

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 16, 2017**

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1	BOARD POLICY III.L. CONTINUING EDUCATION AND CREDIT FOR PRIOR EXPERIENTIAL LEARNING – SECOND READING	Motion to Approve
2	BOARD POLICY III.N. GENERAL EDUCATION – SECOND READING	Motion to Approve
3	BOARD POLICY III.W. HIGHER EDUCATION RESEARCH – SECOND READING	Motion to Approve
4	BOISE STATE UNIVERSITY – ONLINE BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT	Motion to Approve
5	IDAHO STATE UNIVERSITY – MASTER OF HEALTHCARE ADMINISTRATION	Motion to Approve
6	IDAHO STATE UNIVERSITY – MASTER OF TAXATION	Motion to Approve
7	UNIVERSITY OF IDAHO – BACHELOR OF SCIENCE IN MEDICAL SCIENCES	Motion to Approve
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SUBJECT

Board Policy III.L, Continuing Education and Credit for Prior Learning – Second Reading

REFERENCE

- | | |
|---------------|--|
| June 2013 | The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning. |
| October 2013 | Board Approved first reading the Board Policy III.L. |
| December 2013 | The Board approved second reading of proposed amendments to Board Policy III.L. |
| October 2016 | The Board approved the first reading of proposed amendments to Board Policy III.L. |
| December 2016 | The Board approved the corrected first reading of Board Policy III.L. |

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

BACKGROUND/DISCUSSION

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

The proposed changes to Board policy will provide for baseline expectations regarding the use of Prior Learning Assessments (PLAs) and granting of credit for prior learning in Idaho. The proposed amendments to policy provide a clear definition for PLA and the methods to be used for assessing learning. This update also introduces how credit is to be awarded for Prior Experiential Learning (CPEL), as well as clarifying that PLA fees are to be assessed based on administration cost as opposed to the number of credit hours awarded.

There were no changes between the first and second reading of this policy.

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IMPACT

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

ATTACHMENTS

Attachment 1 – Board Policy III.L – Second Reading

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STAFF COMMENTS AND RECOMMENDATIONS

In 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLAs on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions.

The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Board Policy III.N., General Education – Second Reading

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.N.
June 2015	The Board approved the second reading of Board Policy III.N.
December 2016	The Board approved the first reading of proposed amendments to Board Policy III.N.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Board Policy III.N provides that faculty will meet annually to ensure consistency and relevance of General Education competencies related to their discipline. At last year's General Education Summit held December 3-4, 2015, the Oral Communications discipline group identified a concern regarding a technical writing class that was identified as a GEM oral communication class. The Oral Communication discipline group believed the course did not align with the national discipline expected outcomes.

Proposed amendments would clarify that there is an expectation of "spoken" rather than written communication in the Oral Communication competency and will require students to meet all six competencies upon completion of a course.

There were no changes between the first and second reading of this policy.

IMPACT

Approval of the proposed amendments will provide increased uniformity to the general education framework bringing the outcomes rubric into alignment with the national discipline expected outcomes.

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Attachment 1 – Board Policy III.N, General Education – Second Reading Page 3

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STAFF COMMENTS AND RECOMMENDATIONS

The General Education Committee met with the Oral Communication discipline group on June 10, 2016 and during the October 2016 General Education Summit to discuss concerns regarding the oral communication GEM course competencies and amendments brought forward by the discipline group.

