

## **Instruction, Research and Student Affairs Committee Agenda**

September 21, 2000 / 8:15 – 10:30 a.m.  
Bear River Room, Student Union Building  
Idaho State University / Pocatello, Idaho

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS COMMITTEE**  
**September 21, 2000**  
**EXECUTIVE SUMMARY AND ATTACHMENTS**

**1. SUBJECT: Committee Restructure and Introductions**

**BACKGROUND:**

The state board of education at its June 2000 meeting amended its by-laws, which changed the name and function of the former Academic Affairs and program Committee (AAPC) to the Instruction, Research and Student Affairs Committee (IRSA).

**DISCUSSION:**

The change to the by-laws creating the IRSA committee also expanded the membership of this committee. In addition to the Board members and chief academic officers, faculty senate presidents and student body presidents were invited to select an individual to represent their respective interests on the IRSA Committee. In addition, Ms. Carolyn Mauer, Bureau Chief for Curriculum and Accountability, will represent the State Department of Education on the committee.

**COMMITTEE ACTION:**

No action required.

**2. Minutes Academic Affairs & Program Committee Meeting:** June 15, 2000

**COMMITTEE ACTION:**

To agree by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on June 15, 2000 as written (Item 2, attached)

**Academic Affairs and Program Committee Minutes**

June 15, 2000 / 9:45 a.m. – 12:00 p.m.

Panorama Room, Idaho Commons Building

University of Idaho / Moscow, Idaho

**PRESENT:**

Marilyn Howard, Chair, SBOE  
Brian Pitcher, UI  
Daryl Jones, BSU  
Jerry Beck, CSI  
Rita Morris, LCSC

Karen McGee, SBOE  
Jonathan Lawson, ISU  
Dan Petersen, SDPTE  
Jerry Gee, NIC  
Bob West, SDE

Rod Lewis, SBOE  
Robin Dodson, OSBE  
Nancy Szofran, OSBE  
Lynn Humphrey, OSBE

**VISITORS:** Lydia Guerra, OSBE   Patty Toney, OSBE   Gens Johnson, IPTV  
Jennifer Attebery, ISU   Alex Feldman, BSU

**1. Minutes Academic Affairs & Program Committee Meeting: April 20, 2000**

**ACTION:** It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on April 20, 2000 as written.

**2. Minutes of Meetings:**

- a. Council on Academic Affairs and Programs, April 5, 2000
- b. Statewide Engineering Education Advisory Council, October 7, 1999
- c. Higher Education Research Council, January 4 and February 8, 2000

**ACTION:** It was agreed by consensus to approve the minutes of the Council on Academic Affairs and Programs, the Statewide Engineering Education Advisory Council and the Higher Education Research Council as exhibited in Items 2a-c.

**3. HERC FY 2001 Budget Allocation**

The Higher Education Research Council was allocated \$1,600,000 for FY 2001 through the colleges and universities appropriation. At its May 2000 meeting, HERC voted to recommend the FY 2001 allocation of \$1,592,300 be budgeted as follows:

**Infrastructure: \$600,000**

Boise State University	\$150,000
Idaho State University	\$150,000
Lewis-Clark State College	\$60,000
University of Idaho	\$240,000

**Administrative Costs: \$50,000**

Consultant for Statewide Science & Technology Plan

**Matching: \$600,000**

NSF-EPSCoR

**Research Center Grants: \$342,300**

Center for Ecological Research and Education / ISU

Dr. Billy Shipp has recommended that the Statewide Science and Technology Advisory Council hire a consultant with the appropriate expertise to develop a strategy for positioning Idaho to

grow and prosper in the emerging knowledge-based economy. In addition to the HERC contribution, Bechtel BWXT Idaho, the State Department of Commerce, the Idaho Small Business Development Center, the three public universities, and the Department of Energy are all expected to contribute.

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

Ms. Karen McGee discussed the EPSCoR's role with HERC and how they mesh with the Statewide Science and Technology Advisory Council. She mentioned that some members of the EPSCoR Committee, some of the institutions, and legislators have raised questions about the membership, structure and function of EPSCoR. Ms. McGee suggested that HERC review and evaluate the role and structure of EPSCoR including how it could work with the state plan for science and technology, the present academic research policy, and contribute to state economic development and research efforts. The committee felt comfortable with this recommendation and instructed Dr. Robin Dodson to ask HERC to evaluate EPSCoR and submit a report and recommendations at the September or October SBOE meeting.

#### **4. New Programs – Notices of Intent**

The Council on Academic Affairs and Programs determined that the requests in items 4a-g 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 recommended approval of these notices of intent without the development of a full proposal.

Dr. Marilyn Howard had some concerns about the language approving the notices of intent without full proposals. Committee members explained that graduate and new programs with a fiscal impact of \$150,000 or more per year do require the development of a full proposal. However, these notices of intent are for certificates and A.A.S. degrees with little fiscal impact. In those cases, the Board has the prerogative to waive the requirement of developing a full proposal. That clarification satisfied Dr. Howard's concerns.

##### **a. A.A.S., Auto Body, Boise State University**

This new Associate of Applied Science (A.A.S.) degree will be added to the already existing 9-month certificate and 18-month Advanced Technical Certificate Auto Body programs at Boise State University. The program includes the new general education component and will provide students with the basic skills for careers in the auto body profession. Students completing this program will gain an understanding of auto body theory, welding, painting, metal repair, frame alignment/repair, and the use of recognized national systems. Funding will be obtained from the capacity building fund through the Department of Professional Technical Education.

**ACTION:** It was agreed by consensus to forward the request from BSU to offer an A.A.S. in Auto Body to the full Board with a recommendation to approve.

b. Technical Certificate, Paramedic Program, College of Southern Idaho

This new Paramedic Technical Certificate is designed to prepare students to become skilled members of emergency medical teams. The program has been developed with a focus on advanced Emergency Medical Technicians who would like to earn a certificate rather than a college degree. The program is a component of the joint effort between Boise State University and the College of Southern Idaho to give students the opportunity to transfer between the institutions' EMT and paramedic programs (AAPC, March 2000).

Survey data since 1998 in the Magic Valley has demonstrated significant need for EMT training. This certificate program will allow for immediate employment and will provide an educational base for students to advance their career and educational goals. The Paramedic program will seek national accreditation, and will be funded through capacity building funds and existing resources.

**ACTION:** It was agreed by consensus to forward the request from CSI to offer a Technical Certificate in the Paramedic Program to the full Board for its consideration and action with a recommendation to approve.

c. A.A.S., Surgical Technology, Eastern Idaho Technical College

This new Associate of Applied Science (A.A.S.) degree will be added to the already existing Surgical Technology program at Eastern Idaho Technical College. The program has been designed to train students for employment in the surgical departments of hospitals and clinics. Graduates will work under the supervision of a licensed surgeon. The expanded curriculum and clinical experience will meet the accreditation requirement of the Commission on Accreditation of Allied Health Programs. This program will not require additional fiscal resources.

**ACTION:** It was agreed by consensus to forward the request from EITC to offer an A.A.S. in Surgical Technology to the full Board for its consideration and action with a recommendation to approve.

d. A.A.S., Website Development and Maintenance Specialist, EITC

This new Associate of Applied Science (A.A.S.) degree in Website Development and Maintenance Specialist will be added to the already existing office technologies program at Eastern Idaho Technical College. Graduates of the program will provide organizations with the expertise to manage, execute and manipulate information for the Internet. Funds to support this new program will be obtained from the capacity building source.

Mr. Rod Lewis was very pleased with the addition of this program because he felt there was a significant demand for employees with these applied skills. The other institutions offer similar programs or plan to in the near future; however, Dr. Jerry Beck mentioned the difficulty of recruiting students into the programs. Dr. Dan Petersen added that the development of the associate degree program provides access for Idaho Falls area secondary students to the Tech Prep programs where students take two years in high

school and then articulate into an associate degree program. Historically, EITC hasn't had too many A.A. or A.S. degree programs so this Website Development and Maintenance Specialist program will provide students with an opportunity to enroll in programs early on, which will help meet business and industry needs.

**ACTION:** It was agreed by consensus to forward the request from EITC to offer an A.A.S. in Website Development and Maintenance Specialist to the full Board for its consideration and action with a recommendation to approve.

e. A.A.S. and Postsecondary Certificate, Cisco Networking Technologies, EITC

This new Associate of Applied Science (A.A.S.) degree and Postsecondary Certificate will be added to the already existing Computer Technologies program at Eastern Idaho Technical College. The program is designed for those students who wish to learn network management skills in preparation for the Cisco certified Network Associate Tests. The A.A.S. degree will also prepare students for articulation into another institution for advanced degree work. Funding for this new program will be obtained from capacity building sources and a Technology Network Technical grant.

