

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
JUNE 15, 2017**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BOARD POLICY III.P. STUDENTS/I.T TITLE IX – FIRST READING</b>	Motion to Approve
<b>2</b>	<b>BOARD POLICY III.Q. ADMISSIONS STANDARDS – SECOND READING</b>	Motion to Approve
<b>3</b>	<b>UNIVERSITY OF IDAHO – MASTERS OF NATURAL RESOURCES – NEW OPTION IN ENVIRONMENTAL EDUCATION AND SCIENCE COMMUNICATION</b>	Motion to Approve
<b>4</b>	<b>POSTSECONDARY CREDIT TRANSFER AND ARTICULATION UPDATE</b>	Information Item

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**SUBJECT**

Board Policy III.P Student and I.T. Title IX– First Reading

**REFERENCE**

April 2016	The Board approved the first reading of Board Policy I.T. Title IX and a second reading of III.P Students.
June 2016	The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting.
December 2016	Board considered first reading of proposed changes to Board Policies I.T. and III.P.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.T. and III.P.  
Education Amendments of 1972, 10 USC §1681 Title IX, CFR §106.1

**BACKGROUND/DISCUSSION**

Board Policy III.P.18

Existing Board Policy III.P.18 provides “[a] current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual’s attendance at the institution.” The first reading of the revised policy III.P.18 in December was intended to limit student complaints or grievances involving an institution’s code of student conduct to those claims pertaining to an allegation that:

1. An institution had committed a procedural error that resulted in an unjust application of the code of student conduct, or
2. The institution had failed to consider relevant evidence that could significantly impact the outcome of the case, or
3. The sanction imposed was substantially disproportionate to the findings.

The impetus in December for the revision of Policy III.P.18 was that the Board had received several appeals from students of cases involving sexual misconduct. In those cases, the appealing students had already appealed the decisions multiple times to several different bodies within the institution. Board staff was concerned that an additional appeal to the Board further delayed resolution of a matter which had been previously appealed to multiple bodies within the institution’s internal governance structure. Additionally, institutions had raised concerns that if the

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Board was to hear appeals of matters involving sexual misconduct, the Board would need to receive training pertaining to Title IX. At the December 2016 meeting, Boise State University offered the opinion that III.P.18 did not provide students with an avenue of appeal to the Board in matters where the institution had taken action against a student. This interpretation of Policy III.P.18 is inconsistent with that of Board staff and Board Counsel.

The attached revision to Board Policy III.P.18 clarifies that students are allowed to request Board review of any final institutional decision regarding a student's attendance at the institution, except that for matters involving a violation of an institution's code of student conduct, the matter will only be heard 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." The language in quotes mirrors the requirements imposed on institutions regarding the creation of student codes of conduct under Policy III.P.12 which provides: "[e]ach 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."

Board Policy III.P.12

The attached policy revisions also include a revision to Board Policy III.P.12 which would require that an institution's code of conduct also provide students with "an opportunity to appeal any disciplinary action." Institutions have been asked to be available at this meeting to provide the Board with additional information regarding their existing appeals frameworks under their student codes of conduct, if Board members have questions. Currently Board Policy III.P.12 requires that amendment to an institution's statement of student rights and code of conduct requires review and approval by the institution's chief executive officer. The Board may want to consider requiring institutional amendments to statements of student rights and codes of conduct be reviewed and approved by the Board, if the Board is concerned that future revisions might diminish existing student protections.

Board Policy I.T.

The attached policy revisions also include a revision to Policy I.T. to clarify that in cases involving allegations of sexual misconduct, an institution must provide both the complainant and respondent with an opportunity to review the institution's investigation report and an opportunity to provide a written response within a reasonable amount of time.



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**IMPACT**

The proposed policy amendments will clarify that students may request Board review of any final institution action except that matters involving student misconduct will only be heard if there is an allegation that an institution failed to comply with the requirements for its review process. Institutions will ensure reasonable timeframes are provided for complainants and respondents to review and respond to a Title IX investigation report.

**ATTACHMENTS**

Attachment 1 – Board Policy, III.P Students.	Page 3
Attachment 2 – Board Policy, I.T. Title IX	Page 13
Attachment 3 – Boise State University – Appeals Procedures/Student Code of Conduct	Page 17
Attachment 4 – Idaho State University – Appeals Procedures/Student Code of Conduct	Page 25
Attachment 5 – Lewis-Clark State College – Appeals Procedures/Student Code of Conduct	Page 29
Attachment 6 – University of Idaho – Appeals Procedures/Student Code of Conduct	Page 33

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the first reading of the proposed policy amendments.

Prior to consideration of the proposed policy amendments each of the institutions will provide a brief summary of their procedures and status on implementation of Board Policy I.T. Title IX.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.P. Students and I.T. Title IX as submitted in Attachments 1 and 2.

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

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

[April 2016](#) [August 2017](#)

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

**1. Nondiscrimination**

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 race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- 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. Sexual Harassment**

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

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- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

### 3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

### 4. Catalog and Representational Statements

Each institution will 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 shall not be considered as binding contracts between [institution] and 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 regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall 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] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will 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 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.

#### 5. Student Records

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

#### 6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

#### 7. 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

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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.

8. 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. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)

b. 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.

10. Fees and Tuition

a. Establishment

Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.

b. Refund of Fees

Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

**11. Student Employees**

**a. Restrictions**

No student employee may be assigned to duties which are for the benefit of personal and private gain, 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 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 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.

**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 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 paid either by the student or by the department or academic unit on behalf of the student. Graduate students will 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 federal guidelines when work-study funds are used.

## 12. 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.

## 13. Student Services

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

## 14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, 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.

## 15. Student Publications and Broadcasts

Students are responsible for 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 local communities within which institutions conduct operations.

## 16. Student Health Insurance

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

### a. Health Insurance Coverage Offered through the Institution

Each institution, at the discretion of its chief executive officer, may provide the opportunity for students to purchase health insurance through an institution-offered



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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 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 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, may require all or specified groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, etc.) 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.

17. Students Called to Active Military Duty

The Board strongly supports the men and women 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 not be applied. At the discretion of the institution, the

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student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).

- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will 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 received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

**18. Student Complaints/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 decisions regarding student complaints/grievances:

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

- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a ~~complaint or grievance instituted by such student related to such individual's~~ student's attendance at the institution, except as set forth under paragraph (c). The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. 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.

- b-c. ~~Requests for review of m~~Matters involving a violation of an institution's code of student conduct will ~~may only be reviewed by the Board if the basis for the request for review 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.~~

- e-d. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such 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. 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 and all proposed resolutions and recommended decisions

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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. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

d.e. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

e.f. 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.

f.g. The Board's Executive Director will issue 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. 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 of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances.

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: T. Title IX**

~~June 2016~~August 2017

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

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment.

Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

This Policy is intended to supplement, not duplicate, Title IX guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence. Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies.

Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from OCR. Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleged violations of Title IX.

3. Notification of institution Title IX policy and resources.

Notification of institution Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily

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accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting Title IX violations
- accommodations and services available for complainants
- the investigation and hearing process, including appeal rights, and all applicable time frames
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

**4. Title IX Coordinators.**

Each institution shall designate a Title IX Coordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement accommodations during an investigation so that the complainant does not suffer additional effects of the sexual discrimination or violence.

Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

**5. Education of Students and Training to Prevent Sexual Violence.**

Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

**6. Education of parties receiving or adjudicating Title IX complaints.**

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as

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licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of Title IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

**7. Investigation and resolution of Title IX violations**

An institution shall take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some come cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. Once an institution has completed its investigation report, both the complainant and the respondent shall be given an opportunity to review the report and to provide a written response to it within a reasonable amount of time. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.

**8. Disciplinary Actions**

If a student is found to have violated an institution's Title IX policy, disciplinary action shall be imposed in accordance with the institution's student code of conduct. If the student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.

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**BOISE STATE UNIVERSITY 1065 INVESTIGATION PROCEDURES**

The Director of Title IX Compliance (“Director”), who is housed within the Office of Institutional Compliance and Ethics, has the primary responsibility for investigating reports of discrimination and harassment under Boise State Policy 1065 (Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking, <http://policy.boisestate.edu/governance-legal/sexual-harassment-dating-violence/>). The Director is the gatekeeper for determining when complaints merit formal investigation and when it is appropriate to end a pending investigation and/or refer a complaint to another appropriate office.

**RECEIPT OF COMPLAINT**

When the Director becomes aware of a specific incident or course of conduct that may constitute a violation of Policy 1065, through a direct complaint or otherwise, the Director will conduct an initial inquiry and determine if the University must initiate an investigation generally within **seven (7) calendar days**. When necessary to protect the parties or the broader university community, the Director may implement interim measures such as no contact orders, work or class schedule changes, exclusion, temporary employment action, etc. The Director will work with the appropriate departments implement interim measures as necessary.

**ACKNOWLEDGEMENT OF COMPLAINT AND ASSIGNMENT OF INVESTIGATOR**

When the Director is put on notice, the following occur as part of the investigation process:

1. The Director will acknowledge receipt of the complaint and notify the person affected by the alleged misconduct (“Reporting Party”) in writing, which may be via official university email, when a formal investigation is warranted and assigned an investigator, generally within **seven (7) calendar days**.
2. The investigator will gather additional information about the incident and determine the likelihood of the allegations.

**CLOSING CASES PRE FINDING**

If the Director determines that no formal investigation is required, the Director will provide the reasons for this determination in writing. When applicable, the Director will provide a notification of referral to the Reporting Party and/or the person who must respond to the Reporting Party’s allegations (“Responding Party”).

**INVESTIGATION**

The Director or investigator will, within **ten (10) calendar days** of notice of a complaint:

1. Provide Reporting Party and Responding Party with a list of rights that apply during the investigation process. A copy of this document is available from the Director.
2. Provide Responding Party with written notice of the investigation, including any charges that apply (Policy 1065 violation, Student Code of Conduct violation, etc.). In some cases, charges may be amended, dropped, or added during the investigation process. Responding Party and Reporting Party will simultaneously receive written notice of any change(s) in charge.

At a minimum, investigations will include:

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- Informational interviews with Reporting Party and Responding Party (if known), to the extent they are willing to be interviewed. During these interviews, each party will have the opportunity to provide a statement regarding the incident, a list of witnesses, and any other relevant information. The investigator assigned to the case will thoroughly document each informational interview; interviews may be audio recorded.
- Informational interviews with relevant witnesses, if any.
- Review of any physical documentation of the incident, including but not limited to, screenshots, audio and visual recordings, text message logs, emails, phone logs, social media postings, etc.
- Generally, information gathering should be completed within **thirty (30) calendar days** of notice of a complaint.

Once the information gathering is complete, the investigator will prepare an information summary. Personally identifying information will be redacted from this information summary unless it is pertinent to the investigation. Both Reporting Party and Responding Party will be given an opportunity to review the information summary and Reporting Party and Responding Party may ask questions and provide feedback on the information summary. Reporting Party and Responding Party will have **two (2) calendar days** to prepare a written response to the investigation summary. It is within the discretion of the investigator and Director to determine if further information gathering is warranted and/or if the information summary should be modified based on the feedback of Reporting Party and Responding Party.

Once the investigation is complete, the investigator will prepare a full investigation report ("report"). The report will include an overview of the complaint, a review of all relevant information gathered (including the information summary), Responding Party's and Reporting Party's written response(s) to the information summary (if any), and a finding regarding violation of any relevant university policies. If the finding indicates a violation of university policy, the investigator will also include recommended employment and/or disciplinary action(s).

### **INVESTIGATION FINDINGS AND RECOMMENDATIONS**

The investigator will forward the report to the Director for review and approval. Once the report has been reviewed and approved by the Director, it will be forwarded to the Office of the Dean of Students with recommendations for appropriate disciplinary action(s). Upon final approval of the report, a notice of findings will be sent simultaneously to both Reporting Party and Responding Party, along with information regarding the student disciplinary process outlined in the following paragraphs (if applicable).

#### **If processed through the student conduct system:**

If recommendations for disciplinary action(s) are processed by the Office of the Dean of Students, the Associate Dean of Students in charge of non-academic student conduct or their designee will meet with both Reporting Party and Responding Party separately to review the recommended disciplinary actions and provide information regarding the student conduct process. Each party may provide the Associate Dean of Students or their designee with a statement articulating information not in the report, they feel is relevant to the case, including whether they agree or disagree with the proposed disciplinary action(s).

