

# Academic Affairs and Program Committee Agenda

April 20, 2000

1:45 p.m. – 3:15 p.m.

Room 310, Idaho Center for Higher Education

Idaho Falls, Idaho

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**ACADEMIC AFFAIRS AND PROGRAM COMMITTEE**  
**April 20, 2000**  
**EXECUTIVE SUMMARY AND ATTACHMENTS**

**1. Minutes Academic Affairs & Program Committee Meeting:** March 16, 2000

**COMMITTEE ACTION:**

To agree by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on March 16, 2000 as written (Item 1, attached)

**Academic Affairs and Program Committee Minutes**

March 16, 2000

8:45 a.m. – 10:15 a.m.

Ah Fong Room, Boise State University

**PRESENT:**

Marilyn Howard, Chair, SBOE	Karen McGee, SBOE	Rod Lewis, SBOE
Dan Tone for Brian Pitcher, UI	Jonathan Lawson, ISU	Robin Dodson, OSBE
Daryl Jones, BSU	Dan Petersen, SDPTE	Nancy Szofran, OSBE
Jerry Beck, CSI	Jerry Gee, NIC	Lynn Humphrey, OSBE
Luke Robins, EITC		

<b>EXCUSED:</b> Rita Morris, LCSC	Bob West, SDE	Brian Pitcher, UI
<b>VISITORS:</b> Ted Ryan, BSU	Lonny Ashworth, BSU	Jim Taylor, BSU

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

**ACTION:** It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on January 24, 2000 as written.

**2. Minutes of the Council on Academic Affairs and Programs Meetings: December 8, 1999 and January 20, 2000**

**ACTION:** It was agreed by consensus to accept the minutes of the Council on Academic Affairs and Programs Meetings held on December 8, 1999 and January 20, 2000 with a correction to the last paragraph of page 16 of January minutes.

**3. Technology Waiver List**

During the fall of 1999, Idaho's workforce needs in the fields of engineering, information technology and related disciplines were 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 so that the institutions under their governance could recruit non-resident students into engineering, and information and related technology programs.

The Council on Academic Affairs and Programs has developed a draft list of those primary engineering/technology fields of study for which these tuition waivers may be awarded. That list is exhibited as Item 3 on pages 21 - 24 of the March 2000 AAPC agenda and executive summary. The University of Idaho removed from its list of proposed majors Agricultural Ed – Teaching Option and the CFCS: Family Life Education Option. In addition, ISU has struck Automotive Technology, Construction Technology, Diesel/Electric Technology and Welding Technology.

Dr. Robin Dodson mentioned that some of the Board members have expressed some concern that the institutions' proposed lists are too liberal. Dr. Dodson believed that the proposed lists do conform to the Board's guidelines and policy. At Dr. Marilyn Howard's request, the chief academic officers explained that the programs identified were chosen with the intent to help meet existing workforce needs and shortages of the state as indicated in state and national data. Dr. Lawson added that the fields included also serve as feeder programs into the information technology disciplines.

In response to a question from Dr. Howard, Dr. Daryl Jones stated that the fee waivers would have an adverse impact on revenue collection at Boise State University, but in light of industry needs Boise State University could support the fee waivers at its present amount. Mr. Rod Lewis was concerned that we may incentivize out-of-state students to come to Idaho with a fee waiver when we may already have an adequate supply of Idaho residents to fill these disciplines and jobs. Specifically, Mr. Lewis questioned the agricultural programs on the University of Idaho's list.

In response to Ms. Karen McGee's question, it was noted that the Board would review the proposed list annually. Mr. Lewis suggested that next year's list include data that linked programs eligible for tuition waivers to specific workforce areas where there is a shortage.

**ACTION:** It was agreed 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 Policy, Section V, Subsection U, with corrections as indicated in committee.

#### **4. Establishment and Naming of Administrative Unit/Acceptance of Gift**

##### **Edwin T. Jaynes International Center for Bayesian Methods & Maximum Entropy at Boise State University.**

The Boise State University Foundation has been notified that they are the recipients of a \$1,000,000 gift from John Parker Burg, a distinguished scientist and high tech entrepreneur associated with Stanford University. The gift requires that the funds be used for the application of Bayesian and maximum entropy methods in science and engineering. Board approval is sought to accept the gift, establish the center, and name it in memory of Dr. Edwin T. Jaynes, a renowned physicist.

Boise State University is requesting to establish and name the center within the College of Engineering at Boise State University the *Edwin T. Jaynes International Center for Bayesian Methods & Maximum Entropy*. BSU's connection to Dr. Jaynes is its Chair of the Department of Electrical Engineering who was a student of Dr. Jaynes and will be the Director of the Center.

The proposed center will organize international conferences, assist in authoring textbooks, and award research grants that focus on the work of Dr. Jaynes. Support for these activities will come from the \$1.0 million gift with no commitment of state resources. The funds will be drawn down over a period of 20 years.

**ACTION:** It was agreed to forward the request to accept the \$1.0 million gift and to establish and name within the College of Engineering at Boise State University the *Edwin T. Jaynes International Center for Bayesian Methods & Maximum Entropy*.

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

### **Boise State University and the College of Southern Idaho**

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 require the training to be taught in 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). Both BSU and CSI have employed the clinical core competencies and curriculum in their proposed programs as outlined by the EMT-Paramedic National Standards. 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.

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. There is plenty of demand and the programs are not duplicative. BSU's program will be distinguished by its emphasis on backcountry emergency medical service. CSI's program will be offered in the Wood River Valley. Further, due to the academic nature of these programs, graduates will also have the opportunity to articulate into other allied health care programs or advanced degrees.

Boise State University's program is be funded initially through private donations from the health care community with a gradual shift to state funding through internal reallocation.

Other questions discussed included how the change in standards will affect existing training programs offered by county agencies, and how the cost shift to students from agencies will effect enrollments. In response, BSU noted that they have received over 160 inquiries about BSU's program and the first year clinical training can only accommodate 20 students in the initial year. Also, there is on going coordination with other agencies. For example, Ada and Canyon counties hope to eliminate the training they currently offer in favor of the BSU program, resulting in cost savings for those counties.

