admission

- i. Degree-seeking applicants who do not qualify for admission based on subsection 2.b. above may be granted alternative admission if they satisfy one (1) or more of the criteria below:
 - 1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;
 - 2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. home-schooled students, General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved by the institution;
 - 3) Deserve consideration by the institution because of special status (e.g., returning veterans, gifted and talented students wishing to enter college

early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

- ii. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

d. Academic Transfer Admission

- i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.
- ii. A student not meeting the requirement in subsection 2.b. may petition the institutional admissions officer to be admitted. If admitted, the student may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c.ii.

d. Academic Program Placement

Placement assessments indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admission

Institutional academic admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional academic admission.

Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success may be required for

enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and
- ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

Board Policy III.U. Instructional Material Access and Affordability – First Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	Board temporarily waived the implementation deadline for Board Policy III.U.
April 2021	Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability.
June 2021	Board approved the second reading of proposed amendments, which require institutions to develop plans for increasing access and affordability to instructional materials.
December 2022	Board received a report on Open Educational Resources (OER) in higher education in Idaho from Board staff.
December 2024	Board adopted a resolution on Freedom of Expression in Higher Education.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.U. Instructional Materials Access and Affordability was last amended in 2021. Amendments included adding definitions for key terms and requiring all four-year institutions to develop, maintain, and report on plans for increasing affordability of textbooks and other materials for students. The

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

institutions developed and submitted their initial plans in June 2022 and have provided annual reports to the Board office every year thereafter. Through the implementation of these plans, many institutions have added initiatives and policies that have saved students money and increased their access to relevant instructional materials.

The proposed amendments:

- Clarify institutional reporting requirements;
- Improve definitions of key terms;
- Streamline reporting requirements;
- Provide additional guidance on instructional materials that are paid for through automatic charge models; and
- Require curricular transparency through a common learning management system, posted course information, and posted course syllabi.

Bookstores and publishers leverage automatic charge models to ensure that students have access to instructional materials on the first day of class by paying a flat, up-front rate. Students benefit from these programs because publishers are incentivized to lower costs and ensure timely access to instructional materials when student participation is largely guaranteed through advanced automatic charges. Because students may opt-out of automatic charges under federal guidelines, however, unforeseen consequences may arise after implementing this business model at the course, program, or institutional level.

Under this revised policy, all eight public institutions must satisfy updated requirements for communicating and reporting the costs of materials, methods of access, and rights of students to opt-out of an automatic charge for instructional materials. In the event that students opt out of an automatic charge, institutions must provide alternative access to instructional materials to ensure student success. Because decisions about instructional materials and curricula are protected under board policy on academic freedom and academic responsibility, automatic charge programs cannot disincentivize faculty from adopting non-commercial or no-new-cost instructional materials (e.g., open educational resources, library subscriptions, public domain documents, etc.) that are available free of charge and do not need to be accessed through automatic billing. Lastly, since automatic billing models typically manage access to instructional materials through third party platforms, this policy now set limits on the use of student data.

With respect to the Resolution on Freedom of Expression in Higher Education that the Board adopted in December 2024, this policy now establishes a relationship between curricular transparency and instructional material access.

IMPACT

Proposed amendments to Board Policy III.U. update the requirements of existing policy to aid implementation and streamline reporting for all eight public institutions. Proposed amendments also require institutions to restrict publishers' use of

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

student data through any automatic charge program contracts. Finally, the proposed amendments require institutions to ensure that accurate and current descriptions of all courses are available to the public and that students have access to full syllabi on the first day of class.

ATTACHMENTS

Attachment 1 – Board Policy III.U. Instructional Material Access and Affordability – First Reading -- REDLINED

Attachment 2 -- Board Policy III.U. Instructional Material Access and Affordability – First Reading -- CLEAN

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recognize the significant investments institutions have made to increase the likelihood that students will have the option to enroll in sections with no or low-cost instructional materials. Institutions have also made strides in adding course marking (which provides students with up-front information about the cost of course materials). The proposed amendments bolster those efforts and clarify reporting requirements. Additionally, automatic charge models have become standard for publishers and bookstores in postsecondary settings. While these can provide cost savings for students, additional guidance and reporting obligations will help ensure that best practices are followed for ensuring student access and safety. Finally, the curricular transparency amendments will enable students to make informed decisions about their courses.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy III.U. Instructional Material Access and Affordability, 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: U. Instructional Material Access and Affordability