The conduct body\* will review relevant documentation, including the report, and Reporting Party's and Responding Party's statements, if any. The conduct body may choose to implement the recommended disciplinary action(s) or impose modified or alternative

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disciplinary actions. If modified or alternative disciplinary actions are imposed, the conduct body shall thoroughly document the specific reasons for the adjustments and send a copy of the reasoning to the Director. A letter including final sanctions shall be delivered to Responding Party (and Reporting Party as appropriate pursuant to FERPA and/or other relevant laws). This letter may be sent via email and will include information regarding the appeals process.

Both Reporting Party and Responding Party may appeal the sanctions imposed by the conduct body under the appeals policy (which includes the grounds and timelines for appeals) contained in the Student Code of Conduct.

Although the University strives to complete all investigations, issue a report, and implement student disciplinary actions within **sixty (60) calendar days** of receipt of notice, occasionally more time may be needed to complete an investigation and associated processes. If additional time is necessary, Reporting Party and Responding Party will be notified in writing.

#### **FINALITY OF PROCESS**

This process is the only process the University will use for investigation of complaints of sexual harassment, discrimination on the basis of sex, sexual misconduct, domestic and dating abuse and violence, and stalking pursuant to Policy 1065. The findings and associated student disciplinary actions based on this process, including all associated appeals and statutory rights outlined in university policies and this document, are final and will not be further addressed through the student conduct process, departmental administration, or human resource processes. Information obtained in university proceedings may be shared with local law enforcement, external governing bodies (i.e. the US Department of Education Office of Civil Rights and/or the Idaho Human Rights Commission), and/or any judicial body with a properly issued subpoena.

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\* Throughout this document, the term conduct body means any person or persons authorized by the Vice President for Student Affairs or his/her designee to determine whether a student has violated the Student Code of Conduct and to determine appropriate sanctions for the violation. This can be a single individual, such as a hearing officer (individual faculty or staff member), or a group of people, such as a conduct board or appellate board.

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### Boise State University Student Code of Conduct Process

(for matters not covered by University Policy 1065 - sexual misconduct, relationship abuse, and stalking)

- 1) Office of the Dean of Students receives a report regarding alleged violation of Student Code of Conduct.
- 2) The allegations are reviewed by the Student Conduct Administrator for merit based on the information available at that time.
  - a. If the information available, taken at face value, indicates a violation of the Code of Conduct did not occur, the matter is closed without further action.
  - b. If the information available, taken at face value, indicates a violation of the Code of Conduct may have occurred, the accused student is sent a letter asking them to meet with a hearing officer to discuss charges involved with the alleged violation.
- 3) If the accused student does not attend the meeting, the hearing officer makes determination of responsible or not responsible based off all information available at that time.
- 4) If the accused student attends the meeting, the hearing officer provides the student an opportunity to discuss incident. The student can choose to accept or not accept responsibility for the charges at that time.
  - a. If the student accepts responsibility the student may express a preference for an administrative or Conduct Board hearing to determine sanctions.<sup>1</sup>
  - b. If the student does not accept responsibility, an administrative or board hearing is scheduled.
- 5) If the Student Conduct Administrator processes the matter Administratively, the Conduct Administrator makes a finding on whether it is more likely or not the alleged conduct occurred and if that behavior constituted a violation of the Student Code of Conduct.
  - a. If the Conduct Administrator finds the accused not responsible, the matter is closed.
  - b. If the Conduct Administrator finds the accused responsible the Administrator applies sanctions.
  - c. A notice of outcome is sent to the involved parties within 10 days of the Administrative hearing.
  - d. If no appeal filed, within 10 calendar days, case closed and findings are in place.
- 6) If the Student Conduct Administrator processes the matter via a Conduct Board Hearing, the Office of the Dean of students notifies both parties of charges, along with the date, time and place of the hearing, no later than 10 days in advance of the hearing.
  - a. The involved students may submit relevant information such as witness lists, witness statements, response documents and the like, to the Student Conduct Administrator up to five days before the hearing.
    - i. Only Witnesses that can provide new evidence regarding the charges will be allowed to testify at a hearing. Character witnesses, or witnesses providing the same information are not permitted to testify in the hearing.
    - ii. If a witness cannot be at the hearing, that witness's testimony may be provided to the Conduct Board in a written and signed statement.
  - b. The Student Conduct Administrator provides each student a hearing package, including witness lists and statements, complaint and response thereto, and any other information submitted to the Student Conduct Administrator, and a hearing checklist (procedural document) no later than 72 hours prior to the hearing.

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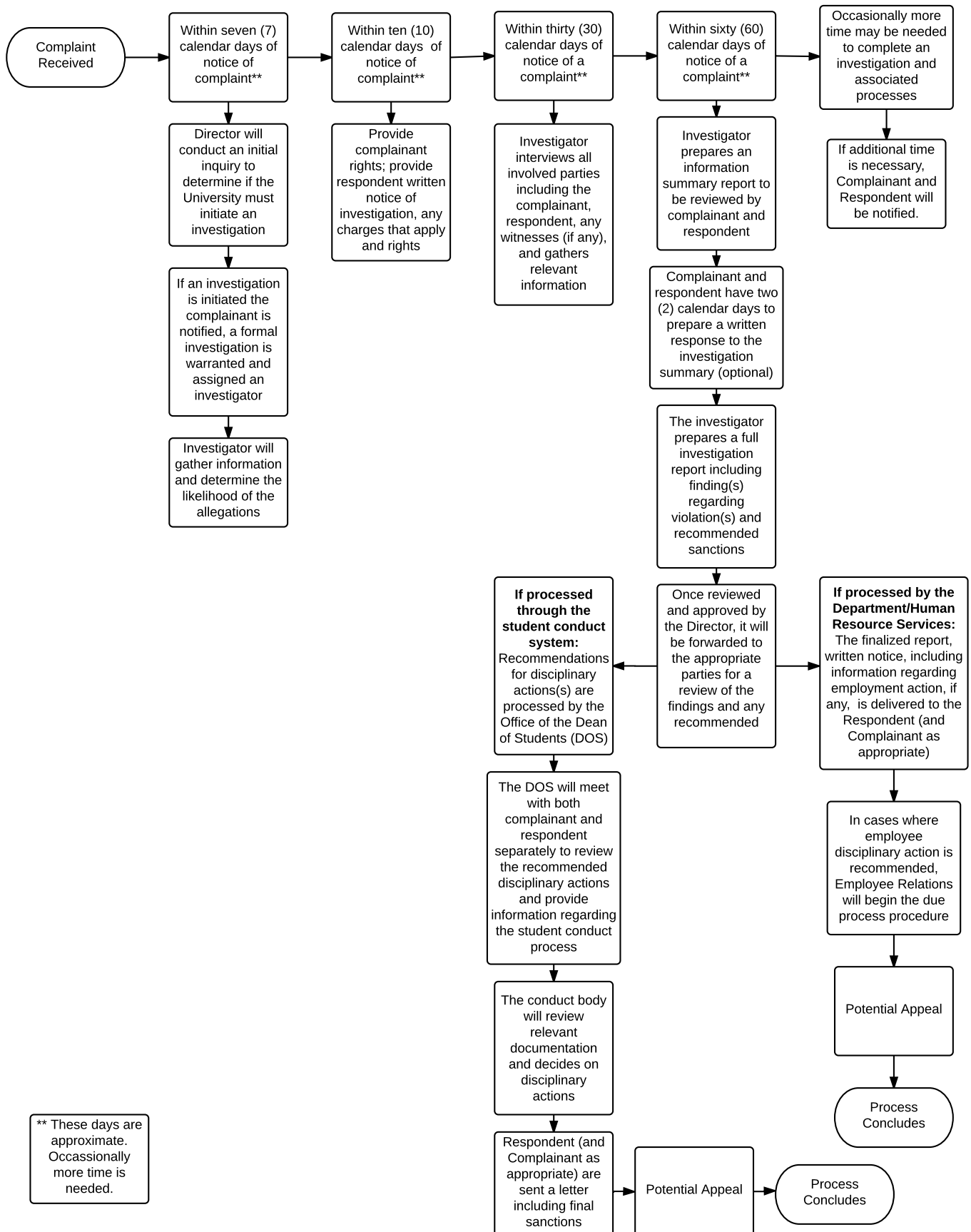
<sup>1</sup> The Student Conduct Administrator is the decision maker regarding when an Administrative or Board Hearing is most appropriate. If the charged conduct violation could potentially lead to suspension or expulsion, a Conduct Board hearing is always scheduled. Also, if the number or severity of the charged violation(s) indicate an ongoing risk to campus, the Conduct Administrator will schedule a Board hearing.

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- c. Student is provided an opportunity to write a statement to the Conduct Board. Statements are turned into the Office of the Dean of Students 5 calendar days before hearing.
- d. Student will be notified of outcome no later than 10 business days after the hearing takes place.
- e. The Conduct Hearing is held before a Board of 5, with at least three present to constitute a quorum. In all cases, the Board will include a student and a faculty member.
  - i. The parties may each be assisted by an advisor of their choosing. This advisor may not participate directly in the hearing.
  - ii. If one of the parties does not appear, the hearing proceeds and the Board may hear and conclude the matter based on the information available at the time.
  - iii. All materials provided to the parties must be immediately returned to the Student Conduct Administrator at the conclusion of the hearing.
- 7) The Conduct Board determines by simple majority vote if the Respondent violated the Student Code of Conduct. Decisions will be delivered to the parties in writing no later than 10 days after the hearing. Decision notices include findings, and if relevant, sanctions.
- 8) Students have a right to appeal the findings and sanctions imposed in both Administrative and Conduct Board hearings on a limited basis. Appeals must be submitted in writing within 10 days of the date of the decision letter.
  - a. A Student Conduct Administrator reviews the appeal to determine if it clearly establishes that an incident leading to a right of appeal occurred.
    - i. If so, an Appellate Board meets in closed session (no parties present) to review all case related documents.
    - ii. The Appellate Board made a determination on if the appeal has merit based on a preponderance of the evidence.
    - iii. If the Appellate Board determines the appeal has merit, the Appellate Board makes a recommendation to the Vice President for Student Affairs.
    - iv. The VP of Student Affairs, carries out the Appellate Board's recommendation unless the recommendation is significantly different from University precedent for similar appeals.
- 9) Parties are notified in writing of the appeal outcome. Decisions made through the appellate process are final and cannot be further appealed.

