

Instruction, Research and Student Affairs Committee Agenda

October 19, 2000 / 9:00 a.m.-11:30 a.m.
Blue Creek/Echo Bay Room Student Union Building
North Idaho College / Coeur d'Alene, Idaho

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

1. Minutes Instruction, Research, Student Affairs Committee Meeting: September 21, 2000

COMMITTEE ACTION:

To agree by consensus to approve the minutes of the Instruction, Research and Student Affairs Committee meeting held on September 21, 2000 as written (Item 1, attached)

Item 1

Instruction, Research and Student Affairs Committee Unapproved Minutes

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

PRESENT:

Marilyn Howard, Chair, SBOE	Karen McGee, SBOE	Rod Lewis, SBOE
Brian Pitcher, UI	Jonathan Lawson, ISU	Robin Dodson, OSBE
Daryl Jones, BSU	Dan Petersen, SDPTE	Nancy Szofran, OSBE
Jerry Beck, CSI	Jerry Gee, NIC	Randy Earles, ISU Faculty
Rita Morris, LCSC	Bob West, SDE	Eric Lacey, ASISU
Lynn Humphrey, OSBE		

VISITORS: Mike Rush, SDPTE Bev Anderson, ID MOST Laurie Boston, OSBE

1. Committee Restructure and Introductions

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). The change to the by-laws creating the IRSA committee also expanded its membership. In addition to the Board members and chief academic officers of the public postsecondary institutions who comprised AAPC, the faculty senate presidents, student body presidents and student affairs officers will each select an individual to represent their respective interests on the new IRSA Committee. Dr. Randy Earles, ISU faculty chair, and Mr. Eric Lacey, Student Body President of the ASISU, represented the faculty and students respectively. In addition, Ms. Carolyn Mauer, Bureau Chief for Curriculum and Accountability, will represent the State Department of Education on the committee. Dr. Marilyn Howard also announced that Mr. Rod Lewis will take over as chair of the IRSAC beginning with its October meeting.

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

ACTION: It was agreed by consensus to approve the minutes of the Academic Affairs and Program Committee meeting held on June 15, 2000 as written.

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

ACTION: It was agreed by consensus to accept the minutes of the Council on Academic Affairs and Programs and the Higher Education Research Council.

4. New Programs – Notices of Intent

The Council on Academic Affairs and Programs determined that the program requests outlined in items 4a-d comply with the criteria (quality, demand, duplication, centrality and fiscal resources) as established in the State Board of Education's policy and guidelines for program approval. As a consequence, the Council and Board staff recommends approval of these notices of intent without the development of a full proposal.

a. Technical Certificate and Associate of Applied Science, Horse Management, College of Southern Idaho

This new program was developed as the result of student interest in horsemanship, horse management, training, breeding and husbandry and will meet the needs of residents in the Wood River and Magic Valleys. Students enrolled in this program may select either a nine (9) month technical certificate or an 18-month Equine Studies Associate of Applied Science degree. Because CSI currently offers an academic program in Horse Management, the faculty, staff, space, curriculum and capital outlay for the program are already in place.

ACTION: It was agreed 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.

b. Associate of Applied Science, Law Enforcement, Idaho State University

Recently many state and local law enforcement agencies have modified their hiring practices to require applicants to have earned at least a two-year degree. As a consequence, this program was developed as a 20-month program of study leading to an Associate of Applied Science degree in Law Enforcement. It combines the first year with two semesters of general education (20) credits followed by 44 credits from the technical area. Further, this proposed program allows 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 requested.

ACTION: It was agreed 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.

c. A.A.S., Marketing and Management Occupations, Idaho State University

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.

ACTION: It was agreed 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.

d. A.A.S., Dental Assisting, Boise State University

Boise State University currently has a nine-month program leading to a technical certificate in Dental Assisting. BSU would like 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 practical and advanced studies. It will also fall under the current American Dental Association, Commission on Dental Accreditation standards. There is no fiscal impact associated with the new program because the resources are all in place as a result of the current dental assisting certificate offered by BSU.

ACTION: It was agreed 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.