The Statewide General Education Committee reviewed and approved the recommended amendments at their October 5, 2016 meeting with minor changes. Council on Academic Affairs and Programs (CAAP) reviewed the proposed changes at its November 17, 2016 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Proposed Amendments to Board Policy III.W., Higher Education Research, Second Reading

REFERENCE

June 17, 2010	Board approved a second reading to Board Policy III.W. Higher Education Research
August 11, 2011	Board approved first reading to Board Policy III.W. Higher Education Research
October 20, 2011	Board approved a second reading to Board Policy III.W. Higher Education Research
March 23, 2012	Board approved Higher Education Research Council IGEM Program Guidelines
October 10, 2014	Board approved an amendment to the Center for Advanced Energy Studies Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council.
December 15, 2016	Board approved first reading of Board Policy III.W.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

BACKGROUND/DISCUSSION

The amendments to Board Policy III.W. include clarification on membership of the Higher Education Research Council (HERC) and the Center for Advanced Energy Studies (CAES), specifically for the Vice Presidents of Research at the universities. Other changes include clarification on the post-award reporting of research activities and incorporation of Board action from the October 10, 2014 Special Board meeting requiring Boise State University, Idaho State University, and the University of Idaho to report annually to the Board on institution related CAES activities through HERC.

IMPACT

Approval of the amendments to Board Policy III.W. will provide for more applicable minimum reporting requirements for all programs funded through HERC and incorporate past Board action that was intended to be ongoing into Board policy consistent with the Board Bylaws.

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Attachment 1 - Board Policy III.W., Higher Education Research – Second Reading

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STAFF COMMENTS AND RECOMMENDATIONS

The Board approved the first reading of Board Policy III.W. at the December 2016 Board meeting. There are no changes between first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy III.W., Higher Education Research as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Business Administration in Management

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor of Business Administration (BBA) in Management that will be offered entirely online. The program will operate under the guidelines of Board Policy V.R. as it pertains to online programs. Boise State University currently offers the following programs in a traditional format (i) a BBA in General Business, (ii) a BBA in Entrepreneurship Management, and (iii) a BBA in Human Resources Management. The proposed program is intended for students who want to specialize in management but want a program that is broader in focus than our Entrepreneurship Management and Human Resources Management degrees.

Because the program is fully online it will enable BSU to reach potential students who need flexibility in their education as a result of professional and personal responsibilities. These students may also live in rural areas of Idaho that do not have face-to-face educational opportunities.

Many of the students who enter the program will be working adults with some prior college experience who want to enhance their careers in management. The program will focus on skills in digital communication, presentation, and management. Graduates will develop the knowledge base, analytic abilities, digital competence, and interpersonal skills needed to become an effective and ethical leader and manager.

The intended learning outcomes for the program are as follows:

- **Managerial Problem Solving:** Apply appropriate analytical methods, as well as knowledge of business functions and a strategic assessment of global, legal, and economic contexts, to effectively address managerial problems and opportunities.
- **Interpersonal Competence:** Demonstrate effective and professional collaboration, communication, and conflict resolution skills for leading, motivating, and influencing others.
- **Responsible Business Practices:** Engage in ethical decision-making aligned with sustainable and socially responsible business practices, incorporating a knowledge of diverse cultural norms and legal environments.

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- Innovation: Employ creative thinking for the development of innovative solutions that open new opportunities for an organization to provide value to its stakeholders.

Idaho State University, Lewis-Clark State College (LCSC), and University of Idaho each offer one or more bachelor's degree programs in management. Only LCSC presently offers an online format.

IMPACT

The program's size will be scaled to demand for the program, and BSU projects that the program will reach a size of 440 students by the sixth year, graduating approximately 150 students per year once the program is up and running.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. BSU will initially charge \$336 per credit hour, which aligns with a reasonable estimate of BSU's undergraduate 2017-18 tuition of \$306 per credit plus the \$30 per credit online fee.

Although a student may enter the program as a freshman, BSU anticipates that students entering the program will typically have at a minimum an AA or AS degree, or 60 credits of coursework. Students entering with 60 credits will be required to complete the 49 business management credits, with 11 additional credits, in order to meet the 120-credit requirement for graduation; the cost of those additional credits would be \$3,696 if taken under the online program fee model. For the 49 business management credits, students will pay \$336 per credit; the total cost of those 49 credits totals \$16,464. A student requiring the 49 business management credits and the 11 additional credits would be charged a total of \$20,160. A student who took the entire 120 credits required would be charged \$40,320.