Cisco provides the curriculum, testing and delivery of the program on-line and the institution provides the instructor. Dr. Jerry Beck mentioned that the Albertson's Foundation has partnered with Cisco, and the institutions have taken advantage of that partnership and funding through grants from the Foundation to offer these programs.

Dr. Howard asked if there were any negative implications from relying too much on one private corporation for providing network training. Dr. Petersen replied that the Division of Professional Technical Education's role is to respond to industry needs and there is a significant demand from employers for Cisco certification. Providing the training for Cisco certification also gives the institutions an advantage when recruiting students.

**ACTION:** It was agreed by consensus to forward the request from EITC to offer an A.A.S. degree and postsecondary certificate in Computer Networking Technologies to the full Board for its consideration and action with a recommendation to approve.

f. Certificate, Technology Integration Specialist Program, Boise State University

This new Technology Integration Specialist Certificate Program is designed to train teachers how to integrate technology into instruction and learning. A large number of teachers have requested this training and the proposed certificate will provide a credential for them. Both ISU and UI offer similar training, but do not offer a certificate upon completion of the experience. Nationally, these programs are called "train the trainer"; however, this proposed certificate is designed to be more inclusive. Teachers will have access to training without having to train other teachers. The new certificate will be available to any teacher who wishes to enhance his or her technology skills. Current funding will support this effort.

**ACTION:** It was agreed by consensus to forward the request from BSU to offer a Technology Integration Specialist Certificate to the full Board for its consideration and action with a recommendation to approve.

g. A.A., Certified Education Assistant, Educational Technician Option, CSI

This new Associate of Arts (A.A.) Certified Education Assistant, Educational Technician option at the College of Southern Idaho was designed to address the need for individuals who have been trained to assist elementary and secondary teachers with a variety of roles in educational technology. The program was developed as a consequence of the significant increase in technology in schools, the lack of trained technicians, and the shortage of teachers. Graduates of this A.A. degree will be prepared to assist educators in network design, installation of hardware and software, preventative maintenance on non-computer equipment, desk support, and other related roles. Graduates can also attain certification in areas such as Microsoft, Cisco and Novell. Fiscal support for this program will come from current sources so no additional funds are requested.

Idaho State University's College of Education supports this effort to provide specialized training and the opportunity to articulate into a baccalaureate teacher education program. This fits well with the "Grow Your Own Teacher" concept. Dr. Jerry Beck added that a federal grant provides funding for scholarships, which helps recruit students into this program whom might not otherwise consider enrolling in a postsecondary institution.

**ACTION:** It was agreed by consensus to forward the request from CSI to offer a Certified Education Assistant A.A. degree to the full Board for its consideration and action with a recommendation to approve.

**5. Policy Changes: First Reading, Program Review and Approval (Section III, Subsection G)**

a. Proposed Policy Addition for the Approval of Existing Teacher Education Programs

Dr. Patty Toney, Idaho's MOST Project Coordinator, explained that the current vehicle for the approval of existing teacher education programs, the National Association of State Directors of Teacher Education and Certification (NASDTEC), is no longer involved in standards writing and development. Idaho's MOST Advisory Group recommends the model for approval of existing teacher education programs be the National Council for Accreditation of Teacher Education (NCATE) approved *Idaho Standards for the Initial Certification of Professional School Personnel*. The standards follow the Interstate New Teacher Assessment and Support Consortium (INTASC) standards recommended by the National Commission on Teaching and America's Future (NCTAF), with which Idaho is a partner state. The policy change is crucial for maintaining Idaho's partnership with NCATE, the accrediting body for five of the State's teacher preparation programs.

**ACTION:** It was agreed by consensus to forward the changes to the Program Review and Approval Policy (Section III, Subsection G), to the full Board with a recommendation to approve for first reading.



b. First Reading: In-State and Out-of-State Institutions Policy (Section III, Subsection N)

Currently, the State Board of Education's policy on out-of-state and non-accredited institutions states that if one Idaho institution accepts credits from an out-of-state and/or non-accredited institution, all other colleges and universities under the Board's control must also accept those credits. Consequently, a number of private for-profit institutions have approached the Office of the State Board of Education and the public colleges and universities about the transferability of their credits and programs. These private for-profit institutions may be accredited by national accreditors; however, the institutions are not regionally accredited. The Council on Academic Affairs and Programs (CAAP) discussed its concerns about this issue at its April meeting.

The CAAP agreed to take a system-wide approach for credit/program articulation requests from for-profit institutions not regionally accredited. In essence, those institutions requesting articulation with Idaho's public postsecondary system should be held to the same standards as the Board's own institutions. Thus, those institutions could choose to either undergo a review in accordance with the standards of the Northwest Association of Schools and Colleges, or seek regional accreditation if they wish to have their program(s) articulate into Idaho's public schools.

The proposed modifications to the policy recommended by the CAAP acknowledge the value and importance of regional accreditation for the articulation of credits from other institutions that are regionally accredited. However, the policy still provides a mechanism for non-regionally accredited institutions to have their credits or programs accepted.

**ACTION:** It was agreed by consensus to forward the changes to the In-state and Out-of-state Institutions policy (Section III, Subsection N) to the full Board with a recommendation to approve for first reading.

**6. Statewide Engineering Education Advisory Council (SEEAC)**

Jim Coleman, Chair of the Advisory Council, reported to the State Board of Education during committee reports the recommendations approved by SEEAC at its May 22, 2000 meeting.

**7. Inventory of Minority Education Programs**

At the April 20, 2000 meeting of the Academic Affairs and Program Committee (AAPC) the "Grow Your Own Teacher" and "Success For All Students" initiatives endorsed by the Indian Education Committee and the Hispanic Education Task Force were discussed. At that meeting, the AAPC asked the chief academic officers to provide an inventory of minority and bilingual education programs currently offered by Idaho's public postsecondary institutions. An overview of each of the public postsecondary institution's minority education programs was provided to the Committee. Staff recommended that the Board enhance existing minority education/bilingual programs rather than develop new programs.

Dr. Marilyn Howard summarized the concerns expressed by the Hispanic Task Force and Indian Education Committee at their recent meetings. Those concerns included institutional

commitment to the programs, student access to the programs, communication and representation on Board committees.

The variation of the type of data reported by the institutions was noted. Some schools provided information on bilingual teacher education programs only and did not include the entire scope of other programs directed towards minority education. Dr. Howard believed that there must be further dialogue and negotiation of what is possible with respect to minority teacher education programs within the constraints of the institutions. Dr. Brian Pitcher responded that the institutions are offering a number of good programs on campuses; however, the state should review whether these programs are effective in addressing the real needs and issues of opportunity, equity and access. Gens Johnson, Educational Program Manager at Idaho Public Television, added that public television reaches many of those populations and could be effective at targeting students to meet existing needs.

Mr. Rod Lewis believed that the long-term solution is for the Board to hire a minority affairs officer. A short-term solution may be the formation of a task force focused on identification of issues and the kinds of processes and structures necessary to address on-going issues and needs of the minority population. Dr. Howard suggested that a Board member serve on the task force. Dr. Robin Dodson also suggested that the Board consider a vacant FTE from one of its agencies or institutions in order to fund a student affairs/minority education position.

With regard to the funding process for the initiatives, Dr. Howard suggested inserting a placeholder in the Board's budget until the August meeting and then developing an enhancement request to be included later. Although the Board did approve the "Grow Your Own Teacher" budget item, there are still several practical issues about how to implement the programs. It is also anticipated that there will be questions from legislators who will be asked to allocate state funding for the programs.

Dr. Beck also mentioned that existing programs are included in the institutions' 5-year plans and adding new programs will have an impact on those long-range plans. In addition, many of the existing programs are federally funded and intended to be seed money. As the federal funds are eliminated, there will have to be an increased commitment of state dollars.

Ms. Lydia Guerra, representing the Hispanic Task Force and Indian Education Committee, agreed that the affected groups want the same outcomes but there are differences about how the state can achieve those outcomes. Ms. Guerra and Dr. Howard believed that the new task force would provide a coherent framework for continued dialogue.

**ACTION:** It was agreed by consensus to recommend to the Board that it form a task force as a subcommittee that reports to the Academic Affairs and Program Committee. In addition, AAPC recommended establishing a placeholder in the Board's budget in order to prepare an enhancement request for the bilingual teacher education programs.