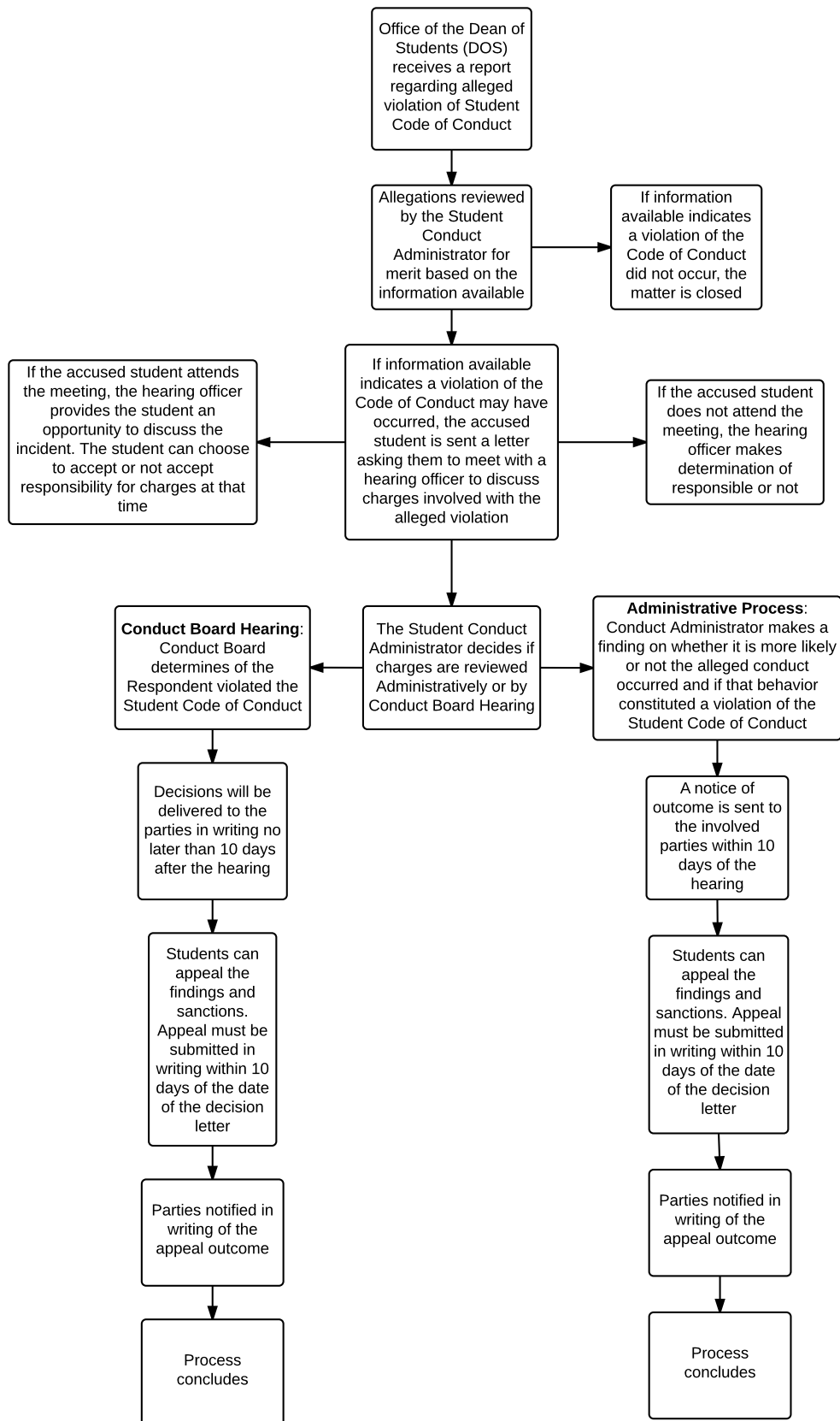
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**Policy 1065 Flow Chart**



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**Boise State University Student Code of Conduct Process**  
(for matters not covered by University Policy 1065)



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**MEMORANDUM  
PRIVILEGED AND CONFIDENTIAL**

TO: Jenifer Marcus, Deputy Attorney General, State Board of Education  
FROM: Joanne Hirase-Stacey, General Counsel/Chief Compliance Officer  
DATE: 17, March 2017  
SUBJECT: Idaho State University Appeals Processes

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Jenifer,

Idaho State University has two policies that address student appeals: Policy #4000 Academic Integrity and Dishonesty Policy for Undergraduate Students, and Policy #5000 Student Conduct Code.

Under Policy #4000, a student can appeal the following penalties imposed by the instructor for academic dishonesty, to the dean of the college that offered the course: a) resubmission of work, b) grade reduction, or c) failing the course. The student has fifteen (15) business days after receiving, in writing, the instructor's determination regarding academic dishonesty and the penalty. The dean will set a date for a hearing, which will include the instructor, student, department chair for the department in which the student is a major, the department chair of the college in which the student is a major, and if applicable, the dean of the college in which the student is a major. Within five (5) days after the hearing, the dean must issue, in writing, a final determination finding the student responsible or not responsible based on a preponderance of the evidence. This appeal is the final level of appeal.

Significant infractions of academic dishonesty in which the student could face suspension or expulsion rests with the Academic Dishonesty Board. There are seven (7) voting members of the Board: a faculty member who serves as the Chair, the Associated Students of ISU (ASISU) Vice President who is Vice Chair, three (3) members of the faculty chosen from a pool by the Chair, and two (2) students chosen from a pool by the Vice Chair. A date for a formal hearing is set by the Chair, and after the hearing, the Board must vote to: a) suspend, b) expel, or c) do nothing. If it is determined that the student should be suspended, the Board must also vote on the length of the suspension. There is no appeal process after the Board's final determination.

The Equal Opportunity, Affirmative Action and Diversity Office is responsible for investigating all Title IX complaints, including student complaints in violation of Policy #5000. The Director of EO/AA and Diversity serves as ISU's Title IX Officer. When the EO/AA Office receives a complaint, the Title IX Officer assigns two trained Title IX investigators to conduct a fair and impartial investigation by collecting and reviewing relevant evidence about the incident. The investigators interview all parties, other witnesses, police reports, public safety reports, text or social media messages, camera footage and any other available information. The Title IX investigators draft a written report that is submitted to the Title IX

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Officer. If a student is found to have violated ISU's Policy #5000, the Title IX Officer forwards the investigative report and any other information gathered to the Director of Student Conduct for adjudication through an Administrative Resolution Meeting or a Student Conduct Board Hearing.

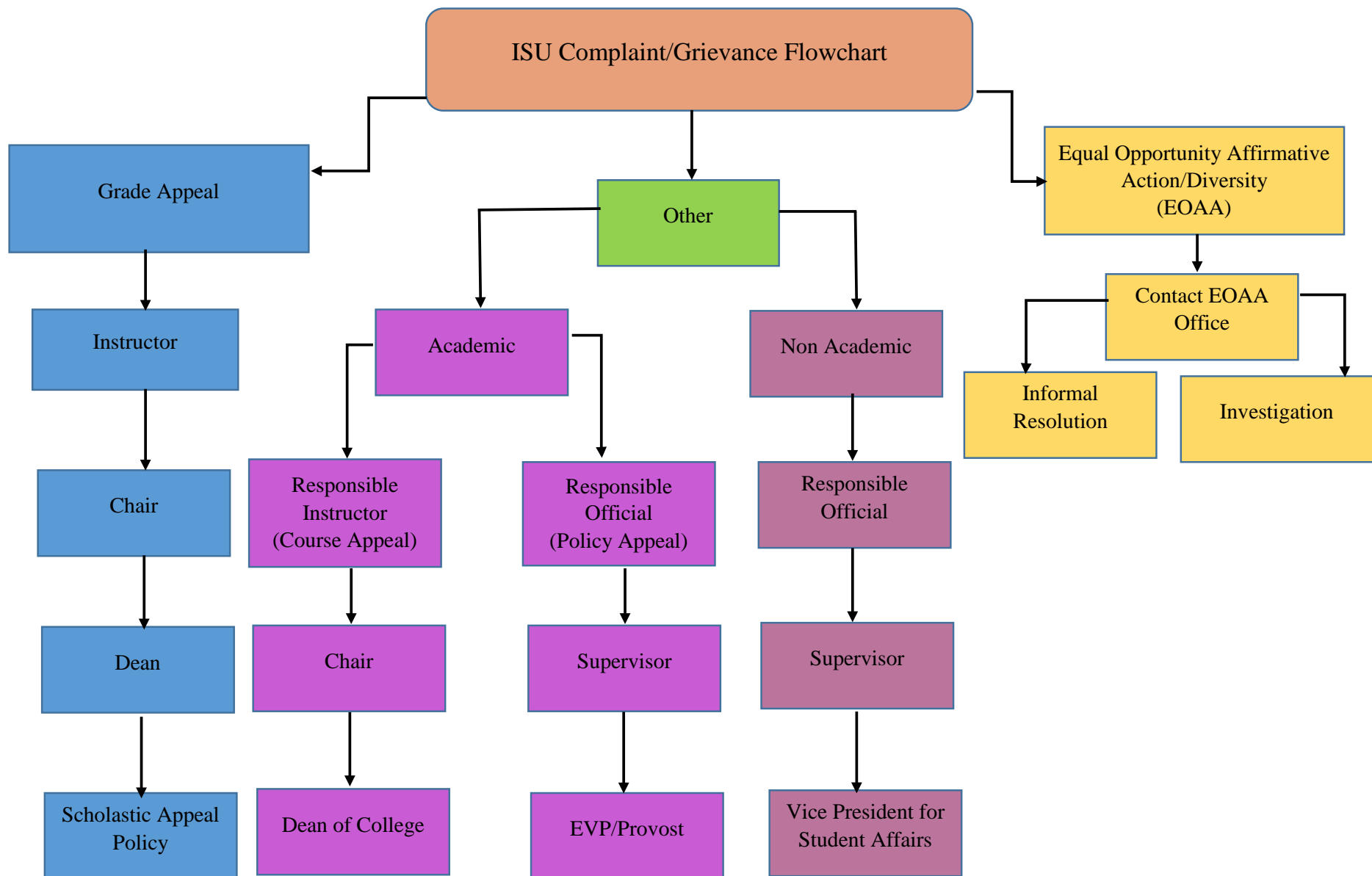
The Office for Student Affairs handles violations of Policy #5000. When the Director of Student Life, who is also the Conduct Administrator, receives a report of misconduct, he/she determines if there has been a violation of the Student Conduct Code by reviewing reports and statements, and then investigates to obtain additional information. If during an investigation the student admits to misconduct, or if a reasonable person could conclude that the student has engaged in misconduct based on written reports and statements, the student will be notified and will be asked to participate in an Administrative Resolution Meeting with the Conduct Administrator. If the student does not respond to the notice within three (3) business days or fails to attend the meeting, the Conduct Administrator may make a determination of responsibility or no responsibility. If the Conduct Administrator finds the student responsible and/or the student disagrees, the case will be referred to a Student Conduct Board hearing.

The Student Conduct Board consists of faculty, staff, and students who volunteer to become trained adjudicators. The Conduct Board will have no less than three (3) and no more than five (5) members. At the hearing, each party may present evidence, including witnesses. Either party may have legal counsel present during the hearing, not to represent their party or participate, other than to advise their party. The hearing will take place even if one or both parties do not appear. The Conduct Administrator may verbally notify the complainant and respondent of the outcome of the hearing within forty-eight (48) hours after a final decision is made. Written notification must be sent within five (5) business days.

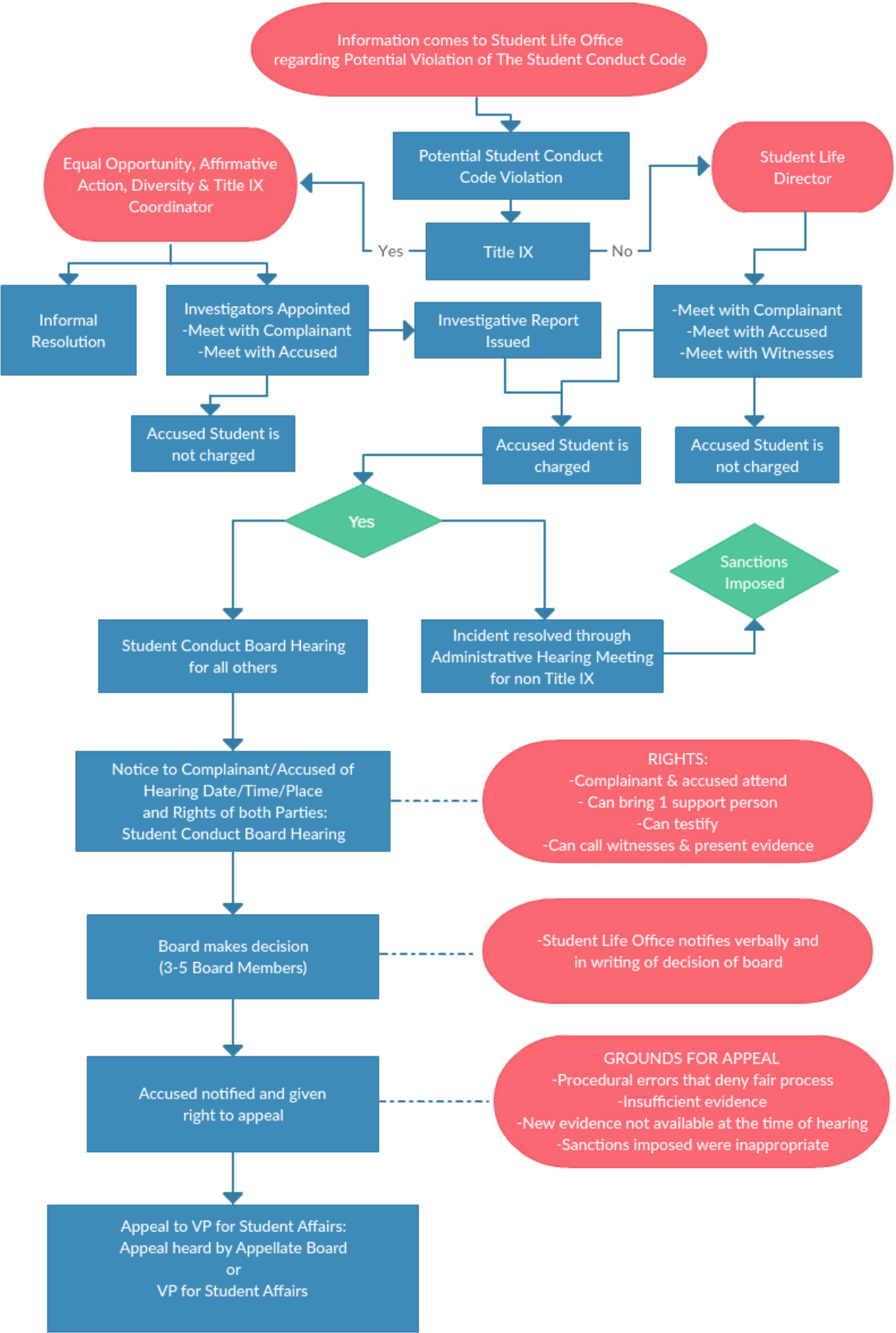
The decision of and/or sanctions imposed by the Conduct Board may be appealed, in writing, by the respondent within five (5) business days of receipt of the decision. In the case of sexual misconduct, relationship violence, or stalking, the complainant also has the opportunity to appeal. Either the Vice President for Student Affairs or a three- (3) person board will hear the appeal, at the Vice President's discretion. The appellant (and in cases of sexual misconduct, both parties) will meet with the Vice President or appeals board, and a review of the record will occur. An appeal of the decision may be granted for the following reasons: a) to determine if the Conduct Board conducted the hearing in a fair manner and followed applicable procedures; b) to determine if the decision was based on substantial information; c) to determine if the sanctions were appropriate for the violation; or d) to consider new information unknown and unavailable during the investigation or prior to the Conduct Board hearing. The Vice President or appeals board may reverse a decision, remand for a new hearing, or change the sanctions. The decision will be issued within five (5) business days after the conclusion of the appeals process. This is the final appeal available at the university.

