

Academic Affairs and Program Committee Agenda

March 16, 2000

8:45 a.m. – 10:00 a.m.

Ah Fong Room, Boise State University
Boise, Idaho

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ACADEMIC AFFAIRS AND PROGRAM COMMITTEE
March 16, 2000
EXECUTIVE SUMMARY AND ATTACHMENTS

1. Minutes Academic Affairs & Program Committee Meeting: January 24, 2000

COMMITTEE ACTION:

To agree by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on January 24, 2000 as written (Item 1, attached)

Academic Affairs and Program Committee Minutes

January 24, 2000

1:30 p.m. – 2:40 p.m.

Student Union Building, Alexander Room
Boise State University

PRESENT:

Marilyn Howard, Chair, SBOE
Brian Pitcher, UI
Daryl Jones, BSU
Bob West, SDE

Karen McGee, SBOE
Jonathan Lawson, ISU
Rita Morris, LCSC
Robin Dodson, OSBE

Jerry Beck, CSI
Luke Robins, EITC
Dan Petersen, SDPTE
Nancy Szofran, OSBE
Lynn Humphrey, OSBE

Excused: Jerry Gee, NIC

VISITORS:

Rod Lewis, SBOE (March 2000)
MaryLou Robinson, LCSC
Erin Walter, Lewiston Tribune

Patty Toney, OSBE
Jennifer Attebery, ISU
Charles Etlinger, Statesman

Randi McDermott, OSBE
Larry Stauffer, UI-Boise

1. Minutes of the Academic Affairs & Program Committee Meeting: November 18, 1999

ACTION: It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on November 18, 1999 as written.

2. Minutes of the Council on Academic Affairs Meetings: September 15, and November 9, 1999

ACTION: It was agreed by consensus to accept the minutes of the Council on Academic Affairs and Programs Meetings held on September 15, 1999 and November 9, 1999 as written.

3. Minutes of the Higher Education Research Council Meeting: October 5, 1999

ACTION: It was agreed by consensus to approve the minutes of the Higher Education Research Council meeting held on October 5, 1999 as written.

4. Higher Education Research Council (HERC) Budget Allocation

A number of measures in FY 1999 have resulted in a balance of \$85,600 in the FY 2000 HERC budget. Those include shifting administrative funds for Academic Research to the Office of the State Board of Education resulting in carryover funds from FY 1999, cost savings from the FY 99 Research Center Grant Competition, and the termination of matching funds to the NIH-EPSCoR Project completed in 1999.

At its January 4, 2000 meeting, HERC voted to recommend these funds be used for the following:

**One-time increase in Infrastructure funding
(allocated to the institutions based on established percentages): \$80,000**

**Administrative expenses to help support the
Governor's Science & Technology Advisor and Advisory Council \$5,600**

ACTION: It was agreed by consensus to forward to the full Board for its consideration and action the HERC budget allocation as outlined above with a recommendation to approve.

5. Appointments and Reappointment

a. Appointment & Reappointment of HERC Members

The Higher Education Research Council (HERC) is comprised of the Presidents of the State College and Universities, four non-institutional representatives and the Governor's Statewide Science & Technology Advisor. The two non-institutional representative positions held by Darrell Manning and Ron Bitner are up for reappointment. Another non-institutional position, formerly held by Doyle Markham, has been vacated. HERC has recommended that Darrell Manning and Ron Bitner be reappointed and that John Huffman fill the vacancy.

ACTION: It was agreed to forward to the full Board for their consideration and action the reappointment of Darrell Manning and Ron Bitner, as well as the appointment of John Huffman, to the Higher Education Research Council with a recommendation to approve.

b. EPSCoR Reappointments

The EPSCoR (Experimental Program to Stimulate Competitive Research) Committee has recommended the reappointment of the following members to their committee. HERC has endorsed the reappointment of these individuals:

Kenneth M. Hollenbaugh – Dean of the Graduate College at Boise State University
Edwin W. House – Chief Research Officer, Special Assistant to the Vice President for Academic Affairs and Professor of Biology at ISU
Doyle Jacklin – President, Jacklin Seed Company, a Division of the J.R. Simplot
Jim D. Kempton – Idaho State Representative, District 25
Debonny L. Shoaf – Manager, Research Initiatives, Bechtel BWXT Idaho, LLC.
Jean'ne M. Shreeve – Professor of Chemistry at the University of Idaho

Ms. McGee asked Dr. Dodson to check on an EPSCoR meeting that she believed was supposed to be held in January 2000.

ACTION: It was agreed to recommend to the full Board approval of the reappointments to the Statewide EPSCoR Committee for terms of November 1999 through November 2002.

6. Admission Standards Policy Change – Final Reading

The Council on Academic Affairs and Programs (CAAP) worked with the English chairs of the postsecondary institutions on the issues of remedial English, standardized placement scores and common course numbers for general education English courses. At its September 1999 meeting, the Board approved the recommended English composition courses. As a consequence of the Board's action, staff added those approved changes to the Board's Admission Standards Policy. The inclusion of these changes into Board policy will provide for statewide implementation in a consistent manner among the institutions. In addition, the policy was also modified to add Applied Math III to the Math area since many Idaho high schools' Applied Math III courses have been approved for admission to Idaho colleges and universities.

One change has been made to the policy since the first reading in November 1999. At the English chairs' request, the Council on Academic Affairs amended the ACT placement score necessary to receive credit for English 102 from 28 to 31.

ACTION: It was agreed by consensus to forward the changes to the Admission Standards Policy (Section III. Subsection Q), to the full Board with a recommendation to approve.

7. New Programs: Boise State University

a. Full Proposal: Master of Science in Engineering

Boise State University proposed the establishment of a new on-campus Master of Science in Engineering (MSE) degree program. The collaborative nature of the new degree will ensure significant expansion of engineering education opportunities in Idaho. In addition, these cooperative efforts will allow for greater opportunities to pursue larger research projects and funding from the federal and private sectors.

The State Board of Education's Statewide Engineering Education Advisory Council (SEEAC) and the Council on Academic Affairs and Programs (CAAP) have reviewed and fully endorsed this proposed MSE program. In addition, the proposed program enjoys the full support of Idaho State University and the University of Idaho.

