

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	OPEN EDUCATION IN IDAHO REPORT 2026	Information Item
2	BOARD POLICY III.Q. ADMISSION STANDARDS – SECOND READING	Action Item
3	BOARD POLICY III.V. ARTICULATION AND TRANSFER – SECOND READING	Action Item
4	BOARD POLICY III.D. OFFICIAL CALENDARS – SECOND READING	Action Item
5	BOARD POLICY III.P. STUDENTS – SECOND READING	Action Item
6	REPEAL OF BOARD POLICY III.T. STUDENT ATHLETES – SECOND READING	Action Item
7	BOARD POLICY III.U. INSTRUCTIONAL MATERIAL ACCESS AND AFFORDABILITY – SECOND READING	Action Item
8	BOARD POLICY III.N. STATEWIDE GENERAL EDUCATION – FIRST READING	Action Item
9	DUAL CREDIT – CREDIT WITH A PURPOSE STRATEGY	Information Item

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**SUBJECT**

Open Education in Idaho Report 2026

**REFERENCE**

April 2018	The Board received an update on an Open Educational Resources (OER) initiative.
June 2018	The 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	The Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	The Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	The Board temporarily waived the implementation deadline for Board Policy III.U.
April 2021	The Board approved the first reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability that set expectations for goal-oriented, institution-specific, and measurable access and affordability initiatives at Idaho institutions.
June 2021	The Board approved the second reading of proposed amendments to Board Policy III.U. Textbook and Instructional Material Affordability
June 2022	The Board Received a comprehensive report on Board Policy III.U.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Over the last decade, the Board and its institutions have invested considerable time, money, and support in lowering the cost of and increasing access to instructional materials for students. One of the most effective means of eliminating price barriers, ensuring day-one access, and guaranteeing ongoing control of educational content is the use and creation of open educational resources.

In October 2019, the Board approved Policy III.U. Textbook and Instructional

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**JUNE 16-18, 2026**

Material Affordability to promote the use and creation of open educational resources, specifically in general education courses at Idaho’s four-year public institutions. An amended version of this policy was approved by the Board in June 2021, after receiving considerable input from faculty and academic leaders at all eight postsecondary institutions and broadening scope to recognize and embolden faculty efforts to make instructional materials more available and affordable through a variety of means, not just open educational resources. Rather than position Open Educational Resources as the primary element of institutions’ textbook affordability plans, policy III.U. required institutions to develop plans to increase access and affordability of instructional materials in ways that reflect their unique infrastructures, cultures, and communities.

All eight institutions have implemented and regularly updated plans since summer 2022, reporting on the scope and effectiveness of policy implementation annually. Community colleges’ reports also included information on the outcomes of project Z-Degree, which provided \$1M in funding provided by the Legislature in FY2022 to support the development of Zero Textbook Cost Degree pathways that allow students to complete an associate degree with zero cost or very low-cost instructional materials. The Board office has also regularly surveyed faculty to better understand their course-level efforts to increase access and affordability of instructional materials as well as their practices and perceptions of open educational resources and practices.

Beyond Policy III.U. and Project Z-Degree funding, the Board Office has consistently invested at least \$50K per year to fund faculty development in open publishing, Wikipedia-based educational experiences, and institution-specific initiatives to promote open education literacy among faculty and students. At the center of these efforts is a community of open practitioners, advocates, and leaders (OPAL) that meets weekly and has become one of the most mature and respected open education communities of practice in the country. Since 2017, OPAL’s success in empowering education leaders has informed other board investments, including a parallel initiative in artificial intelligence developed jointly by OPAL+AI. As a result, the Gem State’s educational policies, practices, and strategies equip faculty and students with the necessary skills to not just navigate, but to lead out on educational innovations like open education and artificial intelligence.

**IMPACT**

Since 2021, Board Policy III.U has led all eight institutions to establish clear strategic plans for increasing access and affordability to instructional materials. Many institutions created cross-functional task forces or committees to develop and maintain these plans. For example, Boise State University has established an “Affordable Learning Committee” with a charge to “act as a mechanism to gather together key stakeholders including student, faculty, instructor, and staff representation” in support of the goals of the institution’s plan. All institutional plans

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**JUNE 16-18, 2026**

address the elements required by policy, and many address several optional elements as well.

The systemwide OER Faculty Survey revealed that many faculty across the state actively use OER, understand its purpose and promise, and consider student financial needs in deciding which instructional materials to assign.

The OPAL+AI community continues to develop and publish educational resources by way of the statewide Pressbooks contract, Canvas Commons, and the Board YouTube page.

Open creation and sharing of educational content for use by others, which is the practice at the heart of the open education movement, is alive and well across the state of Idaho and, thanks to state policy and strategic investments, has positioned our faculty, staff, and students as prominent leaders in the field. Together, these efforts ensure that faculty and students across the Gem State are equipped not just to navigate emerging educational innovations like open education and AI, but to lead them.

#### **ATTACHMENTS**

Attachment 1 – Open Education in Idaho Presentation

Attachment 2 – 2026 Open Education in Idaho Report

#### **STAFF COMMENTS AND RECOMMENDATIONS**

Staff developed the 2026 report to reflect the updated, streamlined planning and reporting obligations to align standards under the version of Policy III.U. that the Board is considering for second reading. The maturity of open education policies and initiatives in the state of Idaho allows for reporting that tells institution-specific stories of success with case studies, quotes, and outcomes related to the implementation of Board Policy III.U. Specifically, compelling snapshots from the following areas are included because of their required inclusion in institutional plans:

- Examples of open educational resources that faculty and students have developed/edited together (i.e., open pedagogy)
- The development/implementation of Z-degree pathways
- Effective uses of library resources (not open education but strategies that guarantee access with no-new-cost to students)
- Faculty learning and professional development efforts related to open educational resources and practices
- Policies (existing or updated) that are incentivizing faculty adoption/creation of open educational resources (e.g., tenure and promotion, academic freedom)
- Implementation of course marking strategies outlined in board policy.

#### **BOARD ACTION**

This item is for informational purposes.

# Open Education in Idaho

Guaranteeing instructional material access and affordability

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June 18, 2026 · Idaho State Board of Education  
Instruction, Research and Student Affairs

## Open Licenses

A formal granting of permissions for others to transform copyrighted materials



## Open Educational Resources

Free teaching, learning, and research resources that are openly licensed or in the public domain



## Open Pedagogy

Practices that prioritize the open creation and maintenance of knowledge with others

# Open Education

A global movement to ensure access to meaningful lifelong learning opportunities

# What students are saying

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“I thought professors were going to have me buy books that are like \$100 and then we're not going to use them. But with this OER stuff, it's really useful. Basically, here's a free textbook that we're going to be drawing pretty much everything from. So, it's really helpful. Saves me money, too.”

“She recorded the video, she wrote the book, she is there in the Zoom for you, and it's like you are encompassed by every kind of learning that would benefit a student”

“[OER] was beneficial to not have to pay additional fees on top of class fees.”

“If it's a textbook from the course, especially if it's written by the same professor...then I will read it from front to back basically. If it's a traditional textbook, then I will read it pertaining to the professor's instructions or guides because they usually tell you what pages their courses or their content or their assignments is covering...Very rarely will I ever read the entire [commercial] textbook because they are big...and unless the topic is of high interest to me, I'm not going to do it.”

## Open education at Idaho's four-year institutions

### Boise State University

- Over 600 open education resources published to Pressbooks
- Robust faculty development and recognition in tenure/promotion
- Conducts original research on student experience with open educational resources
- Student employees assist faculty in creating and sharing OER to support language learning via the Pathways Project

[Open Publishing](#) | [Faculty Support & Recognition](#) | [Research](#) | [Open Pedagogy](#)

### University of Idaho

- Hosts one-stop open education support through LibGuides
- Pressbooks Catalog features 8 specialized open resources with a focus on music, history, and financial literacy
- The university is focused on preserving Idaho's unique history and culture through open resources

[Library Innovation](#) | [Curation of Quality Resources](#) | [Localization of Content](#)

### Idaho State University

- Offers annual OER stipends to faculty: example history professor Lauren MacDonald redesigned a course and lowered student costs from \$150 to \$0 with OER
- Theresa Huff used open pedagogy in Design in Progress: A Collaborative Text on Learning Theories Pressbook developed with graduate students in the EDLT 7726 course she taught at ISU

[Faculty Support & Recognition](#) | [Open Publishing](#) | [Open Pedagogy](#)

### Lewis-Clark State College

- Class copies of key textbooks; partnership with library to offer free checkout in support of general education courses
- Division funding was used to incentivize first-year writing faculty to create OER materials. All sections now use OER
- OER/OEP materials are credited as evidence for faculty tenure and promotion portfolios

[Library Innovation](#) | [Faculty Support](#) | [OER at Scale](#) | [Faculty Recognition](#)

## Open education at Idaho's two-year institutions

### College of Western Idaho

- CWI now has four recognized Z-degrees: General Studies AA (the second largest degree at CWI), Communications AA, Philosophy AA, and the Studio Arts AA degrees
- Z-degree pathway development between CWI and BSU

Z-Degree Pathways | Transfer Innovation | Interinstitutional Collaboration

### College of Southern Idaho

- CSI's Trade and Industry Department offers fully OER pathways in the following programs: BTC in Automation Engineering; ITC in Automation Engineering; AAS in Automation Engineering
- CSI's Engineering, Physical, and Computer Sciences Department (EPCS) is using OER textbooks for several general education courses

Z-Degree Pathways | General Education Innovation | OER at Scale

### College of Eastern Idaho

- Students may pursue an AA in which 100% of the courses use OER and/or zero-cost instructional material
- 25 different CEI faculty have developed OER resources for 51 courses
- Over 50% of Humanities and Social Sciences courses use OER, and 100% of ENGL 101+, ENGL 101, and ENGL 102 sections use OER

Z-Degree Pathways | Open Publishing | OER at Scale

### North Idaho College

- As of December 2025, a 35% increase in student textbook cost savings compared with Fall 2024: over \$170K and counting
- NIC's Pressbooks catalog features high-impact OER: *Delving Into Writing and Rhetoric*, *Messages that Matter*, and *Learning Digital Photography*
- Offers regular Pressbooks and OER trainings for faculty statewide

Significant Cost Savings | Curation of Quality Resources | Faculty Development

# System-wide strategies

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- Launching a Statewide Pressbooks Consortium beginning Summer 2026 with focus on shared administration, peer review, quality assurance, author training, faculty adoption
- Continuing to convene the OPAL+AI Statewide Community of Practice, which meets weekly and comprises over 150 active members from all 8 institutions (and occasional guests from outside Idaho)
- Incorporating open educational resource development under the State Board Office's AI FIPSE grant, sharing AI and Digital Literacy trainings openly through Canvas Commons and YouTube
- Updating Policy III.U. to clarify distinctions between open educational resource use and commercial cost-saving programs, and to address the protection of institutional and state investments in open educational resources and practices

# Open Education in Idaho

2026 Report Developed for the Idaho State Board of Education

## Introduction

Student success in coursework has a direct relationship with when and how students are able to access required materials. While students may have more access to information than ever before, multiple factors continue to constrain instructional material access and affordability:

- The cost of commercial textbooks increased more than 1,401% over the last 50 years (a rate of increase higher than any other consumer good, three times the rate of inflation).
- Digital course materials have become more prevalent, limiting access behind paywalls and short-term subscriptions with limited or no input from institutions and faculty.
- Students are increasingly responsible for gaining access to alternative materials if they need options that are less expensive, print-based, or theirs to own indefinitely.
- While inclusive access programs can address students' short-term "day one" access needs, other constraints arise when students lose access to materials.
- Choosing and creating instructional materials for students are means by which faculty can directly increase access, lower costs, and ensure students have both immediate and indefinite access to the materials they need to be successful in class and their career.