5. Standards for the Initial Certification of Professional School Personnel

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 Idaho's partnership.

Ms. Bev Anderson, who helped write the standards, mentioned that over 250 volunteer groups that included 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 new standards. Input on the proposed standards 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 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.

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.

6. SBOE Governing Policy Changes

a. Final Reading, Program Review (Section III, Subsection H)

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 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 policy Section III, Subsection H, to the full Board with a recommendation to approve for final reading.

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

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 but are not accredited by a regional body (e.g., the Northwest Association of Schools and Colleges).

The Council on Academic Affairs and Programs (CAAP) 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 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 reviewed and accepted.

Mr. Rod Lewis expressed his concern that the in-state public institutions may have a potential conflict when reviewing a request from an out-of-state institution. In response, it was mentioned that the intent of this policy is to ensure quality by establishing a process whereby a requesting institution's programs meet the same standards that the public institutions in Idaho must meet. In addition, credits earned at a regionally accredited institution are currently accepted by the Idaho institutions, which will not change with the proposed policy. It was also noted that without the policy the Idaho public institutions could see a significant rise in unprepared transfer students. Those students could have a negative impact on the Idaho institutions' Repayment of Student Debt Ratio, even if they incurred the debt at another institution such as those for-profit institutions where standards are low and tuition is very expensive.

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 final reading.

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

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 or program component 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 is addressed in the proposed policy.

The changes to the Board's Program Review and Approval policy also 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 or minor and which requests require full Board approval and which require OSBE approval. These modifications provide for 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 provides for the use of the U.S. Department of Education's Classification of Instructional Programs (CIP) codes in the Board's Official Program List.

Representatives from the Division of Professional-Technical Education (DPTE) discussed their concerns about the proposed policy. The DPTE would like to see the provisions addressing the approval of professional-technical programs set aside as a separate section or paragraph within the policy. In addition, in the Division's view, the percentage of credits required for specialization of program components would change the nature of professional-technical programs to focus less on technical preparation and more on academics.

At Dr. Brian Pitcher's suggestion, during committee reports, Dr. Howard will recommend to the Board that they instruct the CAAP to consider the Division's concerns as they continue to revise the policy prior to final reading. In addition, Mr. Rod Lewis was concerned about preserving the Board's authority to approve new degrees. Mr. Lewis suggested that an appeals process be identified and set forth in the policy prior to final reading, including the ability of the executive director to forward any program request to the Board as appropriate.

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 for first reading with the expectation that the policy will be revised to accommodate issues of concern prior to final reading.

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

Dr. Robin Dodson explained that 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 earned when students take additional courses in secondary school. As a consequence, the Council on Academic Affairs and Programs (CAAP) reviewed the Board's Admission Standards policy.

CAAP is considering whether it may be in the best interest of students to increase the math requirements for regular admission into an Idaho four-year public institution from six (6) to (8) credits and therefore has placed this item on the agenda for committee discussion. 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 in its Admission Standards policy of standard math ACT, ACT COMPASS and SAT cut-off scores for placement into postsecondary math courses.

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).

Dr. Marilyn Howard related school administrators' concerns about the impact of requiring a fourth year of math. Those concerns include cost, faculty and staffing, capacity, potential effect on other graduation requirements, and how it will impact achievement standards. In addition, administrators are also concerned about the lack of dialogue with them prior to drafting this change.

Ms. Karen McGee stated that it is also very important to consider the need to focus on math instruction, including teacher preparation, beginning at the elementary school level. Dr. Jerry Beck also mentioned that better math preparation would help with the common problem on college campuses of the high number of students who fail college algebra, which contributes significantly to low retention rates.

Dr. Daryl Jones stressed that CAAP has not necessarily agreed that students should have 4 years of math. Rather, bringing this forth as a first reading is intended to generate discussion of the all of the issues that surround increasing the math requirements, including the recognition that the Board's achievement standards are not aligned with college and university admission standards.