ACTION: It was agreed by consensus to forward the recommendation of the CAAP and the SEEAC on the Master of Science in Engineering at BSU to the full Board for its consideration and action with a recommendation to approve.

b. Notice of Intent: B.A. and Minor in History of Art and Visual Culture

Boise State University submitted a notice of intent for the establishment of a new minor and degree, Bachelor of Arts (B.A.), History of Art and Visual Culture. It provides a scholarly path as a complement to the existing studio path for art students at Boise State University. At present, such a program does not exist in Idaho. Faculty are currently in place to begin offering this program. In addition, student survey data indicates a strong demand for this B.A. and minor.

The Council on Academic Affairs and Programs reviewed this request in accordance with the State Board of Education policy and guidelines for program approval and recommends approval of this notice of intent without the development of a full proposal.

Dr. Daryl Jones also explained that this program has not completed the internal faculty approval process. However, he expects the faculty senate to endorse this proposed program. Upon Board approval, Boise State University will offer the B.A. and minor in History of Art and Visual Culture upon approval by Boise State University's faculty senate.

Dr. Marilyn Howard commended Boise State University for offering a variety of programs that ensure that the diverse interests and needs of students are met.

ACTION: It was agreed by consensus to forward the request to offer a B.A. and Minor in History of Art and Visual Culture at BSU to the full Board for its consideration and action with a recommendation to approve without the development of a full proposal.

8. Naming of Administrative Unit

Idaho State University is requesting to name the College of Health Professions at Idaho State University the Kasiska College of Health Professions. This is in honor and recognition of the Kasiska Family Foundation, which has pledged \$7.8 million over the next 10 years to ISU in support of the College of Health Professions. In addition, the Foundation's trust has already donated in excess of \$8 million to ISU and its College of Health Professions, primarily in support of student scholarships.

ACTION: It was agreed to forward the request to name Idaho State University's College of Health Professions the Kasiska College of Health Professions with a recommendation to approve.

9. Idaho Technology Incentive Grant Program

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 34 projects at a total of over \$7 million. This grant program has produced some interesting projects and products with marketable potential. However, the program has fallen

short of producing the truly innovative and exciting results anticipated by the Board at the program's inception.

Dr. Nancy Szofran explained that the Board has requested \$1.6 million from the Legislature for FY 2001 for continued funding of this competitive program to foster innovative learning approaches using technology. Of that amount, approximately \$450,000 is committed to previously approved projects, and should be honored. However, rather than conducting a competition in the same manner in past years, staff will work with the Presidents in the next month to develop a program that will meet the Board's expectations for innovation and to find ways to more appropriately align the program with the institutions' strategic plans and goals. A more definitive proposal will be forwarded to the Board in March.

10. Idaho Virtual University Consortium

The State Board of Education endorsed the President's concept of a "virtual university" in the spring of 1999. The Council on Academic Affairs and Programs (CAAP) was assigned the responsibility of developing, planning and implementing this concept.

Kaye Gapen, consultant, Northern Lights Inc., presented a draft report to the Presidents' Council on January 4, 2000. The report summarized the current status of distance education and recommended next steps. Phase two of the process includes completing course compilations; defining the consortium (responsibilities, expectations, roles); design the initial consortium web site; and cost modeling approaches. Phase two will be completed by April 4, 2000.

The academic officers asked for Dr. Howard and the full Board's guidance and clarification about their expected outcomes for the virtual university consortium. The issue of costs is of particular concern to the academic officers. It is expected that it will be extremely expensive to begin and operate the Idaho Virtual University Consortium successfully. It was pointed out that this would be an entirely new venture that the institutions will be involved with in addition to the current program offerings and to date no new funds have been appropriated to support the project. Dr. Nancy Szofran mentioned that Ms. Gapen's recommendations for critical success include adequate capital to finance start-up costs and growth.

The academic officers described a number of other extremely complex issues that will be have to be considered and worked out including differing admission standards and fee structures among the institutions and community colleges.

Dr. Pitcher commended the work of the consultant and Dr. Szofran. He and other members stressed that it is critical to identify the potential market. It will not be cost-effective to build a consortium to deliver education programs to the 20% of the population not currently served by the institutions. The consortium may want to consider a worldwide market. Dr. Jones added that CAAP also questions the value-added costs. He believed that it is important to determine what added value this will give Idaho citizens that they do not already have. The Council planned to discuss these and other items

The Council on Academic Affairs and Programs will arrange a joint meeting with the Presidents' Council in early February to seek clarification on the Presidents' position on a number of items related to the Consortium. The CAAP will provide a progress report to the Board at its March 2000 meeting.

11. Program Review:

a. Update and Next Step

Dr. Robin Dodson explained that the Presidents' Council and the Council on Academic Affairs and Programs (CAAP) have been charged by the State Board of Education to review postsecondary professional programs in the areas of engineering and related technology, teacher education, legal education and the health professions. The first phase of the program review is to inventory current program offerings to determine what is being offered, in what locations, and the number of students enrolled in those programs. This phase is nearing completion after several months spent resolving inconsistencies in reporting procedures that compromised the integrity of the data. The second phase of the review is to determine workforce projections and trends.

The second phase of the charge was initiated with a January 20, 2000 meeting of the Council on Academic Affairs and Programs (CAAP) with Jim Adams, Department of Labor, Andrea Fletcher, Department of Health and Welfare, and David Porter, Computer Information Services. It is anticipated that the workforce projections and trend data will be reported to the AAPC and full Board during the next several months. With State Board of Education direction, the data will assist the institutions in reviewing their programs to ensure that they are meeting those projected workforce needs.

b. Update on Legal Education

Dr. Brian Pitcher briefly updated the Committee on the University of Idaho's activities to date regarding the review of its legal education program and the needs of the state of Idaho with respect to legal education. President Robert Hoover appointed a special panel of Deans or former Deans of Colleges of Law in the United States and charged them with reviewing, recommending and assessing legal education resources and services in Idaho. The special report provided a broad overview and analysis of legal education today and tomorrow; Idaho's dilemma of providing legal education programs and services despite Idaho's geographic and demographic circumstances; and three options for Idaho. Those options are (1) an enriched status quo, (2) relocation of the College of Law to the Treasure Valley and (3) development of a new model to match legal education needs of the state. With recommendations from the Dean and Provost, President Hoover will then appoint an implementation committee to evaluate options presented by the review panel.

In response to a question from Mr. Rod Lewis, Dr. Pitcher explained the fundamental reasons for reviewing current legal education delivery. They included whether a residential setting best meets the needs of the state, a decline in the number and quality of

applicants, the need for advanced training opportunities and interdisciplinary offerings/experiences that strengthen legal education, and to review adjunct taught specialties.