**ACTION:** It was agreed by consensus to forward the requests from BSU and CSI to offer the A.S., Emergency Medical Technician Paramedic Program to the full Board for its consideration and action with a recommendation to approve contingent upon approval by the faculty.

## **6. 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. Since Fall 1999 there has been significant discussion between Board members, Board staff, academic officers, and the presidents about how these dollars could be used to best meet the Board's and institutions' goals.

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, Board staff working with the Presidents and Provosts, have developed a revised grant proposal that is more focused on enhanced student learning, faculty development, technology in the curriculum and increased access to education programs.

Ms. Nancy Szofran explained that the proposed RFP preserves the intent of the Board to target innovative approaches to integrate technology into teaching and learning. The purposes of the grant are to enhance the rate and quality of learning, enhance faculty productivity, and to increase access to educational programs. The distribution of funds would be similar to the Governor's Initiative, where BSU, ISU and the UI each would receive 30% of the funding and LCSC would receive 10% of the funds. Each of the institutions would apply for the funding through the submission of one or more projects with proposals being evaluated according to criteria outlined in the RFP. If approved by the Board, the RFP will go out to campuses by the 1<sup>st</sup> of April with proposals due back to the Board office by June 15th.

**ACTION:** It was agreed 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.

## **7. 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.

Northern Lights Inc. presented a report on distance education and recommendations 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. Rather, the Presidents asked that initial steps be taken to develop a web site that would provide a one-stop shopping for all distance learning activities offered by the institutions in one 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). Ms. Szofran has contacted local vendors as well as consulted with other states that have constructed web sites to host distance learning opportunities.

One of the vendors is Access Idaho, which is currently working with the state of Idaho to work on the statewide site that will target electronic commerce. They have expressed an interest in working with the Idaho Virtual University Consortium despite the fact that they have many questions about the goals, expectations, target audience, and structure for the consortium. They would like to meet with the Information Technology staff on the campuses. Ms. Nancy Szofran added that the Council on Academic Affairs and Programs (CAAP) would establish the mission, goals and who the target audience of the web site is. In addition, they will work through the complex issues that have been mentioned frequently at previous meetings such as registration, fees, etc. In response to a question from Dr. Howard, Ms. Szofran mentioned that the costs associated with the web-site could be significant and that it is essentially an unfunded mandate. She also mentioned that the state (for the first time) has a thorough inventory of distance education courses and activities currently available from the public postsecondary institutions.

There was additional discussion of funding, tying distance education to business and industry, and the growing trend of the large numbers of on-campus students who are enrolling in distance education courses. In response to a question from Mr. Lewis, Dr. Dodson explained that new state funds have not yet been requested for this program since it is still in its development stage. Mr. Lewis speculated that the legislature would be supportive of this distance education concept. Dr. Jerry Beck also mentioned the large amount of funding the colleges and universities have received from private sources for distance education activities.

## **8. Program Review Update**

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. The second phase of the review is to determine workforce projections and trends.

At the January 2000 Board meeting Provost Brian Pitcher reported preliminary results of the legal education review commissioned by the UI. He informed the Board that the UI would forward their recommendations for its consideration at the June 2000 Board meeting.

The Health Professions program review was initiated with an organizational meeting held on March 14, 2000. The meeting involved 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 Board office staff will initiate a professional program review for engineering and technical education during the Spring of 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.

## **9. Program Changes Approved by Executive Director**

Board members have requested that staff periodically report to AAPC those significant program changes approved by the Executive Director. The postsecondary program changes approved by the Executive Director from October 1, 1999 – February 29, 2000 were exhibited in Item 8 on pages 34-35 of the executive summary.

## **10. Other:**

- a. Memorandum of Understanding: UI, WSU and Gonzaga

Dr. Dan Tone mentioned the University of Idaho's new collaborative Computer Engineering program with Gonzaga and Washington State University. The three university presidents will sign a Memorandum of Understanding on April 6, 2000.

- b. Teacher Education Report Cards to U.S. Dept. of Education

In 1998 the U.S. Department of Education mandated that all states report on its teacher education graduates and programs. No reporting guidelines from the U.S. Department of Education have been developed yet so the timeframe has been pushed back by Dept. of Education for one year. It is now anticipated that the first report from the states would be due to the U.S. Dept. of Education around April 2001.



**2. Minutes of the Council on Academic Affairs and Programs Meeting:**  
March 2, 2000

**COMMITTEE ACTION:**

To agree by consensus to accept the minutes of the Council on Academic Affairs and Programs Meeting held on March 2, 2000 (Item 2, Pages 10-14).

**Council on Academic Affairs and Programs**

March 2, 2000

Jordan A, Boise State University

9:00 a.m. – 2:00 p.m.

<b>Present:</b>	Jerry Beck, CSI	Brian Pitcher, UI	Robin Dodson, OSBE
	Daryl Jones, BSU	Dan Petersen, DPTE	Nancy Szofran, OSBE
	Jonathan Lawson, ISU	Rita Morris, LCSC	

<b>Excused:</b>	Jerry Gee, NIC	Luke Robins, EITC
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**1. Minutes of January 20, 2000 CAAP Meeting**

It was agreed by consensus to accept the minutes of the January 20, 2000 meeting of the Council on Academic Affairs and Programs.

**2. Program Approval Policy Changes**

a. Academic Procedures

Robin Dodson led the discussion of the final draft modifications to the Board's program approval policy. The Council agreed to hold this draft for AAPC and Board consideration until the Division of Professional Technical Education completes its draft of program approval procedures in April. The draft professional – technical procedures would be considered for incorporation into the existing Board policy.

b. Professional-Technical Program Procedures

As a consequence of previous discussion at the January 20, 2000 CAAP meeting, it was agreed that the Division, working with the office of the state Board of Education would draft a policy for professional-technical program approval/review procedures for CAAP's consideration.