In response to the many concerns identified, Dr. Dodson agreed that it would be prudent to seek additional input about the impact of requiring four years of math prior to submitting the policy change for final reading. He stated that this topic would be on the agenda for future CAAP meetings and that school administrators and others would be invited. He also agreed to prepare a "white paper" outlining all of the issues involved with the math requirements for the Board's consideration at the November 2000 meeting. He did recommend proceeding with the provision in the policy that identifies standardized scores for placement into postsecondary math courses.

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 for first reading with the expectation that revisions to the math requirements will occur prior to final reading, based on input of other shareholders.

7. Board Review of Standing Committees

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". Dr. Dodson prepared and distributed to Board members a summary of the function and history of all Board's standing committees. It was agreed that CAAP would review that information and prepare recommendations for committee and Board consideration at a future meeting.

Due to time constraints, Items 8 through 10 on the published agenda were not discussed.

The meeting was adjourned at 10:30 a.m.

2. Minutes of Council on Academic Affairs and Programs, September 7, 2000

COMMITTEE ACTION:

To agree by consensus to accept the September 7, 2000 minutes of the Council on Academic Affairs and Programs as exhibited in Item 2.

Item 2

Council on Academic Affairs and Programs

September 7, 2000 / 9:30 a.m. – 3:00 p.m.

Room 324 / LBJ Building / Boise, Idaho

Present:	Jerry Beck, CSI Daryl Jones, BSU Jonathan Lawson, ISU Brian Pitcher, UI	Mary Ann Carlson, EITC Dan Petersen, DPTE Rita Rice Morris, LCSC Jerry Gee, NIC	Lynn Humphrey, OSBE Patty Sanchez, OSBE Robin Dodson, OSBE Mike Falconer, SDPTE
Absent:	Bob West, SDE	Nancy Szofran, OSBE	
Guests:	Kay Flowers, ISU	Karen McGee, SBOE	

1. Minutes of August 3, 2000 CAAP Meeting

It was agreed by consensus to approve the minutes of the August 3, 2000 meeting.

2. Policy Changes

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

Robin Dodson summarized the changes to the Program Approval and Discontinuance Policy. The proposed policy changes the number of total degree requirements for program components. Robin Dodson mentioned that he was unable to find the original source of the percentage of degree requirements in the current policy. The other major proposed change to the policy was the provision to require all program requests, including professional-technical programs, be submitted to one central location through the Office of the State Board of Education as a Notice of Intent. In addition, routine program changes will be submitted to the Board office annually. The intent of the proposed changes is to have a quick turn-around time for programs changes and requests, but not result in any unintended consequences that would be problematic for the institutions.

As a consequence of these proposed changes, the Board office will modify the notice of intent forms and the *Guidelines for Program Approval* and forward to CAAP for review and approval.

There was also a brief discussion of whether or not an institution's catalogue is viewed as a contractual agreement with students. Robin Dodson will ask the Board's Deputy Attorney General to check with the institutions' attorney to determine how they view this question.

b. Admission Standards Policy – First Reading

Robin Dodson drafted changes to the Board's Admission Standards policy that would increase the Math requirements for admission into Idaho's public colleges and universities and identify standardized scores for placement into appropriate college math courses.

Jerry Gee suggested that CAAP wait for a year before proposing to increase the math requirements for high school students. As the new standardized math placement scores are

implemented, it will provide some data to demonstrate how many students are coming to the postsecondary system with inadequate math preparation. Mary Ann Carlson stressed that only those students matriculating directly from high school into college should be included.

There was general agreement that students need to come to the institutions with better mathematics preparation. While CAAP supports some mechanism to increase math preparation, they were concerned about the potential political backlash and perception of the institutions appearing “elitist”. In addition, Brian Pitcher pointed out that increasing the math requirement would probably have an impact on teacher education programs.

It was agreed that the proposal to require an additional two credits of math for college bound students would be put on hold temporarily. To prepare for the change in the math requirement Robin Dodson will also add the topic of admission standards to the ISRA agenda. This will allow the academic officers to have a preliminary discussion with Board members about the admission standards.