June 2021

December 2025

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

1. Definitions

- a. Automatic Charges ~~are~~ is an additional course assessed to a student for the purpose of accessing course instructional materials. fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Automatic charges for course materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.
- b. Course Marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.
- c. Instructional Materials are print or digital media used to support access to knowledge. Books Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses ~~are common examples of instructional materials.~~
- d. Cost is the consistent total list price for ~~the faculty preferred format of~~ all required instructional materials in a single course or course section for one term and ~~shall~~ must be qualified as follows:
 - i. "Zero cost" means a total list price of \$0.
 - ii. "Very low cost" means a total list price of \$1-\$30.
 - iii. "Low cost" means a total list price of \$31-\$50.
 - iv. "Mid cost" means a total list price of \$51-\$100.
 - v. "High cost" means a total list price of more than \$100.
- e. Affordable instructional materials are instructional materials that meet cost definitions for courses as defined in 1.d. Examples may include open

educational resources, low-cost textbooks, materials accessed through an institution's library.

e.f. Open educational resources (~~OER~~) are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

2. Institution Plans for Ensuring Instructional Material Access and Affordability

Each institution ~~shall~~ must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans ~~shall~~ must include the following elements:

a. Resources and support to help faculty ensure ~~all~~ any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).

b. Policies and/or strategies that ~~minimize~~ account for the cost of instructional materials ~~for students and protect while maintaining the quality of education, promote~~ the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B), and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.

i. ~~c.~~ Professional development opportunities for faculty and staff related to the discovery, adoption, and use of ~~OER and other~~ affordable instructional materials.

ii. ~~d.~~ Strategies to support and promote faculty adoption, adaption, and/or use of ~~OER and other~~ affordable instructional materials.

iii. ~~e.~~ Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and publicly share open educational resources developed for their own courses. These scholarly practices may, for example, be considered as part of tenure and promotion practices.

iv. ~~f.~~ Strategies to implement cCourse marking indicating the cost, delivery, and any automatic charges related to instructional materials. processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.

v. ~~Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.~~

vi. Strategies with measurable goals for improving and using readily available and relevant zero cost or very low cost instructional materials in common

~~indexed courses as articulated in Board Policy III.N.6.b., including dual credit courses.~~

~~vii. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how the institution will provide alternative materials to students who opt out.~~

~~b. Plans may include the following elements:~~

- ~~i. Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.~~
- ~~i. Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in noncommon indexed courses.~~
- ~~ii. Policies or procedures that encourage faculty to be intentional in the selection and use of instructional materials, including ongoing review and reconsideration of required materials.~~
- ~~iii. Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.~~
- ~~iv. Plans to sunset existing or implement new automatic charge programs.~~
- ~~v. Other elements as determined by the institution.~~

~~c.b. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions shall must regularly review and update their plans as needed.~~

~~d. Institutions shall must submit to the Board Office an annual report on the implementation and outcomes of their plans annually. The Executive Director of the Board Office or designee determines tThe format and requirements of this annual report ~~shall be determined by the Executive Director or designee.~~~~

3. Administering Automatic Charges for Course Materials

~~a. Institutions must clearly communicate the costs associated with automatic charges to students. Information about opting in or out of automatic charges must be available to students for at least two full weeks after the beginning of each course.~~

~~b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.~~

- c. Contracts for any instructional materials made available through automatic charges must require that any student data that may be obtained through the students' use of the instructional materials must only be used to support learning during the course for which the automatic charge applies. Such contracts must prohibit the sale or transmission of any data obtained through students' use of the instructional materials.

4. Maintaining Curricular Transparency

- a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.
- b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.
- c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.-.

Idaho State Board of Education**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: U. Instructional Material Access and Affordability****December 2025**

This policy shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

1. Definitions

- a. Automatic charges are assessed to a student for the purpose of accessing course instructional materials. . Automatic charges for course materials may apply at the course, program, or institutional level. Automatic charges do not include tuition. Special course fees, as defined in Board policy V.R., are not considered automatic charges for instructional materials.
- b. Course marking is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.
- c. Instructional materials are print or digital media used to support access to knowledge. Common examples of instructional materials include books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses.
- d. Cost is the consistent total list price for all required instructional materials in a single course or course section for one term and must be qualified as follows:
 - i. “Zero cost” means a total list price of \$0.
 - ii. “Very low cost” means a total list price of \$1-\$30.
 - iii. “Low cost” means a total list price of \$31-\$50.
 - iv. “Mid cost” means a total list price of \$51-\$100.
 - v. “High cost” means a total list price of more than \$100.
- e. Affordable instructional materials are instructional materials that meet cost definitions for courses as defined in 1.d. Examples may include open educational resources, low-cost textbooks, materials accessed through an institution’s library.