Dan Peterson informed the Council that the draft is not ready for review at this time, but it will be available for the next CAAP meeting in April.

In addition, it was agreed to have a joint meeting of CAAP and the applied technical deans at the postsecondary institutions. The purpose of the meeting will be to review the Board's charge on the associate of applied science degree and articulation of programs, and to discuss progress to date on the campuses with regard to those activities. Discussion points will include:

- Update on the addition of 16 credits of general education to associate of applied science degrees.
- A.A.S. plus 20 credits = A.S. degree

- Need for technical baccalaureate degrees
- Progress on transferability between academic and professional technical programs.

### **3. Technology Waiver List – Final recommendations**

Jonathan Lawson requested that Automotive Technology be deleted from Idaho State University's list of majors eligible for tuition waivers. In addition, Brian Pitcher requested the opportunity to review those UI majors listed under Food and Fiber Production Technology. The results will be forwarded to Board staff prior to the March Board meeting.

### **4. Request for Proposals -- Idaho Technology Incentive Grant Program 2000**

Nancy Szofran drafted a proposed Request for Proposals for CAAP's consideration and action. This RFP is modeled after the "Governor's Excellence Initiative" with the focus on innovative approaches for integrating technology with teaching and learning.

There was significant discussion of the application and research, clarification of the purpose of the program, allocation, proposed content and format, the selection criteria and the matching fund requirements. Several suggestions were discussed and agreed to by consensus. Nancy will incorporate those suggested changes into a second draft and e-mail it to the Council for its review. The final draft will be presented at the next Presidents' Council meeting.

### **5. RFP Graduate Students – Statewide Strategic Plan for Science and Technology**

Robin Dodson reviewed with the Council the Governor's Executive Order establishing a state Science and Technology Advisory Council and the appointment of a Science and Technology Advisor. Further, he clarified the State Board of Education, HERC and the Department of Commerce's respective roles in the statewide plan. In addition, he noted the commitment of BSU, ISU and UI for a graduate student assistantship from each institution. Robin requested input on the draft RFP and agreement among the institutions on the fiscal value of the stipend.

### **6. Idaho Virtual University Consortium – Report on cost of four options**

There were four options established at the February Presidents' Council meeting for a statewide consortium for distance education that could be visualized on a continuum from least costly to most costly. The first and cheapest option is to cut the losses and the institutions work on their own; the second is a statewide portal linked to institutions (without a database that looks across institutions); the third is a searchable, statewide database of courses (and programs?); and the fourth is a separate, competing organization (organized by an institution or not). Nancy Szofran was instructed to come up with ballpark figures, including maintenance costs, associated with the four options and present them to the CAAP at its March meeting.

Nancy Szofran distributed a list of 15 questions that many of the vendors had asked of her. Those questions address basic issues such as the mission, goals and funding for the web-based consortium, and will have to be answered before any vendor can proceed. Nancy will give a copy of the questions to the Presidents' Council at its March 7, 2000 meeting and she asked that Provosts discuss these issues with their Presidents before the next CAAP meeting.

## **7. Statewide Placement Scores**

### **a. SAT Cut Scores for English Placement --ACT/SAT Comparison**

ACT has developed a SAT/ACT comparison table that exhibits ACT composite scores as they relate to SAT I Verbal and Math scores. This comparison could be useful in determining English placement scores for those students who take only the SAT. That table may currently be in use at some of the postsecondary institutions.

### **b. Report from Math Chairs -- Delayed until May 2000**

Dr. Larry Ford, Chair, Department of Mathematics at Idaho State University, on behalf of his colleagues requested a delay in submitting their report to CAAP until May. The Math chairs meet in May of each year and could address the Board's charge to establish cut-off scores for math placement at that time without incurring the expense of an additional meeting in March.

### **c. ACT COMPASS Equivalent to ACT**

At a prior CAAP meeting, there was an inquiry about the existence of a conversion of ACT COMPASS scores to an equivalent ACT score. Robin Dodson recently learned that ACT has developed a tool that allows for ACT COMPASS scores to be correlated to ACT scores. That equivalency can also be used for placement purposes.

## **8. Response to request for higher education partnerships: Learn and Serve Grant**

The Office of the State Board of Education was contacted about the possibility of the colleges and universities forming a partnership with the Idaho Commission for National and Community Service to participate in a federal "Community of Promise" grant. This grant provides funds to enhance learning opportunities for students, engages students of all ages to serve their communities and joins universities, colleges, school districts and communities to support, educate and prepare students for their futures. Due to the approaching time frame, the state is not in a position at this time to respond to a Request for Proposals. Hence, this topic was postponed until a future date.

## **9. New Programs: Notices of Intent**

- a. Associate of Science, Paramedic program, CSI
- b. Associate of Science, Paramedic program, BSU

Due to the collaborative nature of these programs, Boise State University and the College of Southern Idaho requested that both new programs be considered at the same time. It was agreed by consensus to forward the notices of intent to AAPC and the full Board with a recommendation to approve the requests as written, without the development of a full proposal.

## **10. Professional Program Review – Charge**

### **a. Legal Education – UI**

At the January 2000 meeting of the State Board of Education, Brian Pitcher provided a draft of the external report commissioned by the UI to study legal education in Idaho. The University of Idaho will be forwarding their recommendation to AAPC and the full Board at the June 2000 meeting.

### **b. Health Professions – ISU**

The organizational meeting to review the health professions in Idaho will be held on March 14, 2000. At that meeting, the charge, action plan and time frame will be established.

### **c. Teacher Education – LCSC**

LCSC in concert with Idaho's MOST project will continue to work on this charge. To date, Idaho's MOST has forwarded to LCSC the 14<sup>th</sup> annual report from the Department of Education on educator supply and demand data for 1999, alternative certification numbers (1999) from the USDE, and other pertinent reports.

Idaho's MOST is currently analyzing data from teacher surveys; working on a Teacher Policy Inventory to be published in the fall of 2000; researching data on supply, demand, retention and recruitment for the next ten years; and will develop an action plan to address current issues and needs. These efforts will take approximately one year.