CAAP also discussed the potential alignment of admission standards with achievement standards. It was CAAP’s view that achievement standards are and should remain separate and distinct from college and university admission standards. CAAP members believed that it was important for students and parents to understand that some students who meet the achievement standards may not necessarily be prepared for college level work. It was pointed out that a possible consequence of the implementation of the achievement standards is that the number of students who are admitted conditionally may increase. Robin Dodson agreed to add this issue to the Instruction Research and Student Affairs (IRSA) Committee and Board agendas in order to make the point on record that achievement and admission standards are currently not one and the same. Brian Pitcher also pointed out that it would be beneficial to somehow assess what students know for the purpose of admission into the postsecondary programs.

The Council also discussed the history and function of the Admission Standards Review Committee (ASRC). It was agreed to recommend to the Board that the ASRC be disbanded and that function folded into CAAP’s scope of responsibility.

3. Intellectual Property Policy

Digital Copyright Presentation/Discussion – Kay Flowers, ISU

Kay Flowers, librarian for Idaho State University, presented intellectual property and copyright information to the CAAP. She discussed the Digital Millennium Copyright Act, definitions, limits and exclusive rights of copyright owners, restrictions on library use, as well as the impact of the Act on higher education, licensing and database protection. The Digital Millennium Copyright Act as revised in 1999 adds technological protection measures for copyright information. Its impact on higher education will be felt through its on-line distance education services. Recommendations from a library association study include altering language of the Act to meet technology requirements by extending the definition of *transmission* to include digital transmission. That would provide for the recognition that in some forms of transmission copies are made. However, Dr. Flowers was unaware of any pending legislation to address these concerns. She stressed that copyright education is needed for students and faculty. Some universities have developed offices of copyright management to assist faculty with these issues and to retain institutions’ intellectual property.

It was suggested that a statewide effort or task force with college and university librarians, legal counsel, faculty and research officers with practical knowledge and the academic officers be formed to address copyrights, patentable material, ownership issues, distance education, etc. with the possibility of developing a “system” Board policy or set of guidelines to ensure that faculty/staff comply with copyright law. Having state guidelines or policies would protect the university from legal liability, ensures a share of ownership and appropriate use of academic materials. It was also suggested that guidelines should include and distinguish “use of” and “production of” materials. The objective is to design a policy that is fair to the state and institution, but gives faculty enough flexibility to innovate, and assists with recruitment and retention.

4. Notices of Intent:

- a. Associate of Applied Science, Law Enforcement, ISU
- b. Associate of Applied Science: Marketing and Management Occupations, ISU
(Marketing Technology E-Commerce; Marketing Technology Retail; Hospitality Management Technology Travel/Tourism; Hospitality Management Technology Hotel/Restaurant; Marketing Technology Fashion Merchandising)
- c. Associate of Applied Science, Dental Assisting, BSU

ACTION: It was agreed by consensus to recommend to the Board approval of the above notices of intent without the development of full proposals. These notices of intent will be added to the Board’s September 21-22, 2000 meeting.

5. Student Participation in Postsecondary Education

- Program Inventories / Access
- Student Tracking

Jerry Engstrom spoke to the Council about student tracking issues and explained that with the reassignment of some previous duties, he will begin to be more actively involved in data analysis. Two areas that he will look at include making sure institutions report data on schedule, and the Board’s Official Program List. With regard to additional student tracking to determine postsecondary participation, Jerry pointed out that anytime you use existing data for new purposes there would be some missing components.

The importance of determining postsecondary participation rates was discussed. It was noted that data of first-time entering freshman who have graduated from high school in the previous 12 months was available in previous years. However IPEDS is now asking only for the number of entering freshman regardless of when they graduated from high school. That could make it difficult to establish accurate participation rates.

Flaws in the way data are collected skews the results. For example, those students who are taking only one or two courses or even enrolled in a two-year program are included in the institution’s count of students who have graduated within 5 years of enrolling. It was pointed out that data often does not take into account the role and mission of the individual institutions and leads to unfair comparisons among institutions.

The fundamental question for the institutions is whether they are meeting the educational needs of students. Data that the institutions and system would like to have available to assist in planning and assessment includes:

- Number of postsecondary students enrolled and graduates by discipline or program;
- Transfer of students within the system;
- Retention rates;
- Students with conditional admittance; and
- Number of students who are dually enrolled.