To address these critical challenges, the Idaho State Board of Education has historically made significant investments in open educational resources and practices, as reflected in Board Policy III.U. This policy has fundamentally reshaped recognition and support of sustainable teaching and learning practices in the Gem State and has inspired similar policy moves across the country.

This report provides a narrative snapshot of the significant, measurable progress Idaho's public postsecondary institutions have made under Policy III.U. In keeping with the streamlined planning and reporting expectations outlined in the updated III.U policy coming before the Board for second reading, Board Staff asked institutions to share data, stories, and student quotes that reflect the following six focus areas:

1. Examples of **open educational resources** that faculty and students have developed and/or edited together (i.e., open pedagogy)
2. The development and implementation of **zero-cost degree pathways** (i.e., Z-degrees)
3. Effective uses of **library resources** (strategies that guarantee access at no new)
4. Faculty learning and **professional development** efforts related to open education

5. **Policies** (existing or updated) that incentivize faculty adoption/creation of open educational resources (e.g., tenure and promotion, academic freedom, etc.)
6. Implementation of **course marking strategies** outlined in Board policy

The following report tells the story of open education in Idaho through the resources, practices, and people positioning Idaho as a leader in open education.

## Section I: Examples of Open Pedagogy

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Open Pedagogy: Faculty and students work together to co-construct knowledge through the development and publishing of open educational resources.

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### CEI Students teach others about ethical AI use

Beginning in the summer of 2026, ENGL 101 students will use WordPress to create student-led guides on how to use AI responsibly and ethically.

### CWI students creating OER with faculty

Students openly publish their own award-winning student work in the [College of Western Idaho Journal of Undergraduate Research and Writing](#) using the [CWI Pressbooks](#) site. Liza Long teaches students each semester how to publish their essays and short stories that are the product of an English Literary Analysis course in [Beginnings and Endings: A Critical Edition](#).

### Students who need additional support become published experts at LC

In Amy Minervini's ENGL 103 course—a support course for freshman writing students who need additional coaching to be successful in college-level writing courses—students co-authored an [open textbook](#) designed to assist each other and future first-year writing students.

### ISU graduate students demonstrate what they are learning through open educational practices

Theresa Huff used open pedagogy to develop portions of the [Design in Progress: A Collaborative Text on Learning Theories](#) Pressbook developed with graduate students in the EDLT 7726 course she taught at ISU. Referred to as "renewable assignments" in that the final drafts may be revisited and updated indefinitely, the coursework she provided assigns students authentic instructional design experiences that have resulted in them publishing chapters of digital, educational content complete with interactive elements about various learning theories.

The coursework they complete and publish relates closely to their future careers and allows them to become valuable contributors to their fields as students. Because the end results of these assignments are shared openly via Pressbooks, the value and relevance of

student work persist beyond Dr. Huff's class. All Idahoans, particularly educators at all levels, benefit from the instructional materials these students produce and publish as part of their coursework.

ISU English graduate students Suhaib H. Malkawi, Ify Ndukuba, and Mahnaz Poorshahidi researched faculty perceptions and concerns about AI use in writing classes. They collected assignments and interviewed 16 ISU faculty from four departments to assess how "AI-proof" their writing assignments were. They reported their findings and recommendations in the Idaho State Board of Education's openly licensed publication, [A Guide to Teaching and Learning with Artificial Intelligence](#).

### Senior students author educational content for lower-division classes at BSU

DeDe (Donna) Gardner is a respiratory care instructor who has embraced open pedagogy by asking her capstone students to research, write, and edit OER for lower division intro courses as part of their coursework. These assignments have helped develop and maintain the following OER:

- *Early Mobilization* is an open educational resource that explains clinical practices of safely encouraging hospitalized patients.  
<https://boisestate.pressbooks.pub/earlymobilization/>
- *Exploration for Respiratory Care Students* introduces respiratory care students to the profession to help them decide whether the field is the right career choice.  
<https://boisestate.pressbooks.pub/explorationrespcaresstudents/>

### BSU students improve educational activities through remix

Kelly Arispe uses open pedagogy to create authentic learning experiences, [asking students to improve language learning activities through remix](#) as part of a teacher prep methods course. This work dovetails with how faculty and staff from the World Languages department have hired students from a variety of disciplines to help faculty create language learning resources under the [Boise State Pathways Project](#), an initiative that the State Board has helped support.

### BSU students reviewing OER as scholarly peers

John Ziker authored the chapter "Kinship" for the forthcoming open textbook, *Evolution, Culture and Human Behaviour*, forthcoming from the European Human Behaviour & Evolution Association later this year. To ensure quality, the OER has gone through three scholarly peer reviews. The third review was conducted by students who reviewed and contributed to the book, increasing the relevance of the text which will be used in high schools.

## BSU Students earn points by editing and updating published OER

Students earn credit in Shelly Volsche's course for fixing typos, adding content, and editing the chapters of [Introduction to Evolution & Human Behavior](#), an open textbook that uses anthropological and evolutionary theory to explain human behavior. Many students have contributed by adding concepts and scholarly sources, sponsoring the scope of knowledge and general relevance of the OER.

## Section II: Z Degree Pathways

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**Z-Degree Pathways:** Programmatic efforts to define entire course sequences where the cost of accessing instructional materials is very low if not eliminated entirely.

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CEI students can earn an associate degree without buying any instructional materials

Students at CEI may pursue a degree pathway toward an AA in which 100% of the courses use OER and/or zero-cost instructional material.

### Z-degree pathway development at CWI

CWI now has four recognized Z-degrees: General Studies AA (the second largest degree at CWI), Communications AA, Philosophy AA, and the Studio Arts AA degrees.

### Z-degree pathway development between CWI and BSU

CWI and Boise State University are finalizing the first 2-year to 4-year online transfer Z-degree in Idaho where students can complete a General Studies AA degree at CWI and transfer and complete their BA in Interdisciplinary Professional Studies (IPS) at Boise State. This will not only help CWI students who largely transfer to Boise State, but also all rural and place-bound students who want to further their education by earning a full undergraduate degree with little-to-no textbook costs.

### Trade and industry Z-degree pathways and cost saving efforts at CSI

CSI's Trade and Industry Department offers fully OER pathways in the following programs:

- BTC in Automation Engineering
- ITC in Automation Engineering
- AAS in Automation Engineering

Course content in the above degree programs was developed by faculty and students or incorporated from a variety of OER resources. Beyond Z-degree pathways, the department has made a concerted effort to reduce textbook costs. In some cases, there are one or two good foundational/fundamentals textbooks for the entirety of 45 program credits, and the rest of the required materials are OER.

### OER adoption in STEM courses at CSI

CSI's Engineering, Physical, and Computer Sciences Department (EPCS) is using OER textbooks for the following general education courses:

- GEOG 100 – Physical Geography

- GEOL 101 – Physical Geology
- GEOL 104 – Natural Disasters and Environmental Geology
- GEOL 105 – Geology of National Parks
- CHEM 101 – Introduction to Chemistry

ENGI 212 – Applied Coding for Engineers and Scientists, also uses an OER textbook.

### Education Z-degree pathways at CSI

CSI's Education Department offers Z-degree pathways for the following programs:

- AA degree in Education
- AAS degree in Early Childhood Education
- Intermediate Technical Certificate (ITC) in Early Childhood Education
- Basic Technical Certificate (BTC) in Early Childhood Education

### Ongoing Z-degree development at NIC

Through the Project-Z Initiative, NIC now offers five degrees that students can complete using low-cost resources exclusively, which include:

- General Studies
- Education – Secondary Education
- Physical Education
- Philosophy
- Psychology

### Z-degree development and implementation at BSU

BSU's Online MBA is a Z-Degree graduate program. Many faculty create OER, and other materials are paid for by the College of Business and Economics to make the materials fees for students zero cost. The User Experience and User Experience Pro Certificates are all online and at zero cost for materials.

### BSU and CWI pioneer a Z-degree collaboration between 2- and 4-year institutions

Boise State is pleased to announce a transfer Z-Degree from CWI General Studies to Boise State Interdisciplinary Professional Studies. Now, in 2026, Boise State will work to convert the final two GEM courses to be zero cost to enable IPS to become a full Z-degree for all four years. This work will also allow other degrees to become Z-Degrees.

## Section III: Library Resources

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**Library Resources:** Strategies in which instructional materials are made available to students by leveraging existing campus resources and licenses.

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### Guaranteeing access to commercial instructional materials at LCSC

Faculty at LCSC have partnered with their library to reserve copies of books that are not available under an open license. They purchase class copies of key textbooks and partner with the LC State library to offer free checkout in support of general education courses such as Introduction to Humanities and Mythology. These efforts introduce no-new-cost to students.

### Dedicated library staff responsibilities for facilitating access to OA/OER at CSI

The Digital Initiatives Librarian at the College of Southern Idaho has Open Access-related responsibilities written into his job statement. He assists faculty and staff in finding, implementing, editing, and releasing OER materials. He also serves as CSI's Pressbook Network Manager and thus facilitates access to other institutions to CSI's materials. Additionally, his position as the Copyright Agent ensures that Open Pedagogy practitioners and faculty using OER or OA know the restrictions and responsibilities of the Creative Commons licenses.

### CSI offers class sets of textbooks for students

CSI sets aside 12-15 copies of textbooks for students in 43 classes so that they do not have to purchase these materials out of pocket.

### University of Idaho maintains a robust OER LibGuide

The University of Idaho's [LibGuide](#) is a one stop shop for faculty and students interested in using and developing open education resources. This LibGuide includes links to repositories, free image sites, and courseware as well as advocacy organizations. They have also created a [Pressbooks guide](#) for faculty who want to learn more about open education.