Rod Lewis asked if there is a perception among the legal community that the University of Idaho is not meeting their needs. Dr. Pitcher responded that was not the finding of the panel. However, the legal community is always looking for the best quality graduates that they can find. In addition, alumni are very split in their views of whether the law school should remain in Moscow or if legal education delivery should be expanded to the Treasure Valley.

The meeting was adjourned at 3:40 p.m.

2. Minutes of the Council on Academic Affairs Meetings:

- a. December 8, 1999
- b. January 20, 2000

COMMITTEE ACTION:

To agree by consensus to accept the minutes of the Council on Academic Affairs and Programs Meetings held on December 8, 1999 and January 20, 2000 as written (Items 2a-b, Pages 11-19).

Item 2a

Council on Academic Affairs and Programs

December 8, 1999

Len B. Jordan Office Building

Room 302

650 W. State Street / Boise, Idaho

9:00 a.m. – 2:00 p.m.

Present:	Jerry Beck, CSI	Jerry Gee, NIC	Robin Dodson, OSBE
	Alan Brinton for Daryl Jones, BSU	Dan Petersen, DPTE	Nancy Szofran, OSBE
	Jonathan Lawson, ISU	Rita Morris, LCSC	Lynn Humphrey, OSBE
	Brian Pitcher, UI		
Absent:	Luke Robins, EITC	DeVere Burton, DPTE	
Guests:	Kaye Gapen, Northern Lights	Tom Lyons, NIC	Ben Hambelton, BSU

1. Minutes of September 15, 1999 CAAP Meeting

It was moved by Jonathan Lawson, seconded by Rita Morris, and carried to approve the minutes of the September 15, 1999 CAAP meeting.

2. Program Approval Policy Changes – Delegation of CAO Authority

The draft of the Program Approval and Discontinuance Policy preserves the delegation of authority to approve program requests to the Executive Director. The Council spent a considerable amount of time discussing the draft policy.

The first issue was whether the policy applies to the Community Colleges when they are developing an academic program not intended for transfer and the section outlining Faculty/Staff/Student Rights. The Idaho Code and administrative rules of the Board were consulted with an apparent conflict between two sections of the statutes. Robin Dodson stated that he would seek the Deputy Attorney General's opinion.

In addition, there was considerable discussion about whether it is advisable to have the Board approve new majors. Brian Pitcher thought there was some benefit to having the Board approve new majors because it would ensure that requests for new majors would be well planned and defensible on a statewide level.

Another topic of debate was whether or not "Certificate" should be defined in the Board policy, and it was decided to not include a definition of certificate in the policy.

The following changes to the draft policy were agreed upon:

- Replacing all references to "vocational" with "professional technical";
- Strike second sentence in Program Definition (2a on Page III-10);

- Replace title “Course” with “Minors, Emphasis, Options and Courses with Fiscal Impact Greater than \$150,000” (#5, Page III-12).
- Restructure the Approval Procedures Section (#4, Page III-12) to include three subsections clearly outlining the procedures applicable to the different types of requests (i.e., minors and emphases; certificates and majors; and new degrees).

ACTION: It was agreed by consensus that Board staff would draft the changes discussed above and forward a copy to CAAP for their review and comment prior to the final reading to the Board in January.

3. Admission Standards Policy – Reconsideration of English Placement Scores

There have been no changes to the draft policy since the first reading at the November Board meeting. However the English Chairs have asked CAAP to reconsider the cut-off score of 28 for credit for English 102. They are recommending that students score 31 or better on the ACT/ACT COMPASS to receive credit for English 102.

Jerry Beck was concerned that scores do not have measurable outcomes so it is difficult to pick a particular score. For example, receiving a score of 31 on the ACT does not necessarily indicate that a student has mastered the research process, using secondary sources, documentation and citation in writing, which are all taught in English 102. However, Dr. Brinton pointed out that a student who scores a 28 or above would more than likely have mastered the mechanical and grammatical structure of writing and that the research process in writing would probably be covered later in a student’s major course of study. Robin Dodson suggested choosing a cut-off score that includes students who score somewhere between the 95th to 98th percentile.

ACTION: It was agreed by consensus to accept the English Chairs recommendation of awarding credit for English 102 to students who score a 31 or better on the ACT or ACT equivalent exam.

4. New Programs: Full Proposal: Master of Science in Engineering -- BSU

The proposal from Boise State University to offer a Master of Science in Engineering in Boise has been discussed at several meetings up to this point. The University of Idaho and Idaho State University expressed their support for the new master’s degree. Alan Brinton conveyed Boise State University’s appreciation for the support of the sister institutions.

ACTION: It was moved by Brian Pitcher, seconded by Rita Morris, and agreed by consensus to recommend approval of Boise State University’s request to offer a Master of Science in Engineering in Boise.

5. Rules Governing Residency Classification

a. U.S. Coast Guard

The Board office received a request to review the residency rule from a family recently separated from the U.S. Coast Guard who wishes to move to Idaho and attend an Idaho public postsecondary institution. The residency rule (IDAPA 08.01.04) currently allows members of the Armed Forces, who at the time of their separation designate Idaho as their intended domicile and enter a college or university within one year to pay instate tuition. The current rule excludes the U.S. Coast Guard from the definition of Armed Forces.

ACTION: It was agreed by consensus to recommend changing IDAPA 08.01.04 to strike the United States Coast Guard as excluded under the definition of Armed Forces.

b. Other Issues

Suggested residency changes drafted by ISU legal counsel some time ago were shared with CAAP. It was agreed to ask the Board and college and university attorneys to meet as a group to draft residency changes, including the coast guard change, for the CAAP's review and consideration. The task will be to identify the appropriate changes that would need to be made in both Idaho Code and Board Rule.

Presentation: Kaye Gapen, Northern Lights Inc., for the Idaho Virtual University

Nancy Szofran introduced Kay Gapen, Owner of Northern Lights, Inc. who is the consultant retained by the Presidents' Council to develop cost model analyses and a web site linking the seven postsecondary institutions for the Idaho Virtual University Consortium.