## **8. Idaho Electronic Campus Update**

At its June 8, 2000 meeting, the CAAP selected a domain name for the Idaho Electronic Campus website. The URL will be [www.idahoe-campus.state.id.us](http://www.idahoe-campus.state.id.us). The academic vice presidents will also designate an individual on campus (including their name, address and

phone number) for students to call if they have questions or need assistance. This person will also receive and reply to e-mail requests for information. Ms. Nancy Szofran also mentioned that Laurie Boston has arranged to have KTVB Channel 7, report on the Idaho Electronic Campus in late July. Future enhancements to the web site will attempt to make it Spanish language accessible.

## **9. Program Review Update**

**Legal Education:** The University of Idaho delivered this report to the full Board.

**Engineering and Related Professions:** A final draft is nearing completion. The data and narrative/report are being reviewed for accuracy by the institutions and the Office of the State Board of Education prior to submission to the Board for consideration and action.

**Teacher Education:** Dr. Patty Toney reported on the Idaho's MOST project at the Council on Academic Affairs and Programs' June 8, 2000 meeting.

**Health Professions Workforce Studies:** The Idaho Medical Association and the task force reviewing health education programs are recommending the funding of four additional students per year to each of the medical education programs (WWAMI and the University of Utah). The most critical issues are Idaho residents' lack of access to medical education, and the expected shortage of physicians, particularly in under-served areas. Dr. Robin Dodson reported that the finance committee did not support the increase in the number of medical education seats at this time because the chance of receiving an additional \$ 1 million to fund the increase was not good. The timing is poor because of the increased cost of the University of Utah School of Medicine – Idaho contract for the current number (24 per year) of Idaho students supported by the State.

## **10. Other: Committee Restructure**

There was a brief discussion about the recommendation to add a student affairs officer, and faculty and student representatives to the Board's restructured standing committees. Because student affairs officers report directly to their academic vice presidents, the academic officers indicated that student affairs already has access to the Board through the academic vice presidents' presence on the AAPC. However, the academic vice presidents did agree that it is appropriate to invite the faculty and student representative to the table as a member of the new, restructured committee. These comments were to be shared with the full Board during the committee restructure discussion on the next day.

**3. Minutes of Meetings:**

- a. Council on Academic Affairs and Programs, June 8, 2000 and August 3, 2000
- b. Higher Education Research Council, May 9, 2000

**COMMITTEE ACTION:**

To agree by consensus to approve the minutes of the Council on Academic Affairs and Programs and the Higher Education Research Council as exhibited in Items 3a-b.

**Council on Academic Affairs and Programs**

June 8, 2000 / 9:00 a.m. – 12:30 p.m.

Room 324, Len B. Jordan Building

Boise, Idaho

<b>Present:</b>	Jerry Beck, CSI	Luke Robins, EITC	Lynn Humphrey, OSBE
	Daryl Jones, BSU	Dan Petersen, DPTE	Nancy Szofran, OSBE
	Jonathan Lawson, ISU	Rita Morris, LCSC	Robin Dodson, OSBE
	Dene Thomas, UI	Bob West, SDE	Mike Falconer, SDPTE

<b>Excused:</b>	Jerry Gee, NIC	Brian Pitcher, UI
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**1. Minutes of April 5, 2000**

It was agreed by consensus to approve the minutes of the April 5, 2000 meeting.

**2. Policy Changes**

a. Academic & Professional-Technical Procedures for Program Approval

Robin Dodson reported that he, Mike Falconer and Dan Petersen have not had an opportunity to meet to draft procedures for professional-technical program review for inclusion into the existing Board policy. He promised to follow-up on that task and will set up a meeting with Mike and Dan.

b. In-state and Out-of-state Institutions

Robin Dodson distributed a draft of changes to the Board's policy on accreditation of in-state and out-of-state institutions. He asked CAAP to carefully review the policy prior to the AAPC meeting on June 15, 2000 when it will be considered for first reading.

c. Teacher Education Model

Robin Dodson distributed a copy of proposed changes to the Board's policy on approval of teacher education programs. Patty Toney, Idaho's MOST Policy Coordinator, wrote the revision to the policy, which changes the vehicle for the approval of existing teacher education programs. Idaho's MOST recommends using the National Council for Accreditation of Teacher Education (NCATE) as the model for approval of teacher education programs. This proposed change will be considered by the Board as a first reading at its June 15-16, 2000 meeting.

### **3. Report on Existing Bilingual/Multicultural Teacher Education Programs**

Robin Dodson distributed a copy of a summary of bilingual/multicultural teacher education programs currently offered by the institutions. This information will be on the agenda for the June Academic Affairs and Program Committee meeting. He noted that the staff recommendation will be to enhance the existing programs rather than fund the new initiatives “Grow Your Own” and “Success for All”.

### **4. Board Committee Restructure**

Robin Dodson distributed a copy of proposed changes to the Board’s Bylaws that would restructure the Board’s existing standing committees. This committee restructure will be a topic for Board consideration and possible action at the June 15-16, 2000 meeting.

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

- a. Associate of Applied Science, Auto Body, BSU
- b. Technical Certificate, Paramedic Program, CSI
- c. Associate of Applied Science in Surgical Technology, EITC
- d. A.A.S., Website Development and Maintenance Specialist, EITC
- e. A.A.S. & Postsecondary Technical Certificate, Cisco Networking Technologies, EITC
- f. Certificate, Technology Integration Specialist, BSU
- g. A.A., Certified Education Assistant, CSI
- h. Master of Physician Assistant Studies, ISU

Robin Dodson explained that the notice of intent forms do not ask the institutions for CIP codes, but that information is requested on the full proposal forms instead. Since several new program requests have been approved without full proposals, many programs on the Board’s official list of degrees do not have CIP code information. Robin asked the academic officers to provide CIP codes for these pending and future program requests. The State Board of Education will consider these requests at its June meeting.

**ACTION:** It was agreed by consensus to recommend to the AAPC and full Board that they approve the notices of intent above without the development of full proposals, with the exception of the Master of Physician Assistant Studies at ISU, which will require a full proposal.

Robin Dodson mentioned that he would like to see the required review of new programs be replaced by performance reviews of existing programs. He thought that perhaps they could be tied to program and regional accreditation reviews. This would eliminate the paperwork on the front end, and enhance accountability of the institutions.

Rita Morris speculated that with the new committee structure, much of the detailed and routine items the Board currently reviews will have to be less of a priority because so many other issues will consume the Board’s time.

## **6. Idaho Electronic Campus**

Nancy Szofran asked CAAP members to review the listings of distance learning courses for Fall 2000. That data will populate the website's course database. The Council also selected [www.idahoe-campus.state.id.us](http://www.idahoe-campus.state.id.us) as the domain name for the Idaho Electronic Campus.

Nancy also reminded those institutions that have not yet provided video clips of their institution to send them to her as soon as possible. Last, Nancy thought it would be a good service to students to provide a name, address and phone number of a real person on campus that students could call if they needed information. She asked the academic officers to send that information to her as soon as possible.

## **7. Title II Reporting Requirements for Teacher Education Graduates**

Rita Morris participated in the videoconference sponsored by the U.S. Department of Education (USDE) about Title II reporting requirements for states and institutions of higher education. Rita asked if the state is in the process of developing or identifying a test for state licensing of teacher education graduates. The difficulty of developing a test without knowing what the U.S. Dept. of Education standards will be was noted. However, by October 7, 2000, each state must report to the U.S. Department of Education the procedures it has established for complying with the law. The institutions must report to the state by April 7, 2001, and the state report (including institutional data) is due at the USDE by October 7, 2001.

It was decided that a letter from CAAP would be forwarded to the Deans of the Colleges of Education asking them to work with Dr. Bob West to determine the test that Idaho will use to gather data to comply with the Title II reporting requirements.

## **8. Report on Idaho's MOST**

Patty Toney described Idaho's MOST current initiatives. The advisory board will address rural needs, forecasting the number of students, and estimating demand for teachers. The Teacher Policy Inventory will look at policy issues dealing with education. Data has been crunched, a draft report has been written and the advisory council will meet to decide on the two or three most critical issues to address.

In addition, Idaho's MOST is working on new standards for teachers seeking initial certification. The new standards address over 30 endorsement areas. They are performance based and are comprised of three components: knowledge, disposition and performance. Public hearings have been held around the state to seek input on the new standards. The next step is to take the standards to the Board for approval in September.

Idaho's MOST is also applying for a Title II grant to the U.S. Department of Education to improve teacher training. If the proposal is funded some issues the advisory board may look at include alternative routes to certification and evaluation of teacher training through surveys of new teachers.

