

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

---

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

THIS PAGE INTENTIONALLY LEFT BLANK

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

---

**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

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

---

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.

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

---

**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 \_\_\_\_\_

THIS PAGE INTENTIONALLY LEFT BLANK

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

---

**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 \_\_\_\_\_

THIS PAGE LEFT INTENTIONALLY BLANK



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

---

**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.

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

---

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.”*

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

---

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 \_\_\_\_\_

THIS PAGE LEFT INTENTIONALLY BLANK

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

---

**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;

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

---

- 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.