Ms. Gapen began the presentation by stating that this is a two-month project to take place in November and December with a report to the Presidents' Council on January 4, 2000. Northern Lights, Inc. shared its recommendations for setting the context and framing the analysis. Those recommendations include:

1. Competitive Analysis Framework
2. Current Course Analysis across the seven campuses
3. User-framed, value-added Model Scenarios
4. Technology Infrastructure Comparisons across seven campuses
5. Infrastructure-Based Cost Modeling
6. Direct Costs Modeling
7. Distance Education Strategic Planning Analysis
8. Web Prototype Scenario from the Users Perspective

One important task is to normalize the definitions of distance education so that inventory and enrollment data from the institutions is consistent. Examples of courses to include might be for-credit courses and/or courses for teacher certification. Ms. Gapen distributed a draft list of courses and delivery modality put together by Blake Beck for both Fall 1999 and Spring 2000. Jerry Beck reminded CAAP and Kaye that correspondence courses and courses delivered by faculty off-campus are not included so the title of the inventory of courses should reflect that

decision. It was agreed that a better title would be “Electronically Delivered” courses.

It was agreed to use two lists as a basis for the current course catalog on the web site. The first is the basic list put together by Blake Beck and the second would be a list of those special or unique courses that have not been included, such as courses offered for a limited audience not open to the general public. Kaye requested that the Provosts (or their designee) send their suggested revisions to the course framework analysis, as well as the supplemental list of excluded offerings to Nancy Szofran no later than December 15, 1999.

Ms. Gapen intends to get a draft of the analysis to the CAAP for its review, probably via e-mail, prior to January 4, 2000. CAAP will have an opportunity to respond to the draft before it is presented to the Presidents at the January meeting.

Other comments included a request to consider completion rates in the cost analysis model. Profitability will also be a component of the analysis, including cost per credit and unit cost per student. Profitability, costs, revenue and bottom line are important considerations.

Kaye mentioned that she would also review the institutions’ strategic plans to gain insight into the goals and direction of the institutions that might be useful to include in the analysis. She requested that the academic officers send their strategic plans to Nancy or to Kaye, but with notification to Nancy if it is sent to Kaye directly.

Ms. Gapen also shared with CAAP an overview of the Idaho Virtual University Online System prepared by Northern Lights, Inc. Northern Lights envisions that the “virtual university online system will consist of a series of sophisticated, complex databases intended to guarantee the efficient and effective gathering and distribution of all relevant data in a way that is necessary for the university to conduct business and value-added for the user”. Kaye will demonstrate a “virtual” prototype of how the web site will look and function at the Presidents’ Council meeting in January.

6. Normalization of Program (CIP) Data

Robin Dodson reported that all institutions, with the exception of the University of Idaho, have submitted their revised program data to Jerry Engstrom. Brian Pitcher agreed to follow-up on that report.

7. Idaho’s Standards for Excellence – Letter of Support and Testifying before Legislature

Laurie Boston, the Board’s Public Information Officer, requested that the Council on Academic Affairs and Programs provide a letter of support or proclamation endorsing the Idaho’s Standards for Excellence (formerly called Exiting Standards). Ms. Boston also hoped that an institutional member of CAAP would testify in support of the Standards for Excellence during the legislature’s consideration of the standards. The CAAP was reluctant to commit to these requests without knowing what the Presidents’ Council reaction would be.

8. Other – Fee Waivers

Robin Dodson shared with CAAP draft changes to the Board's fee waiver policy which were discussed by the Finance Committee and passed by the Board for first reading at the November 1999 meeting. The proposed changes deal with the authorization of additional fee waivers for students studying in the high demand fields of engineering, information technology and related high tech disciplines.

CAAP is concerned that the definition of information technology is too narrow. Rita Morris stated that the definition doesn't reflect all of the information technology needs of the state and was not flexible enough to allow the institutions to respond to a rapidly changing discipline. It was suggested that the sentence that outlines what Information Technology encompasses be removed from the policy. Brian Pitcher also preferred a briefer definition that is more global. In response, it was also pointed out that the paragraph does not identify "related high tech disciplines" so that might provide some flexibility. Therefore it was agreed to recommend leaving the definition as is because "related high tech" is undefined, but to develop a process for CAAP's review and recommendation of potential programs eligible for fee waivers.

ACTION: It was agreed by consensus to develop a process for CAAP to annually review a list of potential programs authorized for fee waivers with recommendations forwarded to the Board for its consideration and action.

The meeting was adjourned at 1:45 p.m.

Item 2b

Council on Academic Affairs and Programs

January 20, 2000

Len B. Jordan Office Building, Room 302

650 W. State Street / Boise, Idaho

9:00 a.m. – 2:00 p.m.

Present:	Jerry Beck, CSI Daryl Jones, BSU Jonathan Lawson, ISU Brian Pitcher, UI	Jerry Gee, NIC Dan Petersen, DPTE Rita Morris, LCSC Luke Robins, EITC	Robin Dodson, OSBE Nancy Szofran, OSBE Lynn Humphrey, OSBE
Guests:	Kaye Gapen, Northern Lights Jim Adams, DOL	DeVere Burton, CSI Dave Porter, CIS	Mike Falconer, DPTE Mark Kuskie, SDE

1. Minutes of November 9 and December 8, 1999 CAAP Meetings

It was agreed by consensus to accept the minutes of the November 9 and December 8, 1999 CAAP Meetings.

2. Program Approval Policy Changes

a. Academic Procedures

Robin Dodson is continuing to draft changes to the Program Approval Policy change with the assistance of the Deputy Attorney General. He anticipates having changes ready for CAAP's review at the next meeting.

b. Professional-Technical Program Procedures

The Council discussed professional-technical program approval procedures. The office of the State Board of Education, the Division of Professional-Technical Education and the chief academic officers of the postsecondary institutions agreed that there is a pressing need to review and make changes to the current program approval procedures. Those changes will eventually be incorporated into the SBOE/AAPC Guidelines for Program Approval. It was agreed that Mike Falconer and Dan Petersen working with Robin Dodson will draft changes to professional-technical program review for CAAP's consideration.

In addition, there was also some discussion of the authority of the institutions' chief academic officers to propose program changes to AAPC, rather than the Division of Professional – Technical Education. It was the consensus of the Committee that the institution proposing program changes should make those requests to AAPC through CAAP.

3. Idaho Virtual University Consortium – update and draft report

Kaye Gapen, Northern Lights, Inc. presented a current status report of Phase I of the Idaho Virtual University Consortium, preliminary working materials for five projects of Phase II, as well as an updated report of current distance education offerings.

The next steps for the Idaho Virtual University Consortium are as follows:

- A. Work through project 2 of 5 (Phase II) to focus on the structure. Kaye and Nancy will compile.
- B. Meet with the Presidents' Council to review the structure and define the issues.
- C. On-campus work through projects 1, 3, 4 and 5 of 5. Would involve visits with folks both on- and off-campus.
- D. Determine known revenue (what the institutions are now doing with distance education). Kaye will compile.
- E. Determine known costs (increases) to serve current or planned clients. Kaye.
- F. Meet again in the next few weeks.