**9. Professional Program Review – Engineering and Related Technologies**

Robin Dodson distributed draft engineering and related technologies program data. The spreadsheet included occupational and CIP Codes, program offerings by institution, 1996 employment data, 2006 workforce estimates and the number of graduates over the past 5 years. As it becomes available, additional information will be added to the document and then the data will be a verified prior to finalizing the report. It was agreed that Daryl Jones, Mike Falconer, Dan Petersen and Robin Dodson would meet in the near future to edit and prepare the document for SBOE consideration.

**10. Other – Privileges for ISU Affiliate Faculty**

No record of discussion.



**Minutes**  
**Council on Academic Affairs and Programs**  
August 3, 2000 / 9:00 – 3:00  
Room 302 / LBJ Building / Boise, Idaho

<b>Present:</b>	Jerry Beck, CSI	Mary Ann Carlson, EITC	Lynn Humphrey, OSBE
	Daryl Jones, BSU	Dan Petersen, DPTE	Nancy Szofran, OSBE
	Jonathan Lawson, ISU	Rita Morris, LCSC	Robin Dodson, OSBE
	Dene Thomas, UI	Jerry Gee, NIC	Mike Falconer, SDPTE
<b>Absent:</b>	Bob West, SDE	Brian Pitcher, UI	
<b>Guest:</b>	Dan Regan, LCSC		

## **1. Idaho Electronic Campus Update**

Nancy Szofran demonstrated the Idaho Electronic Campus website which is now up and running. She mentioned that ACCESS Idaho will issue monthly reports detailing the number of students and how they are using the website. If the data generated in these reports is not adequate ACCESS Idaho will work with Nancy to capture data of specific interest to the institutions.

Nancy distributed copies of a department chair survey and a course and instructor evaluation form developed by Ed Kinley of Eastern New Mexico University. She asked the CAAP to consider using these or similar forms for instructor and course evaluations. It was pointed out that faculty already have course evaluation forms that they use and may be reluctant to use a new form, but CAAP agreed to think about the forms.

Nancy also asked if there might be interest in the possibility of collaborating with the Social Science Research Center (SSRC) at Boise State University on a statewide research effort for needs assessment or other aspects of educational technology. Jerry Beck responded that he was particularly interested in a cost analysis. Rita Morris added that she would like a statewide survey to address the threshold where students will actually enroll as opposed to a response that says they would be “interested” in enrolling. Nancy mentioned that she anticipated that the focus of the survey would be broad. She would like to know how to most effectively deliver distance learning and then address how to respond to unmet educational needs. Other suggestions included looking at existing distance education providers to determine the population currently being served by them, and to survey the population of high school graduates who do not pursue higher education. Access to high school seniors, either through the Department of Education or school counselors, would be very useful in obtaining the views of prospective students. It was also suggested that a survey not be limited to prospective students, but should also try to reach employers.

The other unresolved issue is how to pay for a statewide survey keeping in mind that the cost of a survey will probably exceed expectations. It is possible that some of the funds for the administration of the Idaho Technology Incentive Grants could be used to cover the costs of the survey.

It was agreed that CAAP would develop a list of things they would like a survey to address at a future meeting.

The need of campuses and the Board to update their intellectual property policies to take into account distance education delivery was also briefly discussed. Nancy Szofran mentioned that Kay Flowers, from ISU, has offered to deliver a presentation to CAAP on digital copyright laws.

## **2. Minutes of June 8, 2000 CAAP Meeting**

It was agreed by consensus to approve the minutes of the June 8, 2000 CAAP meeting.

Dr. Rita Morris reminded Robin to communicate with the Deans of the Colleges of Education on Title II reporting requirements.

## **3. Minority Education – Report on July 11 Meeting**

Robin Dodson briefly discussed the minority education meeting held on July 11, 2000 chaired by Sam Haws. He stated that he would know more about the budget request by the end of the week after it is submitted to the Board Office for consideration and action at the August 16, 2000 Board meeting.

## **4. Policy Changes -- Final Reading**

### **a. Academic & Professional-technical Procedures for Program Approval (Sect. III, Sub G)**

The policy change included in the agenda packet has not been modified since the last CAAP meeting. However, Mike Falconer has developed a draft policy and procedures for professional-technical program change requests for consideration by its Board/Committee at the Summer Conference next week. After Professional Technical considers the draft, Dan and Mike will have it ready for the September CAAP meeting. Mike distributed the draft and CAAP suggested a few changes to the number of credits for some professional-technical certificates and degrees as well as adding language to the policy that emphasizes the role of the institution in the professional-technical program approval process.

The intent is to mesh the policy and procedures developed by Mike Falconer into the proposed changes to the Board's policy on Program Approval and Discontinuance (Section III, Subsection G). There were also a few suggested changes to Section III, Sub.G, which Robin Dodson will incorporate into the policy before its final reading.

### **b. In-state and Out-of-state Institutions (Section III, Sub. N) -- Accreditation language**

There have been no changes to the proposed policy since its first reading in June. A couple of editorial changes will be added to the policy prior to the final reading at the September Board meeting.

c. Discussion of policies related to re-structuring

Robin Dodson suggested that the Admission Standards Review Committee be disbanded and that function transferred to CAAP. That will include a review and changes to the existing admission standards policy. Other policy issues to work on include student tracking, retention rates, performance measures and how they are defined, as well as the previously mentioned intellectual property rule and policy.

The role and function of other Board committees such as the Statewide Engineering Education Advisory Council (SEEAC) was discussed. It was agreed that the Board Committee restructuring provides an opportunity for the AAPC and Board to review its standing committees to determine if they still providing a useful function and/or duplicating the work of other existing statewide committees.

## **5. Student Participation in Postsecondary Education**

Robin Dodson recommended that CAAP become more involved in looking at student participation issues in postsecondary education. Idaho has one of the lowest postsecondary participation rates in the country. There was interest from CAAP members to determine if Idaho students are adequately prepared to enter the postsecondary system, why Idaho institutions lose many students before they earn their degree, and time to degree. It was pointed out that looking at these issues would be a natural extension of achievement standards and adequately preparing students for math, science, and engineering courses and professions.

There was considerable discussion of the difficulty of tracking students and obtaining data of postsecondary participation that would allow institutions to effectively plan for their anticipated needs. The initial and most critical issue is to develop a reliable student tracking system. From there, a fundamental question is to determine the size of the potential pool of students. Once students are in a tracking system, things like retention and time to degree are much easier to determine. It was agreed that any data collection must be standardized across the state and will have to be consistent with national standards because Idaho will be compared to the nation. Robin Dodson intended to find out from the Management Information Officer what data is currently being collected from the institutions.

Other situations that contribute to low retention rates include high school students who were dual enrolled for a course or two, are in the system and then counted as non-completers, as are others who have met their short-term educational goals which may not necessarily include seeking a degree.

## **6. Math Chair Report**

The math chairs forwarded to Robin Dodson their statewide recommendations on Math 107/108, Intermediate Algebra, and standardized exam scores for placement into mathematics courses. After considerable discussion, CAAP accepted most of the Math Chairs recommendations, but will ask the math chairs to consider eliminating Math 107

currently being offered by UI and EITC, and that Math 108 be offered for 4 credits instead. CAAP will also recommend to the Math Chairs and Board that Math 108 count towards graduation as an elective but not meet core requirements. Dene Thomas also suggested that all institutions be consistent in whether or not they charge a special course fee for non-credit (remedial) courses.

With regard to the common cut-off scores for Math placement, CAAP will recommend to the Math Chairs and Board that if standardized scores are older than one year, students will be required to retake another placement exam because the new COMPASS test has improved its ability to diagnose problem areas and accurately place students in appropriate math courses. In addition, CAAP will ask the Math Chairs to develop cut-off scores for Math 108 that are different than Math 123, 127 and 130.

Robin Dodson will draft a letter to the Math Chairs thanking them for their contribution and sharing CAAP's recommendations for the Math courses and placement scores discussed above.

## **7. Notices of Intent and Full Proposals:**

- a. Technical Certificate & Assoc. of Applied Science, Horse Management, CSI

**ACTION:** It was agreed by consensus to forward to AAPC and the full board the notice of intent to offer a technical certificate and associate of applied science degree in Horse Management at CSI with a recommendation to approve without the development of a full proposal.