Please let me know if you need any other information or clarification on any of these processes.

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### LCSC Student Formal Complaint Process

(Includes adjudication, appeal, and Title IX process)

Below is an outline of LCSC's formal process when a report of an alleged violation is received by a responsible employee or college official. Some allegations may be handled informally on a case by case basis. When the process becomes different for general complaints versus a Title IX complaint, the deviation is indicated with purple lettering.

1. A report of an alleged violation of the Student Code of Conduct, LCSC policy, or criminal violation is received by a responsible employee. The responsible employee will inform the appropriate office or college official of the alleged violation. Typically the Office of the Vice President for Student Affairs (VPSA) will delegate investigative responsibilities to Residence Life, Security, Title IX, or another office depending upon the specific circumstances.
  - a. The student will receive a notice of alleged violation from the Office of VPSA, stating the allegation and potential violation, outlining any interim measures imposed (if any), and requesting a meeting with the VPSA or delegate to gather information regarding the allegation.
    - i. In Title IX matters, the accused student may chose not to participate in the process, however the process will proceed and conclude with or without the accused student's participation.
2. The VPSA or delegate (investigator) will conduct an investigation to determine if the allegations rise to the level of a violation of the Student Code of Conduct, LCSC policy, or other violation using a preponderance of the evidence standard.
  - i. In Title IX matters, the investigation will include interviews with the alleged victim (complainant), the accused (respondent), and any relevant witnesses either party may provide, as well as collecting any relevant documentation (security footage, text messages, photos, etc.).
    1. The complainant may chose not to have an investigation performed. Title IX investigators will respect the complainant's wishes if there is not a compelling reason of safety or mandatory reporting to law enforcement (use of a weapon or assault of a minor). The investigators will document such requests and reasons.
  - b. The investigator will inform the VP of Student Affairs and/or Dean of Students of the findings and submit a report or referral and/or recommendations.
    - i. In all Title IX matters, the Title IX Coordinator will submit the report and recommendations directly to the Office of VPSA.

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3. The Dean of Students or the VPSA will meet with the accused student to discuss the outcome of the investigation and proposed sanctions for the accused student's violation.
  - a. The student may agree to the proposed sanction and complete the necessary requirements.
  - b. In a Title IX matter, the VPSA will also meet with the complainant to discuss the outcome of the investigation and the proposed sanctions for the respondent's violation.
  - c. If the accused student does not agree with the proposed sanction they may appeal the decision to the Student Hearing Board.
    - i. In a Title IX matter, the complainant or the respondent may appeal the outcome and/or proposed sanction(s) of the VPSA to the Student Hearing Board.
      1. If no party appeals the outcome or proposed sanctions the VPSA's decision stands.
  - d. If the student does not deliver a timely written request for a hearing, the determination and sanction shall become final and the student shall have no further right to an appeal or hearing.
4. If a student appeals the adjudicating officer's decision on a disciplinary matter, they must submit their request for appeal in writing to the Office of VPSA within seven (7) days of receiving the notice of outcome and the decision.
  - a. The Office of VPSA will notify the chair of the Student Hearing Board (Board) of the request for appeal.
  - b. The Board will convene to determine if any bias exists among its members, and shall set a date for the hearing within thirty (30) days of the request for appeal, unless the Board finds that a reasonable extension of time is necessary and is agreed upon by all main parties.
5. At the Hearing, the Board will review all submitted documentation and hear any testimony presented by the VPSA and the appealing student (appellant).
  - a. The VPSA will present the basis upon which his/her decision was made along with any other evidence he/she deems necessary to support that decision.
  - b. The appellant may testify and present evidence and witnesses, hear and question adverse witnesses, have all evidence presented in the appellant's presence, and shall not be forced to testify against him/herself and their refusal cannot be used as evidence against them.
    - i. The appellant may request an appeal and review by the Board, but may choose not to participate in the hearing.
    - ii. In Title IX matters, if the appellant is the respondent, the respondent may not question the victim if the victim chooses to testify, and may not violate any other protection found in the Statement of the Rights of the Alleged Victim of an Assault.
    - iii. In Title IX matters, the respondent is also afforded the protections found in the Statement of a Student Accused of Committing Sexual Misconduct.
  - c. The appellant may not be represented by an attorney, unless the alleged violation is connected with a separate criminal action against the student. The attorney will be at the appellant's expense and will not be permitted to participate in the hearing, other than counseling with their client.

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- d. The Board will review all, and only the evidence presented during the hearing and shall determine if the adjudicating officer's determination is supported by substantial and competent evidence, and shall reverse or modify the determination if the Board finds that the original decision was not supported by substantial and competent evidence.
  - e. The Board will issue its written decision within thirty (30) days to the Office of VPSA and the appellant.
    - i. In Title IX matters, the Board will also issue the decision to the complainant as afforded in the victim's Statement of Rights.
  - f. The College President may review the Board's decision to ensure compliance with legal and federal mandates and may alter the decision.
6. The student has the right to appeal the Board's decision in writing to the College President within seven (7) calendar days after the date the party receives the Board's decision. If the student does not make a timely request for appeal, the Board's decision becomes final and the student has no further right to appeal.
- a. If the student appeals the Board's decision to the President, the President's Office will inform the other party of the request for review by the President. The other party will have the seven (7) days to respond in writing and submit evidence for the review.
  - b. The President will review both parties' documentation and may choose to meet with the student.
  - c. The President shall affirm, reverse, or modify the decision of the Board or sanction assessed, provided that the President shall not increase the sanctions beyond that which was recommended by the VPSA in the first instance.
    - i. The President may also return the case to the Board for further hearing upon such issues as the President may designate.
  - d. The President will issue his/her written decision to both parties.
    - i. In Title IX matters, the written decision will also be given to the victim as afforded in the victim's Statement of Rights.
7. The student has the right to appeal the President's decision to the State Board of Education when, if in such manner as the State Board of Education determines that such appeal shall be heard and according to requirements outlined in Policy III.P, Section 18.
- a. If no such appeal is made, or does not meet the requirements set by the SBOE, the President's decision until the SBOE completes their review.

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MEMORANDUM

Office of General Counsel

March 17, 2017

Administration Bldg 127  
875 Perimeter Drive MS 3158  
Moscow ID 83844-3158

Phone: 208-885-6125  
Fax: 208-885-8931  
counsel@uidaho.edu

To: Jenifer Marcus, Deputy Attorney General  
From: James E. M. Craig, Deputy General Counsel  
Re: Summary of the University of Idaho's Student Code of Conduct Process

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Per your request, below is a summary of the University of Idaho's process for investigating and adjudicating allegations of violations of the UI's Student Code of Conduct. The UI is currently reviewing this process, and there are likely to be substantial changes made to the process within the next year or so. However, this fairly summarizes the current process. The last page includes a flow chart showing the process.

The preamble to the University of Idaho Student Code of Conduct states that the "university disciplinary system is part of the educational process of students focusing on behavior within a community. Sanctions are imposed for violations to the Student Code of Conduct to teach students how to be better and more responsible members of a community. Sanctions also serve to protect the UI community." University of Idaho Faculty Staff Handbook (FSH) 2300. Worded slightly differently, but with the same message, FSH 2400 A states that the "purpose of the Student Code of Conduct is to educate students about their civic and social responsibilities as members of the University community. The primary focus of the disciplinary process is on educational and corrective outcomes; however, sanctions such as suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community." Enrollment at the UI is voluntary, and by voluntarily enrolling at the UI, "students voluntarily accept responsibility for compliance with all university policies...." FSH 2100 A.

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When it is alleged that a student has violated the Code, the Office of the Dean of Students (DOS) conducts an investigation.<sup>1</sup> FSH 2400 C-1. DOS may interview witnesses, including the respondent. FSH 2400 C-1(b). If DOS determines that the allegation is credible, DOS must provide written notice of the allegation to the respondent that includes, among other things, the alleged misconduct, a statement of the respondent's rights under the Code, and a date and time, scheduled for no sooner than two days after the notice is sent by email, for the respondent to meet with a representative of DOS. FSH 2400 C-1(c). At this meeting with DOS, the "student is given the opportunity to give his/her account of the incident leading to the allegations(s)." FSH 2400 C-1(d). The student can have an advisor, which may be an attorney, present with him at this meeting, and can also provide to DOS names and contact information "of individuals who have personal knowledge of the incident or circumstances pertaining to the allegation(s)." *Id.*

DOS may continue the investigation after the meeting with the respondent. Depending on the nature of the case, the respondent may have the opportunity to review the draft investigation report prior to its conclusion. In Title IX cases, the Office of Civil Rights and Investigations (OCRI) has recently begun to allow the complainant and respondent to view a preliminary draft of the report, without any credibility findings or conclusions, to allow the complainant and the respondent to comment on the investigation.

After the investigation is concluded, DOS "shall make a finding as to whether the alleged violation occurred by a preponderance of the evidence." FSH 2400 C-1(e). If DOS determines that it is more likely than not that the respondent violated the Code, DOS "shall determine the appropriate sanction(s) and provide the student with written notice of the determination, the factual basis for the determination, [and] any sanction(s)." FSH 2400 C-1(e). However, the

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<sup>1</sup> Most of the investigations, including all Title IX investigations, are now done in the University of Idaho's Office of Civil Rights and Investigations, which is independent from the DOS.

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determination made by DOS is of no effect unless the respondent agrees with the DOS determination and the proposed sanctions.

If the respondent agrees with the determination and the sanctions, the DOS determination is final and the sanctions go into effect immediately. FSH 2400 C-1(e)(1). If the respondent does not agree with the DOS determination or the sanctions proposed by DOS, the respondent has the right to seek a hearing before the Student Disciplinary Review Board (SDRB). FSH 2400 C-1(e)(2). If the DOS determines that the appropriate sanction does not include suspension, expulsion, or withholding or revoking a degree, and if the respondent submits a proper request for review, the SDRB can either review the DOS determination and sanctions through written submissions from the parties, or the SDRB can hold a hearing where the parties can submit additional information and ask witnesses to provide information. FSH 2400 C-2. For cases that do not involve suspension, expulsion, or withholding or revoking a degree, the SDRB hearing is a limited review of the DOS investigation and findings. FSH 2400 C-2(b). The SDRB decision in these cases is the final institutional decision, and any sanctions imposed go into effect immediately. FSH 2400 C-5(b).