- f. Open educational resources are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.
2. Ensuring Instructional Material Access and Affordability
- Each institution must develop and implement a plan to increase access and affordability of instructional materials for all students. Plans must include the following elements:
- a. Resources and support to help faculty ensure any instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).
 - b. Policies and/or strategies that account for the cost of instructional materials and protect the academic freedom and responsibility of faculty and students relevant to instructional materials (see Board Policy III.B).
 - c. Professional development opportunities for faculty and staff related to the discovery, adoption, and use of affordable instructional materials.
 - d. Strategies to support and promote faculty adoption, adaption, and/or use of affordable instructional materials.
 - e. Programs, incentive structures, or other strategies to encourage and support faculty to create, adapt, and share open educational resources. These scholarly practices may, for example, be considered as part of tenure and promotion practices.
 - f. Strategies to implement course marking indicating the cost, delivery, and any automatic charges related to instructional materials.
 - g. A list of existing courses and programs that utilize automatic charges for instructional materials. Institutions must identify whether students may opt in or opt out and briefly describe how the institution will provide alternative materials to students who opt out.

Institutions must regularly review and update their plans as needed. Institutions must submit to the Board Office an annual report on the implementation and outcomes of their plans. The Executive Director of the Board Office or designee determines the format and requirements of this annual report.

3. Administering Automatic Charges for Course Materials
 - a. Institutions must clearly communicate the costs associated with automatic charges to students. Information about opting in or out of automatic charges must be available to students for at least two full weeks after the beginning of each course.
 - b. Institutions must ensure that any automatic charge program does not disincentivize faculty members from adopting affordable instructional materials, including open education resources.
 - c. Contracts for any instructional materials made available through automatic charges must require that any student data that may be obtained through the students' use of the instructional materials must only be used to support learning during the course for which the automatic charge applies. Such contracts must prohibit the sale or transmission of any data obtained through students' use of the instructional materials.
4. Maintaining Curricular Transparency
 - a. To ensure that curricular transparency is consistently maintained across courses, each institution must utilize the same enterprise learning management system and share financial responsibility for a statewide contract coordinated by the Board Office.
 - b. Each institution must ensure that an accurate and current description of each course is available to the public on the institution's website at least one week before the start of the course.
 - c. Each institution must ensure that students have access to current syllabi for all course sections in which they are enrolled. Syllabi must be available within the learning management system and available no later than the first day of the course.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
OCTOBER 15-16, 2025**

SUBJECT

Update on Academic Program Exemptions – Community Colleges (Idaho Code § 67-5909D)

REFERENCE

June 2025	The Board was provided with an update on academic program exemptions guidance and procedures.
August 2025	The Board was provided with the initial list of approved program exemptions.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 67-5909D
Idaho State Board of Education Policy III.G. Instructional Program Review and Approval

BACKGROUND/DISCUSSION

During the 2025 legislative session, Senate Bill 1198, Freedom of Inquiry in Higher Education was passed and codified as Idaho Code § 67-5909D. This law prohibits state education institutions (including four-year institutions, community colleges, career technical schools and private universities/colleges that receive state-appropriated funding) from engaging in certain “diversity, equity, and inclusion” activities.

In light of the law's effective date and its potential impact on summer session curricula, Board staff—with the support of the Board—issued a guidance memorandum to institutions. Board staff subsequently issued additional guidance for community colleges, advising these institutions to seek approval for program exemptions from their local governing boards first. Upon receiving that approval, institutions then submitted program exemption requests to the Board.

IMPACT

Continued guidance and direction from the Board and staff will ensure that institutions of higher education are aligned with the legal requirements.

ATTACHMENTS

Attachment 1 – Updated Approved Program Exemptions by Institution

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In late summer, community colleges were provided with updated interim guidance for submitting programs for exemption consideration. Community college programs were first approved by their local governing boards and then submitted to the Office of the State Board of Education. In accordance with the interim process, those requests were approved.