### Intentional database use at BSU

In the first half of FY26, the Boise State Library provided more than 90 new databases, e-book collections, journals, and streaming media platforms that directly support teaching and learning across the university. High-use collections such as JSTOR and ProQuest Central strengthened research capacity across disciplines, while investments in streaming

media supported flexible, asynchronous learning. Additionally, tools like OverDrive and the Chicago Manual of Style Online enhanced students' writing, research, and enrichment opportunities. These investments also produced remarkable cost-per-use value, offering levels of access and affordability that would be unattainable without the library's centralized purchasing and licensing efforts.

Examples of use include:

- Exceptionally high student engagement with the *New York Times*, with 222,164 usage sessions, 131,224 news articles read and 134,986 games accessed, reflecting strong academic and co-curricular value.
- JSTOR eJournal Collection remained one of the most critical research tools on campus with 43,458 uses at a very low \$0.94 cost per use, supporting students in nearly every discipline.
- Streaming media resources, including Academic Video Online, Films on Demand, SWANK, and Kanopy, were used more than 18,000 times, meeting faculty teaching needs and supporting students' access to course-related video content.

The Library has also continued to license course-related ebooks on demand, in response to instructor or student requests, and proactively based on required textbook lists provided each semester by the Bronco Shop. Links to available materials are shared with instructors and the Bronco Shop and are accessible through the Library's website.

### ISU Librarians Help instructors Locate OER

ISU has OER-trained librarians to collaborate with faculty in locating high-quality OER resources for their classrooms.

## Section IV: Faculty Learning and Development

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**Faculty Learning and Development:** Institutional strategies to train and support faculty in adopting open educational resources and practices.

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### Existing programs and funding sources bolster faculty exploration of open education at LCSC

Various institutional investments in faculty through sabbaticals, faculty development grants, and academic division funds have been used to support faculty professional development efforts in the production of open educational resources and implementation of open educational practices.

For example, division funding was used to incentivize first-year-writing faculty to create OER materials in support of ENGL 101 and 102 courses. The result has been that all sections now employ OER. All new instructors have access to a Canvas shell that is pre-populated with these resources for teaching.

### Sharing faculty-led training beyond NIC

Faculty member and open educational resource author Geoff Carr offers regular training to colleagues on Pressbooks and open publishing. These training sessions are not just available to NIC faculty; he also invites faculty from across the state.

### CWI Faculty professional development and recognition for use and creation of OER

For the past two years, during an annual Professional Development Day, CWI has recognized faculty for their work in OER with different awards including the OER Impact Award, The OER Creation Award and the OER Sustainability Award. These awards are one of the highlights of the annual Professional Development Day and are used in faculty promotion materials.

CWI maintains a Sharepoint site where asynchronous training modules on different OER topics such as OER Basics, Creative Commons Licensing, Use of H5P in OER and others are available for all faculty to learn more about OER.

### BSU maintains mature, regularly scheduled training programs

The Open Education Development Series (OEDS) facilitates adoption of Open Education Resources in online courses and programs. Each session supports faculty evaluation, identification, adoption, remix, or authoring an Open Education Resources to use in their

online course. Open pedagogy is encouraged throughout this series. Faculty authors who remix OER must design student feedback and assessment into the OER.

<b>Session Theme</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026 so far</b>
OEDS Session 1 identify an OER for their course	4	4	5	7
OEDS Session 2 adopt OER for the course	5	3	5	6
OEDS Session 3 remix & author an OER for the course	8	14	12	14

The Affordable Learning Materials Certificate consists of several workshops designed to support all instructors in learning about open educational resources. The number of participants has more than doubled from last academic year to this one, and there are still months to go. These workshops are all co-hosted by **staff and faculty Albertsons Library, eCampus Center, and the Center for Teaching and Learning.**

<b>Workshop Offerings</b>	<b>24-25</b>	<b>25-26</b>	<b>New Option</b>
Introduction to Affordable Learning Materials	5	6	4 have registered for the asynchronous option for March 30-April 4
Introduction to Open Educational Resources	6	7	
Creating Accessible Open Educational Resources	4	9	
Using Pressbooks for Open Educational Resource Development	6	10	
More than Textbooks: Ancillary OER	4	11	

Customizing OER	1	14	
	26	57	
Certificate Status	24-25	25-26	
Completed	2	2	
In-progress	24	63	

### CSI Offers OER Course for Faculty

CSI Librarian and OER expert Reed Hepler created an openly licensed [open education resource course](#) for CSI faculty.

### University of Idaho Faculty Development Created 84 OER Projects

While the ThinkOpen University of Idaho faculty OER development program sunsetted in 2025, the resources created through this program continue to benefit students with an estimated \$733,000 in student savings since the program's inception in 2017.

### ISU Promotes OER through Faculty Stipend Program

ISU runs a program to support faculty in Identifying, adopting, and creating OER. In 2026, the student association stepped up to cover the cost of paying faculty stipends because open education resources matter so much to the students.

## Section V: OER-Friendly Policy

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**OER-Friendly Policy:** Policies to recognize and reward faculty efforts to lower cost, increase access, and ensure quality of instructional materials for students.

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### LCSC policies incentivize faculty adoption/creation of OER via tenure and promotion

Academic divisions at LC State all have published guidelines to help faculty prepare for and achieve tenure and promotion. These guidelines include clear explanation that development of OER/OEP materials are included and credited as evidence for faculty tenure and promotion portfolios.

### Support for open education via formal policies and statements at BSU

The Boise State University Faculty Senate Ad Hoc Promotion & Tenure Committee has drafted revised policies that serve as important updates and revisions to recognize the variety of teaching, service, and research excellence at Boise State University and for every type of academic appointment. Open Educational Resources are now added as a possible form of evidence in scholarly research and creative activity:

#### Section 9.3.2 Scholarly, Creative, or Research Activities

- Examples of appropriate evidence include but are not limited to, the items below.
  - a. Academic and administrative faculty with teaching responsibilities
    - (i.) Dissemination of new knowledge through
      - Refereed publications
      - Expository writing such as textbooks, research synopses, or other syntheses of knowledge
      - Presentations at scholarly or professional meetings
      - Published reviews of professional publications
      - Curricular development/enhancements focused on innovation, entrepreneurship, or community engagement (e.g., authoring Open Educational Resources or developing service-learning courses).

Other examples of formal support at BSU:

- [Statement on OER for department evaluation and P&T decisions](#)
- [Statement of Support for Open Access - Albertsons Library](#)

## Section Six: Course Marking Strategies

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**Course Marking Strategies:** Institution-specific tactics for ensuring students know the real cost of instructional materials before making financial and enrollment decisions.

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### Course marking at CWI

CWI implemented Z-degree course marking for course sections using zero and very low-cost textbooks (0-\$30) in Fall 2022 and has continued to provide this information to students at time of registration in their registration portal. This is a complex process that includes many divisions of the school including the registrar, administrators, faculty and staff.

Ongoing efforts to improve this process have positively impacted the textbook adoption processes at CWI in general so that more and more accurate information on zero-cost textbooks as well as other textbooks faculty intend to use in their upcoming courses is becoming available to students.

### Course marking at BSU

While Boise State conducts course marking for zero and very-low courses at a systematic level via the Registrar, course marking for OER is conducted via a form distributed through the Faculty Senate. That information collected informs course marking; however, students only see that it is zero cost, not whether it is OER.

This fall, all Spanish 101 sections will use an OER with in-text learner comprehension checks and will therefore reduce student costs by over \$100,000 each semester, or roughly \$5500 per section. The cost savings for the over 400 sections per semester that use OER or library licensed material is immense.

### University of Idaho Course Marking

Instructors at the University of Idaho began reporting instructional material costs during the scheduling process for implementation in the Fall 2024 semester. Students can now navigate the course schedule using Zero and Very-Low-Cost categories as search terms, allowing them to intentionally select and enroll in courses that align with these affordability designations. [This course](#) explains how the tool is used.

## Other Relevant Stories from the OPAL Community

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**Open Practitioners, Advocates, and Leaders (OPAL):** The following examples and quotes help capture how people continue to be at the heart of open education in Idaho.

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### Understanding student preference for OER over commercial textbooks at BSU

In research conducted by Boise State staff, students favored when materials were (1) written or curated by the instructor, (2) were closely aligned with lectures and assignments, (3) broke complex topics into clear steps, (4) included multimedia and interactive elements, and (5) allowed quick reference during problem solving. Students regard OER as “a lot more useful than most other textbooks that I've had to use,” and appreciated that instructor-created books “removed all the excess filler materials that you would normally see in a textbook.”

Below are quotes from students that capture their positive experiences with OER:

“If it's a textbook from the course, especially if it's written by the same professor or the content of the course mirrors the content of the material, then I will read it from front to back basically. If it's a traditional textbook, then I will read it pertaining to the professor's instructions or guides because they usually tell you what pages their courses or their content or their assignments are covering. And then sometimes they'll have extra credit snippets for you to do extra reading if you're interested. Very rarely will I ever read the entire [commercial] textbook because they are big, they are lengthy, and unless the topic is of high interest to me, I'm not going to do it.”

“I thought it was going to be a lot more expensive. like I thought professors were going to have me buy books that are like \$100 and then we're not going to use them. But with this OER stuff, it's really useful. Basically, here's a free textbook that we're going to be drawing pretty much everything from. So, it's really helpful. Saves me money, too.”

“I feel like more classes should have OER. Tuition and class fees are already expensive and most of the time, textbook information is released just before the semester starts which makes it difficult to get the textbook in time.”

“I think [the OER is] actually one of the most helpful books, because she correlates the lectures around the chapters. So, we're almost getting three exposures to the material.”

“The way that she presents it, I can basically tell she's been teaching this for a long time. I feel like I'm learning from a master here.”

“[With OER], you read all the material, you can listen to the video, she'll walk you through exactly what she's doing, then she'll have a practice for you to do on your own.”

“I found the [open] textbook to be incredibly helpful with all of my learning throughout the semester.”

“Having the open textbook made the course 100% easier.”

“She's got videos, she just did the whole thing for you. She recorded the video, she wrote the book, she is there in the Zoom for you, and it's like you are encompassed by every kind of learning that would benefit a student.”

“The course materials being at no extra cost took a lot of excess burden and stress off my shoulders.”

“[OER] was beneficial to not have to pay additional fees on top of class fees.”

“[OER] makes it easier on the financial burden.”

“I was happy as [OER] was one less thing to worry about/budget for.”

“I was excited that I didn't have to pay for [instructional] materials!”

### Consolidating access, eliminating cost, and increasing course relevance through open content at ISU

Idaho State Professor Lauren MacDonald, one of this year's recipients of ISU's annual OER stipend, has developed and integrated OER into Canvas for the "HIST 4470: Historical Geography of the Atlantic World" course she's co-teaching with Professor Marie Stango. This course serves two sets of students: History majors as well as students in the College of Education who need a geography course as part of the credentialing process to become social studies teachers.