- b. Certificates of Completion: Colleges of Education, Engineering, and Mines and Earth Resources, UI

There was some discussion of the distinction between the term "certificate of completion" and traditional "certificate" programs, and whether or not Certificates of Completion must be approved by the State Board of Education. It was suggested and agreed that Robin will modify the AAPC's Guidelines for Program Approval and the Board's Program Approval Policy (Section III, Subsection G) to define a "Certificate of Completion" as a credential awarded by an institution designed to reflect specialized training for a specific body of work separate from the traditional certificate programs commonly offered as professional-technical education. It was agreed by consensus that certificates of completion do not require Board approval but will be forwarded to CAAP for its review as a courtesy.

- c. B.S. Surveying Technology, Idaho State University

It was agreed by consensus to recommend to AAPC and the full Board approval of the B.S. in Surveying Technology at Idaho State University beginning with the fall 2000 semester. Robin will forward the full proposal to the full Board for its consideration and action at its August 16, 2000 meeting.

d. Graduate Certificate, Geotechnology, Idaho State University

This graduate certificate of completion was shared with CAAP for their review as a courtesy and does not require Board approval.

**8. Idaho – Washington Reciprocity**

The Office of the State Board of Education is recommending that the dollar amounts waived by the participating institutions remain the same as the previous year. CAAP supported this recommendation and a final copy will be sent to each institution after the required signatures have been obtained.

**9. Professional Program Review**

Robin Dodson summarized the status of the engineering and related technologies data collection. He also mentioned that at a meeting he had with executive directors of state licensing boards there was interest in establishing a workforce data center through Boise State University's Center for Public Policy.

**10. Other – Medical Education**

Robin Dodson briefly mentioned Mike Laskowski's justification (enclosed in agenda materials) for increasing the number of medical education seats. In addition, the Idaho Dental Education Program is requesting an increase of three dental education seats. The Board will consider these FY02 budget enhancement requests at its August 16, 2000 meeting.

**11. Affiliate Faculty Discussion**

Jonathan Lawson mentioned that ISU provides specific privileges for volunteer faculty on the Pocatello campus. At issue are those volunteer faculty who are not located in Pocatello and request the same privileges on the sister campuses where they are located. This prompted a discussion of privileges for affiliate faculty as well as those employees and spouses who work for a Board governed institution or agency. Daryl Jones mentioned that BSU gets hit disproportionately with these benefits and privileges. Consequently, BSU would be receptive to perhaps extending library privileges only to those faculty members. Jonathan Lawson will contact Daryl Jones to discuss this issue further.

**APPROVED MINUTES**  
**HIGHER EDUCATION RESEARCH COUNCIL MEETING**  
**May 9, 2000**  
**LBJ Building, Boise, ID - Room 324 / 10:00 am – 11:45 am**

**Present:**

Darrell Manning, Chair	Bill Shipp	Jean'ne Shreeve, EPSCoR Project Director
Dennis Stevens	Ed House (for Richard Bowen)	Robin Dodson
John Huffman	Doyle Jacklin, EPSCoR Chair	Randi McDermott
Charles Ruch	Senator Laird Noh, EPSCoR Member	

- I. Minutes of January 4, 2000 and February 8, 2000**  
**MSC(Shipp/Stevens): To approve the minutes of January 4, 2000 and February 8, 2000.**
- II. Relationship and Roles of HERC & EPSCoR to the Statewide Science and Technology Advisory Council and the Statewide Strategic Plan**

Dr. Dodson provided some background information on the HERC and EPSCoR relationship and their respective relationships to the State Board of Education.

Dr. Shreeve provided some background information on EPSCoR in Idaho. She added that the State has contributed approximately \$6 million to EPSCoR through HERC, and has received a total return of \$68 million.

Dr. Shipp provided some background and future direction for the Statewide Science and Technology Advisory Council, and their role in providing direction in the area of science and technology in order for the State to be competitive and leverage its resources. He described the beginning stage of developing the Statewide Strategic Plan for Science and Technology and the intent to hire a consultant to assist in drafting it.

It was noted that there are centers of science in the state that need to be included in the process, as well as developing a good communication link with the research community. Dr. Shipp relayed that part of the development of the Plan will be to inventory existing capabilities, and to use the connection with Dr. Hoover, who is a member of the Advisory Council, to solicit information from university researchers in the best way.

Dr. Shipp concluded by stating that a draft of the Plan is expected in September, with the final version due in early December.

General Manning summed up the relationship of the three, with the EPSCoR tie-in existing through Doyle Jacklin, the EPSCoR Chair and also a member of the Statewide Science and Technology Advisory Council, the HERC tie-in existing through Dr. Hoover, and the education system as a whole through Greg Fitch, the Board's Executive Director and also a member of the Statewide Science and Technology Advisory Council Executive Committee. Dr. Shipp welcomed Senator Noh's advice on interaction with the Legislature. It was suggested to meet early on with key legislators who have been involved with the research and/or science and technology community and keep them informed of and involved in the initiative.

## **FY 2001 Budget**

**MSC (Ruch/Shipp): The allocation for the FY 2001 HERC Budget was approved as follows:**

<b>Infrastructure:</b>	<b>\$600,000</b>
Boise State University:	\$150,000
Idaho State University:	\$150,000
Lewis Clark State College:	\$ 60,000
University of Idaho:	\$240,000

**Matching – NSF EPSCoR: \$600,000**

**Research Center Grant Program:**  
ISU CERE **\$342,300**

**TOTAL BUDGETED: \$1,542,300**

A discussion ensued regarding EPSCoR funds to help pay the consultant writing the Statewide Science and Technology Plan. Dr. Shreeve reported that in order to obtain funds from NSF EPSCoR, a special request would have to be made, and that it would be highly unlikely to receive any funding within the next year.

HERC discussed the possibility of using some of their remaining FY 2001 funds for this purpose.

**MSC (Ruch/Huffman): To allocate \$50,000 from the HERC 2001 budget to the Statewide Science and Technology Advisory Council to use in paying a consultant to write the Statewide Strategic Plan for Science and Technology.**

A discussion ensued regarding which HERC program the funds would come from, and whether policy language would need to be altered to allow the expense. There was consensus that the Council would not pursue policy changes, but would rather seek approval for a one-time expenditure outside of the three HERC program categories for this purpose.

### **Graduate Assistantships**

Copies of the Request for Application for the Graduate Assistantship positions needed to aid in the development of the Statewide Plan for Science and Technology were distributed. It was noted that the institutions should only forward their top candidates.

## **V. FY 2002 Budget Request**

Copies of the FY 2002 HERC budget request, as submitted to the State Board of Education, were distributed for the Council's information. Senator Noh noted that the Council should be careful and develop a clear strategy in requesting tobacco settlement funds, hence they may have their general fund appropriation replaced if tobacco funds are granted. It was decided that this should be a topic of discussion at the next meeting.

The HERC Chair requested that staff provide all materials to be voted on to the Council in advance of any meeting.

The meeting was adjourned at 11:45AM.

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

**SUBJECT:** Technical Certificate and Associate of Applied Science, Horse Management,  
College of Southern Idaho

#### **BACKGROUND:**

This new program is the result of student interest in horsemanship, horse management, training, breeding and husbandry. Students enrolled in certain equine courses are required to provide their own horse, boarding facilities and transportation to and from the College of Southern Idaho.

#### **DISCUSSION:**

Students enrolled in this new program may select either a nine (9) month technical certificate or an 18-month Equine Studies Associate of Applied Science degree. Current faculty, staff, space, curriculum and capital outlay for the program are already in place.

#### **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 CSI to offer a technical certificate and A.A.S. degree in Horse Management 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 CSI to offer a technical certificate and A.A.S. degree in Horse Management.**



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

**SUBJECT:** Associate of Applied Science, Law Enforcement, Idaho State University

##### **BACKGROUND:**

Recently many state and local law enforcement agencies have modified their hiring requirements. Those current requirements mandate the recruitment and hiring of those individuals who have earned at least a two (2) year degree. In addition, students, former graduates, program advisory boards and local police official are requesting this program.

##### **DISCUSSION:**

This new program is a 20-month effort leading to an Associate of Applied Science degree in Law Enforcement. This program combines the first year with two semesters of general education (20) credits followed by 44 credits from the technical area. Further, this new degree will allow officers who have previously attended law enforcement programs at ISU or Idaho Peace Officers Standards and Training (P.O.S.T.) Academy an opportunity to earn a two-year degree. Faculty, staff, facilities and curriculum are already in place so no new funding is being requested.

##### **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 Law Enforcement 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 Associate of Applied Science degree in Law Enforcement.**

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

**SUBJECT:** A.A.S., Marketing and Management Occupations, Idaho State University

#### **BACKGROUND:**

This new Associate of Applied Science (A.A.S.) degree in Marketing and Management Occupations includes the following options: Marketing Technology E-Commerce; Marketing Technology Retail; Hospitality Management Technology Travel/Tourism; Hospitality Management Technology Hotel/Restaurant; Marketing Technology Fashion Merchandising.