If the DOS determines that the appropriate sanction includes suspension, expulsion, or withholding or revoking a degree, and if the respondent does not agree with the DOS determination and sanctions proposed by DOS, the SDRB must hold a hearing. FSH 2400 C-1(e)(2)(ii) and FSH 2400 C-3. The SDRB will “schedule the hearing to occur no later than 10 days after being notified by DOS of the need for a hearing... The 10 days can be extended under compelling circumstances.”<sup>2</sup> FSH 2400 C-3(d).

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<sup>2</sup> FSH 2400 A-1(b) defines the term “days” as “days when the university is open for business, not including Saturday, Sunday, and University holidays. Time deadlines may be extended during breaks, University holidays, and for extenuating circumstances (e.g., non-Moscow locations) at the Dean of Students’ discretion.”

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The “purpose of a SDRB hearing is to determine whether, by a preponderance of the evidence,” the respondent violated the Code. FSH 2400 C-4. At this hearing, DOS has the burden of showing by a preponderance of the evidence that the respondent violated the Code, the respondent is presumed not to have violated the Code, and the respondent has no obligation to present any information. FSH 2400 C-4(j); C-5(3)(i). The respondent has the right to have an advisor present, has the right to refuse to speak as a witness, and has the right to present witnesses and information. FSH 2400 C-4. Additionally, any written information presented by the parties must be given to the SDRB and the other parties no later than noon the day before the hearing. FSH 2400 C-3(e).

The SDRB is a University committee consisting of faculty, staff, and students. Each SDRB panel is made up of a panel of three members of the SDRB, at least one of which must be a faculty member, and the other two may be faculty, staff, or students. FSH 1640.93. The members of each panel for each hearing are selected by the chair of the SDRB from all members of the SDRB. FSH 1640.93; 2400 C-3(b).

During the hearing, all parties are allowed to make opening statements, present witnesses, question witnesses presented by other parties, and make closing remarks. FSH 2400 C-4(k). If the hearing involves allegations of sexual harassment or gender-based harassment, and the complainant is a witness, the respondent must first submit the questions to the SDRB chair, who then asks any relevant questions. FSH 2400 C-4(k)(5)(ii). After the hearing, the SDRB must issue a written decision within three days. FSH 2400 C-5(a). The decision must be based on a majority vote of the SDRB, and must “state whether the DOS conclusion that by a preponderance of the evidence ... the student violated the Code is supported by the information, materials, and witnesses presented at the SDRB hearing,” and “identify the facts, conduct, or

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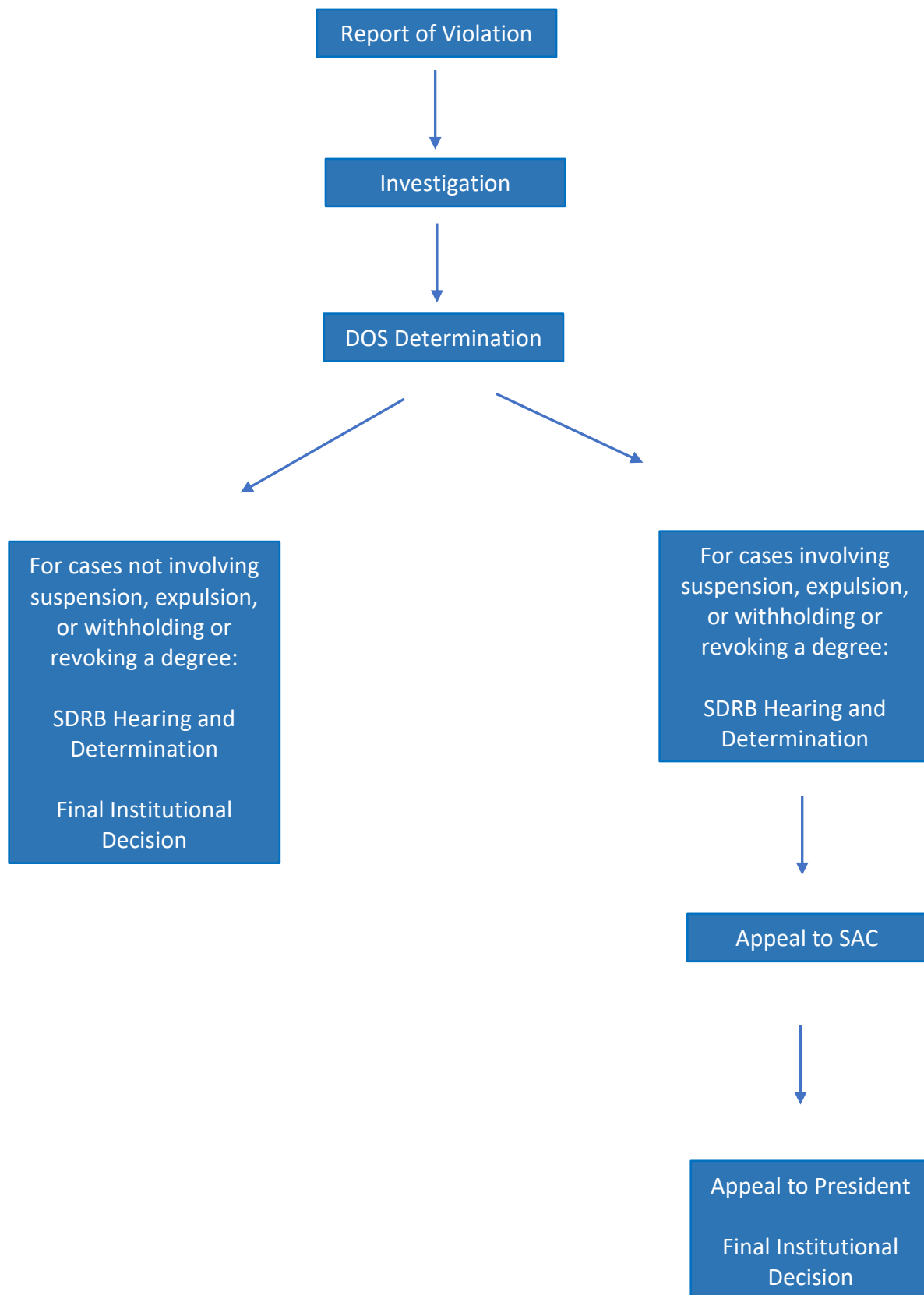
circumstances it has found to support its conclusion.” FSH 2400 C-5. If the SDRB finds that the preponderance of the evidence does show that the respondent violated the Code, and if the sanction includes suspension, expulsion, or the withholding or revoking of a degree, the student can appeal the SDRB decision to the Student Appeal Committee. FSH 2400 C-5(c). If the student chooses to appeal, the sanctions do not yet go into effect.

Appeals to the SAC must be submitted in writing and delivered to DOS no later than three days after the student is provided notice of the SDRB panel determination. There are limited grounds upon which the student may appeal the SDRB decision to the SAC. FSH 2400 C-6(b).

Similar to the SDRB, the SAC is made up of faculty members, staff, and students, and a subcommittee of three SAC members, at least one of which must be a faculty member, is appointed to hear each appeal. FSH 2400 C-6(c); FSH 1640.83. The SAC subcommittee’s decision must be based on majority vote, and must state its conclusion. If the SAC upholds the SDRB decision and sanctions, the “sanctions are effective immediately as of the original date of the SDRB panel determination.” FSH C-7(c).

After the SAC issues its decision, a further appeal can be made to the President no later than three days after notice of the SAC decision is provided to the student. FSH 2400 C-8. The President can decline to hear the appeal. FSH 2400 C-8(c). The President is not bound by the same grounds for appeal that governs the SAC’s review, and “has complete discretion whether to engage in any review of the [SAC] subcommittee’s decision, including what materials to consider and from whom.” FSH 2400 C-8. The President’s decision is the final institutional decision.

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**SUBJECT**

Board Policy III.Q, Admissions 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.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND / DISCUSSION**

Proposed amendments to Board Policy III.Q. Admission Standards include removing the course placement section, which is now its own policy, under Board Policy III.O. Other amendments include adding the Direct Admissions program; updating policy terms and titles; clarifying language providing institutional discretion regarding students admitted on provisional status; and general language updates to remove dated references.

**IMPACT**

Approval of the Policy amendments will bring Board Policy III.Q. into alignment with the creation of Board Policy III.O. and incorporates the Direct Admissions process.

**ATTACHMENTS**

Attachment 1 – Board Policy III.Q, Admissions Standards – 2nd Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

There were no changes between the first and second reading of this policy. Board staff recommends approval.

**BOARD ACTION**

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

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

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

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Q. Admission Standards**

June 2017~~December 2016~~

1. Coverage

Boise State University, College of Western Idaho, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy ~~as determined~~when established in policy by their local boards of trustees.

2. Purposes

The purposes of the admission policies are to:

- a. Promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. Inform students of the academic and ~~applied technology~~technical degree expectations of postsecondary-level work;
- c. Improve the quality of academic and ~~applied technology~~technical degree preparation for postsecondary programs;
- d. Enhance student access to academic and ~~applied technology~~technical degree programs; and
- e. Admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

The college and universities must ~~with prior Board approval~~ establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

Students attending an Idaho public school may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Admission awarded through the program is contingent upon verified level

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of achievement in high school curriculum and performance on a college entrance exam, and, successful completion of state high school graduation requirements.

~~A degree-seeking student with fewer than fourteen (14) credits of postsecondary work~~  
An applicant who is not admitted under the State Board's Direct Admission Program  
 must complete each of the minimum requirements listed below. ~~(International students and those seeking postsecondary career technical studies are exempt.)~~

- a. Submit scores received on the ~~ACT~~ ~~(American College Test)~~ (ACT) or ~~SAT~~ ~~(Scholastic Aptitude Test)~~ (SAT) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements: and
- b. Graduate from an accredited high school and complete the courses below with a minimum 2.00 cumulative grade point average. Applicants who graduate from high school in prior to 1989 ~~or later~~ will be subject to the admission standards at the time of their graduation.

Admissions Standards Core

Subject Area	Minimum Requirement	Select from These Subject Areas
<u>English</u> <u>Secondary</u> <u>Language Arts</u> <u>and</u> <u>Communication</u>	8 credits	Composition, Literature, <u>Oral Communication</u>
<u>Mathematics</u>	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.</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 (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.</p>
<u>Social</u> <u>Science</u> <u>Studies</u>	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if <del>it includes components as recommended by the State Department of Education</del> <u>aligns to the state content standards</u>), Psychology, and Sociology.</p>
<u>Natural</u> <u>Science</u>	6 credits	Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of

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		<p>two (2) credits may be derived from <del>vocational-career technical science courses jointly approved by the State Department of Education and the State Division of Career Technical Education</del>when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</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 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.</p>
<p><del>Arts and Humanities (including world languages), Foreign Language</del></p>	2 credits	<p>Literature, History, Philosophy, Fine Arts (if the course <del>includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation</del>is aligned to the state arts and humanities content standards), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p> <p><del>Foreign-World</del> Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p><del>State Division of Career technical education-approved</del> classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>

~~c. Placement in entry-level college courses will be determined according to the following criteria.~~

**Placement Scores for English**

Class	ACT-English Score	SAT-English Score	AP-Exam	COMPASS Score
English 90	<17	>200	NA	0-67
English 101	18-24	>450	NA	68-94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95-99
Credit English 101 and English 102	>31	>700	5	

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**Placement Scores for Math**

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	≥19	≥460	Algebra ≥ 45
Math 143 Math 147 Math 253-254	≥23	≥540	Algebra ≥ 61
Math 144 Math 160	≥27	≥620	College Algebra ≥ 51
Math 170	≥29	≥650	College Algebra ≥ 51 Trigonometry ≥ 51

**NOTES:**

If athe high school the student graduated from 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/Foreign World Languages) may not count in another category.