It was suggested that the place to begin the examination of data and the reporting process is the performance measures the institutions are now required to provide. Problems associated with those reports could be examined and solved. The key to improving data management and analysis is identifying data elements that are well defined, consistent and still relevant. Jerry Engstrom will contact individuals on each of the campuses responsible for institutional data to begin this process.

6. Assessment of Technology Assets

Robin Dodson distributed the preliminary report prepared for the Governor's Science and Technology Advisory Council and asked the academic officers to read this document carefully and forward any comments about the draft report to him. Daryl Jones asked that Boise State University's College of Engineering data be included. He also suggested spring 2000 data be used. Other issues of concern related to an assessment of Idaho's technology assets include the misreporting of federal dollars going to the state and the institutions.

7. Math Chair Report/Update

CAAP received a copy of the Math Chair report with revised prerequisite scores for Math 108, Math 123, 127 and 130. Those scores will be into the Board's admission policy and forwarded to the Board for first reading at its September meeting.

8. Professional Program Review

- Engineering and Related Technologies/ Computer Science Data
- Health Professions Data

Robin Dodson mentioned that the Department of Labor released 1998 data and projections through 2008. Consequently, Robin will have to update his spreadsheets.

9. Title II Update – Dr. Bob West

Bob West was meeting with the Deans of the Colleges of Education to discuss Title II and was unable to attend the CAAP meeting. He provided a brief synopsis of Title II activity to date via E-mail, which Lynn Humphrey shared with CAAP.

10. Other – Statewide Distance Delivery for Literacy Competency Course

Robin Dodson described an issue that has surfaced with a non-accredited provider that has been approved as a vendor by the State Department of Education to offer the literacy competency course for educators. The Lee David Pesky Center is delivering this course on the statewide distance delivery network for college credit and Boise State is accepting that course for college credit, which raises questions about service areas, duplication, and approval of courses. Although the Department of Education approved this provider, the Pesky center has not sought approval by the Office of the State Board of Education to have this course approved for college credit. However, because BSU

has agreed to accept this course for college credit the other institutions would be obligated to accept it as well. Robin has written a letter to Cliff Green of the Division of Professional-Technical Education who is responsible for the statewide distance delivery system in the state asking for more information. After he has received this information he will share it with CAAP and it will be handled based on Mr. Green's response.

The meeting was adjourned at 3:00 p.m.

3. New Programs – Notices of Intent

a. Associate of Applied Science, Accounting Clerk, Idaho State University

BACKGROUND:

The Office Technology program at Idaho State University currently offers an Accounting Clerk certificate option and is requesting the addition of an Associate of Applied Science degree option. Similar programs are offered at Eastern Idaho Technical College and the College of Southern Idaho.

DISCUSSION:

Idaho State University encourages the development of associate degree options. Current students as well as former students who are now employed in the accounting field have expressed an interest in having the accounting clerk certificate option expanded to include an associate degree.

Because of the existing certificate option, there is no anticipated fiscal impact to adding the Accounting Clerk Associate of Applied Science degree option.

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 to establish an Associate of Applied Science degree in the Office Technology program, Accounting Clerk option at ISU 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 the Office Technology program, Accounting Clerk option.

3. New Programs – Notices of Intent

b. Associate of Applied Science, Business Office Technology, North Idaho College

- Medical Claims Assistant
- Medical Transcriptionist

BACKGROUND:

North Idaho College is proposing to offer Associate of Applied Science degree options in **Medical Claims Assistant** and **Medical Transcriptionist** through its Business and Office Technology program.

DISCUSSION:

The medical claims assistant option is designed to prepare individuals for entry-level positions processing and managing third-party reimbursement and managing patient accounts receivables in non-hospital health care settings. The medical transcriptionist option trains individuals to type physician-dictated reports describing a patient's medical care and condition.

Based on a needs survey from North Idaho, there is a distinct shortage of trained individuals in both these areas. It is anticipated that the cost of each of the options will be limited to \$2,400 in recurring funds for providing two semesters of internship for sophomore students.