4. Idaho Technology Incentive Grant Program 2000

Nancy Szofran reminded the Council of the concerns associated with the results of the Idaho Technology Incentive Grant Program since its inception. With the exception of a few projects, most are not aligned with the institutions' strategic plan and are not sustainable after the funding is exhausted. In addition, there is a weakness in the external review process. The lack of support for continuing the program as it has been structured in the past has become evident.

Nancy Szofran outlined a potential model for using the technology incentive grant funds. She envisioned a "do tank" where the institutions combine fiscal and/or staff resources at a central location to focus on connectivity, faculty/staff support, and other issues of importance to the institutions. She believed that this would meet the intent of the program to foster innovation and collaboration among the institutions.

Other suggestions were to use the money for faculty training on the individual campuses or for some type of matching program. After some discussion, support emerged for a program modeled after the "Governor's Excellence Initiative" (may or may not require a match) where the institutions apply for funding targeted to meet specific needs on their campuses. With this model Nancy Szofran would serve as the technical advisor, the Presidents' Council would make funding recommendations to the Board which would award the funds. The institutions would be accountable for the funds through periodic reports to the Board.

It was agreed that a joint meeting of the CAAP and the Presidents' Council is necessary to clarify some questions and issues concerning the Idaho Technology Incentive Grant Program and the Idaho Virtual University Consortium.

5. Program Review – CIP Code Data

a. Manpower Projections

Jim Adams from the State Department of Labor and Dave Porter from Computer Information Services discussed and distributed information regarding workforce projections with the CAAP. They both offered their assistance

b. Next Phase

Teacher Education program review is underway through the efforts of the Idaho's MOST project. Engineering/Technical programs review needs to be addressed at least in the elementary phase. The Board office staff will facilitate a planning meeting in February to begin the health professions program review.

6. College of Education Credit for Technology – transcript and cost of test

Mark Kuskie of the State Department of Education explained to CAAP that he has been receiving calls from postsecondary institutions seeking proof that pre-service teachers have passed the technology assessment offered by other institutions. This issue is not within his scope of authority or responsibility with the Department of Education. Rather, it is an issue that should be resolved by the respective Colleges of Education. Robin Dodson and Nancy Szofran agreed to meet with Mark Kuskie to explore possible solutions to this problem.

7. Majors Eligible for Non-resident Tuition Waivers

It was agreed that the respective institutions will review their draft list of majors eligible for non-resident tuition waivers (especially the ones that are difficult to define) and attempt to standardize the list. A final draft list will be ready for review and discussion at the March CAAP meeting. The CAAP's recommendation on the proposed list will be forwarded to AAPC and the Finance Committee at the March 2000 Board meeting.

8. Bachelor of Applied Technology / Bachelor of Applied Science

Workforce trends of the state and region were discussed. Information from the institutions, State Department of Labor and federal employment data suggests that there is a need to develop bachelor programs in applied technology and applied sciences. Of special interest is the need for bachelor prepared graduates in the computer and engineering fields, the health professions and secondary education. Current data from Occupation Outlook Quarterly 1999 showed significantly enhanced annual earning for bachelor prepared workers versus those graduates with associates degrees or high school diplomas. There was consensus that Idaho should begin to focus on these degrees.

There was also some discussion of the A.A.S. articulation into Bachelor of Applied Technology or Bachelor of Applied Science degrees. Much of that focus was on the technical

major component that the four-year programs may not possess, but would be transferable into the baccalaureate program.

There was consensus that both students and the institutions would benefit from such action and that the upper division components may not reflect the technical field.

9. Other

a. Regular Monthly Meetings

The Council on Academic Affairs and Programs agreed to hold monthly meetings on the first Thursday of each month beginning in February.

b. Information Technology Personnel -- Northwest Academic Forum Meeting

Nancy Szofran mentioned that all of the information technology team members from Idaho (with the exception of EITC) had responded to her invitation to attend the Northwest Academic Forum meeting in Lake Tahoe on April 14-15. Their presence and input at the meeting will be important for the development of the Northwest Regional University Information Consortium. Nancy will arrange a telephone conference call in early March with those information technology personnel who plan to attend the meeting.

3. Technology Waiver List

BACKGROUND:

During the fall of 1999, the workforce needs in the fields of engineering, information technology and related disciplines for Idaho was discussed. As a consequence, the Board directed the Finance Committee and the Academic Affairs and Program Committee to modify the Board's policy on fee waivers such that the institutions under their governance could recruit non-resident students into engineering, and information and related technology programs. The Board took action at its January 2000 meeting to approve for final reading those policy changes.

DISCUSSION:

Between the first and final reading of the changes to the Board's policy for fee waivers, the Council on Academic Affairs and Programs has been developing and refining a list of those primary engineering/technology fields of study for which these tuition waivers can be awarded. That list is exhibited as Item 3 on pages 21 - 24 of this agenda and executive summary.

RECOMMENDATION:

The Council on Academic Affairs and Programs and Board staff recommends approval of the Engineering Technology fee waiver list as exhibited in Item 3.

COMMITTEE ACTION:

To forward to the full Board for its consideration and action the list of programs at each institution eligible for tuition waivers pursuant to State Board of Education Governing Policies and Procedures, Section V, Subsection U, as outlined in Item 3 (Pages 21-24) with a recommendation to approve / disapprove / table.

BOARD ACTION:

It was moved by _____, and carried to approve/disapprove/ table the list of programs at each institution eligible for tuition waivers pursuant to State Board of Education Governing Policies and Procedures, Section V, Subsection U, as outlined in Item 3.