The previous version of the course required 5 (five) books, each typically priced between \$15 and \$20, which can be a considerable cost for some students. Even for students who could afford the 5 books, significant problems arose for students taking the 8-week course if they held off on purchasing any of the instructional materials in case they didn't need them. By the time students realized that they might need all of the books, it would regularly take valuable time – days, sometimes weeks – before they would receive the required materials they purchased late.

After redeveloping this course around immediately available, openly licensed materials, Professor MacDonald's course guarantees access to and removes the cost of materials that students need to be successful. Required course content may easily be updated to

use the most up-to-date domain knowledge and visualization tools while simultaneously making the material engaging and significantly reducing the cost for Idaho's future K-12 teachers.

### The difference affordable, first day access makes for faculty member Anna Daly at CWI

‘Before adopting OER, I received emails from at least a dozen students each semester who were unable to purchase the required textbooks. With total textbook costs approaching \$300 across my [upper-division Communications] courses, the price of materials was often a deciding factor in whether some students could successfully participate in the class or even enroll. By replacing those textbooks with self-created open educational resources, all students now have immediate, free access to the materials from the first day of class, significantly improving affordability and access. Since implementing OER, I no longer receive emails from students who are unable to obtain the course materials.’

### A snapshot of cost savings through OER at NIC

NIC reports that students save \$170,000 per semester because of OER adoption, especially in popular general education courses like ENGL 101, COMM 101, MATH 123, and BIOL 100.

### The scale of faculty OER creation at the CEI

25 different CEI faculty have developed OER resources for 51 courses.

### Synergy between open educational practices and effective AI use

CEI instructor, Jill Kirkham used AI to help her write an OER textbook, [International Relations Introduction Essentials](#).

### OER adoption across the disciplines at the CEI

Over 50% of Humanities and Social Sciences courses use OER, and 100% of ENGL 101+, ENGL 101, and ENGL 102 sections use OER (not counting Dual Credit).

### Lowering barriers to math success using OER at CWI

Susan Aydelotte, math faculty at CWI and open education representative on the State Board’s General Education Committee, has created high quality math courses that use open textbooks (instead of the previous \$100+/semester commercial text) over the past three academic years. Her course redesign and instructional material selections for the following math courses empower other math faculty at CWI and across the state to make similar choices to benefit students:

- Math in Modern Society
- Precalculus I: Algebra
- Precalculus
- Calculus I
- Calculus II
- Calculus III
- Introduction to Linear Algebra

## Conclusion

As these examples and case studies demonstrate, Idaho's eight higher education institutions continue to lead the way in open education resource creation, accessible student learning materials, open pedagogy, and other sustainable strategies that fall under the umbrella of open education. Students across the state benefit from dedicated faculty and the Board's ongoing support for open education.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**SUBJECT**

Board Policy III.Q., Admission Standards – Second 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.
October 2025	Board approved the first reading of an amendment to Board Policy III.Q to clarify the expectations for secondary school accreditation.
December 2025	Board approved the second reading of an amendment to Board Policy III.Q.
April 2026	Board approved the first reading of proposed 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**

Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

**IMPACT**

This policy amendment aligns Board policy with federal requirements.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**ATTACHMENTS**

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

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars’ Council and with the Council on Student Affairs. No objections or concerns were raised. No changes were made between first and second reading. Board staff recommends approval.

**BOARD ACTION**

I move to approve the second 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**

~~December 2025~~ ~~April~~ ~~June 2026~~

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 $\geq 3$ and ELA/Literacy level $\geq 3$ 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. 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	<p>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 9<sup>th</sup> grade.</p> <p>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.</p> <p>Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.</p>
Social Studies	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.</p>
Science	6 credits	<p>Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences.</p> <p>Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with</p>

		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 an ~~institutionally~~ 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  
JUNE 16-18, 2026**

**SUBJECT**

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

**REFERENCE**

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2019	The Board approved the first reading of proposed amendments to Board Policy III.V. which clarified the credit awarded by an institution for prior learning and transfer of general education requirements.
June 2019	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2026	The Board approved the first reading of proposed amendments to Board Policy III.V.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND/DISCUSSION**

Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

**IMPACT**

This policy amendment aligns Board policy with federal requirements.

**ATTACHMENTS**

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

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments were discussed at CAAP on February 26, 2026, and

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. No changes were made between first and second reading. Board staff recommends approval.

**BOARD ACTION**

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

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: V. Articulation and Transfer

June 2019 ~~April 2026~~

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

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

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

**1. Statewide Articulation****a. Academic Undergraduate Degrees**

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

**b. Associate of Applied Science (AAS) Degrees**

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

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: V. Articulation and Transfer**

June 2019 April 2026

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**SUBJECT**

Board Policy III.D. Official Calendars

**REFERENCE**

December 2007	The Board reviewed the First Reading, Deletion of Board Policy III.D. Official Calendars and asked that the policy be revised rather than deleted to require calendars be posted electronically.
December 2008	The Board approved the First Reading of proposed amendments to Board Policy Section III.D. Official Calendars.
February 2009	The Board approved the second reading of proposed amendments to III.D. Official Calendars.
April 2026	The Board approved the first reading of proposed amendments to III.D Official Calendars.

**BACKGROUND/DISCUSSION**

Board Policy III.D. Official Calendars is designed to establish consistent expectations for academic calendars, semester length, and holidays.

Institutions are required to have calendars publicly available and easily accessible per accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU). The proposed amendments modernize the language and processes.

**IMPACT**

The amendments to Board Policy III.D. (Official Calendars) include a new purpose statement and modernized language. The notification process is also updated and the notification deadline has been made more specific, which will enable institutions to more easily schedule relevant communication with Board staff.

**ATTACHMENTS**

Attachment 1 – Board Policy III.D. Official Calendars – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. No changes have been made between first and second readings. Board staff recommends approval.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**BOARD ACTION**

I move to approve the second reading of Board Policy III.D. Official Calendars 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: D. Official Calendars

February 2009 ~~April~~ June 2026

Purpose: This policy establishes consistent expectations for academic calendars, semester length, and holidays.

Each institution ~~shall~~ must prepare on an ongoing basis a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with each institution's fall term. ~~This schedule must be presented to the chief executive officer of the institution for "review and action" preceding the start of the planned academic year.~~ This schedule will be designated the Official Calendar for the institution and ~~shall~~ must be posted by each institution on its official website. The ~~Office of the State Board of Education Board's Executive Director or designee and the Idaho institutions specified in Subsection A shall~~ must be ~~notified~~ provided with the link to the Official Calendar promptly via e-mail when official calendars have been posted to respective websites no later than July 1 for the upcoming academic year. ~~but not later than the beginning of an institution's fall term. Any additional c~~Changes made by the ~~institution's chief executive officer~~ president ~~to~~ in the Official Calendar will also be posted and ~~institutions~~ the Executive Director or designee promptly notified as specified above.

Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.

Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**SUBJECT**

Policy III.P. Students – Second Reading

**REFERENCE**

October 2020	The Board approved a first reading of amendments to Board Policy III.P. that brought the policy into compliance with new Title IX Regulations.
December 2020	The Board approved a second reading of amendments to Board Policy III.P.
December 2021	The Board approved a first reading of amendments to Board Policies III.B and III.P.
February 2022	The Board approved a second reading of amendments to Board Policies III.B and III.P.
April 2026	The Board approved the first reading of proposed amendments to Board Policy III.P.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Board Policy III.P. Students establishes minimum standards and institutional responsibilities for all student-related matters at Idaho's four-year public universities. It covers student rights and nondiscrimination, records and financial aid, health insurance, student organizations and publications, employment, and conduct expectations for student athletes.

The policy also defines how students may seek redress when they believe an institution has acted improperly. After exhausting institutional processes, a student may appeal to the Board, which reviews only whether institutional policies were in place and followed fairly.

**IMPACT**

The amendments to this policy reorganize, streamline, and modernize content for all stakeholders and especially for students. First, new Purpose and Definitions sections are added, language is updated for consistency and clarity, static statutory language is replaced with general references to applicable code, and sections are rearranged for logical flow. Secondly, Board Policy III.T. Student Athletes is fully integrated into III.P. Students, with amendments to clarify reporting processes, so that III.P. now contains all student-related guidance. Third, the Complaints or Grievances section was amended to clarify the Board's scope of review.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

Since the first reading, amendments have been added to the following sections:

- 3. Nondiscrimination: amendments clarify institutional responsibility for developing and publishing procedures to respond to allegation of discrimination;
- 17. Student Athletes: minor amendments ensure a consistent reporting process in cases of athlete misconduct; and
- 19. Student Complaints or Grievances: amendments clarify the scope of complaints that the Board considers.

**ATTACHMENTS**

Attachment 1 – Board Policy III.P. Students – Second Reading – Redlined

Attachment 2 – Board Policy III.P. Students – Second Reading – Clean

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars’ Council, the Council on Student Affairs, financial aid leaders, athletics representatives, student government leaders, and institutional general counsels. Substantial input from institutional stakeholders informs these proposed amendments. Board staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.P. Students, 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: P. Students

February 2022-June 2026

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

~~The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.~~

2. Definitions:

- a. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus. ~~The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.~~

b. A "full-time student" includes the following definitions:

- i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

i.—Student Body Officers and Appointees

~~For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.~~

ii.—Editors

~~Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.~~

- ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

c.4. 3. Nondiscrimination

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022 ~~June 2026~~

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without ~~regard to discrimination based on~~ race, color, religion, sex, national origin, age, ~~handicap~~ disability, or veterans status, ~~including disabled veterans and veterans of the Vietnam era~~ in accordance with federal and state laws. ~~h:~~

Each institution must develop and publish procedures for promptly responding to allegations of discrimination on the basis of a protected class in the institution's education programs or activities when the institution has actual knowledge of the alleged conduct. The institution's response must not be deliberately indifferent; it must adequately respond to known instances of such harassment or discrimination. This may include taking steps to remedy a hostile environment, even if the institution is unable to hold the person responsible due to their own constitutional rights.

~~a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.~~

~~b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.~~

~~c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.~~

~~d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.~~

~~e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.~~

2. 4. Sexual Harassment

a. —

In alignment with Title IX, Eeach institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex. ~~a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution. See Board Policy I.T Title IX.~~

~~b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30 (a).~~

e.a.b. Policies and Procedures

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022–June 2026

—Each institution must develop and ~~make public~~publish procedures ~~providing for the promptly response, in a manner that is not deliberately indifferent,~~ to allegations of sexual harassment in the institution's education programs or activities ~~of which~~when the institution has actual knowledge of the alleged conduct.

b. Institutional Response

The institution's response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution's policies and procedures must comply with ~~the regulations in 34 C.F.R. Part 106~~ current Title IX requirements.