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 NIC to offer an A.A.S. in Business Office Technology, Medical Claims Assistant and Medical Transcriptionist options 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 NIC to offer an Associate of Applied Science degree with Medical Claims Assistant and Medical Transcriptionist options.

3. New Programs – Notices of Intent

c. A.A.S., Information Technology, College of Southern Idaho

- Computer Support Technician Option
- Network Support Technician Option
- Internet Technologies Option

BACKGROUND:

The College of Southern Idaho currently offers Technical Certificates in Computer Support Technician, Network Support Technician, and Internet Technologies and is proposing to add an Associate of Applied Science degree option for all three programs through its existing Information Technology program.

DISCUSSION:

The **Computer Support Technician** program option is designed to provide students with the skills and knowledge to become employable as an entry-level computer support technician. Upon successful completion of the course and further experience, students should be prepared to take the industry standard A+ Certification test for computer technicians.

The **Network Support Technician** option is designed to prepare students for a career as a network administrator or technician. Students will be prepared to pass industry certification exams including Microsoft, Novell, Cisco and CompTIA.

The **Internet Technologies** program will provide students with the understanding and ability to design, create, test, deploy and maintain websites as well as set up and manage web servers, FTP servers, mail servers, remote access servers and general ISP functions.

Student interest in the A.A.S. degree option for all three programs is high and the additional skills students would obtain are in high demand as evidenced by national and regional market research. Courses that make up the programs are primarily already in place so it is anticipated that there will be little fiscal impact. Capital expenditures should not dramatically increase beyond those normally expected for state-of-the-art IT programs.

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.A.S. degrees in Computer Support Technician, Network Technician and Internet Technologies 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.A.S. degrees in Computer Support Technician, Network Technician and Internet Technologies.

3. New Programs – Notices of Intent

- d. Emergency Medical Technician, North Idaho College**
- Technical Certificate, EMT – Intermediate
 - Associate of Applied Science, EMT - Administrative
 - Associate of Applied Science, EMT - Clinical

BACKGROUND:

The North Idaho College EMT program will prepare students for positions in Emergency Medical Services and certification at both the EMT-Basic and Intermediate levels. The curriculum provides for a choice of two educational tracks, one designed to prepare the student for an administrative position within Emergency Medical Services and the other designed to provide the student with advanced, specialized technical skills in excess of those required for National Registry Intermediate level certification.

Upon completion of the first year's course work, students will be eligible to take the National Registry EMT – Basic Certification exam. After the second year's course work and required contact hours, the student will be eligible to take the National Registry EMT – Intermediate exam. The program meets or exceeds all of the training criteria for EMT – Basic and Intermediate levels by the National Registry of Emergency Medical Technicians.

DISCUSSION:

There has been a trend toward a consolidation of EMS services into paid fire departments and privately owned ambulance companies. National Registry EMT certification is often a basic prerequisite for employment as a professional firefighter and EMT. As the demand for professional EMTs has grown, there has been a subsequent growth in the demand for professional EMT training. Given Idaho's intention to adopt an expanded version of the National Registry Curriculum at the EMT – Intermediate level, the need for skilled instruction will become even more acute. NIC's program will provide the skilled technical training and administrative preparation to meet the state's needs. In addition, graduates of the program wishing to pursue further EMS education will be prepared for entrance into Paramedic programs and Bachelor Degree programs in the health science/professions. The annual estimated fiscal impact of the program is \$62,950 for fiscal years 2001-03, which will be funded through the capacity building fund.

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 NIC to offer three Emergency Medical Technician programs as described 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 NIC to offer the following Emergency Medical Technician programs: a Technical Certificate, EMT – Intermediate; an Associate of Applied Science, EMT – Administrative; and Associate of Applied Science, EMT – Clinical.

3. New Programs – Notices of Intent

- e. Associate of Applied Science, Heavy Duty Mechanics-Diesel Technology, Boise State Univ.**

BACKGROUND:

Boise State University currently offers Heavy Duty Mechanics – Diesel Technology certificate programs and is proposing to add an Associate of Applied Science degree option through the Larry G. Selland College of Applied Technology. Similar programs are offered at Idaho State University, the College of Southern Idaho, North Idaho College, Lewis Clark State University and Eastern Idaho Technical College.