ATTACHMENTS

Attachment 1 – online, BBA in Business Administration proposal

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STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's (BSU) proposed BBA in Administration falls within the mission of BSU, and will provide access to individuals not able to attend face to face classes. This program is consistent with service region program responsibilities.

Boise State University currently has a BBA in General Business included in its five-year plan for Fall 2017. The General Business major provides a broad-based curriculum and is designed for students who do not wish to specialize in any single area of business. During last year's update to the five-year plan, Boise State submitted a request to change the title to a BBA in Management; however, this change did not make it into the plan that the Board approved in August 2016. The change would provide students with a more focused degree and is intended for

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students who wish to specialize in management. Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for business administration programs.

BSU is also requesting approval to assess an online program fee consistent with Board Policy V.R.3.a.x. at \$336 per credit. This policy provides the criteria that must be met in order to designate an online program fee for a Board approved academic program. This includes programs must be fully online and that the fee is in lieu of resident or non-resident tuition. Based on the information provided in the proposal, staff finds that the request to assess the online program fee meets policy requirements. Staff notes that the regular per credit hour fee for a full-time, undergraduate, resident BSU student taking 12 credits would be \$295/credit; or \$297/credit for a part-time student (attempting 1-11 credit hours).

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and by the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an online, Bachelor of Business Administration in substantial conformance to the program proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Boise State University to designate an online program fee for the BBA, in Management in the amount of \$336 per credit.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

SUBJECT

New Master of Healthcare Administration

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) is requesting the addition of a Master in Healthcare Administration. Since 1975, the Kasiska School of Health Professions at ISU has offered an undergraduate B.S. degree in Health Care Administration (HCA) with a minor in business. The HCA program is the only nationally certified program in the state of Idaho. In recent years BYU-Idaho began offering an undergraduate HCA program; the Rexburg-based program is not specialty certified. While the undergraduate HCA program provides students an introduction to the fundamental knowledge and skills required for entry-level administrative positions in healthcare organizations, a Masters in Healthcare Administration would provide the more advanced and sophisticated training required for executive level positions.

The MHA degree has never been offered by ISU or any other college or university in Idaho. Students or working professionals who wish to pursue this degree must seek this education and professional credential outside the state of Idaho. The ISU College of Business does offer a Master of Business Administration (MBA) degree with a healthcare emphasis. Currently, this emphasis requires 9-10 credit hours of healthcare related coursework.

According to the Department of Bureau of Labor Statistics, employment in the field of health care management is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations. The proposed MHA program is primarily intended to meet current and projected healthcare management employment needs in Idaho and the surrounding region. Establishing an Idaho based MHA program will enable local healthcare leaders to pursue an MHA degree without relocating out of the state. An Idaho based MHA will also stimulate the economy by generating tuition and other revenues from the degree program, and by producing competent healthcare leaders who will directly and indirectly stimulate the economic interests of their respective Idaho based healthcare organizations.

IMPACT

The proposed MHA program will have no significant impact on the existing programs with increased utilization of physical resources at both colleges. However, to support the successful implementation of the proposed program, funding resources will be required, estimated at \$23,000 annually with a one-time

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cost for faculty recruitment, relocation, and start-up of \$20,000. Although most undergraduate healthcare administration (HCA) and College of Business faculty will spend a small portion of their time teaching and/or supporting the MHA program, the new graduate MHA degree will require approximately 3.5 new or reallocated faculty and support staff personnel. Of the \$23,000 needed, the travel is supplemented in the College of Business by earnings from the Reuttgers endowment, and the balance of the \$23,000 would need to be factored into the college's operating budget. The one-time \$20,000 start-up cost will come from the Dean's Excellence fund.

The MHA program will be primarily supported via graduate level tuition. There are no anticipated professional, laboratory, or class-fees connected to this proposal. No new appropriated dollars would be sought.