#### **DISCUSSION:**

Graduates of the E-Commerce option will be able to create and prepare web sites as in Internet marketing tool. As a consequence of the rapid growth in the E-Commerce field there has been a significant shortage of web-site developers who are knowledgeable in the area of Internet marketing. This request will meet the needs of both students and the E-Commerce business and industry.

Tourism is the 3<sup>rd</sup> largest industry in Idaho and continues to grow each year. Thus, the demand for trained professionals in this field is also growing. Graduates with the Travel/Tourism option will be prepared to market and management tourism sites and facilities. In addition, the graduates of the Hotel/Restaurant option will fulfill the increased demand for managers and trained professionals in food service and lodging.

Recent employment reports from the Idaho Department of Labor indicate strong demand for individuals trained in fashion merchandising and sales. Thus graduates of that option will find high employment potential and will meet the needs of the state in this in fashion merchandising.

#### **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. degree in Marketing and Management Occupations 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 Marketing and Management Occupations.

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

**SUBJECT:** A.A.S., Dental Assisting, Boise State University

##### **BACKGROUND:**

Dental Assisting is one of the fastest growing occupations in Idaho as determined by the Idaho Department of Labor. Each year there are at least 62 new openings for dental assistants. The demand for such training in the Treasure Valley continues to grow.

##### **DISCUSSION:**

Boise State University currently has a nine-month program leading to a technical certificate in Dental Assisting. BSU is requesting to offer students the option of an 18-month Associate of Applied Science degree in Dental Assisting. This new program option will allow students the opportunity to expand their dental assisting knowledge with more practicums and advanced studies. This new A.A.S. will fall under the current American Dental Association, Commission on Dental Accreditation standards. No additional resources are required since they are all currently in place.

##### **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 BSU to offer an A.A.S. in Dental Assisting 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 BSU to offer an A.A.S. degree in Dental Assisting.**

## **5. Standards for the Initial Certification of Professional School Personnel**

### **BACKGROUND:**

To maintain partnership with the National Council for Accreditation of Teacher Education (NCATE), Idaho had to revise the existing input-based standards to create performance-based standards. Five of Idaho's higher education institutions' teacher preparation programs participate in the NCATE program approval process. The standards must be submitted to NCATE for approval no later than December 2000 to renew our partnership.

Over 250 volunteers representing stakeholder groups (teachers, school administrators, higher education/college of education representatives, parents, business people, and education students) spent approximately 4,000 hours writing the standards. Task Groups incorporated the content of the Idaho Student Achievement Standards, National Board for Professional Teaching Standards, and standards from professional organizations into the standards. Input was gathered from two public hearings (via compressed video connected to 10 sites statewide), Idaho's MOST web site, and e-mail. Idaho's MOST Standards Committee considered public input in their review and revision of each set of standards. The Professional Standards Commission also reviewed the standards. The Standards Committee presented them to the Advisory Group for review in November 1999, April 2000, and, finally, in August 2000 and recommended Board approval.

### **DISCUSSION:**

The standards are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards recommended by the National Commission on Teaching and America's Future (NCTAF), with which Idaho is a partner state. NCATE recognizes INTASC standards as a model for teacher preparation. Changes made in the standards since the August Board review were in formatting, grammar, and typing errors.

### **FISCAL IMPACT:**

No fiscal impact.

### **STAFF COMMENTS:**

Idaho's MOST Advisory Group and OSBE staff recommend the *Idaho Standards for the Initial Certification of Professional School Personnel* as the standards for the preparation of teachers, administrators, and other professional school personnel.

### **COMMITTEE ACTION:**

It was agreed by consensus to forward the proposed standards 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 *Standards for the Initial Certification of Professional School Personnel* as recommended by Idaho's MOST Advisory Group and OSBE Staff with an effective date of September 1, 2001, with all subsequent State and NCATE (as appropriate) approvals of teacher education programs.

## **6a. Policy Changes:** Final Reading, Program Review (Section III, Subsection H)

**SUBJECT:** Official Vehicle for Approval of Existing Teacher Education Programs

### **BACKGROUND:**

The current vehicle for the approval of existing teacher education programs, the National Association of State Directors of Teacher Education and Certification (NASDTEC) is no longer involved in standards writing and development. Idaho's MOST Advisory Group recommends the vehicle for approval of existing teacher education programs be the National Council for Accreditation of Teacher Education (NCATE) approved *Idaho Standards for the Initial Certification of Professional School Personnel*. The standards follow the Interstate New Teacher Assessment and Support Consortium (INTASC) standards recommended by the National Commission on Teaching and America's Future (NCTAF), with which Idaho is a partner state. The policy change is crucial for maintaining Idaho's partnership with NCATE, the Accrediting body for five of the State's teacher preparation programs.

### **DISCUSSION:**

#### **Idaho State Board of Education - Governing Policies and Procedures**

#### **H. Program Review**

6. The official vehicle for the approval of existing teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved *Idaho Standards for the Initial Certification of Professional School Personnel*. The Teacher Certification Office will provide each institution with any revisions to the *Idaho Standards for the Initial Certification of Professional School Personnel*. Teacher education programs must ensure their pre-service teachers meet the components (knowledge, disposition, and performance) of the Core Teacher Education Standards and the standards of the level and/or the content area(s) in which they plan to be endorsed.

### **FISCAL IMPACT:**

No fiscal impact.

### **STAFF COMMENTS:**

Approval of policy.

### **COMMITTEE ACTION:**

It was agreed by consensus to forward the changes to the Program Review policy (Section III, Subsection H) Item 6a, to the full Board with a recommendation to approve/disapprove/table for final reading.

### **BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove/table the policy for the approval of existing teacher education programs as recommended by Idaho's MOST Advisory Group and the OSBE staff.

## **6b. Policy Changes**

Final Reading In-State and Out-of-State Institutions Policy (Section III, Subsection N)

### **BACKGROUND:**

In November 1997 the State Board of Education modified its policy on out-of-state/non-accredited institutions. One of those modifications addressed the acceptance of credits by institutions under the Board's governance. If one Idaho institution accepts credits from an institution, all other institutions under the Board's control must also accept those credits. Since that time a number of private for-profit institutions have approached the Office of the State Board of Education and the public colleges and universities about the transferability of their credits and programs. These private for-profit institutions hold accreditation from national accreditors; however, these institutions are not accredited by a regional accreditation body (e.g., the Northwest Association of Schools and Colleges). Since this is a "system" issue, the CAAP is recommending a statewide approach through a modification to the policy.

### **DISCUSSION:**

The CAAP has agreed to take a system-wide approach for credit/program articulation requests from for-profit institutions not regionally accredited. In essence, these institutions requesting articulation with Idaho's public postsecondary system should be held to the same standards as the Board's own institutions. Hence, those institutions may choose to either undergo a review in accordance with the standards of the NWASC, or seek regional accreditation if they wish to have their program(s) articulate into Idaho's public postsecondary institutions.

The proposed policy changes reflect the need to address the concerns of the institutions. The modifications acknowledge the value and importance of regional accreditation and the articulation of credits from institutions that hold this accreditation. In addition, the policy does provide a mechanism for non-regionally accredited institutions to have their credits or programs accepted.

### **RECOMMENDATION:**

The CAAP recommends approving the State Board of Education's In-state and Out-of-state Institutions policy for final reading as exhibited in Item 6b.

### **COMMITTEE ACTION:**

It was agreed by consensus to forward the changes to the In-state and Out-of-state Institutions policy (Section III, Subsection N) Item 6b, to the full Board with a recommendation to approve/disapprove/table for final reading.

### **BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove/table for final reading the revision to the Board's In-state and Out-of-state Institutions policy as exhibited in Item 6b.

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III POSTSECONDARY AFFAIRS**

**SUBSECTION: N In-State/Out-of-State/Non-accredited Institutions**

**PRIVATE IN-STATE, OUT-OF-STATE INSTITUTIONS, NON-ACCREDITED INSTITUTIONS, AND OTHER EDUCATIONAL SOURCE OFFERINGS**

**2. Register of Accredited In-State and Out-of-State Institutions**

a. Maintenance of Register.