DISCUSSION:

The Heavy Duty Mechanics – Diesel program is a two-part program. The first year covers general principles and specific product information. Laboratory work emphasizes a hands-on orientation with extensive training on functional vehicles and equipment. The second year will include additional advanced technical theory in the classroom, and offers laboratory work in local dealerships, independent garages and specialty shops.

This program will meet the needs of those employers looking for students with strong communication and analytical skills in addition to good technical skills. This A.A.S. program would also provide a path for Technical Certificate graduates who would like to earn a degree.

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 to establish an Associate of Applied Science degree in the Heavy Duty Mechanics – Diesel Technology program at BSU 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 the Heavy Duty Mechanics – Diesel Technology program.

4. SBOE Governing Policy Change

SUBJECT: Final Reading of Admission Standards (Section III, Subsection Q, Math Placement 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, particularly in the area of mathematics and science. As a result, the Council on Academic Affairs and Programs (CAAP) has been reviewing the Board's Admission Standards policy.

At its last meeting, IRSAC considered proposed changes to the Admission Standards policy that would have increased the number of math credits required for admission to the colleges and universities, and identified statewide standard math scores for placement into postsecondary mathematics courses. CAAP is currently exploring the ramifications and impact of the increased math requirements on the secondary and postsecondary systems. Consequently, this proposed policy change for final reading does not include the increased number of required math credits.

DISCUSSION:

CAAP convened the math chairs of the public postsecondary institutions and asked them to recommend standard ACT, ACT COMPASS and SAT math cut-off scores for placement into postsecondary math courses. The recommended scores are indicated in Item 4.

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 4 for final 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 final reading.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table for final reading the revision to the Board's Admission Standards Policy.

GOVERNING POLICIES AND PROCEDURES

SECTION: III POSTSECONDARY AFFAIRS

SUBSECTION: Q Admission Standards

Final Reading October 2000

Published February 2000

Subject Area	Minimum Requirement	Select from These Subject Areas																								
Math	6 credits	A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.																								
		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.”																								
		Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10 th , 11 th , and 12 th grade.																								
		<u>Placement Scores</u>																								
		<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 > 26</u></td><td><u>>17</u></td><td><u>>420</u></td></tr><tr><td><u>Math 123</u> <u>Math 127</u> <u>Math 130</u></td><td><u>Algebra > 36</u> <u>Or COMPASS Pre-Algebra > 56</u></td><td><u>>19</u></td><td><u>>460</u></td></tr><tr><td><u>Math 143</u> <u>Math 147</u> <u>Math 253/254</u></td><td><u>Algebra > 61</u></td><td><u>>23</u></td><td><u>>540</u></td></tr><tr><td><u>Math 144</u> <u>Math 160</u></td><td><u>College Algebra > 51</u></td><td><u>>27</u></td><td><u>>620</u></td></tr><tr><td><u>Math 170</u></td><td><u>College Algebra >51</u> <u>Trigonometry > 51</u></td><td><u>>29</u></td><td><u>>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 > 26</u>	<u>>17</u>	<u>>420</u>	<u>Math 123</u> <u>Math 127</u> <u>Math 130</u>	<u>Algebra > 36</u> <u>Or COMPASS Pre-Algebra > 56</u>	<u>>19</u>	<u>>460</u>	<u>Math 143</u> <u>Math 147</u> <u>Math 253/254</u>	<u>Algebra > 61</u>	<u>>23</u>	<u>>540</u>	<u>Math 144</u> <u>Math 160</u>	<u>College Algebra > 51</u>	<u>>27</u>	<u>>620</u>	<u>Math 170</u>	<u>College Algebra >51</u> <u>Trigonometry > 51</u>	<u>>29</u>	<u>>650</u>
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5. Program Approval and Discontinuance -- Update

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 changes to the Board's Governing Policy on Program Review and Approval (Section III, Subsection G) 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. The proposed policy changes were approved by the Board for first reading at its September meeting with the expectation that the proposed policy would contain some additional revisions prior to final reading. Dr. Robin Dodson will update the Committee on the work-in-progress of the program approval procedures.