5. Academic College and University Conditional Provisional Admission

a. ~~It is the Board's intent that a~~ A student seeking conditional provisional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

~~i. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) scores must be submitted prior to enrollment. Effective fall semester 1989.~~

~~b.ii. Effective fall semester 1989, a~~ A degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition seek provisional admission by petitioning the institutional admission director for admissions.;

i. ~~A high school g~~ Graduated from an accredited secondary school ~~who but~~ has not completed the ~~Board's~~ Admission Standards Core set forth above and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.;

ii. ~~Students who Did not~~ graduate from an non-accredited secondary schools, ~~including or was~~ home schooled ~~studentss must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is~~

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~~seeking admission. In addition, the student must have and has an acceptable performance on one (1) of the following two (2) testing indicators: (a) either the GED (General Educational Development) Test; or (b) another standardized diagnostic test accepted by the institutions such as the ACT COMPASS, ASSET, or CPT.~~

- iii. Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

~~NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.~~

~~—A student seeking provisional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement, one (1) of which must be the ACT or SAT. ACT or SAT scores must be submitted prior to enrollment.~~

- c. If provisionally admitted, ~~the a~~ student ~~must will~~ enroll with conditional provisional standing and is subject to the institutional grade retention/probation/dismissal policies; ~~—, excepting that a~~ provisionally admitted student ~~with conditional provisional standing~~ may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be ~~in four (4) different subject areas of the general education requirements of courses the institution the student is attending.~~ Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

### 6. Advanced Opportunities Students

~~These s~~Secondary students who wish to participate in the Advanced Opportunities outlined in Board Policy Section III.Y. Advanced Opportunities, must follow the procedures outlined in Board Policy III.Y.

### 7. Transfer Admission

- a. ~~Effective fall semester 1989, a~~ degree-seeking student ~~with who, since after graduating from high school or earning a GED, has earned at least~~ fourteen (14) or more semester hours of transferable baccalaureate academic college-level credit from ~~another a regionally accredited college or university and with a minimum~~ cumulative GPA of 2.00 ~~or higher~~ may be admitted.
- b. A student not meeting ~~this the~~ requirement in section 7.a, above, may petition the institutional admissions director ~~of admissions to be admitted~~. If admitted, the student must enroll on probation status, meet all conditions imposed by the

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institutional admissions committee, and complete the first semester with a minimum 2.00 GPA ~~or higher~~, or may be dismissed.

~~The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.~~

### ~~8. Compliance and Periodic Evaluation~~

~~The Board will establish a mechanism for:~~

~~a. monitoring institutional compliance with the admission standards;~~

~~conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and~~

~~providing information as necessary and appropriate from the college and universities to the secondary schools and community colleges on the academic performance of former students.~~

## 98. Career Technical Education Admissions

### a. Admission Standards

*Regular* or Conditional-Provisional 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, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs. Career technical programs employ program admission processes in addition to institutional program admission.

### b. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

### c. Idaho Technical College System

The career technical programs are offered at the following locations:

Region I	Coeur d'Alene, North Idaho College
Region II	Lewiston, Lewis-Clark State College
Region III	Nampa, College of Western Idaho
Region IV	Twin Falls, College of Southern Idaho
Region V	Pocatello, Idaho State University

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Region VI    Idaho Falls, Eastern Idaho Technical College

d. ~~Purposes~~Student Advising

- i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
- ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.
- iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

e. Career ~~technical~~Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. 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.

- i. Standards for students who graduate from high school ~~graduates of in~~ 1997 ~~and thereafter or earlier~~
  - 1) High School diploma with a minimum 2.0 GPA<sup>1</sup>; and,
  - 2) Placement examination<sup>2</sup> (~~CPT, ACT COMPASS, ACT, SAT~~ or other diagnostic/placement tests as determined by the institution. ~~CPT or ACT~~

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<sup>1</sup>An institution may ~~choose to~~ substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

<sup>2</sup>If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.



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~~COMPASS~~s Scores may also be used to determine placement eligibility for specific career technical programs.); and,

3) Satisfactory completion of high school coursework that includes at least the following:

a) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. ~~(After 1998, less rigorous math~~mathematics ~~courses taken in grades 10-12 after 1998, such as pre-algebra, review math, and remedial math, shall not be counted.)~~

b) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

c) ~~English~~ Secondary Language Arts and Communication -- 8 credits. Applied English in the Workplace may be counted for English credit.

d) *Other -- Career technical courses*, including ~~courses eligible for dual credit~~postsecondary credits earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. ~~(High School Work Release time not connected to the school-based curriculum will not be considered.)~~

### ii. Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must ~~complete~~have a:

1) High School diploma with a minimum 2.0 GPA; or

2) General Educational Development (GED) certificate<sup>3</sup>; and

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<sup>3</sup>Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.



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- 3) ~~Placement examination (CPT, ACT, COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine admission eligibility for specific career technical programs.)~~

~~409.~~ Career Technical ~~Conditional Provisional~~ Admission

Students who do not meet all ~~the~~ requirements for regular admission may apply to a technical program under ~~conditional provisional~~ admission. ~~Provisionally admitted~~ ~~Students who are conditionally admitted~~ must successfully complete appropriate remedial, general and/or technical education coursework related to the career technical program for which regular admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring ~~Provisional Conditional~~ Admission must ~~complete~~ have a:

- a. High School diploma or GED certificate<sup>3</sup>; and
- b. ~~Placement examination (CPT, ACT, COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific career technical programs.)~~

~~11. Career Technical Early Admission~~

~~High school career technical dual credit students may also be admitted as non-degree seeking students. Placement exams are not required for regular or conditional admission until the student has completed the 12th grade.~~

~~4210.~~ Career Technical Placement Criteria: Procedures for placement into specific career technical programs

~~In addition to the requirements for admission to a technical program, students need to be aware that s~~Specific career technical programs may require different levels of academic competency in English, science and mathematics 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:

- a. ~~Each technical program establishes s~~Specific program requirements (including placement exam scores) established by the technical program that must be met before students can enroll in those programs. 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
- b. ~~Students should provide evidence of a career plan. (It is best if this plan is~~

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~~developed throughout high school prior to seeking admission to a technical college.)~~

~~e.b. Technical colleges employ f~~Formal procedures and definitions for program admission ~~employed by the technical college~~. Program admission requirements and procedures are clearly defined and published for each program.

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Master of Natural Resources, Environmental Education and Science  
Communication Option – Self-Support

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.G  
and Section V.R.3.b.v, Self-Support Academic Program Fees

**BACKGROUND/DISCUSSION**

The University of Idaho (UI), College of Natural Resources began offering the Master of Natural Resources (M.N.R.) degree program in 1997. This degree program is an interdisciplinary course-based graduate program designed for mid- and executive level professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental object of the graduate program is to integrate and scale various perspectives – ecological, the human dimension, planning, policy and law, and practical tools -- into a system view of natural resources. This professional degree is accessible to students of diverse academic backgrounds and helps graduates develop necessary credentials and skills for the effective management of natural resources through options within the graduate program major.

In 2014-15, the College of Natural Resources sought approval to create two options within this major: (1) Integrated Natural Resources Option and (2) Fire Ecology and Management Option. The differentiation of the curriculum was necessary given natural resources issues that continue to dominate the ecology and economic landscape. This degree program (M.N.R.) has an on-line presence and upon approval in 2014-15 was reported to the Northwest Commission on Colleges and Universities as having the ability to deliver greater than 50% of the curriculum via distance technology. These two existing options are also delivered on the Moscow campus and regular tuition and fees are collected from students.

The evolution of degrees and courses is critical to meet the needs of modern graduates and stakeholders. The UI/CNR is proposing the addition of a third option (3) Environmental Education and Science Communication. This option consists of a McCall based curriculum designed to provide an immersive, hands-on experience for students wishing to advance to a career in environmental education, placed-based education, and science communication. Students will engage in a comprehensive suite of practical, classroom-based and field-based coursework in various outreach settings at the McCall Outdoor Science School (MOSS). This option provides education, training, and experience at the post baccalaureate level, which is highly desirable in many occupations.

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Enrollment in the option, Environmental Education and Science Communication will be cohort based at MOSS. This option within the MNR major will not be provided via distance education. The curriculum for this option will be strategically delivered and when applicable, complement graduate certificate work, ensuring timely completion of a graduate degree. Timely completion is directly addressed to creating accessibility to advanced degree programs and the continuing dialogue on the cost of education. An immersive cohort based program in McCall extends access to high demand programs, in fields with immediate job placement, and delivers a quality advanced degree, collectively leading to an increased overall return on investment for students. This approach for program delivery assures that no new personnel are required for program delivery; however offering the option at the MOSS location does require the request for a self-support program fee.

**IMPACT**

Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trips and professional conferences, background checks, field equipment and supplies for courses and teaching, and infrastructure maintenance and repairs as well as institutional overhead assessed at the University of Idaho standard internal charge rate of 10% of gross revenue. The requested self-support program fee of \$19,805 per student will cover these program expenses.

**ATTACHMENTS**

Attachment 1 –Proposal

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Consistent with Board Policy III.Z, the UI has statewide program responsibility for Natural Resource concentrations in: Forestry, Renewable Materials, Wildlife Resources, Fishery Resources, Natural Resource Conservation, Rangeland Ecology & Management, Fire Ecology & Management at the M.S., M.N.R., Ph.D levels. The proposed Environmental Education and Science option is not listed in the UI's plan. Currently, new academic program components such as options are not required in Five-Year Plans.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on May 11, 2017 and was presented to the Instruction, Research, and Student Affairs (IRSA) committee on June 1, 2017 and to the Business Affairs and Human Resources Committee on June 2, 2017.

The proposed self-support academic program fee for this option conforms to the requirement in Board Policy V.R.3.b.v that the program *“be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services, and features as full-time, tuition-paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.”*

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Board policy V.R.3.b.v also stipulates that no appropriated funds may be used for self-support programs; that self-support program fees be tracked and accounted for separately from all other institutional programs; that self-support program fee revenues cover all direct, indirect, and (within three years) initial start-up costs; and that the institution carry out a review of each self-support program every three years to ensure that all direct and indirect costs are being covered by self-support program revenues. The university's budget analysis (Attachment 1) indicates the program would be financially feasible, and the market will ultimately determine if the program is viable under a self-support funding mode.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to create a new Environmental Education and Science Communication option within the Master of Natural Resources at the University of Idaho, McCall Outdoor Science School, in McCall, Idaho and to establish a self-support fee of \$19,805 per student.

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

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## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	April 19, 2017
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Natural Resources and Society

**Program Identification for Proposed New or Modified Program:**

Program Title:	Masters of Natural Resources – New Option in Environmental Education and Science Communication				
Degree:	MNR	Degree Designation		Undergraduate	x Graduate
Indicate if Online Program:		Yes		x No	
CIP code (consult IR /Registrar):	31.0601				
Proposed Starting Date:	Summer 2017				
Geographical Delivery:	Location(s)	McCall (MOSS)	Region(s)	III	
Indicate (X) if the program is/has:	x	Self-Support		Professional Fee	
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility	

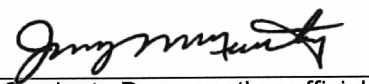
**Indicate whether this request is either of the following:**

- |   |   |
|---|---|
| <input type="checkbox"/> New Degree Program                                       | <input type="checkbox"/> Consolidation of Existing Program            |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program         |
| <input checked="" type="checkbox"/> Expansion of Existing Program                 | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

  
College Dean (Institution)

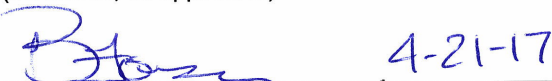
4-25-2017  
Date

Vice President for Research (Institution; as applicable) \_\_\_\_\_ Date

  
Graduate Dean or other official (Institution; as applicable)

4/25/17  
Date

Academic Affairs Program Manager, OSBE \_\_\_\_\_ Date

  
FVP/Chief Fiscal Officer (Institution)


4-21-17  
Date

Chief Academic Officer, OSBE \_\_\_\_\_ Date

  
Provost/VP for Instruction (Institution)

4/24/17  
Date

SBOE/Executive Director Approval \_\_\_\_\_ Date

  
President

4/24/17  
Date



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

### **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

We propose to create a new option within the existing Masters of Natural Resources (MNR) graduate degree program. This option is in the area of Environmental Education and Science Communication. The McCall-based curriculum and overall graduate program will form a strong professional, terminal degree in the field of environmental education and science communication. This option in the degree program will be cohort based, requiring a self-support program fee. Of special importance is that this proposed MNR option will complement and extend the highly successful current McCall-based graduate certificate program (through which graduate students teach STEM topics to ~3000 Idaho K-12 students per year) to offer an immersive, hands-on experience for individuals wishing to advance to a career in teaching, place-based education, public relations, and science communication. Students enrolled in this MNR option will engage in a comprehensive suite of practical, classroom-based and field-based coursework in various outreach settings. With the creation of this option, we intend to have three option areas within the MNR degree program: 1) Integrated Natural Resources; 2) Fire Ecology and Management; and 3) Environmental Education and Science Communication. This major and degree program has been previously reported as traditional and available on-line to the Idaho State Board of Education and NWCCU. It is also reported to NWCCU for geographical delivery in region III. Option 3 will be cohort-based and will only be available via traditional, face to face delivery and by attendance at the McCall Outdoor Science School, located on the McCall Field Campus managed by the UI College of Natural Resources.