3. 5. Catalog and Representational Statements

Each institution ~~will~~must publish its official catalogue and admissions, academic, and other policies and procedures which affect students. ~~(See also "Roles and Missions," Section III, Subsection I-2.)~~

Each institutional catalogue must include the following statement:

Catalogues, bulletins, ~~and~~ course or fee schedules, and policies and/or procedures shall ~~must~~ not be considered as binding contracts between an [institution] and its students. [The [institution] reserves the right at any time, without advance notice, to: (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the policies, procedures, regulations, and requirements governing instruction in and graduation from [the institution] and its various divisions; and (f) change any other regulations affecting students. ~~Such C~~ changes shall go into force may ~~must occur~~ whenever the proper authorities so determine and shall must apply not only to prospective students but also to those who are matriculated at the time ~~in [institution].~~ When economic and other conditions permit, [the institution] must ~~tries to~~ provide advance notice of ~~such~~ changes. In particular, when an instructional program is to be withdrawn modified or discontinued, [the institution] will ~~must~~ make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, ~~will~~ have the opportunity to complete the program facing discontinuation ~~which is to be withdrawn~~.

~~No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.~~

4. 6. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution will ~~must~~ establish policies and

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022 ~~June 2026~~

procedures for maintenance of student records consistent with the act and implementing regulations. ~~and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.~~ These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

~~5. Full-Time Students~~~~a. Undergraduate Student~~

~~For fee and tuition purposes, a “full-time” undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).~~

~~i. Student Body Officers and Appointees~~

~~For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.~~

~~ii. Editors~~

~~Editors of student published newspapers are recognized as full-time students when carrying a three-credit load, and associate editors are recognized as full-time students when carrying a six-credit load.~~

~~b. Graduate Student~~

~~For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.~~

7. Student Governance~~6. —~~

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the ~~Chief Executive Officer~~ institution’s president or designee. Any amendments to the student constitution must also be reviewed and approved by the ~~institution’s Chief Executive Officer~~ president or designee.

8. Student Financial Aid~~7.~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022–June 2026

Each institution ~~will~~must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

- a. Delinquent Loans  
~~see Board Policy V.P. Assignment of Delinquent Loans for more information on the tTransfer of dDelinquent National Direct Perkins sStudent Loans. (See Section V, Subsection P)~~
- b. Fraud  
~~Student Financial Aid Fraud~~Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid. must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

8.1. Fees and Tuition

- a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees. See also Idaho Code § 33-3717B and Board Policy V.Q Residency for Tuition Purposes. Section V, Subsection R, of the Governing Policies and Procedures.
- b. Refunds: Each institution must ~~will~~ develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.
- c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

9.2. Student Employees

- a. Restrictions: No student employee may be assigned to duties which ~~are~~ are for the benefit of personal and private gain of any institutional employee; ~~require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship.~~ No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.
- b. Policies and Procedures: Each institution ~~will~~must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. ~~Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.~~ consistent with applicable law and funding requirements.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022–June 2026

- c. Graduate Assistants: Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution ~~will~~ must establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants ~~will be~~ is paid either by the student or by the department or academic unit on behalf of the student. Graduate students ~~will~~ must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

- d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources ~~(or the University of Idaho classified employee system)~~ or, and applicable federal law or guidelines ~~when work-study funds are used.~~

#### ~~10. Student Conduct, Rights, and Responsibilities~~

~~Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense, and an opportunity to appeal any disciplinary action. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.~~

~~Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.~~

#### 11. Student Services

Each institution ~~will~~ must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

#### 12. Student Organizations

The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's ~~chief executive officer~~ president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022–June 2026

organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, ~~and~~ Broadcasts, and Media

The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. Student publications, and broadcasts, and media are operate and publish independently of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely ~~liable~~ responsible for the content.

## 14. Student Health Insurance

Students are responsible for arranging ~~making arrangements for~~ coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. ~~The types and levels of medical/clinical support services available to students varies among the institutions and~~ among the ~~their~~ local communities ~~within which institutions conduct operations.~~

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its ~~chief executive officer,~~ president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) ~~should~~ must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the ~~chief executive officer's~~ president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its ~~chief executive officer~~ president or designee, may require all or ~~specific~~ defined groups (~~for example~~ for example ~~g.,~~ international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, ~~etc~~ and so on.) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022–June 2026

providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

- d. Financial Aid Considerations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

## 15. Student Vaccine Informational Materials

Each institution ~~shall~~ **must** provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information ~~shall~~ **must** include, at a minimum, the following:

- a. Symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and

~~b. current recommendations by the United States Centers for Disease Control and Prevention on vaccines;~~

- ~~e. b. information regarding where the vaccinations can be received; and~~

~~d. b. the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.~~

## 16. Students Called to Active Military Duty

The Board strongly supports ~~the men and women~~ **students** serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations ~~will~~ **must** not be applied. At the discretion of the institution, the student ~~will receive~~ **s** a "W" on his or her transcript, or no indication of enrollment in the course(s); and
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term ~~will~~ **must** be refunded, as well as a pro-rated refund for paid student housing fees, meal plans, or any other additional fees. Provided, however, that if a student has received financial aid, the institution ~~will process~~ **es** that portion of the refund in accordance with each financial aid program.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022 ~~June 2026~~

## 17. Student Athletes

4. a. Policies and Procedures: Each ~~public college and university institution~~ shall ~~must~~ must have a written policy governing the conduct of student athletes. At a minimum, those policies shall ~~must~~ include the following:

~~a.~~—A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which ~~must~~ shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult. ;  
~~and.~~

- ~~ii.~~ This statement ~~will~~ must be kept in the office of the athletic director. ;

Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting.

Attendance at this meeting must ~~shall~~ be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

- ~~ii. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~b.~~

2. b. Recruitment: Institutions ~~must~~ shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction ~~must~~ shall be granted only by the ~~President institution's president of the college or university~~ upon recommendation of the athletic director and faculty athletics representative. Such decisions ~~must~~ shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

3. c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, ~~must~~ shall be removed from the team and ~~shall~~ must not be allowed to participate again in intercollegiate athletics at any Idaho ~~public college or university~~ institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. Students

February 2022–June 2026

4. d. Drug Testing: Subject to applicable law, all institutions ~~shall~~must implement a drug education and testing program and ~~shall~~must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.
5. ~~Institutions shall must require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to must verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~
- e. Reporting: ~~Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team. The following~~ Each institution is are required to include the following elements as part of the reporting process:

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

February 2022 April 2026

## Reporting Requirements:

- e. ~~i.~~ Student athletes ~~shall~~ must immediately report to their head coach any incident which may result in a student code of conduct violation ~~or~~ criminal investigation of them, or criminal charges as soon as possible after learning of the violation, investigation, or charge; ~~against them~~ to their head coach and to the athletic director. Coaches must report the same to the athletic director. Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team.
- d. ~~ii.~~ Coaches ~~must~~ shall be obligated to inform report to the athletic director of any knowledge of a student code of conduct violation, criminal investigation, investigation, or criminal charge of one or more of their athletes;
- ~~The~~ ~~iii.~~ ~~The~~ athletic director ~~shall~~ must report the same to the chief student affairs officer or the chief compliance officer, and to the institutional president, ~~who shall must report the same to the Executive Director of the State Board of Education~~ as soon as possible after learning of the alleged conduct ~~after learning of the charges; and.~~
- i. ~~iv.~~ The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution. ~~The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~
- a. ~~Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~

## Student Complaints/Grievances.

a.—18. Student Conduct, Rights, and Responsibilities

- a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
- i. Procedures for behavioral misconduct and for academic misconduct;
  - ii. The code of conduct must include procedures—Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

February 2022 April 2026

information in his or her defense, and an opportunity to appeal any disciplinary action.

b. ~~Such statements~~ Statements of student ~~of rights and codes of conduct, and~~ as well as any subsequent amendments, are subject to review and approval of the ~~chief executive officer~~ institutional president or designee.

c. Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

### 19. Student Complaints or Grievances

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution al decisions regarding student complaints or grievances. ~~complaints/grievances.~~

#### a. Scope

Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:

i. An institution's final behavioral conduct decision; and

ii. An institution's final academic conduct decision

In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

The Board does not review other student-related matters, including the outcome of ~~discrimination complaints or protected class harassment and discrimination complaints~~ and Title IX proceedings.

Matters involving a violation of an institution's behavioral or academic policies will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony.

#### b. Responsibility:

i. The Board designates its Executive Director as the Board's representative for reviewing student complaints ~~or grievances~~ or grievances, and authorizes the Executive Director, ~~after such review~~, to issue the decision of the Board after reviewing the complaint or grievance based on such review. The Executive Director ~~may, in his/her discretion~~ has discretion to, refer any matter to the Board for the final ~~action~~ decision.

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

February 2022 April 2026

c.Process:

~~A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any the behavioral conduct final decision or academic final institutional decision relating to a student's attendance at the institution, ~~except as set for under paragraph iii.~~ Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:~~

- ~~i. The student must have reported the complaint or grievance to the institution;~~
- ~~ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level.;~~
- ~~ii. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.;~~
- ~~iii. Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.~~
- ~~iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review using a concise format established by the Board's Executive Director or designee.;~~
- ~~iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter a complaint or grievance.;~~
- ~~v. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution.;~~
- ~~iv.vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office related to the student complaint/grievance. In such event, the student and/or institution must provide respond within ten institutional business days.;~~

## Idaho State Board of Education

## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

February 2022 April 2026

~~v.vii.~~ The Chief Academic Officer ~~will~~ reviews the materials submitted by all parties and make a determination of recommended action, which ~~will be~~ is forwarded to the Executive Director for a ~~final~~ final determination. ~~A review of a student complaint/grievance~~ the institution's decision. ~~The review will occur as expeditiously as possible.~~

~~vi.~~ The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

~~vii.viii.~~ The Board's Executive Director ~~will~~ issues a written decision as to whether the institution's decision ~~with regard to the student's complaint/grievance~~ was ~~proper or was made in error~~ aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final ~~action~~ decision, the ~~decision~~ determination of the Executive Director is final; ~~and~~.

~~b.~~ ~~ix.~~ The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff will occur as expeditiously as possible.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

June 2026

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.
2. Definitions:
  - a. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus. The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.
  - b. A "full-time student" includes the following definitions:
    - i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).
    - ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.
3. Nondiscrimination: It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without discrimination based on race, color, religion, sex, national origin, age, disability, or veteran status, in accordance with federal and state laws.

Each institution must develop and publish procedures for promptly responding to allegations of discrimination on the basis of a protected class in the institution's education programs or activities when the institution has actual knowledge of the alleged conduct. The institution's response must not be deliberately indifferent; it must adequately respond to known instances of such harassment or discrimination. This may include taking steps to remedy a hostile environment, even if the institution is unable to hold the person responsible due to their own constitutional rights.