DISCUSSION:

It is expected that the changes to the Board's Program Review and Approval policy will 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 or minor, which requests require full Board approval and those requiring OSBE approval. In addition, the proposed policy will allow for "routine" catalog changes to be retroactively approved.

The Council on Academic Affairs and Programs (CAAP), working with the Division of Professional-Technical Education, is continuing to revise the policy and expects to have it ready for Board consideration at the November meeting.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

6. Title II Program Requirements -- Update

BACKGROUND:

The 1998 amendments (Title II, Higher Education Act Section 207) to the Higher Education Act of 1965 required each state to forward to the U.S. Department of Education a "Teacher Education Report Card." Beginning in April 2001 states are to report on the performance status of their teacher education programs. Performance levels are to be determined by the respective states. The AAPC (now IRSAC) assigned the task of developing a state plan to Dr. Bob West, Chief Deputy Superintendent of Public Instruction, in collaboration with the colleges and universities.

DISCUSSION:

Dr. Bob West will update the IRSA committee on the progress to date, including deadlines and anticipated agenda items for the State Board of Education's November 2000 meeting.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

7. Student Participation, Dual Enrollment and Retention -- Discussion

BACKGROUND:

- a. **Student Participation.** There has been a great deal of discussion within the state, region, and nation regarding the demand for graduates from postsecondary institutions to meet the needs of business and industry. Given the significance of a postsecondary education, the issue of participation rates has risen to the level of various policy makers including the State Board of Education (e.g., performance measures).
- b. **Dual Enrollment.** The State Board of Education drafted and approved a policy in 1998 on accelerated learning in response to legislation passed in 1997 (Idaho Code 33-203, 33-5101 and 33-0511) with modifications in 1998 (33-5104). Since that time, accelerated learning programs have enjoyed significant increases in enrollments. With the growth of these programs, several issues have surfaced including the transfer of credits to out-of-state institutions, managing the growth, competition with AP courses, funding, financial aid, faculty, and delivery.
- c. **Retention.** A secondary issue with regard to participation rates deals with retention of students once they are enrolled in a postsecondary institution. This issue is not only a state concern, but also a regional and national one as well. The State Board of Education has been keenly aware of the retention issues including graduation rates. As a consequence, the State Board of Education has developed performance measures that address retention and graduate rates.

DISCUSSION:

Staff recommends that the topics of student participation rates, retention, and graduation rates be assigned to the CAAP for review and recommendation, perhaps through a statewide study (including current Board policies). In addition, it may be worthwhile to have the Council also review the State Board of Education's performance measures.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

8. Program Review -- Update on Health Professions and Engineering

BACKGROUND:

Since fall 1999, two task forces have been reviewing workforce trends and projected employment needs for the health professions and engineering/computer science and related technologies. These task forces are reviewing the State Board of Education's official professional programs that are related to the occupational/professional workforce data.

DISCUSSION:

The postsecondary institutions under the governance of the State Board of Education have a wide array of academic and professional-technical programs (i.e., health professions, engineering, computer science, and related technologies) that are directly related to the workforce needs of the state. However, the projected employment needs for 2008 in Idaho are significantly higher than the number of graduates and students enrolled in those programs at the postsecondary institutions. The respective task forces will be forwarding additional data and recommendations in the near future to IRSA and the full Board.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

9. Residency Changes to Idaho Code 33-3317 -- Discussion

BACKGROUND:

Idaho Code 33-3317 was modified significantly during the 1993 legislative session. Since that time several issues have been raised regarding the language in the code regarding "bonafide domicile," "primarily for the purposes other than education," "determining whether a student is domiciled in the state," and "permanent full-time employment." In addition, the recent demand for high-tech workers has resulted in the recruitment of foreign professionals who are given employment visas that can be renewed for many years. These individuals often have children who, upon graduation from an Idaho secondary school, cannot be admitted to a public postsecondary institution as an Idaho resident.

DISCUSSION:

In collaboration with the respective public postsecondary legal counsel, the State Board of Education's legal counsel, and the CAAP, a review of the current Idaho Code would be in order.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.