### **d. Engineering/Technical Programs – BSU**

This review will be conducted by BSU in cooperation with the Statewide Engineering Education Advisory Council (SEEAC) and the Division of Professional-Technical Education sometime after the SEEAC's May meeting. Daryl Jones, Dan Petersen and Robin Dodson will set a mutually agreed upon date.

## **11. Other:**

### **a. Statewide Faculty Workshop on Assessment Institute**

John Jones from Idaho State University reviewed the purpose of the National Center for

Teaching, Learning and Assessment (NCTLA) at Penn State. Proposed institute dates for Idaho are October 19-21 or October 26-28. The latter dates were more acceptable to CAAP. A maximum of 120 participants would be comprised of faculty, student services and campus assessment personnel, and chief academic officers. The location would be in Boise and estimated figures are between \$16,000 to \$20,000 for the institute with a fee of \$350 each. It was agreed to proceed with Jonathan Lawson, John Jones and Robin Dodson working on the specifics.

b. Edwin T. Jaynes International Center for Bayesian Methods & Maximum Entropy –

Daryl Jones discussed the naming and purpose of this new administrative center and the \$1.0 million gift to Boise State University. It was agreed by consensus to forward this request to AAPC with a recommendation to approve.

The meeting was adjourned at 2:00 p.m.

### **3. Budget Requests for Minority Education Programs**

**SUBJECT:** Grow Your Own Teacher and Pre-service and In-service Programs.

#### **BACKGROUND:**

The Indian Education Committee and the Hispanic Education Task Force (subcommittees of the 70% Committee) and staff from the Department of Education and the Division of Professional-Technical Education worked with representatives of the colleges and universities to develop recommendations to address Hispanic and Indian Education needs in Idaho.

In December 1998, the State Board of Education adopted a resolution for preparing teachers in multi-cultural education. The adoption of the resolution acknowledges the needs of minority students, and also gave direction for a plan to ensure Idaho's teachers were prepared to help close the performance gap between minority students and their Anglo counterparts.

The initiatives outlined below represent Idaho's goal that each and every student has an increased opportunity to receive a high-quality education and the chance to achieve to the highest academic standards.

1. Grow-Your-Own Teacher Program
2. Success for All Students: Pre-Service and In-Service Teacher Training Project

#### **DISCUSSION:**

The Idaho Department of Education reports that 19,000 students who come from homes where the language spoken is other than English are currently enrolled in the public schools. Of these children, 13,251 are LEP. In total, the 19,000 students came from 59 different languages. The population of 13,251 LEP children represents 52 different languages spoken by their parents. The increase comes from children from Mexico, as well as children of refugees from Yugoslavia, Croatia, etc.

It is clear that Idaho must drastically increase the numbers of bilingual/ESL endorsed classroom teachers as well as better prepare all teachers to work with children from diverse ethnic backgrounds.

#### **STAFF RECOMMENDATION:**

The staff recommends approval of two funding requests to improve the numbers of ESL teachers and the preparation of all teachers in working with children from different ethnic backgrounds.

#### **COMMITTEE ACTION:**

To recommend to the full Board that they approve/disapprove as a special project, the \$217,800 budget request for the AGrow-Your-Own Teacher Program.® for FY2002.

To recommend to the full Board that they approve/disapprove as a special project, the \$478,000 budget request for the ASuccess for All Students: Pre-Service and In-Service Teacher Training Project for FY2002.

**BOARD ACTION:**

**It was moved by \_\_\_\_\_ and carried to approve/disapprove/table as a special project, the \$217,800 budget request for the AGrow-Your-Own Teacher Program. for FY2002.**

**It was moved by \_\_\_\_\_ and carried to approve/disapprove/table as a special project, the \$478,000 budget request for the ASuccess for All Students: Pre-Service and In-Service Teacher Training Project. for FY2002.**



### Grow Your Own Teacher Program

#### The Need

Currently, the majority of all Limited English Proficiency (LEP) students are placed in classrooms with teachers who have little or no background in, nor training to effectively address the needs of these students. Idaho school districts tend to rely on Hispanic bilingual Instructional Assistants to serve LEP students. While some of these aides have had many years of classroom experience and some training in teaching methods, they have for the most part no specific training or formal preparation. Statistics follow.

\$ Out of 16,759 certified teachers in Idaho during the 1997-98 school year, only 114 were Hispanic (less than 1%), 14 were Black, 90 were Asian or Pacific Islander, and 23 were Native Americans (Source: Idaho Department of Education, *Evaluation of Programs for LEP Students*, 1997-98)

\$ Only 92 of these certified teachers were assigned specifically to provide ESL (English as a Second Language) or Bilingual Instruction (Source: Idaho Department of Education, *Evaluation of Programs for LEP Students*, 1997-98).

\$ 389 non-certified Instructional Assistants were assigned to serve the 16,328 LEP students enrolled in Idaho public schools in 1997-98 (Source: Idaho Department of Education, *Evaluation of Programs for LEP Students*, 1997-98).

\$ 70% of Idaho educators in high minority districts surveyed said recruiting and retaining qualified personnel was key to student success (Source: NWREL *Regional Needs Assessment*, 1999).

#### Program Purpose/Design

The purpose of the *Grow Your Own Teacher Program* is to increase the number of certified minority teachers in Idaho, which will then improve educational outcomes for Idaho's minority students.

The Program has been designed as a partnership between Idaho's Colleges of Education and local school districts to provide qualified Instructional Assistants with teacher education classes. Classes will be held in outlying areas where participants live and work. They will be held in the afternoon so that participants can continue to work, pursue their degrees and still have time for their studies and their families.

All participants will be local residents, owning or buying their own homes, with spouses and family members in the area. This will assure that most will stay in the area and not leave for jobs in other states. The Instructional Assistants will obtain at least 18 credits per year toward a B.A. or B.S. degree in Education with an emphasis on Bilingual Education or English as a Second Language. Thirty students would be recruited and enrolled during the first year. If funding allows, that number would increase in subsequent years.