4. Sexual Harassment: In alignment with Title IX, each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex. See Board Policy I.T Title IX.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

June 2026

- a. Policies and Procedures: Each institution must develop and publish procedures for promptly responding to allegations of sexual harassment in the institution's education programs or activities when the institution has actual knowledge of the alleged conduct.
  - c. Institutional Response: The institution's response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution's policies and procedures must comply with current Title IX requirements.
5. Catalog and Representational Statements: Each institution must publish its official catalogue and admissions, academic, and other policies and procedures which affect students.

Each institutional catalogue must include the following statement:

Catalogues, bulletins, course or fee schedules, and policies or procedures shall not be considered as binding contracts between [an institution] and its students. [The institution] reserves the right at any time, without advance notice, to (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the policies, procedures, regulations, and requirements governing instruction in and graduation from [the institution] and its various divisions; and (f) change any other regulations affecting students. Such changes may occur whenever the proper authorities so determine and must apply not only to prospective students but also to those who are matriculated at the time. When economic and other conditions permit, [the institution] must provide advance notice of changes. In particular, when an instructional program is to be modified or discontinued, [the institution] must make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, have the opportunity to complete the program facing discontinuation.

6. Student Records: The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution must establish policies and procedures for maintenance of student records consistent with the act and implementing regulations. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

June 2026

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7. Student Governance: The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the institution's president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's president or designee.
  8. Student Financial Aid: Each institution must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.
    - a. Delinquent Loans: See Board Policy V.P. Assignment of Delinquent Loans for more information on the transfer of delinquent Perkins student loans.
    - b. Fraud: Each institution must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.
  9. Fees and Tuition
    - a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees.
    - b. Refunds: Each institution must develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.
    - c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.
  10. Student Employees
    - a. Restrictions: No student employee may be assigned to duties which are for the benefit of personal and private gain of any institutional employee. No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition or prerequisite for the student's employment.
    - b. Policies and Procedures: Each institution must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student, consistent with applicable law and funding requirements.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

June 2026

- c. Graduate Assistants: Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution must establish its own procedures for appointment of graduate assistants which must include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants is paid either by the student or by the department or academic unit on behalf of the student. Graduate students must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

- d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources or the University of Idaho classified employee system and applicable federal law or guidelines.
11. Student Services: Each institution must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.
12. Student Organizations: The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.
13. Student Publications, Broadcasts, and Media: The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. The publishers or managers of the student publications or broadcasts are solely responsible for the content.
14. Student Health Insurance: Students are responsible for arranging coverage of their medical needs while enrolled in a postsecondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**SUBSECTION: P. STUDENTS**

---

June 2026

exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and their local communities.

- a. **Health Insurance Coverage Offered through the Institution:** Each institution, at the discretion of its president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the president's or designee's discretion, to make student participation in such plans either optional or mandatory.
  - b. **Mandatory Student Health Insurance:** Each institution, at the discretion of its president or designee, may require all or specific groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, and so on) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.
  - c. **Other Medical Support Services and Fees:** Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.
  - d. **Financial Aid Considerations:** Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.
15. **Student Vaccine Informational Materials:** Each institution must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information must include, at a minimum, the following:

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: P. STUDENTS****June 2026**

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- a. Symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and
- b. Information regarding where the vaccinations can be received.

16. **Students Called to Active Military Duty:** The Board strongly supports students serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations must not be applied. At the discretion of the institution, the student receives a "W" on his or her transcript, or no indication of enrollment in the course(s); and
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term must be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student has received financial aid, the institution processes that portion of the refund in accordance with each financial aid program.

17. **Student Athletes**

- a. **Policies and Procedures:** Each institution must have a written policy governing the conduct of student athletes. At a minimum, those policies must include the following: A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult. This statement must be kept in the office of the athletic director.

Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

June 2026

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- b. Recruitment: Institutions must not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must be granted only by the institution's president upon recommendation of the athletic director and faculty athletics representative. Such decisions must be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.
- c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must be removed from the team and must not be allowed to participate again in intercollegiate athletics at any Idaho institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.
- d. Drug Testing: Subject to applicable law, all institutions must implement a drug education and testing program and must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.
- e. Reporting: Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team. Each institution is required to include the following elements as part of the reporting process:
- i. Student athletes must immediately report to their head coach any incident which may result in a student code of conduct violation, criminal investigation, or charges as soon as possible after learning of the violation, investigation, or charge.
  - ii. Coaches must report to the athletic director any knowledge of a student code of conduct violation, criminal charge, or criminal conviction of one or more of their athletes;
  - iii. The athletic director must report the same to the chief student affairs officer or the chief compliance officer and to the institutional president as soon as possible after learning of the charge or conviction; and
  - iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution.

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

June 2026

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## 18. Student Conduct, Rights, and Responsibilities

- a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
  - i. Procedures for behavioral misconduct and for academic misconduct;
  - ii. Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide information in his or her defense, and an opportunity to appeal any disciplinary action.
- b. Statements of student rights and codes of conduct, as well as any subsequent amendments, are subject to review and approval of the institutional president or designee.
- c. Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

## 19. Student Complaints or Grievances: The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances.

- a. Scope: Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:
  - i. An institution's final behavioral conduct decision; and
  - ii. An institution's final academic conduct decision.

In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

The Board does not review other student-related matters, including the outcome of protected class harassment and discrimination complaints and Title IX proceedings.

- b. Responsibility: The Board designates its Executive Director as the Board's representative for reviewing student complaints or grievances and authorizes the Executive Director to issue the decision of the Board after reviewing the complaint or grievance. The Executive Director has discretion to refer any matter to the Board for the final decision.

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

## SECTION: III. POSTSECONDARY AFFAIRS

## SUBSECTION: P. STUDENTS

June 2026

- c. Process: A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review the behavioral conduct final decision or academic final institutional decision relating to a student's attendance at the institution. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:
- i. The student must have reported the complaint or grievance to the institution;
  - ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;
  - iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, using a concise format established by the Board's Executive Director or designee;
  - iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on a complaint or grievance;
  - v. The student has the burden of establishing that the final decision made by the institution was made in error. A request for review must include a copy of the original complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;
  - vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office. In such event, the student and/or institution must provide respond within ten institutional business days;
  - vii. The Chief Academic Officer reviews the materials submitted by all parties and make a determination of recommended action, which is forwarded to the Executive Director for a final determination of the institution's decision.
  - viii. The Board's Executive Director issues a written decision as to whether the institution's decision was aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final decision, the determination of the Executive Director is final; and
  - ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff occurs as expeditiously as possible.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**SUBJECT**

Board Policy III.T. Student Athletes – Second Reading

**REFERENCE**

August 2012	Board approved second reading of amendments to Board Policy III.T. creating a separate section of Board policy to address student athletes (Formally within III.X.)
April 2016	Board approved first reading of amendments to Board Policy III.T. to improve the timeliness of the reporting requirements in subsection 6.
June 2016	Board approved the second reading of proposed amendments to Board Policy III.T.6.
October 2018	Board approved first reading of proposed amendments to Board Policy III.T. subsection 3. and 5.a.
December 2018	Board approved second reading of proposed amendments to Board Policy III.T.
April 2026	Board approved the first reading of proposed amendments to Board Policy III.T.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.T. Student Athletes

**BACKGROUND/DISCUSSION**

In Board Policy Section III, there are two subsections related to students: III.P. Students and III.T. Student Athletes. The proposed amendments to Board Policy III.P. Students now include Policy III.T. Student Athletes. This consolidation improves accessibility and transparency for all stakeholders, and in particular, students who might need to access these policies. Proposed amendments to the student athlete section are reflected in the proposed amendments to III.P. Students.

**ATTACHMENTS**

Attachment 1 – Repeal of Board Policy III.T. Student Athletes – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

If the Board approves the proposed amendments to Policy III.P. Students, Board staff recommends repeal of III.T.

**BOARD ACTION**

I move to approve the repeal of Board policy III.T., 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: T. Student Athletes

~~December 2018~~ April-June 2026

- ~~1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:
  - ~~a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.~~
  - ~~b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~~~
- ~~2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.~~
- ~~3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.~~
- ~~4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.~~
- ~~5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: T. Student Athletes

~~December 2018~~ April-June 2026Reporting Requirements

- ~~a. Student athletes shall immediately report any incident which may result in a student code of conduct or criminal investigation of them or charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of an investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~
- ~~b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**JUNE 16-18, 2026**

**SUBJECT**

Board Policy III.U. Instructional Material Access and Affordability – Second 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.
October 2025	Board approved the first reading of proposed amendments to Board Policy III.U. Instructional Materials Access and Affordability.
December 2025	Board approved the first reading of proposed amendments to Board Policy III.U. Instructional Materials Access and Affordability.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

## **BACKGROUND/DISCUSSION**

Since 2022, institutions have submitted annual reports and implemented initiatives that save students money and improve access in compliance with Board Policy III.U. The proposed amendments expand the influence of the policy to all eight public colleges and universities, clarify reporting requirements, refine definitions, and provide guidance on automatic charge models. Institutions must provide greater transparency about associated costs, access methods, and student rights related to instructional materials. Standards for appropriate use of student data by third party providers are also defined by the updated policy.

III.U. now includes requirements related to curricular transparency, in accordance with the Resolution of Freedom of Expression in Higher Education that the Board adopted in December 2024. The requirements leverage the common learning management system that all eight public institutions have adopted to standardize how postsecondary students access relevant course information and syllabi across the state.

## **IMPACT**

Proposed amendments to Board Policy III.U. update the requirements of existing policy to further aid implementation and streamline reporting for all eight public institutions. Proposed amendments also provide a general framework for institutions to further refine and adopt when negotiating contracts related to instructional materials. 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 – Second Reading – REDLINED
- Attachment 2 – Board Policy III.U. Instructional Material Access and Affordability – Second Reading – CLEAN

## **STAFF COMMENTS AND RECOMMENDATIONS**

Since the second first reading in December 2025, staff have received suggestions and made some clarifying changes to the parameters of the institutional reporting based on that feedback. In particular, changes streamline the definition of “cost” and clarify the institutional planning and reporting on strategies that increase students’ access to clear information about course materials and pricing.

The proposed amendments enhance transparency and expand student choice and autonomy by establishing clear definitions and guidelines for access to instructional materials, ensuring course information is delivered in a timely manner, and setting appropriate boundaries on the use of student data. They also establish Board expectations for institutional curricular transparency.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

The state and its institutions have made significant investments to expand access to no- and low-cost instructional materials. Idaho Legislature funding in 2019 and 2021 supported the development of open educational resources, enabling all of Idaho's community colleges to establish "Project Z Degree" pathways. These pathways enable students to complete a degree using exclusively free or low-cost materials. This initiative has generated over \$1.65 million in student savings, returning more than \$2 for every \$1 invested by the state. Four-year institutions have made similar strides; Idaho State University alone saved students an estimated \$427,000 across fall 2023 and spring 2024. The proposed amendments build on this progress by modernizing and streamlining reporting requirements and further expanding students' ability to make informed choices about their instructional materials.