University of Idaho
Engineering, Information Technology, and High Technology Majors

UI Majors Eligible for Tuition Waivers

Computer Science

Computer Engineering
 Computer Science
 Mathematics

Engineering

Agricultural Engineering
 Biological Systems Engineering
 Chemical Engineering
 Civil Engineering
 (including Engineering
 Management)
 Electrical Engineering
 Environmental Engineering
 Geological Engineering
 Mechanical Engineering
 (including Systems Engineering)
 Metallurgical Engineering
 Mining Engineering

Information Technology

Architecture (GIS and CAD)
 Art (Interface Design and Graphic Design)
 Business – Information Systems
 Cartography (GIS and CAD)
 Education Technology
 Industrial Technology
 Interior Architecture (GIS and CAD)
 Landscape Architecture (GIS and CAD)
 Visual Communication

Food and Fiber Production Technology

Agriculture Ed – Teaching Option
 Agriculture Science and Technology
 Agribusiness
 Agricultural Systems Management
 Animal Science – Production
 Biology
 Botany
 CFCS: Family Life Education Option
 Food / Nutrition – Dietetics Option
 Microbiology
 Physics
 Plant Science – Management Option
 Science / Pre-Veterinary
 Veterinary Science
 Zoology

Environmental Technology

Chemistry: General
 Environmental Science
 Fishery Resources
 Forest Products
 Forest Resources
 Forestry, Wildlife and Range
 Sciences
 Geology
 Natural Resource Ecology and Conservation
 Rangeland Ecology and Management
 Wildlife Resources

Boise State University

Engineering, Information Technology and Related High Technology Majors
Majors Eligible for Nonresident Tuition Waivers

Engineering

Civil Engineering
Electrical Engineering
Mechanical Engineering
General Engineering
Construction Management

Computer Science

Computer Science
Mathematics

Science

Chemistry
Geophysics
Geology
Biology
Physics
Earth Science Education

Information Technology

Computer Information Systems
Networking and Telecommunications
Graphic Arts
Technical Communication

Health Technology

Health Information Management
Health Information Technology
Medical Technology

Applied Technology (space-available basis only)

Computer Support Technician
Business Systems and Computer Repair
Computer Network Support Technician
Semiconductor Manufacturing
Broadcast Technology
Electronics Technology
Drafting Technology
Computer Aided Manufacturing

Lewis-Clark State College

Information Technology and Related High Technology Majors
Majors Eligible for Nonresident Tuition Waiver

Information Technology

Mathematics with a minor in Computer Science
Information Systems Analysis
Electronic Communications

High Technology Majors

Chemistry
Drafting
Geology

Idaho State University
Engineering, Information Technology, and Related High Technology Majors
Majors Eligible for Nonresident Tuition Waivers

*Indicates a Graduate Program

Computer Science

Computer Science

Computer Information Systems

Mathematics

*Mathematics

Engineering

Engineering

*Engineering

~~Automotive Technology~~

Construction Technology

Diesel/Electric Technology

Economics

*Instructional Technology

Instrumentation Technology

Mass Communication

Medical Technology

Welding Technology

Information Technology

Computer Software Engineering

Technology

Engineering Technology

Design Drafting Technology

Electronic RF/Telecom Technology

Electrical Technology

Electro-mechanical Drafting Technology

Civil Engineering Technology

Electronic Systems Technology

Laser/Electro-Optics Technology

Radiographic Science

Environmental Technology

Chemistry

*Chemistry

Geology

*Geology

*Hazardous Waste Management

Health Physics

*Health Physics

Physics

*Physics

4. Establishment and Naming of Administrative Unit

SUBJECT: Edwin T. Jaynes Center for Bayesian Methods & Maximum Entropy at Boise State University.

BACKGROUND:

The Boise State University Foundation has been notified that they are the recipients of a \$1,000,000 gift from the estate of Dr. Edwin T. Jaynes, a renowned physicist. The gift requires that the funds be used for the application of Bayesian and maximum entropy methods in science and engineering. Board approval is being sought for the establishment of this Center.

In addition, IDAPA 08.01.03.102.08 requires prior approval by the State Board of Education for the naming or memorializing of a building or administrative unit for other than functional use. Provisions for naming or memorializing buildings or administrative units are set forth in the Board's Governing Policies and Procedures, Section I, Subsection K.

DISCUSSION:

Boise State University is requesting to establish and name a Center within the College of Engineering at Boise State University the *Edwin T. Jaynes Center for Bayesian Methods & Maximum Entropy*.

The proposed Center will organize international conferences, assist in authoring text books, and award research grants with the focus on the work of Dr. Jaynes. Support for these activities will come from the \$1.0 million gift. The funds will be drawn down over a period of 20 years.

RECOMMENDATION:

Staff recommends approval of Boise State University's request to establish and name the *Edwin T. Jaynes Center for Bayesian Methods & Maximum Entropy*.

COMMITTEE ACTION:

It was agreed to forward the request to establish and name within the College of Engineering at Boise State University the *Edwin T. Jaynes Center for Bayesian Methods & Maximum Entropy* with a recommendation to approve/disapprove/table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the request from BSU to establish and name the *Edwin T. Jaynes Center for Bayesian Methods & Maximum Entropy*.

5. New Programs – A.S., Emergency Medical Technician Paramedic Program

- a. Boise State University**
- b. College of Southern Idaho**

BACKGROUND:

In 1998, the US. Department of Transportation, National Highway Traffic Safety Administration, revised the curriculum standards for the training of EMT – Paramedics. Those new standards address the need to place this training into an academic environment. In Idaho, EMT-Paramedic programs are developed and taught by local agencies such as county paramedics or fire departments. These local programs do not award academic credits for their graduates nor are they accredited by the national agency (Commission on Accreditation of Allied Health Education Programs). Survey data since 1998 in both the Magic Valley and Southwest Idaho has demonstrated significant need for EMT-Paramedic programs that use the new standards and meet the needs of the counties.

DISCUSSION:

Both BSU and CSI have worked jointly to develop the two A.S. programs and Certificate of Completion option. Each request is designed to meet the needs of their respective service areas. In addition, both institutions have employed the clinical core competencies and curriculum as outlined by the EMT-Paramedic National Standards. Graduates of these programs will be prepared to function as a member of the health care team. Further, due to the academic nature of these programs, graduates will also have the opportunity to continue on into other allied health care programs or advanced degrees.

The College of Southern Idaho will commit \$60,000 in FY01; \$61,800 in FY02; and \$63,654 in FY03 all from internal reallocation, with the addition of \$26,000 from federal funds in FY02. Boise State University will reallocate funds as follows: \$ 7,500 in FY01; \$100,700 in FY02; and \$101,526 in FY03. In addition, the program at BSU will also include funding from outside sources in the amounts of \$75,000 in FY01; \$22,500 in FY02; and \$36,000 in FY03.

RECOMMENDATION:

The Council on Academic Affairs and Programs has determined that these requests comply with the criteria (quality, demand, duplication, centrality and fiscal resources) as established in the State Board of Education's policy and guidelines for program approval. As a consequence, the Council and Board staff recommends approval of these notices of intent without the development of full proposals.