ATTACHMENTS

Attachment 1 – Master of Healthcare Administration proposal

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STAFF COMMENTS AND RECOMMENDATIONS

ISU projects that the program will have approximately 15 initial enrollments with an overall enrollment of approximately 50 students, and have at least 25 graduates per year once the program is fully up and running.

ISU's request to create a Master of Healthcare Administration is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for healthcare administration programs. Neighboring states with similar programs include University of Washington, Washington State University, Oregon Health Science University, University of Utah, Weber State University, Montana State University and University of Colorado.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Healthcare Administration in substantial conformance to the program proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Master of Taxation Program

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes creating a Graduate Tax Program awarding the Master of Taxation (MTAX) degree that will complement ISU's undergraduate and graduate accounting programs. The proposed program will build on existing courses from the Master of Accountancy and Master of Business Administration programs and will meet the needs of accounting graduates in gaining an in-depth knowledge of federal tax matters and related accounting and business issues. Offering a degree specific to taxation is likely to capture additional prospective students with a specific interest in taxation.

The primary source of students is likely to be graduates from BYU-Idaho. BYU-Idaho's accounting major currently has approximately 800 undergraduate accounting majors with approximately 150 graduating each year. BYU-Idaho's accounting department recently conducted a survey of their undergraduate accounting majors. Of 245 respondents, 80% said they were likely to attend graduate school, with 38% reporting they were likely to pursue a Master of Taxation degree specifically. With 150 graduates each year, 38% would be 57 students. If ISU were to attract even 1/3 of those students, they would have 19 students each year from BYU-Idaho alone.

The U.S. Bureau of Labor Statistics (BLS) reports that the employment of accountants and auditors is projected to grow 13 percent from 2012 to 2022 (166,700 jobs). The BLS states that there has been an increased focus on accounting in response to corporate scandals and recent financial crises and that stricter laws and regulations, particularly in the financial sector, will likely increase the demand for accounting services as organizations seek to comply with new standards.

IMPACT

The Master of Taxation program will be primarily supported by graduate level tuition. There are no anticipated professional, laboratory, or class fees associated with this program. Reallocation of existing funds will help support the MTAX, no new appropriated funds will be sought and no new personnel will be required. The Accounting department is fully staffed so the department will be able to continue to offer the same courses and programs previously offered without an impact on quality.

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There may be a reshuffling of students in the Master of Accountancy and Master of Business Administration programs but that should not negatively impact the total number of students receiving their master degree in the College of Business. Rather, the total pool with synergies would grow within the college.

ATTACHMENTS

Attachment 1 – Master of Taxation proposal

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STAFF COMMENTS AND RECOMMENDATIONS

ISU projects that the program will have approximately 24 initial enrollments with an overall enrollment of approximately 34 students, and have at least 32 graduates per year once the program is fully up and running.

ISU's request to create a Master of Taxation is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for accounting/business programs. Currently, Boise State University offers a similar program entitled Master of Accountancy – Taxation. Weber State University, a nearby state institution, offers a Master of Taxation program.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Taxation in substantial conformance to Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Science in Medical Sciences

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1).

BACKGROUND/DISCUSSION

The University of Idaho (UI), College of Science proposes to establish a new Bachelor of Science degree in Medical Sciences. The degree will be administered by the Department of Biological Sciences. It features an interdisciplinary curriculum that will prepare students for admission to professional programs in a variety of healthcare related fields (e.g., medicine, dentistry, ophthalmology, pharmacology, etc.). It will also serve students who are interested in healthcare-related professions in areas such as writing, policy, and administration.

The proposed curriculum is very challenging, and its development has been informed by feedback regarding the most critical areas for improvement needed in preparation of our students pursuing medical professions. The curriculum utilizes existing courses from across the campus to provide the breadth and depth necessary for future student success. Breadth of preparation is the distinguishing characteristic of the program.