### **Impact of the Program/Expected Results**

By increasing the number and quality of minority teachers, it is anticipated that the *Grow Your Own Teacher Program* will improve minority student achievement. *Grow Your Own* will impact education in Idaho by **B**

- ~ reducing the minority dropout rate by providing teachers who can effectively identify and address the unique needs of LEP, Hispanic and other minority students;
- ~ preparing minority and LEP students to perform more competently on standardized testing such as the ITBS and TAP tests, to improve their reading ability and their ability to meet exiting standards;
- ~ increasing the number of minority students participating in Gifted and Talented Programs and Advanced Placement courses;
- ~ increasing the number of minority students who enroll in Idaho's colleges and universities;
- ~ increasing the number of qualified and certified minority teachers who have the special training needed to address the unique needs of diverse students.

In addition to these outcomes, the *Grow Your Own Teacher Program* would provide a career ladder for individuals from ethnically diverse backgrounds to become certified teachers. This program was used a number of years ago in the state and produced outstanding results. It works!

### **Budget**

Description	Expenses
<b>Personnel Costs :</b> 3 part-time educators @ \$20,000 each = \$60,000 Fringe benefits: \$60,000 x .32 = \$19,200 Tutor assistance: 2,000 hours x \$6.50/hr = \$13,000 Secretarial Assistance: 1,500 hours x \$6.50/hr. = \$9,750 Travel to local education agencies by tutors, staff and participants = \$6,850 <div style="text-align: right;">TOTAL</div>	<div style="text-align: right;">\$ 108,800</div>
<b>Operating Expenses (Training Stipends):</b> Tuition for 30 students @ \$1,200 x 2 semesters = \$72,000 Tuition for 30 students @ \$500 (summer session) = \$15,000 Books for 30 students @ \$300 x 2 semesters = \$18,000 Books for 30 students @ \$133.33 (summer) = \$4,000 <div style="text-align: right;">TOTAL</div>	<div style="text-align: right;">\$109,000</div>
<b>TOTAL</b>	<b>\$217,800</b>

\* \* \* \* \*

## ITEM 3b

### Success for All Students: Pre-Service and In-Service Preparation Project

#### The Need

The Idaho Department of Education reports that 17,790 students currently enrolled in public schools come from homes where the language spoken is other than English. Over 59 languages are represented by these students who come from Mexico, Yugoslavia, Bosnia, Croatia, Vietnam, and many other places. Idaho currently has only 92 ESL (English as a Second Language) teachers. Meeting the educational needs of these students presents a great challenge to Idaho educators as reflected in the following statistics:

- g Finding effective strategies for helping students who are not succeeding in school was rated *A high* or *A very high* in importance by 94% of Idaho educators (Source: NWREL Regional Needs Assessment, 1999).
- g Helping students meet performance standards by improving teacher preparation was rated *A very high* in importance by 90% of Idaho educators (Source: NWREL Regional Needs Assessment, 1999).
- g Only 92, of the total number of certified teachers in Idaho during the 1997-1998 school year, were assigned specifically to provide ESL or Bilingual instruction. (Source: Idaho Department of Education, Evaluation of Programs for LEP Students, 1997-1998).

#### Program Purpose/Design

The *Success for All Students* project would improve the academic achievement and success of Idaho's minority and LEP students by providing Idaho educators with training in cultural, ethnic, and language diversity issues in K-12 classroom.

This project would provide funds to Idaho's Colleges of Education to work in partnership with local school districts to develop teacher education preparation and in-service training to provide public school teachers with skills needed to meet the educational needs of Hispanic, Native American and other Limited English Proficient students. It will infuse into teacher education programs the most effective and proven instructional strategies and methodologies for serving the growing number of students from diverse backgrounds. The project will address: Pedagogy; Curriculum; Assessment; and Classroom Climate. Teachers will develop competencies for working with these students by employing methods, strategies, content and assessment tools appropriate to this student population. The project will also include: program development, curriculum development, evaluation, and cooperative pilot programs.

#### Impact of the Project/Expected Results

By improving the skills of teachers who work with minority and LEP students, the performance of these students will increase. The *Success for All Students* project will impact education in Idaho by B

- U reducing the drop-out rate of Hispanic, Native American and other Limited English Proficient (LEP) students;
- U increasing the number of Hispanic, Native American and other Limited English Proficient (LEP) students who complete high school;
- U increasing the number of Hispanic, Native American and other Limited English Proficient (LEP) students who participate in the Gifted and Talented program and Advanced Placement courses;
- U raising test scores of Hispanic, Native American and other Limited English Proficient (LEP) students;
- U increasing the number of certified teachers in Idaho who are qualified to work with minority and LEP students; and
- U providing access to the most effective and proven instructional strategies and methods for Idaho's public school teachers.

### **Budget**

Description	Expenses
<b>Personnel Costs:</b> Personnel Costs: \$225,000.00 3 full-time educators @ \$45,000.00 = \$135,000.00 1 part-time instructor 44% time = \$20,000.00 Fringe Benefits = 32% x \$155,000.0 = \$49,600 Clerical support = for the 4 projects= \$30,400 3 areas @ \$8,500 1 project @ \$ 4,900	\$235,000
<b>Operating Expenses</b> Travel to coordinate and provide inservice training with local educational agencies: 3 x \$10,000.00 = \$30,000.00 1 x \$ 5,000.00 = \$ 5,000.00 Total travel     = \$35,000.00  Diversity Conferences - one per institution and total of 4 (Trainers and assistance to conference participants): \$80,000.00  Tuition assistance for teachers to take the needed inservice for credit: \$105,000.00	\$220,000
<b>TOTAL</b>	<b>\$478,000</b>

#### **4a. New Program – Notice of Intent**

**SUBJECT: Certificate in Applied Nuclear Energy, Idaho State University**

##### **BACKGROUND:**

This post-baccalaureate certificate in applied Nuclear Energy is proposed in response to the needs of the INEEL. The new program is open to INEEL employees who are currently or will be engaged in the field of nuclear energy in Idaho Falls. The certificate requires 14 credits from a selected list with an emphasis in nuclear science and engineering. This certificate does not require a thesis and has been developed to allow for the acceptance of six credits from other institutions. Further, credits earned for the certificate may apply towards an appropriate master's degree.