BOARD ACTION

This item is for informational purposes.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

Approved Program Exemption Requests

ATTACHMENT 1

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
To be presented at October 2025 Board Meeting							
CSI	Associate of Social Work	This AA requires SOCY 238 which is a course on Race and Ethnic Relations that provides an examination of ethnic, racial, and other minority groups from both an historical and contemporary social perspective. It includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future relationship patterns in the United States.	SOCY	238	Race and Ethnic Relations	3	Fall 2025
CSI	Associate of Sociology	This AA requires SOCY 238 which is a course on Race and Ethnic Relations that provides an examination of ethnic, racial, and other minority groups from both an historical and contemporary social perspective. It includes a review of theories concerning prejudice and discrimination, patterns of minority relations, and future relationship patterns in the United States.	SOCY	238	Race and Ethnic Relations	3	Fall 2025
CWI	Associate of Arts in Social Work	This course is a required component of the Social Work degree and is designed to transfer directly to four-year institutions. As such, there are no appropriate substitution options available for students. To ensure full compliance with Idaho Senate Bill 1198, CWI has proactively submitted an exemption request. SOCW 101 is aligned with the Council for Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS), which are required for programmatic accreditation at the receiving institutions. Alignment with these standards is essential to maintaining a seamless transfer pathway for students pursuing a bachelor's degree in Social Work.	SOCW	101	Introduction to Social Work and Social Welfare	3	Summer 2025
Presented at August 2025 Board Meeting							
BSU	Critical Theory Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Gender Studies Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Bachelor of Social Work (BSW and BSW Online)	This bachelor's program requires SOCWRK 101, which is a survey and critical analysis of contemporary social welfare policies and programs, their historical development, underlying philosophy, and the need for social services in modern society.	SOCWRK	101	Introduction to Social Welfare	3	Summer 2025
		This bachelor's program requires SOCWRK 201, which is an overview of the generalist intervention model with a focus on strengths, perspectives, dimensions of poverty, cultural humility, values and ethics.	SOCWRK	201	Foundations of Social Work	3	Summer 2025
		This bachelor's program requires SOCWRK 320 that provides knowledge of empirically based theories that focus on the interactions between and among individuals, families, groups, communities, institutions, and societies. This course explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	SOCWRK	320	Human Behavior and the Social Environment I	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Insttit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		This bachelor's program requires SOCWRK 355, which introduces concepts related to power, privilege, and oppression in society and the role these play in the lives of clients, communities, and society as a whole. This course examines the role of implicit and explicit bias in society, and ways to use self-awareness to monitor and address personal biases, and explores the concept of a human rights approach in social work practice. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	355	Diversity and Social Justice in Social Work Practice	3	Fall 2025
		This bachelor's program requires SOCWRK 420, which is the second course in the Human Behavior and the Social Environment (HBSE) sequence. Drawing on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination, course examines how experiences differ across factors such as race/ethnicity, gender, sexual orientation, ability, social and economic status, and religiosity/spirituality, and examines strategies designed to eliminate oppressive structural barriers. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	420	Human Behavior and the Social Environment II	3	Fall 2025
BSU	Master of Social Work (MSW, MSW Online and MSW Advanced Standing)	MSW program requires SOCWRK 512, which explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course.	SOCWRK	512	HBSE I Human Development through the Life Cycle	3	Summer 2025
		MSW Advanced Standing program requires SOCWRK 514, which focuses on exploration of power, privilege, and oppression experienced by identity-based groups and communities.	SOCWRK	514	Navigating Identity in Social Work	3	Summer 2025
		MSW program requires SOCWRK 513, which focuses on understanding of the social work profession's commitment to practice grounded in equity and social justice.	SOCWRK	513	Advanced Issues in Human Diversity	3	Summer 2025
		MSW programs require SOCWRK 505, which critically examines welfare policies that affect wellbeing, human rights, service delivery, and access to social services in the context of U.S. Emphasis is placed on examination of policies for effectiveness, equity, and access to basic social and economic security, particularly for vulnerable populations. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	505	Foundation of Social Welfare Policy	3	Fall 2025
		MSW programs require SOCWRK 521, which examines strategies designed to eliminate oppressive structural barriers and ensure human rights are protected. This course draws on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination to examine how experiences differ across factors such as race/ethnicity, immigration status, gender, gender identity/expression, sexual orientation, ability, social and economic status, political ideology, and religiosity/spirituality. This information is professionally necessary to be able to practice in any state in the United States, and contibutes greatly to the value of the degree.	SOCWRK	521	HBSE II Social Dimensions of Human Behavior	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