The proposed amendments have been discussed at CAAP and IRSA multiple times throughout the past year. They have also been shared and discussed with a number of stakeholders, including the Council of Student Affairs, academic technology leaders, and bookstore managers. Board staff recommends approval.

**BOARD ACTION**

I move to approve the second 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

June 20251. Purpose

This policy establishes common standards among all postsecondary institutions for ensuring students have affordable and reliable access to the instructional materials they need to be successful. It also bolsters the ongoing work of faculty and staff in facilitating meaningful, transparent engagement with the development and adoption of course curricula. This policy applies to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

4.2. Definitions

- a. "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. Tools, equipment, and supplies are not included.
  - b. "Automatic Charges" are is an additional course financial costs assessed to a student for the purpose of accessing the instructional materials assigned in a course. 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 instructional 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.
  - c. "Cost" accounts for the calculated total price, comprising any list pricing or alternative pricing negotiated with a provider, that an institution may guarantee for the instructional materials required for a single course or course section for one term. Institutions must disclose cost at the course level by the time of the first registration window for each term as part of course marking, using the cost designations outlined in 2.d.
- "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. Course marking must use the following cost designations for instructional materials:

- i. “Zero cost” means a total list price cost of \$0.
- ii. “Very low cost” means a total list price cost of \$1-\$30.
- iii. “Low cost” means a total list price cost of \$31-\$50.
- iv. “Mid cost” means a total list price cost of \$51-\$100.
- v. “High cost” means a total list price cost of more than \$100.

Instructional materials may also be marked with an “Affordable” designation only if they meet the zero, very low, or low cost price ranges listed above. Examples of affordable instructional materials often include open educational resources, self-published materials, low-cost textbooks, or materials accessed through an institution’s library.

IMare educational media as described in 1.b. with a total list price that meets the zero, very low, or low cost price ranges defined

b.

- e. “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.

### 2.3. 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 at time of registration 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. ~~\_\_\_\_\_~~ 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 students may purchase or otherwise access alternative, comparable-quality materials to complete the course successfully, consistent with Section 133 of the Higher Education Act of 1965. ~~alternative materials to students who optout~~

~~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.

- h. ~~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.

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 the format and requirements of this annual report ~~shall be determined by the Executive Director or designee.~~

4. Administering Automatic Charges for Course Instructional Materials

- a. Institutions must clearly communicate the costs associated with automatic charges to students (see "Cost" subsection 2.c). Information about the process of opting in or out of automatic charges must be available to students as early as possible and 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 personally identifiable student data that may be obtained by a provider through the students' use of the instructional materials must ~~only~~ be used only to support learning during the ~~course for which the automatic charge applies~~ students' use of the instructional materials. Such contracts must prohibit the following:
- i. the sale ~~or transmission of~~ by the provider of any personally identifiable student data obtained through students' use of the instructional materials; and,
  - ii. the transfer by the provider of data described in (a) except:
    - 1 to the institution;
    - 2 To a government entity or a scholarship entity for providing financial aid subsidies to the student for course materials; or,
    - 3 To an educational institution or organization, for research purposes only, under an agreement where such data is maintained in a system that is in compliance with applicable federal and state laws and will not be sold, transferred, or otherwise used outside of that system unless ~~de-identified.~~ any data obtained through students' use of the instructional materials.

5. 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

June 2026

## 1. Purpose

This policy establishes common standards among all postsecondary institutions for ensuring students have affordable and reliable access to the instructional materials they need to be successful. It also bolsters the ongoing work of faculty and staff in facilitating meaningful, transparent engagement with the development and adoption of course curricula. This policy applies to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”).

## 2. Definitions

- a. “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. Tools, equipment, and supplies are not included.
- b. “Automatic Charges” are financial costs assessed to a student alongside tuition and fees for the purpose of accessing the instructional materials assigned in a course. Automatic charges for instructional 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.
- c. “Cost” accounts for the calculated total price, comprising any pricing or alternative pricing negotiated with a provider, that an institution may guarantee for the instructional materials required for a single course or course section for one term.
- d. “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. Course marking must use the following cost designations for instructional materials:
  - i. “Zero cost” means a total cost of \$0.
  - ii. “Very low cost” means a total cost \$1-\$30.
  - iii. “Low cost” means a total cost of \$31-\$50.
  - iv. “Mid cost” means a total cost of \$51-\$100.
  - v. “High cost” means a total cost of more than \$100.

Instructional materials may also be marked with an “Affordable” designation only if they meet the zero, very low, or low-cost price ranges listed above. Examples of affordable instructional materials often include open educational resources, self-published materials, low-cost textbooks, or materials accessed through an institution’s library.

- e. “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.

### 3. 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 at time of registration 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 students may purchase or otherwise access alternative, comparable-quality materials to complete the course

successfully, consistent with Section 1323 of the Higher Education Act of 1965.

- h. 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 or designee determines the format and requirements of this annual report.

#### 4. Administering Automatic Charges for Instructional Materials

- a. Institutions must clearly communicate the costs associated with automatic charges to students (see “Cost” subsection 2.c). Information about the process of opting in or out of automatic charges must be available to students as early as possible and 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 personally identifiable student data that may be obtained by a provider through the students’ use of the instructional materials must be used only to support learning during the students’ use of the instructional materials. Such contracts must prohibit the following:
  - i. the sale by the provider of any personally identifiable student data obtained through students’ use of the instructional materials; and,
  - ii. the transfer by the provider of data described in (a) except:
    - 1) to the institution;
    - 2) to a government entity or a scholarship entity for providing financial aid subsidies to the student for course materials; or,
    - 3) to an educational institution or organization, for research purposes only, under an agreement where such data is maintained in a system that is in compliance with applicable federal and state laws and will not be sold, transferred, or otherwise used outside of that system unless de-identified.

#### 5. 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  
JUNE 16-18, 2026**

**SUBJECT**

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

**REFERENCE**

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

**APPLICABLE STATUTE, RULE OR POLICY**

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
JUNE 16-18, 2026**

**BACKGROUND/DISCUSSION**

Board Policy III.N., General Education, outlines the statewide General Education Framework, which provides guidance to Idaho’s public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless credit transfer for students. It also provides initial guidance for the establishment of the General Education Committee. This Committee has an important role in shaping the continued consistency of these courses across our institutions as well as in providing leadership for innovation in this curricular space.

The proposed amendments update Subject Matter representation and align stylistic choices with other Board policies.

**IMPACT**

Approval of the proposed amendments will support the Committee in its intended purpose by updating and increasing subject matter representation to better address stakeholder interests and the shifting landscape of higher education.

**ATTACHMENTS**

- Attachment 1 – Board Policy III.N. Statewide General Education – First Reading
- Attachment 2 – General Education Committee Bylaws

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

The word “shall” has been updated to “must” in alignment with other Board policies.

The policy amendments reflect Committee discussions and subsequent votes at the Committee’s 2025 summit meeting, where representatives identified specific nominating bodies, proposed narrowing digital learning representation to faculty professional development, and recommended an ad-hoc subject matter representative to address emerging pedagogical topics. For this first term, artificial intelligence has been identified as the necessary area of importance to address. Board staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**SUBSECTION: N. Statewide General Education**

April 2024

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.

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. The state of Idaho’s general education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, ~~shall be~~ must include the following:
  - a. Thirty-one (31) credits or more of the general education curricula 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 curricula, which 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.
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. 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.

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 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 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 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 competencies i-iv. A student is able to demonstrate all five competencies, i-v, upon completion of a lab course.
- 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 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 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.
  - ii. Additional GEM courses, beyond the general education curricula, may be required within the major for degree completion.
- 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 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~~s~~ from each of the institutions (Institutional Representatives); as well as ~~one~~ Subject Representative~~s~~ from each of the following ~~communities~~stakeholder groups: ~~the Division of Career Technical Education, Technical College Leadership Council (TCLC) as designated by the Division of Career and Technical Education;~~ the Idaho Registrars Council; ~~the Idaho Dual Credit Coordinators;~~ the Open Practitioner, Advocate, and Leader (OPAL) community; the center for teaching and learning (CTL) community; a community of emerging pedagogical importance (e.g., artificial intelligence) ~~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 1<sup>st</sup>. If Subject Representatives are amenable to continuing, they are affirmed by their respective groups prior to their term's end. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee ~~shall~~must meet at least annually to review the competencies and rubrics of the general education framework. The Committee ~~shall~~must make recommendations to the Board regarding the general education framework and the common course list. The Committee ~~shall~~must review and make recommendations on the general education competencies as necessary. GEM Committee duties are prescribed by the Board, including those that may involve addressing issues related to competency areas and course offerings. The GEM Committee reports to the Council on Academic Affairs and Programs.
- d. The institutions ~~shall~~must identify all general education courses in their curricula and identify them in a manner that is easily accessible by the public via their respective websites, as well as relevant web resources maintained by the Board office.

## General Education Committee Bylaws

### **Mission and Purpose**

General education courses are a particularly powerful part of a college education. This set of courses provide students with the opportunity to cultivate the habits of mind associated with academic inquiry, to gain experience with disciplinary inquiry and communication, and to navigate a variety of perspectives. Further, general education courses have a direct and positive impact on student retention, persistence, and eventual graduation. Since general education courses are offered at all public postsecondary institutions in Idaho, providing coordinated guidance is especially important.

The General Education Committee is guided by a spirit of open inquiry and a shared interest in collaboration. The General Education Committee advocates for, supports, and coordinates general education among all Idaho public postsecondary institutions. As leaders of general education from each institution, the committee members individually contribute extensive institutional knowledge and disciplinary expertise to the shared commitment to continually improving general education across the state of Idaho.

### **A. Powers and Duties**

The General Education Committee is responsible for collaborating on a statewide vision of general education, making recommendations about general education, reviewing the competencies and other supporting materials for the general education framework, making recommendations to the Board regarding the general education framework and common course list, revising and making recommendations on the general education competencies, and other duties as prescribed by the Board. The General Education Committee reports to the Council on Academic Affairs and Programs.

### **B. Meetings**

1. The Committee holds two full Committee standing meetings annually. The two meetings are in person whenever possible; at least one of the meetings coincides with the annual GEM Summit. Follow-up remote meetings occur as needed. A quorum of the Committee consists of a simple majority of current voting members. A quorum shall be present to conduct any official business.
2. Meeting locations shall be determined by the Committee.

### **C. Membership**

1. Committee membership is established by Idaho Board of Education policy III.N.
2. Committee members must uphold the goals and objectives of the Committee. Decision-making is a collective action and all members have a joint responsibility for decisions and actions.