##### **DISCUSSION:**

The last several decades have witnessed a declining workforce educated in nuclear science/energy. In July 1999, the U.S. Secretary of Energy designated INEEL as one of two Department of Energy laboratories with the primary mission to develop nuclear energy research and development. Hence, this certificate will provide the workforce with the education and training to meet the DOE mission for INEEL. Existing faculty can support the program. Federal funds (\$40,000; \$41,000; and \$42,000 in FY 00 – 02 respectively) will provide the fiscal support for the program.

##### **RECOMMENDATION:**

The Council on Academic Affairs and Programs has determined that this request complies 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 this notice of intent without the development of a full proposal.

##### **COMMITTEE ACTION:**

To agree by consensus to forward the request from ISU to offer a certificate in Applied Nuclear Energy 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 from ISU to offer a certificate in Applied Nuclear Energy.**

#### **4b. New Program – Notice of Intent**

**SUBJECT: A.A.S., Automotive Technology, Idaho State University**

##### **BACKGROUND:**

This new Associate of Applied Science (A.A.S.) degree will be added to the already existing Automotive Technology certificate program at Idaho State University.

##### **DISCUSSION:**

This new program will not require the addition of faculty or staff. Further, additional fiscal costs will be made available through workload adjustments.

##### **RECOMMENDATION:**

The Council on Academic Affairs and Programs has determined that this request complies 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 this notice of intent without the development of a full proposal.

##### **COMMITTEE ACTION:**

To agree by consensus to forward the request from ISU to offer an A.A.S. in Automotive Technology 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 from ISU to offer an A.A.S. degree in Automotive Technology.**

## **5. SEEAC Nomination**

### **SUBJECT:**

**Statewide Engineering Education Advisory Council**

### **BACKGROUND:**

The Board's Statewide Engineering Education Advisory Council (SEEAC) advises the Board on matters related to graduate and undergraduate engineering education in Idaho. Members of the committee include representatives from the public institutions, the microelectronics and other high tech industries, the INEEL, private consulting engineering firms, the Society for Professional Engineers, as well as other industries in Idaho.

Dr. Joe Karniewicz, Micron Technology's representative since the Council's inception has left his position at Micron and resigned from the SEEAC. Micron Technology has nominated Mr. Scott Meikle to replace Dr. Karniewicz on SEEAC.

### **DISCUSSION:**

Scott Meikle is a Research and Development engineering manager at Micron Technology. He has been with Micron for nine years and is currently manager of Micron's CMP and Metallization development group. Mr. Meikle spends a considerable amount of time working with universities on recruiting and research efforts. He has indicated that he is willing to serve on the Statewide Engineering Education Advisory Council should the Board appoint him. Pending Board approval, Mr. Meikle's term of appointment would be from April 2000 – September 2002.

### **RECOMMENDATION:**

Staff recommends that Mr. Scott Meikle be appointed to the Statewide Engineering Education Advisory Council.

### **COMMITTEE ACTION:**

To agree by consensus to forward the nomination of Mr. Scott Meikle from Micron Technology to the State Board of Education for its consideration and action with a recommendation to appoint/not appoint him to the Statewide Engineering Education Advisory Council.

### **BOARD ACTION:**

**It was moved by \_\_\_\_\_ and carried to appoint/not appoint/ Mr. Scott Meikle to the Statewide Engineering Education Advisory Council for a term of April 2000 through September 2002.**

## **6. 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:**

A Memorandum of Understanding has been drafted between The Office of the State Board of Education and National Information Consortium (NIC).

NIC is the company hired by the Department of Administration on behalf of state agencies to develop the state's portal service for e-commerce. The state's portal is called Access Idaho. Access Idaho will provide at no cost to the agencies, the necessary hardware and software to host the distance learning web site, The Idaho Electronic Campus. Access Idaho ensures continuous service. The site will be operational by August 1, 2000.

The Board and participating colleges and universities will provide the necessary data and information in an agreed upon electronic format. We will provide feedback and assistance as requested. We must approve all web page designs prior to implementation.

We will cooperate with Access Idaho exploring ways to enhance web page content. The Board or its agent will maintain the content of the web site. Access Idaho will train the Board's agent to do ongoing, remote maintenance of web page content.

The focus of the web site is to provide Student Services or Support to traditional students as well as to individuals seeking professional development. The purpose of the site will be to link prospective students to the hundreds of electronically delivered courses from the state's seven publicly funded institutions. The site will direct the students to the specific institution for detailed information about:

- ✓ Admissions
- ✓ Registration
- ✓ Credit transfer
- ✓ How programs and courses are delivered
- ✓ Financial aid
- ✓ Prerequisites and other enrollment matters
- ✓ Tuition and fees
- ✓ Refunds

The site will focus on "value adding" [ease of use, flexibility, adaptability, time savings, cost savings, quality]. To that end, the site will link to

- ✓ Learning Styles sites for personal inventories and other helpful distance learning materials.
- ✓ Distance learning requisites: hardware, software, Internet access; glossaries of networking and technology.



- ✓ Libraries and information resources
- ✓ Free Application for Federal Student Aid

These student services support in part the accepted standard, WICHE's "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs" as well as the recently announced 24 benchmarks, "Quality on the Line", developed by the Institute of Higher Education Policy.

Each institution will continue to provide its own admissions, registration, financial aid, fee payment, etc.

The Northwest Nazarene University has inquired about the possibility of other institutions participating in the Idaho Electronic Campus. It is the recommendation of the Presidents' Council and the Council on Academic Affairs and Programs that, while the idea has merit, we should take time to work through the issues, policies and procedures with our seven institutions before including the private schools.