COMMITTEE ACTION:

To agree by consensus to forward the requests from BSU and CSI to offer the A.S., Emergency Medical Technician Paramedic Program to the full Board (as one motion) for its consideration and action with a recommendation to approve/disapprove/table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the requests from BSU and CSI to offer the A.S., Emergency Medical Technician Paramedic Program.

6. Idaho Technology Incentive Grant Program

BACKGROUND:

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 34 projects at a total of over \$7 million. This grant program has produced some interesting projects and products with marketable potential. However, the program has fallen short of producing the truly innovative and exciting results anticipated by the Board at the program's inception. Since Fall 1999 significant discussion between Board members, Board staff, academic officers, and the presidents has taken place regarding how best these dollars could be used to meet the Board's goals.

DISCUSSION:

The Board has requested \$1.6 million from the Legislature for FY 2001 for continued funding of this competitive program to foster innovative learning approaches using technology. Of that amount, approximately \$450,000 is committed to previously approved projects, and should be honored. However, rather than conducting a competition in the same manner as we have in the past, staff, working with the Presidents and Provosts, has developed a revised grant proposal document that is more focused upon enhanced student learning, faculty development, technology in the curriculum and increased access to education programs.

RECOMMENDATION:

The Council on Academic Affairs and Programs (CAAP) and the Presidents' Council recommend that AAPC accept this Draft exhibited in Item 6 (with the possibility of minor changes during the Committee's meeting) and approve this Request for Proposals for the Idaho Technology Incentive Grant Program.

COMMITTEE ACTION:

To agree by consensus to forward the Request for Proposals for the Idaho Technology Incentive Grant Program to the full Board for its consideration and action with a recommendation to approve/disapprove/table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the Request for Proposals for the Idaho Technology Incentive Grant Program.

IDAHO TECHNOLOGY INCENTIVE GRANT

The Idaho Technology Incentive Grant (ITIG) program seeks applications from the universities and college that demonstrate innovative approaches for integrating technology into teaching and learning. The program seeks bold new ideas that can be sustained after the program ends. Initiatives may include, but are not limited to, the following:

Professional development and support. New approaches to teacher preparation and staff development that lead to changes in teaching styles are critical to the effective integration of technology.

Techniques for assisting teachers in developing computer-based instruction. Can new methods be found to assist faculty in using WWW and multimedia computers for instruction?

Collaborative learning and team building is encouraged.

PURPOSE:

The purpose of the ITIG is :

- To focus on integrating technology into the curriculum
- To enhance the rate and quality of student learning
- To enhance faculty productivity
- To increase access to educational programs

The distribution of funds for this program is based upon the following guidelines:

1. The awards will be made in support of those projects that reflect the goals of the institution and the purpose of the ITIG program.
2. The award will be made at the discretion of the State Board of Education based upon the merit of the project/application.
3. Consideration will be given to funding multi-year projects.

A summative report based on the outcomes of the project shall be submitted to the Office of the State Board of Education within three months of the close of the grant period.

ALLOCATION:

It is intended that the funds be distributed based upon the merit of the application in the following manner:

BSU	%
ISU	%
LCSC	%
UI	%

[Presidents will establish these percentages.]

These percentages represent initial maximum levels of funding. However, the institutions may not be funded at this level if they fail to meet all the criteria of the grant and/or the merit of the project fails to meet intended objectives. Institutions may apply for more than the maximum percent allowed by submitting additional or expanded projects that meet all requirements of the award cycle. Additional or expanded projects may be funded if another institution fails to submit an application or the project application does not meet the objectives of the grant.

PROPOSAL CONTENTS AND FORMAT:

Proposals will be evaluated, reviewed and assigned a numerical value of up to 100 points based upon and determined by the merit of the application in relation to the purpose of the ITIG program. All applications will be screened for adherence to the RFP. A selection committee composed of 2 Board Members (AAPC, Finance committees), Chief Academic Officer, Chief Technology Officer, and an ITRMC Project Team representative will review the proposals and forward recommendations to fund to the State Board of Education.

Each proposal must contain the following elements in the order indicated:

1. Cover Page: include the name of the institution, timeline for the award, funds requested, and a signature from the president of the institution.
2. Executive Summary: provide a one-page abstract of the scope of the project. Include a statement of the rationale for the application. Evaluators will use this section to review and examine the overall presentation of the application for meeting all requirements of the process.
3. Narrative: primary component of the application. Address the goals and purpose of the ITIG program. Included at a minimum should be any information as to staff, students, areas of application, economic impact, partner relationships, other pertinent information, including:
 - a. identification of the need
 - b. description of how grant funds will be utilized: advancement of instruction in teaching and/or research, increased productivity, innovation, overall quality of student performance and increased access to educational programs
 - c. the plan must provide for accountability in a way that the institution's and general performance measures are incorporated into the planning and results phase. A written, measurable unit accounting for the application of funds, effort and results expected (objectives).
4. Timeline: identify the action with appropriate starting/completion dates, including projections for sustainability.
5. Budget: include a complete budget detailing the use of funds.
 - a. applicants are not to exceed initial threshold amounts assigned to the institution. Any additional or expanded projects identified must contain all required information and be submitted along with the original application. The amount of the request must be clearly defined and presented in an overall budget sheet.
 - b. include identification of how the funds will be spent. This should identify funds allocated to each budget category, including personnel, equipment, and other direct costs [materials, supplies, travel, publications]. Budgets should include a description of the role of the personnel or the nature and purpose of other expenditures for each

item in this category; a description of the need for and purpose of any equipment included; and a description of the need for and purpose of any other direct costs identified.

Selection Criteria:

1. Significance to be determined by the extent to which the project (50 points)
 - ~Offers a clear vision for the use of technology to help students learn to challenging standards
 - ~Will directly benefit students by integrating technologies into the curriculum to improve teaching and student achievement
 - ~Will ensure continuous development for teachers, administrators and other individuals to further the use of technology in the classroom, library, or learning settings
 - ~Is designed to create new learning communities among teachers, students, and others, which contribute to State or local education goals for a quality education, and expands markets for quality educational technology or content.
2. Feasibility will be determined by the extent to which (30 points)
 - ~The project will ensure successful, effective, and efficient uses of technologies that will be sustainable beyond the period of the grant
 - ~The institution contributes financial and other resources to achieve the goals of the project
 - ~The applicant is capable of carrying out the project, as evidenced by the extent to which the project will meet the need or problems identified; the qualifications of key personnel who would conduct the project.
3. Quality of Project Evaluation will be determined on the basis of (20 points)
 - ~The extent to which the method of evaluation will provide accountability and permit periodic assessment of progress toward achieving intended outcomes.