### **D. Nominating Process**

1. Institutional Representatives are generally the directors or deans of general education on campus (or equivalent). Upon Board approval, appointments for Institutional Representatives will be for the duration of the representative's term as general education director.
2. Subject Representatives (registrar, technical college leadership, dual credit, open education, professional development, and artificial intelligence) terms are for three years, commencing on July 1st. If Subject Representatives would like to serve additional terms, they are affirmed by their respective groups prior to their term's end.
3. All official Committee members shall have equal voting privileges.

#### **E. Committee Officers and Duties**

1. There are two officers of the Committee: Chair and Vice Chair.
2. The Chair is a designee of the Executive Director of the Board. This role has historically been filled by the Chief or Deputy Chief Academic Officer. The Chair, in consultation with the committee, advocates for general education at the state level, coordinates proposed policy changes, plans the GEM Summit, coordinates the GEM Innovative Educator Awards, and coordinates general education-related activities that arise.
3. The Vice Chair is elected by the voting members of the General Education Committee from among the Institutional Representatives. The Vice Chair is elected at a regular meeting for a three-year term. Whenever possible, the Vice Chair terms alternate between the four-year and two-year institutions. Vacancies are filled by election for the remainder of the unexpired term. The Vice Chair advises the Chair on meeting agendas and provides recommendations on matters related to the General Education Committee's mission and the Chair's general education responsibilities.
4. Committee representatives who serve on working groups and similar bodies are appointed by the Committee Chair.

#### **F. Adoption, Amendment, and Repeal of By-laws**

1. Recommendations for amendments or repeals of bylaws may occur at any regular or special meeting of the Committee and approved by a majority vote of the Committee, provided notice has been presented at the preceding meeting of the Committee.

January 2026

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**JUNE 16-18, 2026**

**SUBJECT**

Dual Credit – Credit with a Purpose Strategy

**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.
June 2025	The Board approved the dual credit program strategic vision statement and three recommendations.

**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 focused 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 informed the report and the recommendations.

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JUNE 16-18, 2026**

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. The Board reviewed the report and proposed recommendations in April 2025 and then voted to approve the strategic vision and recommendations in June 2025.

In 2025-2026, dual credit leadership underwent transition at the Office of the State Board of Education (OSBE). However, momentum on the three recommendations was maintained through regular meetings with the institutional dual credit leaders as well as meetings with Idaho Department of Education (IDE) colleagues. Statewide workgroups are beginning to meet on the topics of guided pathways, matriculation/retention, advising, mission, and improving Advanced Opportunities processes. The work of these groups fully complements the Board’s recommendations and will assist OSBE and IDE staff in continuously improving state level policy, statute, and administrative processes.

**IMPACT**

This presentation provides updates on how OSBE, IDE, and institutional dual credit partners are collaboratively developing the vision, metrics of success, frameworks, and strategies that honor the Board’s recommendations with an eye toward enhancing the existing statewide approach to dual credit. Additional program information and data were also included for optional review by the Board to further contextualize the presentation.

**ATTACHMENTS**

Attachment 1 – Dual Credit – Credit with a Purpose Strategy

**STAFF COMMENTS AND RECOMMENDATIONS**

This information item was discussed with the Council on Academic Affairs and Programs on May 28, 2026, and with the Instruction, Research and Student Affairs committee on June 4, 2026.

**BOARD ACTION**

Information purposes only.

# Dual Credit in Idaho

## Credit with a Purpose Strategy

Idaho State Board of Education Information Item - June 18, 2026

## 2025 Board Recommendations

1. Adopt a strategic dual credit vision
2. Establish clear metrics for success
- 3. Develop/implement a “credit with a purpose” framework**
4. Enhance dual credit collaboration and systemness
- 5. Revise policy to align with vision, metrics, and goals**

Dual Credit in Idaho - Credit with a Purpose Strategy

## Implementation of Recommendations

1. OSBE and IDE staff are reviewing policy, statute, and processes
2. Statewide working groups are meeting to align the following:
  - Statewide Mission Statement
  - Matriculation and Retention
  - Advanced Opportunities Portal and Processes
  - Advising and High School Counselors
  - Guided Pathways

# Credit with a Purpose Framework

Dual Credit in Idaho - Credit with a Purpose Strategy

## Framework Ideation (so far)

- Dual Credit could fill the gap left by Senior Math requirements going away
- Include a full high school experience, early college course taking, and work-based learning
- Uniform course sequencing is critical
- Pathways should have multiple exit points
- Clearly outline competencies
- Work toward “Credentials of Value”
- Include a continuous improvement process
- Leverage pathways that already exist at the institutions

## Credit with a Purpose Prototype

- Two common pathways (to start):
  - Career Ready (CTE)
  - College Ready (Academic)
- Built on GEM courses (Math, Engl, Comm)
- Limit math dual credit offerings to the 5 GEM math courses (III.O.)
- No co-reqs for dual credit courses
- Enhance advising resources and engagement with high school counselors

# Draft Implementation Outcomes to Consider

## Quality Assurance:

- Adoption of NACEP or comparable accreditation

## Student Self-Advocacy:

- Statewide adoption of the Credit with a Purpose Framework
- Consistently defined Career Pathway Plans are Available
- Localized Pathway Plans feature key performance indicators
- Integration of AO into degree pathway planning and registration processes
- Develop primary partnership agreements (limited enrollment requirements)

# Draft Program Metrics to Consider

## Quality Assurance:

- Aligning Dual Credit opportunities with college rigor

## Student Self-Advocacy:

- Registration confidence and time-on-task
- Student awareness of pathways
- Relevance of transfer credits
- Low/No duplication of courses/institutions
- Student matriculation and retention shifts

# Questions

Dual Credit in Idaho - Credit with a Purpose Strategy

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**ATTACHMENT 1**

# Dual Credit in Idaho

## Program Overview and Data

Additional Information Item - June 18, 2026

## Intent of Dual Credit

Idaho's dual credit program offers high school students the opportunity to simultaneously earn college and high school 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.**

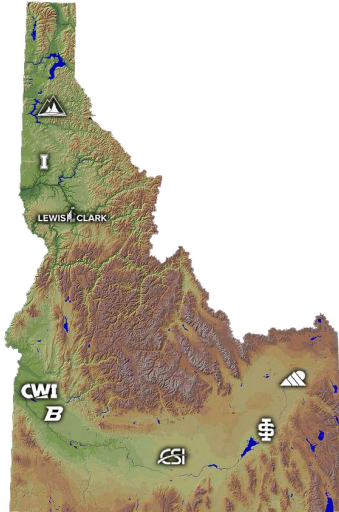
The broad impact of dual credit in Idaho obligates the Board to review the strengths of and growth opportunities for dual credit.

## Intent of Advanced Opportunities

From Board Policy III.Y.:

- For postsecondary institutions to provide educational programs and training to **their respective service regions**;
- Support and enhance **regional and statewide economic development**;
- **Facilitate collaboration between all school levels**, including public elementary and secondary schools;
- **Prepare secondary graduates** for postsecondary programs;
- **Enhance postsecondary goals**;
- **Reduce duplication and provide for an easy transition** between secondary and postsecondary education; and
- **Reduce the overall cost of educational services and training** to the student

## Current Dual Credit Landscape



- 28-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.

## Well-Known Dual Credit Challenges

- Uneven access - but policy and funding allow every student to participate (challenges are generally local and rural—not sociocultural)
- Varying application of board policy and NACEP standards
- Varying quality for teacher qualifications (approved by department at institution)
- Misalignment in advising on degree requirements, leading to excess credit accumulation
- Potential for reduced high school engagement when schools, parents, others overemphasize AA degrees and/or completing as many credits as possible

## Nuanced Dual Credit Challenges

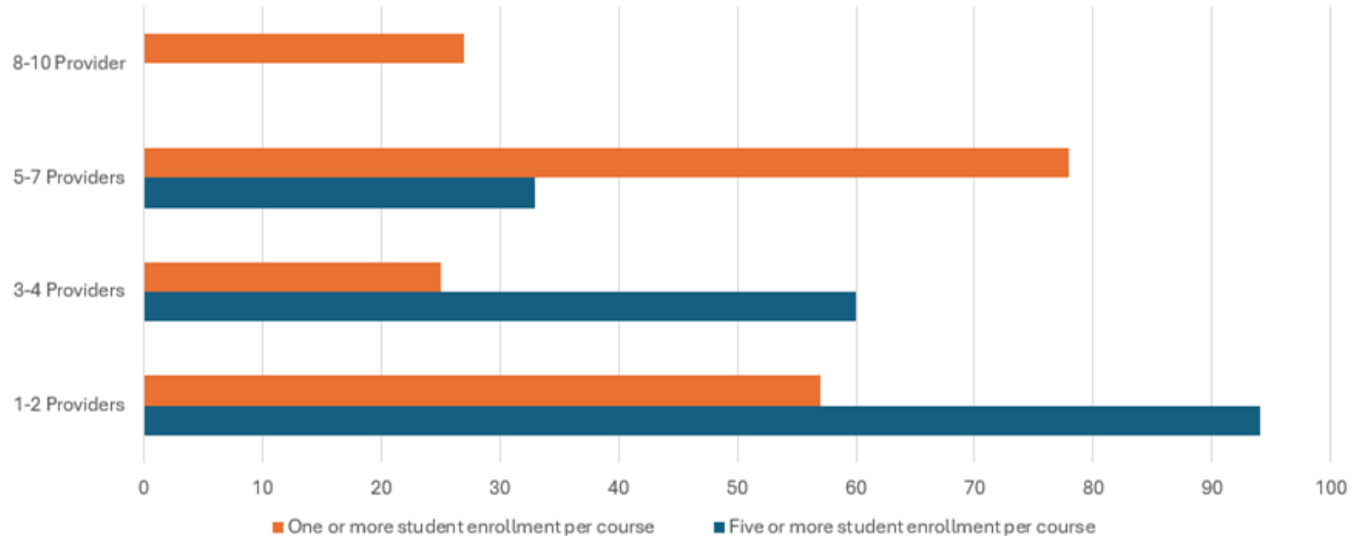
- Incentives to use funding while in high school
- Pressure from schools to provide more opportunities (enrollment competition and localized pathway needs)
- Pressure from college leaders to grow enrollment (budget concerns)
- No regional limitations (multiple colleges serving individual schools)

## # of Secondary Schools Served by Each Institution

Boise State University	59
Brigham Young University-Idaho	2
College of Eastern Idaho	34
College of Southern Idaho	91
College of Western Idaho	110
Idaho State University	43
Lewis-Clark State College	36
North Idaho College	17
Northwest Nazarene University	76
University of Idaho	52

Providers w/ More than 5 Students per Course | 2024-2025 AO Data

## # of Institutional Providers per Secondary School



## Dual Credit Providers by Share of AO