BSU	Ethnic Studies BS	This bachelor's program requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This bachelor's program requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Ethnic Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This minor requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Mexican American Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		Comparative analysis of contemporary socioeconomic and political issues confronting Mexican Americans in U.S. society. Topics include study of community, gender, labor, immigration, heterogeneous identity, environmental justice, and social change. Special attention given to comparing the Mexican American experience with other racial-ethnic groups. Institutional and social responses to contemporary issues will also be examined.	SOC	333	Contemporary Chicana Issues	3	Fall 2025
BSU	MA in Counseling	This master's program requires COUN509 course, which is a theoretical course with an experiential component to develop awareness, knowledge, and skills for counselors-in-training preparing to work in a pluralistic society. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	COUN	509	Culturally Aware Counseling	3	Fall 2025
BSU	PhD in Counselor Education and Supervision	This PhD program requires COUN 609 course, which explores advocacy models and current multicultural issues as they relate to social change theories. Student learn about models, leadership roles, and strategies for responding to community, national, and international crisis and disasters, as well as understand current topical and political issues in counseling. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	COUN	609	Advanced Culturally Aware Counseling	3	Fall 2025
ISU	Gender and Sexuality Studies -- Minor	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
ISU	Social Work -- Bachelor of Arts in Social Work	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025
ISU	Social Work -- Master of Social Work (Standard Admissions and Advanced Standing Admissions)	This course is designed to familiarize students with the ways in which diversity impacts social work practice. Course content will focus on increasing students' knowledge of the lived experiences of diverse populations, awareness of theoretical frameworks regarding privilege, oppression, and perception of others, and increased knowledge of contemporary social issues related to diversity. Students will explore their personal positionality and learn to identify the ways in which this can shape their practice with diverse populations. This class will emphasize cultural humility and examine how this can be practically applied in a social work setting.	SOWK	6635	Diversity in Social Work Practice	3	Summer 2025
ISU	Master of Counseling (all areas)	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. This course builds core competency in counselor populations so that they can deliver responsive care with improved outcomes for various human populations.	COUN	6624	Cultural Counseling	3	Fall 2025
ISU	Doctor of Philosophy in Counselor Education and Counseling	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. These trainings build core competency in counselor populations so that they can deliver responsive care with improved outcomes for different human populations. Pedagogy relevant to current social and cultural issues is engaged in, as well. The role of diversity issues in counselor education, supervision, and counseling are also examined. This course builds core competency in counselor and counselor educator populations so that they can deliver responsive education for counselors in training as well as care with improved outcomes for various human populations.	COUN	7724	Advanced Diversity Issues	3	Fall 2025
ISU	Doctor of Philosophy in Clinical Psychology	This course focuses on the critical evaluation of scholarship on and social representations of cultural diversity and individual differences. It includes a review of current theory, research, assessment, and intervention practices with diverse populations. It facilitates an understanding of and skill in working with diverse populations when seeking psychological care.	PSYC	6634	Cultural Diversity and Individual Difference	3	Fall 2025
LCSC	Social Work BSN	Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti-oppressive frameworks, and ethical mandates	SW	340	Social Work Policy	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti-oppressive frameworks, and ethical mandates	SW	343	Social Work Practice with Families	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti-oppressive frameworks, and ethical mandates	SW	364	Social Work Children/Adolescents	3	Summer 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	140	Intro/Social Work	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	241	Social Work Practice Foundations	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	321	Human Behavior/Social Envir I	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	322	Human Behavior/Social Envir II	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	340	Social Work Policy	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	341	Practice/Individuals	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	355	Self-Care	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	386	Social Work Research	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	407	Treatment/Complex/Trauma	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	410	Dialectic/Behavioral Therapy	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

OCTOBER 15-16, 2025

ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	480	Diversity Awareness	3	Fall 2025
LCSC	Women & Gender Studies Minor	Disciplinary standards require content and approaches that necessitate an exemption.	SS	200	Intro/Women's Studies	3	Summer 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300F	Gender/Culture	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300U	Women/20th Century	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	JS/SOC	422	Race/Class/Gender/Justice	3	Fall 2025
UI	Women's, Gender, and Sexuality Studies Minor	This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Summer 2025
		This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Equity and Justice Academic Certificate	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology/Anthropology Teaching Minor	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Human Development and Family Studies (BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**OCTOBER 15-16, 2025****ATTACHMENT 1****Approved Program Exemption Requests**

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
UI	Disability and Inclusive Human Services Undergraduate Academic Certificate	This certificate program includes one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology (BA or BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025