7. Idaho Virtual University Consortium

BACKGROUND:

The State Board of Education endorsed the President's concept of a "virtual university" in the spring of 1999. The Council on Academic Affairs and Programs (CAAP) was assigned the responsibility of developing, planning and implementing this concept.

DISCUSSION:

Kaye Gapen, consultant, Northern Lights Inc., presented a draft report to the Presidents' Council on January 4, 2000. The report summarized the current status of distance education and recommended next steps. The Final Report was presented to the Presidents and Provosts prior to a joint meeting on February 8, 2000. The Presidents' Council decided not to proceed with Phase two of the process which included completing course compilations; defining the consortium (responsibilities, expectations, roles); designing the initial consortium web site; and cost modeling approaches. The Presidents asked that initial steps be taken to develop a web site. They suggested developing a set of 3 or 4 options from least expensive (simple) to mid-range (price and functionality) to costly (sophisticated and complex information system). Board staff has contacted local vendors as well as consulted with other states that have constructed web sites to host distance learning opportunities.

COMMITTEE ACTION:

None at this time; information only

BOARD ACTION:

None at this time; for discussion only.

8. Program Review Update

BACKGROUND:

The Presidents' Council and the Council on Academic Affairs and Programs have been charged by the State Board of Education to review postsecondary professional programs in the areas of engineering and related technology, teacher education, legal education and the health professions. The first phase of the program review was to inventory current program offerings to determine what is being offered, in what locations, and the number of students enrolled in those programs. This phase is nearing completion after several months spent resolving inconsistencies in reporting procedures, which compromised the integrity of the data. The State Board of Education Official Program List has been updated and is now accurate. The second phase of the review is to determine workforce projections and trends.

DISCUSSION:

At the January, 2000 Board meeting, Provost Brian Pitcher reported to the full board the progress to date on the legal education review. He informed the Board that the UI would be forwarding their recommendations for AAPC and Board consideration at the June 2000 Board meeting.

The Health Professions program review will be initiated with an organizational meeting to be held on March 14, 2000. The meeting will involve representation from the SBOE, Idaho State University, the Department of Health and Welfare, the Idaho Rural Health Education Center, the Center for Health Workforce Studies at the University of Washington, WWAMI-Idaho, the University of Utah School of Medicine and the Center for Health Policy (BSU/ISU/UI).

Lewis Clark State College, working jointly with Idaho's Most, is currently working on teacher policy inventories, supply and demand data, and retention and recruitment efforts. Those reports will be forwarded to the Board upon completion.

Boise State University Provost Daryl Jones, in cooperation with the Division of Professional-Technical Education, the Statewide Engineering Education Advisory Council and the Board office staff will initiate a professional program review for engineering and technical education during Spring 2000.

As each of these reviews are completed they will be forwarded to the Board. Upon completion, the Board may wish to develop an action plan to meet the needs of the state in the areas of health professions, legal education, teacher education and engineering/related technologies.

COMMITTEE ACTION:

No action at this time; information only.

BOARD ACTION:

None at this time.

9. Program Changes Approved by Executive Director

BACKGROUND:

Board staff has historically reported on an annual basis those new and discontinued academic and professional-technical programs approved by the Board during the fiscal year. In addition, Board members have requested that staff periodically report to AAPC those significant program changes approved by the Executive Director.

DISCUSSION:

The postsecondary program changes approved by the Executive Director from October 1, 1999 – February 29, 2000 are exhibited in Item 8 on pages 34-35. The exhibit does not include minor catalog/curricular items such as course titles or prerequisites, or the numerous changes to the curriculum in existing AAS degree programs to meet the new 16-credit general education requirement.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

Academic Program Changes
Approved by Executive Director
October 1, 1999 – February 29, 2000

Date	Program Change	Institution
11/12/99	Establish a Center for Global Entrepreneurship	BSU
12/15/99	Establish a Health Services Supervisory Leadership emphasis within the Master of Health Science degree program.	BSU
12/15/99	Establish an Exercise Science, Fitness Evaluation and Programming emphasis leading to Bachelor of Science degree in Kinesiology.	BSU
2/2/2000	Delete both the <i>B.B.A., Production and Operations Management – Operating Systems Emphasis</i> and the <i>B.B.A., Quality Management Emphasis</i> , and replace them with the generic <i>B.B.A., Production and Operations Management</i>	BSU
2/2/2000	Delete the <i>B.S., Biology, General Emphasis</i> and replace it with the generic <i>B.S. in Biology</i> (no emphasis)	BSU
1/21/00	Maintain an emphasis in Nuclear Science as part of the Ph.D. program in Engineering and Applied Science	ISU

Professional Technical Program Changes
Approved by Executive Director
October 1, 1999 – February 29, 2000

10/7/99	Inactivate the Chemical Laboratory Technician program.	EITC
10/7/99	Inactivate the Environmental Technician program.	EITC
10/7/99	Inactivate the Radiation Safety Technology program.	EITC
10/7/99	Delete the Environmental Paralegal option to the Legal Technologies program.	EITC
12/22/99	Add a Computer Support Technician Technical Certificate option to the Information Technology program.	CSI, SVTE
12/22/99	Add an Internet Technologies option to the Information Technology program.	CSI, SVTE
12/22/99	Add a 9-month Novell Track Technical Certificate to the Computer Network Support Technician program.	BSU, CAT
12/22/99	Add a 9-month Microsoft Track Technical Certificate to the Computer Network Support Technician program.	BSU, CAT
12/22/99	Add an 18-month Advanced Technical Certificate to the Computer Network Support Technician program.	BSU, CAT
1/13/00	Add a 14-month Advanced Technical Certificate option titled Graphic Arts-Offset Press.	ISU, SAT
1/13/00	Add a 14-month Advanced Technical Certificate option titled Graphic Arts-Electronic Imaging.	ISU, SAT
1/13/00	Combine degrees now offered in the Electronic Imaging and Offset Press options into one 19-month AAS degree option titled Graphic Communication.	ISU, SAT
1/13/00	Add a Networking Technology Technical Certificate option to the Business Systems & Computer Technology program.	BSU, CAT
1/13/00	Add a 20-month Advanced Technical Certificate to the Powerplant option.	ISU SAT