**COMMITTEE ACTION:**

None at this time; information only

**BOARD ACTION:**

None at this time; for discussion only.



## ITEM 6

The Idaho Electronic Campus links you to more than ## programs and ### courses from the state's seven publicly funded colleges and universities.

You can find courses on a great variety of subjects delivered by all types of methods: the Internet, television, and radio. [link to page of definitions – possibly at the DLN]

College and university programs and courses from around the state are as close as your fingertips.

- ✓ Identify programs and courses that are available electronically.
- ✓ Connect directly to the college or university to learn about registration, cost, etc.

The participating college or university will provide you with detailed information about

- ✓ Admissions
- ✓ Registration
- ✓ Credit transfer
- ✓ How program and courses are delivered
- ✓ Financial aid
- ✓ Prerequisites and other enrollment matters
- ✓ Tuition and fees
- ✓ Refunds

### INTRODUCTION

All programs and courses have been reviewed by the providing college or university against a common standard, WICHE's "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs".

<http://www/wiche.edu/telecom/Projects/balancing/principles.htm>

Since parts of the Idaho Electronic Campus are still being developed, we invite you to visit often and to share your suggestions and comments with us.

## BENEFITS

### Students

- ✓ The IEC increases students' options. Programs and courses available statewide are accessible through this portal.
- ✓ Students have the confidence of knowing that the programs and courses are pledged to follow the Principles of "Good Practice for Electronically Offered Academic Degree and Certificate Programs".
- ✓ Opportunities for professional development for working adults are increased.
- ✓ Students are able to compare programs and courses, methods of instruction and delivery and costs.
- ✓ The IEC will provide a central point for information about degree and academic programs and individual courses which is increasingly important as the Internet expands and becomes more complex.

### Colleges and Universities

- ✓ The IEC streamlines intrastate and interstate sharing. The IEC reduces the traditional barriers that have made it difficult for colleges and universities to offer programs and courses.
- ✓ The IEC allows colleges and universities opportunities to avoid expensive new program development and operational costs by helping them see and share what is available.
- ✓ The pool of students that may enroll will increase.
- ✓ Colleges and universities form new networks and work together to improve choices and quality for students.

### Citizens of Idaho

- ✓ The IEC provides educational opportunities for more people by increasing the accessibility of key information.
- ✓ The IEC promotes cooperative development to share in creating needed programs and courses.
- ✓ Areas previously isolated from the best of educational opportunities are no longer cut off because of geography.
- ✓ Quality educational programs are accessible.

## LINKS

### ADMISSIONS

Admissions information helps you determine your eligibility to participate in college level courses and programs.

The Idaho Electronic Campus does not offer direct access to admissions services from the participating colleges and universities. To find out how to apply, contact the college or university directly. [link to list of schools]

You may contact the following academic advisors for assistance:  
[table with institution/college or dept {specific or general}/name/phone/email]

### REGISTRATION

Registration is the process of signing up for a class. Many institutions of higher education require students to be admitted [link to ADM page] prior to registering for a course. There may be course prerequisites or special course-entry requirements. The Idaho Electronic Campus does not offer direct access to registration services. Contact the college or university directly. [link to list of schools]

### LEARNING STYLES

Learning at a distance is not for everyone. Successful students are motivated and have the self-discipline to study independently. Students should set aside regular study time allowing them to keep with assignments and to finish the course within the required period of time. Follow the links to selected web sites that may provide you with additional assistance.

- ✓ <http://www.howtolearn.com/personal.html> According to the Center for New Discoveries in Learning (CNDL, Windsor, CA), this personal learning style inventory is currently being used by NASA, Pennsylvania State University, Motorola University, corporations, parents, teachers, and students worldwide.
- ✓ <http://bsd-server.nc.edu/virtcol/ss/learn.html> Northwest College allows you to evaluate your learning style online. An overview of learning styles and principles of learning are provided.
- ✓ <http://www.cyg.net/~jblackmo/diglib/styl-d.html> Kolb's theories and more.
- ✓ <http://www.wested.org/tie/dlrn/> A wealth of information on distance learning.

Most distance learning courses require the use of a computer with Internet access [link to standard hardware/software requirements]. Access to a computer with Internet access at home is the most desirable; however, students may find convenient facilities in a public or college library or a computing laboratory.

## FINANCIAL AID

[LINK](#)

Many options for financial aid are generally available to students enrolled in postsecondary courses. The Idaho Electronic Campus does not offer any centralized financial aid services. There are many variables affecting a student's eligibility, however there are four general requirements:

- ✓ Admission to a degree or eligible certificate program
- ✓ Satisfactory academic progress
- ✓ Enrollment in credit or hourly courses in a standard length term (some financial aid may be available for a limited number of non-credit courses)
- ✓ U.S. citizenship, permanent residence or eligible non-citizen status

For specific information about eligibility, contact a financial aid advisor at your school. [link to school – prefer direct link to fin aid page]

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA) <http://www.fafsa.edu.gov/> from the U.S. Department of Education. The form can be completed online or it can be printed, filled out and mailed to the U.S. Department of Education. The Department of Education will process your form in three to four weeks and send you a "Student Aid Report: form by mail. Your college or university will use this report and other information you might receive from the Department of Education to award you the federal, state, and institutional aid for which you are eligible.

## LIBRARIES

[LINK](#)

This page links you to many online library resources. Check the resources at your institution's library [link] first. Libraries provide access to public and licensed online resources such as periodical indexes, encyclopedias and dictionaries.