The Medical Sciences major curriculum is tailored to meet the requirements of the healthcare profession and is designed to help students gain admission to healthcare professional programs. It will thus ultimately add highly trained individuals to the workforce when these students complete their professional training. Note that some students in this major may not choose to enter a professional program, but could use the preparation afforded by this degree for other healthcare-related careers (e.g., medical writer, healthcare administration, lawyer).

The Bureau of Labor Statistics (BLS) estimates that national employment in healthcare professions will grow 19% between 2014 and 2024, adding about 2.3 million new jobs. Healthcare professionals are generally well paid, with a median annual salary (BLS 2015 data) of \$62,610, nearly 73% higher than the median wage for all occupations. Increasing the number of workers prepared for these jobs will thus have a positive impact on the economic health of the state and region.

IMPACT

There is no need to develop new courses required for this curriculum, though we do anticipate the development of some course options in the future covering relevant topics such as epidemiology. We anticipate enrollment increases, as reflected on the accompanying budget document. The initial increases can be accommodated by existing capacity in the required courses.

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ATTACHMENTS

Attachment 1 – BS degree in Medical Sciences Program Proposal

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STAFF COMMENTS AND RECOMMENDATIONS

The UI projects that the program will have approximately 50 initial enrollments with an overall enrollment of approximately 75 students, and have at least 45 graduates per year once program is fully up and running.

The UI's request to create a Bachelor of Science in Medical Sciences is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region II. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for medical sciences/pre-professional programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017. IRSA recommends approval.

The proposed program is above the fiscal threshold per year for Executive Director approval. Consistent with Board Policy III.G, Board approval is required of any new, modification of, and/or discontinuation of academic or career technical programs, with a financial impact of \$250,000 or more per fiscal year.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer the Bachelor of Science with a major of Medical Sciences in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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UNIVERSITY OF IDAHO

SUBJECT

First Year Law Curriculum in Boise

REFERENCE

- | | |
|------------------|--|
| August 21, 2008 | The Board authorized the University of Idaho to expand its offerings in Boise to a full third year curriculum to include a legislative appropriation in the FY 2010 budget for the expansion. |
| August 16, 2012 | The Board reviewed the University of Idaho's FY 2014 Line Item request for a new appropriation of \$400,000 to help support the cost of delivering the second year law curriculum in Boise. The Board gave preliminary approval to the line-item request subject to programmatic review at the October 2012 meeting. |
| October 18, 2012 | The Board authorized the University of Idaho to expand its offerings in Boise to offer the second year curriculum. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.c.i.1

BACKGROUND/DISCUSSION

The University of Idaho, College of Law, proposes to expand curricular offerings at the Boise campus of the University of Idaho, College of Law by offering first-year law courses at that campus. If approved, this expansion completes the dual-location model that the University has been developing with the Board's approval and under its supervision since 2008. The dual-location model will permit students to take all course work required to earn the Juris Doctor degree at either the Moscow campus or the Boise campus, or both.

The proposed first-year curriculum thus does not create a new program. Rather, it is an addition to the existing curriculum at the Boise campus that will enable students to matriculate at the Boise campus, and to complete all course requirements for the J.D. degree, without having to spend their first year at the Moscow campus. At the same time, the two locations will be part of a fully integrated unitary program. Students in each location will be able to take course work and engage in co-curricular activities at the other location through state-of-the-art distance-education technology. Faculty at each location will collaborate using that same technology and through frequent visits to the other campus. Finally, if space is available, students who matriculate at the Moscow campus will be able to relocate to the Boise campus after their first year, and again after their second year of coursework, to take advantage of the experiential education

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opportunities and networking opportunities that abound in Boise. Students at each location perform public service, as well, by participating in externships with public agencies and engaging in the 50 hours of pro bono legal service (under attorney supervision) required to earn the J.D. degree.

Completion of the dual location model furthers the University's statewide mission to provide public legal education in Idaho by offering an affordable, high-quality J.D. program in a rural setting, on the University's main campus, and in a metropolitan setting, at the State's seat of government.