A register of courses and programs is maintained at the Office of the State Board of Education. The Office will establish written procedures, available upon request, for compliance with the requirements of Section 33-107(6), Idaho Code. Accredited institutions are exempt from Chapter 24, Title 33, Idaho Code.

b. In-State Accredited Institutions

(1) Regional Accreditation Bodies (Section III. Subsection M. Accreditation)

An in-state institution (i.e., is physically located in Idaho) accredited by one (1) of the six (6) regional accreditation agencies (See Section III, Subsection M) is exempt from registering with the Office of the State Board of Education. Furthermore, credits awarded by in-state institutions accredited by one of the six regional accreditation agencies will be accepted by institutions under the governance of the State Board of Education and transferable into the Idaho's public postsecondary system.

(2) Non-Regional Accreditation Agencies

The State Board of Education also recognizes those national accreditation agencies approved by the U.S. Department of Education.

Private in-state institution(s) that are accredited by one (1) of these national accreditation bodies are exempt from registering with the Office of the State Board of Education. However, the acceptance of programs and/or credits is not assured. Those institutions that wish to have their programs and/or credits accepted by the Board and hence, the public colleges and universities must forward an application to the Office of the State Board of Education.

The Board's Instruction, Research and Student Affairs Committee (IRSAC) or its designee will evaluate the application submitted by any private, in-state, non-regionally accredited institution. The evaluation will follow the identical standards by which the State Board of Education evaluates its own public post secondary institutions. Should the program(s) or course(s) be evaluated as comparable to a program or course offered by an Idaho public institution, it will be accepted by the State Board of Education and hence transferable into the public postsecondary system. Those programs and courses that are not comparable will not be accepted by the State Board of Education and will not transfer to those institutions under its governance.

The State Board of Education, through its IRSAC, shall set program and course evaluation fees and any impact fees.

b. c. Submission to Academic Affairs and Program Committee. Out-of-State Accredited Institutions

A registration form/application submitted by any Board recognized accredited out-of-state institution for each course or program to be offered in Idaho will be submitted to the Office of the

State Board of Education. Critical evaluation of each of the components of such offerings ~~by as~~ comparisons with courses, programs, credit awarded, and faculty of postsecondary institutions under the Board's governance will be accomplished by the Board's ~~Academic Affairs and Program Instruction, Research and Student Affairs~~ Committee (AAPIRSAC) or its designee. Should the course be evaluated as comparable to a course offered by an Idaho institution, it will be designated as "comparable" on the registration form; should the course not be comparable, it will be designated as "not comparable" on the form. Any interested person who makes inquiry concerning such course will be told whether the course is comparable or not comparable to offerings available from Idaho institutions.

Academic credit for courses evaluated as not comparable shall not be accepted by Idaho postsecondary institutions under the direction and control of the Board. Courses or programs evaluated as comparable will be accepted for academic credit by Idaho's public postsecondary institutions and thus shall be fully transferable among the institutions.

The State Board of Education, through its ~~Academic Affairs and Program Instruction, Research and Student Affairs~~ Committee, shall set course and program processing fees, an impact fee, and a registration fee.

## **BREAK IN CONTINUITY OF SECTIONS**

### **5. Interpretations.**

- d. Academic credits from in-state accredited institutions will be accepted within Idaho's higher education system with the exception of religious, avocational or recreational, private vocational courses sponsored by an employer for the training or preparation of its own employees, and aviation schools/instructors under the supervision of the federal aviation administration. Further, intensive review courses designed to prepare students for certified public accountancy tests, law school aptitude tests, bar examinations, graduate record exams, or medical admission tests will be exempt in accordance with Section 33-2402, Idaho Code.



## **6c. Policy Changes**

First Reading: Program Review and Approval (Section III, Subsection G)

### **BACKGROUND:**

As a result of the State Board of Education's recent committee restructure and function, several existing Board policies are under review in order to ensure the continuation of the "seamless education" concept. The intent of the change to the Board's Policy on Program Review and Approval is to decrease the amount of time it takes to have a program request approved which would allow the institutions to be more responsive to the needs of students and the state.

In addition the Board's policy currently states that those program changes with a fiscal impact of \$150,000 or more will require Board approval. However, the IRSAC's guidelines and operating procedures manual indicates that program changes of \$150,000 or more per year will require board consideration and action. Thus, the inconsistency between the two policies will need to be addressed.

### **DISCUSSION:**

The changes to the Board's Program Review and Approval policy include a number of definitions and procedural changes. These changes more clearly define what constitutes a program and/or program component such as a major, minor, etc., which requests require full Board approval and those requiring OSBE approval.

These modifications reflect a "seamless" approval process with a more efficient turn around time. In addition, the proposed language allows for "routine" catalog changes to be retroactively approved, and changes to the Board's Official Program List to use the U.S. Department of Education's most current Classification of Instructional Programs (CIP) codes.

### **RECOMMENDATION:**

The CAAP has reviewed the Board's policy for program approval and recommends to the IRSA committee that they accept those policy changes as outlined in Item 6c.

### **COMMITTEE ACTION:**

It was agreed by consensus to forward the changes to the Program Approval and Discontinuance Policy (Section III, Subsection G) to the full Board with a recommendation to approve / disapprove / table for first reading.

### **BOARD ACTION:**

It was moved by \_\_\_\_\_ and carried to approve/disapprove/table for first reading the revision to the Board's Program Approval and Discontinuance Policy.

## GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

First Reading September 2000

SUBSECTION: G Program Approval and Discontinuance

Published February 2000

## PROGRAM APPROVAL AND DISCONTINUANCE

## 1. Coverage.

Academic programs and administrative units at the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College are included in this subsection. Professional-technical education programs and administrative units at Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho also are included.

## 2. Classification and Definition of Curricula.

## a. Program.

~~A program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. Each major within a program (but not each track or optional subfield) is considered a separate program. A program is a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required to earn a degree or certificate. There are several distinct degrees and certificates depending upon time and orientation of the curriculum. As a consequence, the culmination of a program results in the awarding of a certificate or degree (i.e., associate, bachelor, master, and doctorate). A certificate of completion is not included in the definition of a program.~~

## b. Program Components

## b1. Major.

~~A body of coursework in a discipline or integrated combination of disciplines usually amounting to between 30 and 50 percent of the total degree requirements~~ A principal field of academic professional-technical specialization that accounts for 25 to 50 percent of the total degree requirements; the concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

## e2. Minor.

~~A body of coursework in an area of the same scope as constitutes a major but that pertains to a secondary area of academic/professional-technical specialization. The course work usually amounting to only between 14-15 to 25 percent of the total degree requirements.~~

## e3. Emphasis Area.

One of two or more alternatives within the same major but usually affecting only 20 to 40 percent of the requirements in the major.

## e4. Option.

One of two or more alternatives within the same major; the differences between the options usually amount to more than 40 50 percent ~~or more~~ of the requirements in the major.

### 3. Approval Overview for Programs, Units, and Titles.

Executive Director approval is required 30 days prior to the implementation, ~~of any~~ discontinuance, expansion or change in title in any of the programs and units identified in 3a - b below including off-campus programming in cooperation with another institution, business, agency or industry.

The creation of any new credit bearing instructional program outlined in 3.c, and any other request in 3a or 3b having a financial impact of \$150,000 or more per year will require Board approval prior to implementation. The executive director may refer any of the above requests to the Board or its designated Committees for review and action.

Those program, component, unit and title changes approved by the Executive Director shall be reported quarterly to the Board.

#### a. Academic or Professional-Technical Units.

Academic or Professional-technical Units include: (1) Departments, (2) Institutes, (3) Offices, (4) Centers, (5) Divisions, (6) Schools, (7) Colleges, (8) Campuses, (9) Branch Campuses, and (10) Administrative units of research or public service.

#### b. Credit Bearing Instructional Programs Components.

(1) ~~Majors; however, Minors~~, emphases and options do not require Board approval unless the fiscal impact is greater than \$150,000 per year.

(2) Majors do not require Board approval unless the fiscal impact is greater than \$150,000 per year.

#### c. Credit Bearing Certificates and Degrees

All credit bearing certificates and degrees require full board approval, with the exception of Certificates of Completion, which are not defined as a certificate program.

(1) Academic and Professional-Technical Certificates

(32) Degrees (Associates, Baccalaureate, Masters, Doctorate)

### 4. Approval Procedures.

General guidelines for review and approval of programs and program components will be set forth in an Academic Affairs and Program procedures manual.