- ✓ The Idaho State Library has many indexes available. <http://www.lili.org/isl/index.htm>
- ✓ A wealth of information. <http://www.refdesk.com/>
- ✓ The Library of Congress – an online treasure. <http://www.loc.gov/library/>
- ✓ <http://library.boisestate.edu/internet.htm>
- ✓ list others

The web site will feature a searchable index of the for-credit courses being offered electronically by the seven institutions. The data collected will be similar, in format, to the data collected for the report Northern Lights, Inc. prepared for the Presidents' Council. Data elements include:

Institution	Course title	Additional fees
Section number	Number of credits	Total amount \$ paid by student
Index number	Number of students enrolled	Mode of delivery
Department/college	Credits produced	Broadcast site
Course number	Fee per credit	Receiving Site (1-6 elements)

## **7. Request for Proposals for Graduate Students**

### **SUBJECT:**

**Graduate Assistantships for Statewide Advisory Council for Science and Technology**

### **BACKGROUND:**

The Governor's Executive Order 99-13 authorized the establishment of a Science and Technology Advisory Council and the appointment of a Science and Technology Advisor. One of the charges assigned to the Council and Advisor is to develop and implement a statewide strategic plan for science and technology. The Governor's Science and Technology Advisor, in concert with the State Board of Education, the three universities and the Department of Commerce have agreed to invite three graduate students to assist the Council and Advisor with the development of the statewide plan for science and technology.

### **DISCUSSION:**

The Office of the State Board of Education has drafted a Request for Proposals (RFP) for the three graduate student assistantships. That draft has been circulated to CAAP, the Department of Commerce, and the Governor's Science and Technology Advisor for comments and finalization. At its April 5, 2000 meeting, the CAAP suggested changes that were incorporated into the draft. It is anticipated that the final document will be forwarded to the participating campuses by mid-April.

### **RECOMMENDATION:**

None; information only.

### **COMMITTEE ACTION:**

None; information only.

## **8. Idaho Association of College Registrars and Admission Officers Meeting**

### **SUBJECT:**

**Update on IACRAO meeting and *Higher Education in Idaho* Publication**

### **BACKGROUND:**

Since the mid 1980s the Office of the State Board of Education in cooperation with the Idaho Association of College Registrars and Admission Officers (IACRAO) has published the *Higher Education in Idaho* directory. The OSBE has funded 45% of the publication costs and the institutions have funded the remainder. Their costs have averaged approximately \$1,000 each. Historically, the State Board of Education's Public Information Officer supervised this important publication. However, over the last several years the Board's Public Information Officer has not played a significant role, nor has the Board's academic officer had the opportunity to review or participate in the development of the annual publication.

### **DISCUSSION:**

IACRAO members and Board staff are concerned about the current status of the *Higher Education in Idaho* booklet. This was a topic of discussion at the April 6-7, 2000 IACRAO meeting. Specific issues addressed at that meeting include the need to review the publication, design modification, and web site application. Consequently, there is a desire to place the supervision of this publication with the Board's Public Information Officer.

### **RECOMMENDATION:**

During the AAPC meeting, the Board's Chief Academic Officer will provide to the members a report of IACRAO comments and recommendations.

### **COMMITTEE ACTION:**

None; information only.

## **9. 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. The State Board of Education Official Program List has been updated. The second phase of the review is to determine workforce projections and trends.

### **DISCUSSION:**

**Legal Education:** To date the University of Idaho has issued an external peer review report on legal education. The University will present options for Board consideration at the June 2000 meeting.

**Engineering and Related Professions:** Boise State University, the Division of Professional Technical Education and the Office of the State Board of Education have completed a draft inventory of engineering and related professions programs. The next step is to compare the occupational needs of the state with the number of graduates of those programs. It is anticipated that a preliminary report on this charge will be ready for the June 2000 Board meeting.

**Teacher Education:** Lewis Clark State College, Idaho's MOST project and Board staff are working on the issues of supply and demand for teacher education in Idaho. Surveys and data collection are underway. Analysis and reports on this charge will be forthcoming over the next six months to a year.

**Health Professions Workforce Studies:** A statewide task force facilitated by Idaho State University has begun to address workforce needs of the health professions. The workforce group will meet on June 5, 2000 at ISU to report on the following issues: impact of the Balanced Budget Act of 1997, placement/population ratios, program inventories and state projections, licensing and aging relationships, access issues, and partnership/consortium needs. It is anticipated that various reports will be forthcoming as the task force continues its work.

### **COMMITTEE ACTION:**

No action at this time; information only.

### **BOARD ACTION:**

None at this time.



## **10. Update on A.A.S. degree**

### **BACKGROUND:**

During the fall of 1997, the State Board of Education directed the AAPC to review the transferability of academic and applied technical credits and programs. In addition, the Board requested that the AAPC study the current A.A.S. degree with a focus on general education requirements and related instruction. The AAPC assigned the Board's charge to the Council on Academic Affairs and Programs (CAAP).

With AAPC and SBOE approval, the Council, in concert with each of the public postsecondary campuses and the Division of Professional-Technical Education, initiated the charge by establishing two phases. Phase I was to review and make recommendations on the restructuring of the A.A.S. degree to include general education transferable credits. That phase was brought to closure in April 1999 with the final reading of the Board's Articulation and Associate Degree policy.

Phase II focused on the articulation of the A.A.S. degree into appropriate baccalaureate degree programs. This phase is an on-going process; however, to date significant progress has been made in programs such as electronics, engineering technician, business, computer science and health professions.

### **DISCUSSION:**

On April 5, 2000 a joint meeting was held between the public postsecondary Deans/Department Chairs of the Schools and Colleges of Applied Technology and the Council on Academic Affairs and Programs. The purpose of this meeting was to review the progress to date on the implementation of the Board directives (Phases I and II).

Each institution reported significant progress; however, several issues await resolution and are currently being addressed. Examples include historical realities, establishment of equivalencies, developing one campus transcript, faculty qualifications/adjunct appointments, and math content to meet student needs.

In addition, it was also reported that several major benefits have occurred as a result of the policy change. Those include blending of the student and faculty communities, meeting the 1996-98 standards of the Northwest Association of Schools and Colleges (our regional accreditor), a stronger, better prepared student population, and more effectively meeting the expectations of business and industry.

### **RECOMMENDATION:**

That the Board continue to encourage these efforts.

### **COMMITTEE ACTION:**

None at this time.

### **BOARD ACTION:**

None at this time.