College of Law graduates have solid job prospects at the state and national level. It bears emphasis, however, that the proposal does *not* seek to increase the overall number of graduates from the College of Law. Rather, completion of the dual-location model will create an additional *location* where 1st year law students who are admitted to the College can spend their first year. Right now, all 1st year law students admitted to the College of Law must spend their first year at the Moscow campus. Under the proposal presented in this document, up to half of the entering class would, instead, spend its first year at the Boise campus. Although we anticipate that approval of this proposal could modestly increase the size of the entering class (and thereby increase the number of eventual graduates), that is not the objective of the proposal. The objective, instead, is to give students the choice between two campuses, each of which offers differing settings and opportunities, including externships, part-time jobs, and networking opportunities. This is expected to facilitate Idahoans' ability to obtain an affordable, high-quality, public legal education and to enhance our graduates' ability to secure post-graduation employment.

With the Board's approval and under its supervision, the University of Idaho College of Law has expanded the J.D. curriculum in Boise incrementally. In 2001, the College began offering law students in their final (6th) semester a "semester-in-practice" program in Boise, in which they could earn academic credit for working full-time in semester-long externships. In 2004, the College expanded its externship offerings in Boise. In 2010, the College began offering students the opportunity to spend their entire third year (5th and 6th semesters) in Boise. In 2014, the College expanded the Boise J.D. curriculum to include second-year law courses. In 2015, the College moved the second- and third-year curricula from the Idaho Water Center to the Idaho Law and Justice Learning Center.

Throughout this 15-year process of gradual expansion, the College has planned carefully and in coordination with central university administration and all stakeholders. Most recently, this planning process included in-depth study of the instructional resources and other resources needed to support the expansion proposed in this document. Each incremental expansion has required not only the Board's approval but also the approval (formally known as "acquiescence") of the College's accrediting agency, the American Bar Association. To get acquiescence, the College first undergoes an in-depth review that includes a site visit by a "fact

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finder,” and within a certain period after getting acquiescence, the College has a follow up site visit by a fact finder. The American Bar Association (ABA) will grant acquiescence “only if the law school demonstrates that the [proposed change] will not detract from the law school’s ability to remain in compliance with the [Accreditation] Standards.” ABA Standard 105(b). Besides the pre-acquiescence and post-acquiescence reviews, the ABA conducts top-to-bottom accreditation reviews every seven years. The College of Law is next due for a top-to-bottom accreditation review in 2018-2019.

In short, processes are in place – besides those of the College, the University, and the Board – to ensure that expansion of the curriculum at the Boise campus does not adversely affect the existing J.D. program. Indeed, the University believes that the expansion will significantly enhance the program.

IMPACT

The attached proposal contemplates a combination of student revenues and internal reallocations to fund the operation of the first-year J.D. curriculum in Boise. Three additional personnel positions will be needed to support the offering of the first-year curriculum in Boise. Those include an Associate Director of Admissions, Director of Academic Success, and a faculty member to teach Legal Research and Writing.

The UI currently charges a professional fee to students enrolled in the JD program consistent with Board Policy V.R. The UI will not be assessing any additional or separate fees in connection with the expansion of the J.D. curriculum in Boise to include the first-year curriculum.

The proposal includes a detailed budget for the dual-location model.

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Attachment 1 – First Year Law Curriculum in Boise Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The UI College of Law conducted an extensive market research study in 2007, which assessed the demand and impact of expanding its course offerings in Boise. To further demonstrate the need for legal education in the Boise area, the College conducted another market research study in 2015. Those results were consistent with findings in 2007 and showed that the dual-location model will enable students to pursue a public legal education in the location that offers the greatest comparative advantage for them.

The UI provided evidence that in the 2015-16 academic year, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from \$29,043 to \$44,220 per year. For public law schools in this region, Idahoans would pay nonresident tuition ranging from \$30,078 to \$38,652. In contrast, the University of Idaho charges Idaho residents \$17,230. Even the UI’s non-resident tuition level in 2015-16 (\$31,234) compares favorably to the tuition levels in other states.