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

Student needs: Based on our speaking with and recruiting approximately 100 prospective graduate students per year to our existing self-support graduate certificate program by the same name (Certificate in Environmental Education and Science Communication), we have learned that there is significant market demand for such an option for students who wish to receive a Master's degree in this same topic area. The creation of this option reflects the needs and interests of many prospective students and fits workforce needs as described below.

Regional and statewide needs: The existing MOSS graduate certificate program has a tremendous "ripple effect" throughout the state because as part of this program, graduate students teach approximately 3,000 Idaho K-12 students in immersive, hands-on science, technology, engineering, and math (STEM) topics. To date, over 30,000 Idaho youth have received STEM education through this program. The proposed MNR degree option will extend the reach of the MOSS program throughout the region and state, because it will require graduate students to deepen their mastery in STEM education and communication by teaching



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additional Idaho students in STEM topics beyond those required by the current graduate certificate program.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include [State](#) and [National Department of Labor](#) research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. Public Relations Specialists (Idaho DOL demand rating: High)
2. Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (Idaho DOL demand rating: High)
3. Self-Enrichment Education Teachers (Idaho DOL demand rating: High)
4. Environmental Scientists and Specialists, Including Health (Idaho DOL demand rating: Average)

	State DOL data	Federal DOL data	Other
<b>Local (Service Area)</b>	n/a	n/a	
<b>State</b>	Job 1: 29 openings /yr  Job 2: 50 openings/yr  Job 3: 46 openings/yr  Job 4: 24 openings/yr		
<b>Nation</b>		Job 1: 14,900 openings projected from 2014-2024 (6.2% increase)  Job 2: 23,800 openings projected from 2014-2024 (6.9% increase)  Job 3: 53,500 openings projected from 2014-2024 (15.4% increase)  Job 4: 10,200 openings projected from 2014-2024 (10.7% increase)	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

All DOL figures reported above were accessed via the Idaho and Federal Departments of Labor online databases in April, 2017. In addition to the four occupations listed above,

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the proposed degree program can be augmented with some additional coursework to allow graduates to fill positions as middle school and secondary school teachers, both rated as high demand occupations by the Idaho DOL.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of students was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

Because this proposed MNR option will directly relate to and extend the current self-support UI-MOSS Graduate Certificate program by the same name, we expect that the source of students will be very similar to the current Certificate program. Students enter that program holding a Bachelor's degree in the following fields: Biological Sciences (~30%), Physical Sciences (~15%), Environmental Science (~15%), Education (~15%), Arts and Humanities (~20%), and Other (~5%). The geographic source of students in that program is ~30% students from Idaho, and ~70% students from outside Idaho, with relatively higher proportions of out-of-state students coming from New England, the upper Midwest, and the Pacific Northwest.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed program will act to stimulate the state economy in two ways. First, it will produce graduates who are highly qualified to fill job openings in the fields described above, which are each in high demand within the state of Idaho. Second, this proposed program will further raise the level of STEM education available to K-12 students in the State of Idaho by providing additional learning opportunities that extend beyond the current graduate certificate program. Research has shown that K-12 students taught by our MOSS graduate students not only come away from the program with a deeper knowledge of the scientific process and STEM content, but also identify themselves as being scientists themselves, a critical step in students persisting in STEM disciplines throughout their schooling and going on to pursue STEM careers.

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

The proposed MNR option will (1) produce graduates who will have receive professional training in hands-on, STEM teaching and communication contexts throughout central Idaho. These students interact with community members (school administrators, teachers, and chaperones who bring their K-12 students to MOSS programs led by the graduate students as part of their training), providing many cultural and societal benefits that relate to life-long learning. In addition, the proposed MNR option will (2) increase our ability to serve Idaho K-12 students from across the state during the summer months, including audiences from rural and/or socioeconomically depressed locations.

- e. If Associate's degree, transferability:**

N/A

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3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

The University of Idaho has state-wide responsibility for the delivery of Natural Resource educational programs. There are no other similar programs offered by other Idaho public institutions.

<b>Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
(None)		

<b>Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u></b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
<b>Southern Oregon University</b>	<b>Master of Science in Environmental Education</b>	
<b>Western Washington University</b>	<b>Master of Education</b>	<b>In partnership with North Cascades Institute, a non-profit private outdoor educational organization.</b>
<b>University of Washington</b>	<b>Masters in Education</b>	<b>In partnership with Islandwood, a non-profit private outdoor educational organization.</b>
<b>University of Wyoming</b>	<b>Masters in Education or Environmental Science</b>	<b>In partnership with Teton Science Schools, a non-profit private outdoor educational organization.</b>



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

N/A

5. **Describe how this request supports the institution's vision and/or strategic plan.**

The request supports the University of Idaho's strategic plan in multiple meaningful ways. First, as part of Goal 1 of the strategic plan, the University plans to produce more graduate students receiving terminal degrees. This proposed program will directly contribute ~20 terminal graduate degrees (i.e. through increased enrollment in the MNR program) annually. Second, the program will fuel Goal 2 of the strategic plan by enhancing our land-grant outreach mission across the state. Third, the program will be leveraged to increase the Go-on rate (Goal 3 of strategic plan) in the state of Idaho, because graduate students enrolled in this MNR option will teach more than 3,000 Idaho youth annually. We are implementing new strategies to track the Go-on rates of K-12 students who experience MOSS programming through a separate but related initiative called "Step 1: MOSS, Step 2: Moscow".

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

We have developed a comprehensive suite of assessment tools for this MNR program option to be carried out annually, as described below in this document. This program option-specific assessment will be placed in the context of larger internal and external reviews of all three option areas comprising the entire MNR program. In addition, faculty, staff that direct this program will be evaluated annually in the context of the quality of program delivery. These activities will be coordinated with overarching accreditation processes carried out by our broader institutional accrediting body (NWCCU).

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes\_\_\_\_\_ No\_\_x\_\_

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan?** Indicate below.

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Yes \_\_\_\_ No   x  

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's five year plan.**

When did consideration of and planning for the new program begin?

This is the creation of a new program component within an existing master's degree program (i.e. Masters of Natural Resources, or MNR). The proposal form is being completed to accompany the request for a self-support program fee to support delivery of the program at the McCall Outdoor Science School (MOSS) location at the McCall Field Campus of the University of Idaho-College of Natural Resources. The planning for this request began late in the 2015-16 academic year.

**b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

If the new expanded program is delayed, an opportunity will be lost to stay competitive in our industry. Many of our competitors are non-profit organizations that have formal arrangements with universities to provide college credit for the courses offered. The fact that we are a University of Idaho program means we can offer a similar service more quickly, efficiently and at lower cost to students. Based on our 14-year track record with the certificate program we are proposing to expand, we risk losing our current pipeline of students to programs in the surrounding states of Washington, Oregon and Wyoming. We are the only program in the state of Idaho offering this program. With early consideration, we will be able to maintain our internationally recognized track record of excellence, the current and future pipeline of students requesting entrance to the program, and keep pace with what our competitors are offering in bordering states and in other locations throughout the industry.

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

The program is an extension of existing outreach and engagement at the UI-CNR McCall Outdoor Science School that reaches thousands of Idahoans annually. Adding this option will therefore expand the UI statewide land-grant and natural resource missions to enable more summer programming at MOSS, carried out through the service learning activities of McCall-based graduate students in summer. (The current graduate certificate program occurs only during the academic year). Graduates of this program will be well suited to enhance workforce development due to their expertise in STEM education and communication.

- ii. Explain if the proposed program is reliant on external funding (grants, donations)

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with a deadline for acceptance of funding.

N/A

- iii. Is there a contractual obligation or partnership opportunity to justify the program?

No.

- iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

No.

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

**10. Curriculum for the proposed program and its delivery.**

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

Credit hours in required courses offered by the department (s) offering the program.	32
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	32

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

This is a cohort-based, residential program where all students take the same coursework in coordinated teams. The program requires (1) the compilation of a professional portfolio, which will be a collection of "signature assignments" completed throughout the degree program, (2) three teaching practicum experiences, whereby graduate students teach K-12 students in place-based STEM and receive regular feedback and critiques through observations by faculty and staff, and (3) research credits that will lead to the completion of a case study project that will serve as a summative assessment in the program.

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be

*Page 8*



able to do, and value or appreciate as a result of completing the program.

1. Students will develop a basic understanding of local ecology and phenology.
2. Students will demonstrate an understanding of the process of science as conducted in multiple epistemological frameworks.
3. Students will be able to appreciate and communicate the complexity of systems.
4. Students will demonstrate empathy and appreciation for diverse perspectives.
5. Students will exhibit tolerance for adversity and uncertainty.
6. Students will demonstrate an ability to effectively plan for and carry out inclusive, place-based instruction.
7. Students will be able to lead in a variety of situations.
8. Students will demonstrate that they can care for the emotional, mental, physical needs of a group.
9. Students will be able to creatively address complex problems.
10. Students will use effective written and oral communication.
11. Students will be able to use scholarly literature in a variety of practical contexts.

## **12. Assessment plans**

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Each course culminates with a “signature assignment”. These signature assignments will be gathered into a professional portfolio to be presented at the end of the program. These assignments include an ecology research project, a phenology project, a curriculum design project, an educational research project, a science communication project, a leadership project, teaching observations, group debriefs and reflective journals. Additionally, students will create a capstone case study to explore how environmental education and science communication address complex environmental issues.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

We conduct annual reviews to assess our program. These findings are used to modify courses, add or drop courses and modify assessment processes. We will compile results from each course to track student progress throughout the year and make adjustments as needed. The program is designed to be a one-year, cohort-based professional degree where all students take the same courses. Results of courses will be compiled throughout the year and reported on each year for the cohort finishing the prior academic year.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures: End of course projects and exams, “signature assignments”, portfolio reflection, case study products. Indirect measures: Observations of graduate students teaching K12 students, leading their peers as program host, journal reflections. Rubrics are used to score the ecology exam, ecology project, curriculum design, educational research, phenology project, and science communication project. A

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qualitative feedback form is used to provide graduate students with feedback from teaching and program hosting observations.

- d. **Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment occurs as part of each course. Additionally, we conduct annual “exit” interviews with students, a capstone presentation and portfolio presentation. Teaching observations take place once each semester. The entirety of the program will take place in one academic year and student progress will be assessed each semester and at the end of the program, allowing us to report on outcomes annually.

**Enrollments and Graduates**

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

<b>Existing Similar Programs: Historical enrollments and graduate numbers</b>								
<b>Institution and Program Name</b>	<b>Fall Headcount Enrollment in Program</b>				<b>Number of Graduates From Program (Summer, Fall, Spring)</b>			
	FY2013	FY2014	FY2015	FY2016 (most recent)	FY2013	FY2014	FY2015	FY2016 (most recent)
<b>BSU</b>								
<b>ISU</b>								
<b>UI</b>	16* 10**	14* 9**	20* 9**	25* 10**	16* 16**	13* 9**	20* 10**	25* 10**
<b>LCSC</b>								

\* These numbers above represent the current graduate certificate program by the same name as the proposed new MNR option.

\*\*These numbers above represent all MNR program areas at the University of Idaho.