~~Subsequent to institutional review and consistent with institutional policies, procedures, and schedules, requests for the addition of any new programs above will be submitted by the institution as a Notice of Intent to the Academic Affairs and Program Committee for review and recommendation prior to submission to the Board. If the Academic Affairs and Program Committee recommends approval, a full proposal may be requested and must be distributed in the required time prior to review by the Council on Academic Affairs and Programs. Those proposals approved by the Board that require new state appropriations will be included in the annual budget request of the institution and the Board.~~

~~Executive director approval for the discontinuance, expansion, or change in title of any of the programs, program components or units which do not require Board approval will be obtained by the agency giving 30 days notice to the executive director prior to the effective date of such discontinuance, expansion, or change of title.~~

#### a. State Board of Education Approval Process.

Subsequent to institutional review and consistent with institutional policies, requests for the addition of any new academic or professional-technical certificate, degree, or request with a fiscal impact greater than \$150,000 per year will be submitted by the institution as a **notice of intent** to the Chief Academic Officer of the Board. The Chief Academic Officer shall forward the request to the Council on Academic Affairs and Programs (CAAP) for its review and recommendation. If the CAAP recommends approval, a

full proposal may be requested and must be distributed in the required time prior to review by both CAAP and the Instruction, Research and Student Affairs Committee (IRSA). The IRSA will forward its recommendation to the full Board during committee reports. Those new academic/professional-technical certificates, degrees, or other requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.

b. Office of the State Board of Education Approval Process.

Any requests for a new major will be submitted by the institution as a **notice of intent** to the Chief Academic Officer of the Board. The Chief Academic Officer shall forward the request to the Council on Academic Affairs and Programs (CAAP) for review and recommendation. If the CAAP recommends approval of the request, the notice of intent will be submitted to the State Board of Education's Executive Director for consideration and action. The Executive Director shall act on any request within 30 days of receipt of the CAAP recommendation.

A request for the academic or professional-technical units, new minors, options emphasis, or any other request with a fiscal impact less than \$150,000 per year, must receive prior approval of the Executive Director of the State Board of Education. The Executive Director must take action within 30 days of receipt of such request(s), for new minors, options or emphases.

The addition discontinuance, expansion, change in title, semester offering, credit changes, prerequisites, or descriptions of individual courses for routine catalog changes may be forwarded annually to the State Board of Education's office for retroactive approval.

5. Courses:

~~The addition, discontinuance, or change in title or description of individual courses must receive prior review by the executive director. The executive director may choose to notify the Board of significant course additions that raise programmatic considerations or consequences.~~

6. Official Program and Degree Listing.

The Office of the State Board of Education will maintain the Official Program and Degree Listing of Board-approved academic and professional-technical programs ~~and degrees~~ offered at the public institutions. ~~The Professional technical education programs at Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho will be included in the list.~~ Changes or modifications to the Official Program and Degree Listing require prior OSBE approval. The official program and degree listing will use the U.S. Department of Education's most current classification of instruction program (cip) codes as a tracking and approval mechanism.

76. Faculty/Staff/Student Rights.

Any faculty or staff terminated as a result of a program discontinuance based upon Section III.G.4 shall be entitled to the procedural rights outlined in IDAPA 08.01.02250 et seq.

Students enrolled in a program scheduled for discontinuance under Section III.G.4 shall, when there is a similar program within the state, be provided with information on transferring to that program. If there is no similar program within the state, currently enrolled students shall be permitted to complete the program in accordance with existing graduation requirements.

## **6d. Policy Changes**

First Reading: Admission Standards (Section III, Subsection Q, Math Scores)

### **BACKGROUND:**

There has been a significant amount of discussion in the state, region and nation on the need to focus on early educational preparation to ensure success in postsecondary courses and programs. Several national standardized tests have indicated that higher scores in mathematics, reading and English are obtained when students take additional courses in secondary school. As a consequence, the Council on Academic Affairs and Programs (CAAP) has reviewed the Board's Admission Standards policy.

### **DISCUSSION:**

As a result of that review, CAAP believes that it is in the best interest of students to increase the math requirements for regular admission into an Idaho four-year public institution from six (6) credits to (8) credits. The Council is keenly aware that this recommendation will have an impact on the secondary educational system and CAAP will continue to seek their input.

In addition, CAAP recommends to the IRSA committee the inclusion of standard math ACT, ACT COMPASS and SAT cut-off scores in its Admission Standards policy for placement into postsecondary math courses as indicated in Item 6d.

Last, as a consequence of committee restructuring, CAAP recommends that the Admission Standards Review Committee, which has not met in many years, be discontinued. CAAP recommends that the review of admission standards and policies be vested with the IRSA committee and delegated to the Board's chief academic officer and CAAP. The Council believes admission standards are within its scope of responsibility and function (see also Item 7).

### **RECOMMENDATION:**

The CAAP has reviewed the Board's policy on Admission Standards for math placement scores and recommends to the Instruction, Research and Student Affairs Committee that they accept those policy changes as outlined in Item 6d for first reading.

### **COMMITTEE 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/disapprove/table for first reading. In addition, CAAP recommends the discontinuance of the Admission Standards Review Committee.

### **BOARD ACTION:**

**It was moved by \_\_\_\_\_ and carried to approve/disapprove/table for first reading the revision to the Board's Admission Standards Policy and the discontinuance of the Admission Standards Review Committee.**

# Item 6d

## GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

First Reading September 2000

SUBSECTION: Q Admission Standards

Published February 2000

Subject Area	Minimum Requirement	Select from These Subject Areas																											
Math	6 <u>8</u> credits	<p>A minimum of <del>six (6)</del> <u>eight (8)</u> credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; <del>and</del> <u>Algebra II and Pre-Calculus or Math Analysis</u>. <del>A total of 8 credits are strongly recommended.</del></p> <p>Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Department of Education “Secondary Mathematics Framework.”</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. <del>Four (4) of the required mathematics credits must be taken in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.</del></p> <p><b><u>Placement Scores</u></b></p> <table><tr><th><u>Class</u></th><th><u>COMPASS Score</u></th><th><u>ACT Math Score</u></th><th><u>SAT Math Score</u></th></tr><tr><td><u>Math 108</u></td><td><u>Algebra &gt; 26</u></td><td><u>&gt;17</u></td><td><u>&gt;420</u></td></tr><tr><td><u>Math 123</u> <u>Math 127</u> <u>Math 130</u></td><td><u>Algebra &gt; 36</u> <u>Or COMPASS Pre-Algebra &gt; 56</u></td><td><u>&gt;19</u></td><td><u>&gt;460</u></td></tr><tr><td><u>Math 143</u> <u>Math 147</u> <u>Math 253/254</u></td><td><u>Algebra &gt; 61</u></td><td><u>&gt;23</u></td><td><u>&gt;540</u></td></tr><tr><td><u>Math 144</u> <u>Math 160</u></td><td><u>College Algebra &gt; 51</u></td><td><u>&gt;27</u></td><td><u>&gt;620</u></td></tr><tr><td><u>Math 170</u></td><td><u>College Algebra &gt;51</u> <u>Trigonometry &gt; 51</u></td><td><u>&gt;29</u></td><td><u>&gt;650</u></td></tr></table>				<u>Class</u>	<u>COMPASS Score</u>	<u>ACT Math Score</u>	<u>SAT Math Score</u>	<u>Math 108</u>	<u>Algebra &gt; 26</u>	<u>&gt;17</u>	<u>&gt;420</u>	<u>Math 123</u> <u>Math 127</u> <u>Math 130</u>	<u>Algebra &gt; 36</u> <u>Or COMPASS Pre-Algebra &gt; 56</u>	<u>&gt;19</u>	<u>&gt;460</u>	<u>Math 143</u> <u>Math 147</u> <u>Math 253/254</u>	<u>Algebra &gt; 61</u>	<u>&gt;23</u>	<u>&gt;540</u>	<u>Math 144</u> <u>Math 160</u>	<u>College Algebra &gt; 51</u>	<u>&gt;27</u>	<u>&gt;620</u>	<u>Math 170</u>	<u>College Algebra &gt;51</u> <u>Trigonometry &gt; 51</u>	<u>&gt;29</u>	<u>&gt;650</u>
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## **7. Board Review of Standing Committees**

### **BACKGROUND:**

As a consequence of the State Board of Education's changes to its By-laws and the restructuring of the respective committees, a review of the Board's standing committees under the former Academic Affairs and Program Committee has been initiated. Under the former AAPC structure the following subcommittees have been appointed by the Board: the Admission Standards Review Committee (ASRC); the Higher Education Research Council (HERC); the Experimental Program to Stimulate Competitive Research (EPSCoR) Committee; the Statewide Engineering Education Advisory Council (SEEAC); the Statewide Medical Education Advisory Committee; and the SBOE Telecommunications Advisory Committee.

Board staff and institutional representatives would like to discuss those standing committees and their relationship to IRSA and "targeted educational groups" i.e., TEGAC.