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The University of Idaho's request to offer the first-year curriculum in Boise is consistent with their Five-Year Plan for Delivery of Academic Programs in Region III and is in alignment with their statewide program responsibility pursuant to Board Policy III.Z. Concordia University of Oregon also offers a Law program in Boise. Concordia is a regionally accredited institution and currently holds ABA provisional accreditation for their Law program in Boise.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on January 19, 2017 and the Board's Instruction, Research, and Student Affairs (IRSA) committee on February 2, 2017.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a first-year law curriculum in Boise in substantial conformance to the program proposal submitted as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Higher Education Research Council Annual Update

REFERENCE

October 2014	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan and a report on the Technology Transfer activities from the institutions
February 2015	The Board approved changes to the Higher Education Research Strategic Plan
October 2015	The Board was provided the Performance Measure Report for the Higher Education Research Strategic Plan
December 2016	The Board approved changes to the Higher Education Research Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role research plays in innovation, economic development and enhanced quality of educational programs. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities and college serve as catalyst to spur the creation of new knowledge, technologies, products and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State.

The Statewide Strategic Plan for research assists in the identification of research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and government and are in alignment with identified areas of strength at our public universities. Changes to the strategic plan were approved by the Board in December 2016.

The plan represents the role Idaho's research universities play in driving innovation; economic development, and enhancing the quality of educational programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing the universities; research opportunities Idaho should capitalize upon to further build its research base; goals to build the research pipeline through engaging undergraduate

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students; and steps for achieving the research vision for Idaho's universities. Additional responsibilities of HERC include the management of the Incubation Fund and HERC Idaho Global Entrepreneurial Mission (IGEM) Fund programs, disbursement of Infrastructure Funds and the matching funds for our Idaho Experimental Programs to Stimulate Competitive Research (EPSCoR) Track 1 project (Managing Idaho's Landscapes for Ecosystem Services). Additional responsibilities include receiving annual reporting on the institutions activities in relation to the Center for Advanced Energy Studies (CAES).

Incubation Fund projects are single-year projects that are at the proof-of-concept stage. Through a competitive process, HERC awards funds to those projects where the Principal Investigator can rapidly move their project into the development stage. IGEM Fund projects are those that are designed to develop spin-off companies. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

CAES is a research and education consortium between the Idaho National Laboratory, the University of Wyoming, and the three Idaho public research institutions: Boise State University, Idaho State University, and the University of Idaho.

Dr. Mark Rudin, the current chair of HERC, will provide the Board with HERC's annual update.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide HERC, through HERC's Chair, input on areas of focus or strategic direction.

ATTACHMENTS

Attachment 1 – Strategic Plan for Higher Education Research	Page 5
Attachment 2 – FY16 Performance Measure Report	Page 19
Attachment 3 – FY16 Research Activity Report	Page 27
Attachment 4 – FY16 Infrastructure Summary Report	Page 31
Attachment 5 – FY17 Incubation Fund Summaries	Page 41
Attachment 6 – FY17 IGEM Fund Summaries	Page 67
Attachment 7 – HERC FY17 Budget Allocation	Page101

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the responsibility for the creation of the state's Higher Education Research Strategic plan for Board consideration, HERC is responsible for the distribution of approximately \$4.1M in funds used for the mission of HERC and to incentivize industry and institution research partnerships. Attachment 2 is the

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October 2016 performance measure report, Attachment 3, is the research institutions annual research activity reports, Attachment 4 through 6 summarizes the various funded programs, and attachment 7 outlines HERC's budget allocations.

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. HERC uses a competitive process for distributing funds from the Incubation Fund category and the HERC IGEM Fund category. All proposals that are considered must be in alignment with the Board's Higher Education Research Strategic Plan.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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