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

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Program Name: Masters of Natural Resources: Science Communication &amp; Environmental Education</b>											
<b>Projected Fall Term Headcount Enrollment in Program</b>						<b>Projected Annual Number of Graduates From Program</b>					
FY18 (first year)	FY19	FY20	FY21	FY22	FY23	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
20	20	22	22	24	25	20	20	22	22	24	25

- 15. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program has capacity for 25 students annually (both the option and certificate). This is based on current faculty, staff and facility capacity. Recruitment for the current graduate certificate program occurs year-round. We will use this same model for recruiting for the new MNR option. We place ads on relevant list serves and graduate program recruiting pages, place ads with professional associations, email past student referees, email our faculty and staff networks, and place online search engine advertising. Enrollment and graduation projections are based on past enrollment and graduation numbers in the highly successful certificate program by the same name started in 2003. We expect a similar number of students will choose the proposed MNR program and that a smaller number will select the existing certificate program given the proposed option will result in a Masters degree. The certificate program has 240 alumni to date.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The minimum number of students for the program to continue is 20 annually. This is based on a financial analysis of costs to deliver the program including administrative and faculty salaries including fringe, contract services, goods and services, travel, equipment, facility costs and indirect costs estimated to be \$392,106 annually.

<b>Administrative Salaries</b>	<b>Faculty Salaries</b>	<b>Contract Services</b>	<b>Goods &amp; Services</b>	<b>Travel</b>	<b>Equipment</b>	<b>Facility</b>	<b>Indirect</b>
\$93,506	\$203,054	\$5,000	\$5,500	\$20,000	\$2,000	\$27,400	\$35,646
						<b>TOTAL</b>	<b>\$392,106</b>

We expect to reach minimum enrollment in year one by leveraging our current

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certificate program, and maximum enrollment in year six.

**Resources Required for Implementation – fiscal impact and budget**

**17. Physical Resources.**

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

The proposed program will be offered from start to completion at the University of Idaho McCall Field Campus. The campus is approximately 14 acres and contains 20 buildings. There are 4 large dedicated classroom spaces, one with capacity for 60 students and three with capacity for 30 students each. The campus has a wide variety of scientific instruments and data collection devices used for both teaching and research. There are several desktop computers available for data analysis and geospatial data display. These resources are used to support the 24 graduate students currently in residence.

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

The proposed program will keep the use of physical resources the same during the academic year, but increase use of these resources into the summer by adding summer course requirements to the current graduate certificate program.

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

No additional equipment, space or laboratory instruments will need to be obtained to support the proposed program because we will increase use during the summer months, a time that we currently have the capacity to support more programs.

**18. Library resources**

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

Current library resources are adequate for the proposed program. The net number of students in residence will be the same so there will be no impact on existing programs. Library resources are available online so can easily be accessed from the McCall Field Campus.

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

No new library resources will be required to ensure successful completion of the



program.

**19. Personnel resources**

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

1.45 FTE in administrative support will be needed to support the program – from recruitment to enrollment. 2.25 FTE in faculty support will be needed to support the program – from teaching to advising. No additional sections of existing courses will be needed and no additional instructional capacity will be needed.

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

The McCall Field Campus employs 3.5 faculty and eight staff. These resources support the current cohort of 24 graduate students on campus. These resources will continue to support the 20-24 graduate students expected to participate in the program.

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

There will be no net increase of students so there will not be an increase use of existing personnel resources by the proposed program.

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

No new personnel will need to be hired to support the proposed program.

**20. Revenue Sources**

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

There will be no reallocation of existing state appropriated funds.

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

N/A

- c) **Non-ongoing sources:**

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

N/A

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

N/A

- d) **Student Fees:**

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

The proposed program will charge a self-support academic program fee. The program will lead to a Masters of Natural Resources after meeting the requirements of a specific set of courses. The program is offered off-campus so participants do not access the same activities, services and features as full-time, tuition paying students. The self-support program fee revenue will cover all direct and indirect costs of the program. The fees will be segregated, tracked and accounted for separately from all other programs of the University. Since the proposed program is an expansion of an existing program, no start-up costs are being requested. Subsequent increases in the program fee will be first approved by the Board. The program will be reviewed every three years to ensure no appropriated funds are supporting the program. Students that take courses outside of the program fee will pay regular tuition for those courses.

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

This program will be offered from start to completion at the McCall Field Campus and we therefore are requesting to assess students a self-support fee for this program. Expenses include faculty and staff salaries to deliver and administer the program, student travel for field trip sand professional conferences, conducting

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background checks, field equipment and supplies for courses and teaching, maintenance and repairs of field campus infrastructure and improvements, and the University of Idaho G & A assessed at 10%. To offset these expenses, a self-support program fee will be collected in the amount of \$19,805 per student (please see budget table).

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

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### Program Resource Requirements.

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

### I. PLANNED STUDENT ENROLLMENT

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>27.5</u>	<u>20</u>	<u>27.5</u>	<u>20</u>	<u>27.5</u>	<u>20</u>	<u>27.5</u>	<u>20</u>
B. Shifting enrollments	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Total Enrollment</b>	<u>27.5</u>	<u>20</u>	<u>27.5</u>	<u>20</u>	<u>27.5</u>	<u>20</u>	<u>27.5</u>	<u>20</u>

### II. REVENUE

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
2. Institution Funds	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
3. Federal	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
4. New Tuition Revenues from Increased Enrollments	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
5. Student Fees	<u>\$ 396,100.00</u>	<u>\$ -</u>	<u>\$ 396,100.00</u>	<u>\$ -</u>	<u>\$ 396,100.00</u>	<u>\$ -</u>	<u>\$ 396,100.00</u>	<u>\$ -</u>
6. Other (i.e., Gifts)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<b>Total Revenue</b>	<u>\$ 396,100.00</u>	<u>\$ -</u>	<u>\$ 396,100.00</u>	<u>\$ -</u>	<u>\$ 396,100.00</u>	<u>\$ -</u>	<u>\$ 396,100.00</u>	<u>\$ -</u>

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

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

### III. EXPENDITURES

IRSA



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	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Faculty	\$ 154,580.00	\$ -	\$ 154,580.00	\$ -	\$ 154,580.00	\$ -	\$ 154,580.00	\$ -
3. Adjunct Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Graduate/Undergrad Assistants	\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
5. Research Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6. Directors/Administrators	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Administrative Support Personnel	\$ 66,363.00	\$ -	\$ 66,363.00	\$ -	\$ 66,363.00	\$ -	\$ 66,363.00	\$ -
8. Fringe Benefits	\$ 75,617.00	\$ -	\$ 75,617.00	\$ -	\$ 75,617.00	\$ -	\$ 75,617.00	\$ -
9. Other: _____	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Personnel and Costs</b>	<b>\$ 296,560.00</b>	<b>\$ -</b>	<b>\$ 296,560.00</b>	<b>\$ -</b>	<b>\$ 296,560.00</b>	<b>\$ -</b>	<b>\$ 296,560.00</b>	<b>\$ -</b>

	<u>FY 18</u>		<u>FY 19</u>		<u>FY 20</u>		<u>FY 21</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	\$ -
2. Professional Services	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -	\$ 5,000.00	\$ -
3. Other Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5. Materials and Supplies	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -	\$ 7,500.00	\$ -
6. Rentals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Materials & Goods for Manufacture & Resale	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -



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8. Miscellaneous	\$ 39,610.00	\$ -	\$ 39,610.00	\$ -	\$ 39,610.00	\$ -	\$ 39,610.00	\$ -
<b>Total Operating Expenditures</b>	<b>\$ 72,110.00</b>	<b>\$ -</b>	<b>\$ 72,110.00</b>	<b>\$ -</b>	<b>\$ 72,110.00</b>	<b>\$ -</b>	<b>\$ 72,110.00</b>	<b>\$ -</b>

	<b>FY 18</b>		<b>FY 19</b>		<b>FY 20</b>		<b>FY 21</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Capital Outlay</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

	<b>FY 18</b>		<b>FY 19</b>		<b>FY 20</b>		<b>FY 21</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

<b>E. Other Costs</b>	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Utilities								
Maintenance & Repairs	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -	\$ 27,400.00	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other Costs</b>	<b>\$ 27,400.00</b>	<b>\$ -</b>	<b>\$ 27,400.00</b>	<b>\$ -</b>	<b>\$ 27,400.00</b>	<b>\$ -</b>	<b>\$ 27,400.00</b>	<b>\$ -</b>
<b>TOTAL EXPENDITURES:</b>	<b>\$ 396,070.00</b>	<b>\$ -</b>	<b>\$ 396,070.00</b>	<b>\$ -</b>	<b>\$ 396,070.00</b>	<b>\$ -</b>	<b>\$ 396,070.00</b>	<b>\$ -</b>
<b>Net Income (Deficit)</b>	<b>\$ 30.00</b>	<b>\$ -</b>	<b>\$ 30.00</b>		<b>\$ 30.00</b>		<b>\$ 30.00</b>	

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

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I.A.	FTE calculated using 12 credit hrs/semester (24 credits/yr) as one FTE. Students will take 33 credits annually. $33/24 \times 20$ students = 27.5 FTE
II.5.	Annual program fee is \$19,805/student for 33 credit MNR
III.B.1.	Travel - field trips or professional conference attendance
III.B.2.	Professional services - background checks
III.B.2.	Materials and supplies - field equipment and supplies for courses and teaching
III.B.5.	Miscellaneous - University of Idaho G & A assessed at 10%
III.B.8.	Maintenance & Repairs - field campus infrastructure maintenance and improvements

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**SUBJECT**

Update on Postsecondary Credit Transfer and Articulation.

**REFERENCE**

Dec. 2014	Board received update on transfer portal implementation.
June 2015	Board approved second reading of amendments to Board Policy III.V Statewide Articulation and Transfer amended
February 2017	Board approved second reading of amendments to Board Policy III.N. General Education updated

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.N, III.V  
Section 33-107(6) and 33-2102, Idaho Code

**BACKGROUND/DISCUSSION**

The implementation of the web portal in 2014 as well as the creation of the General Education Matriculation (GEM) curriculum policy were designed, in part, to help address issues regarding transfer and articulation across the state. Though these items appear to be operationalized, consistency and accuracy of delivery have been questioned within various forums including Board committees, legislative groups, and workgroups associated with the Governor's Higher Education Task Force. Furthermore, these discussions have given rise to exploring how a more seamless approach to mobility between institutions can be accomplished, as well as a more effective understanding as to how credits are to be applied upon student transfer.

**IMPACT**

This is an information item with no immediate impact, intended to inform the Board on the development of action items by Board staff and the institutions to address credit transfer issues in a timely manner (or as allowed by academic calendar).

**STAFF COMMENTS AND RECOMMENDATIONS**

To respond to issues concerning transferability of academic courses across public postsecondary institutions, a diverse range of items are being explored by the Board office to improve transparency and alignment. This includes:

- 1) Reviewing accuracy and consistency of results reported in the course transfer website, which encompasses the delivery of course equivalency and General Education Matriculation (GEM) designation. This includes ensuring transparency for reflecting the information needed for students and advisors to understand how courses articulate for institution and GEM requirements;

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- 2) Exploring strategies to improve the articulation and administration of lower-level GEM curriculum. This includes revisiting the role of state general education committee and the annual convening of discipline-specific groups. Additional items will include reconsidering the alignment of common courses and potentially course numbering methods (such as lower-level general education courses), and;
- 3) Researching improvements in existing institutional processes and online tools that can help students achieve a better understanding of how coursework applies to degree progress prior to transferring. This may include specific items such as those that can assist with course substitution or replacement processes, as well as degree audit functions. Such improvements can lead to providing advanced notification of how transfer coursework may or may not be applied towards degree requirements at the receiving institution, and, help better inform students of the steps they need to take to seek recourse for curriculum that does not transfer.

Summarily, there is an array of methods involving technology, curriculum, and processes that can help address issues of access that have continuously been raised by the Board, elected officials, and workgroups within the Governor's Higher Education Task Force. In light of the protracted concerns associated with this issues, and the sense of urgency to address these concerns, this matter will remain as a standing item on the agenda for the Council for Academic Affairs and Programs until solutions are developed. Updates on progress with these items will be shared with the Instruction, Research, and Student Affairs Committee until recommendations are developed for Board consideration.

**BOARD ACTION**

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