

Instruction, Research and Student Affairs Committee Agenda

November 16, 2000 / 9:30 a.m.- 12:00 p.m.

SUB – Williams Conference Center / Selway Lochsa River Room

Lewis Clark State College / Lewiston, Idaho

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS COMMITTEE
November 16, 2000
EXECUTIVE SUMMARY AND ATTACHMENTS

1. Minutes Instruction, Research, Student Affairs Committee Meeting: October 19, 2000

COMMITTEE ACTION:

To agree by consensus to approve the minutes of the Instruction, Research and Student Affairs Committee meeting held on October 19, 2000 as written (Item 1, attached)

Minutes

Instruction, Research and Student Affairs Committee

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

PRESENT:

Marilyn Howard, Chair, SBOE	Karen McGee, SBOE	Blake Hall, SBOE
Dene Thomas (for Brian Pitcher), UI	Jonathan Lawson, ISU	Robin Dodson, OSBE
Daryl Jones, BSU	Dan Petersen, SDPTE	Nancy Szofran, OSBE
Jerry Beck, CSI	Jerry Gee, NIC	Mary Ann Carlson, EITC
Rita Morris, LCSC	Bob West, SDE	Randy Earles, ISU Faculty
Bart Cochran, ASUI	Vicki Barker, OSBE	

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

ACTION: It was agreed by consensus to approve the minutes of the Instruction, Research and Student Affairs Committee meeting held on September 21, 2000 with a correction to note that Dr. Mary Ann Carlson was in attendance.

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

ACTION: It was agreed by consensus to accept the September 7, 2000 minutes of the Council on Academic Affairs and Programs as exhibited in Item 2.

3. New Programs – Notices of Intent

Dr. Robin Dodson mentioned that the Council on Academic Affairs and Programs (CAAP) reviewed the notices of intent in items 3a-e and recommended that the State Board of Education approve them without the development of full proposals.

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

Dr. Jonathan Lawson explained that the request to offer an Associate of Applied Science degree, Accounting Clerk, is part of Idaho State University's ongoing effort to upgrade current certificate programs. ISU currently offers an Accounting Clerk certificate through its Office Technology program.

ACTION: It was agreed by consensus to forward the request to establish an Associate of Applied Science degree, Accounting Clerk option at ISU to the full Board for its consideration and action with a recommendation to approve.

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

- Medical Claims Assistant
- Medical Transcriptionist

Dr. Jerry Gee explained that 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. The medical claims assistant option will 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. The majority of the curriculum currently exists at North Idaho College for its other applied technical medical programs.

ACTION: It was agreed 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.

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

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

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. The program options were developed in response to the Board's directive to the institutions to develop programs that meet state and local business and industry needs in the information technology field.

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.

ACTION: It was agreed 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.

d. Emergency Medical Technician, North Idaho College

- Technical Certificate, EMT – Intermediate (9 month option)
- Associate of Applied Science, EMT – Administrative (2-year option)
- Associate of Applied Science, EMT – Clinical (2-year option)

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 of the National Registry of Emergency Medical Technicians.

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. Total initial enrollment for the three programs is expected to be approximately 15 students.

ACTION: It was agreed by consensus to forward the request from NIC to offer three Emergency Medical Technician programs as described above to the full Board for its consideration and action with a recommendation to approve.

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

Boise State University currently offers Heavy Duty Mechanics – Diesel Technology certificate programs and is proposing to add an Associate of Applied Science degree option that includes the 16 credits of general education. The 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.

ACTION: It was agreed 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.

4. SBOE Governing Policy Change -- Final Reading of Admission Standards (Math Placement Scores)

At its last meeting, IRSAC considered proposed changes to the Board's 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. At the Board's direction, the 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. However, CAAP is recommending standard ACT, ACT COMPASS and SAT math cut-off scores (as indicated in item 4 of the agenda materials) for placement into postsecondary math courses to be included in the Board's Admission Standards policy.

There was additional discussion about current data collection efforts to determine how many of Idaho's postsecondary students enter an institution after an extended period away from secondary school. Dr. Marilyn Howard believed that it is important to know how many students enter college directly after high school graduation because that information will have an impact on achievement standards assessment, and remedial and developmental education. Dr. Robin Dodson noted that currently the Board office is not doing an adequate job of collecting data that could help the Board to answer relevant questions and make good policy decisions.

Although there was no committee action on the increased math requirements for admission into Idaho colleges and universities, there was some general discussion of the issue. Topics mentioned included ACT COMPASS testing for all Idaho high school juniors, and the possibility of changing the grade levels that students are required to take their secondary math courses as an alternative to increasing the required number of credits.

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

5. Program Approval and Discontinuance

Dr. Robin Dodson explained that 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 2000 meeting with the expectation that the proposed policy would contain some additional revisions prior to final reading.

It is expected that the changes to the Board's Program Review and Approval policy will include a number of definitions and procedural changes. Those changes will more clearly define what constitutes a program and program component, and will identify which requests require full Board approval and those that require only approval from the executive director. 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, will continue to revise the policy and expects to have it ready for Board consideration at the November meeting.

6. Title II Program Requirements

The 1998 amendments (Title II, Higher Education Act Section 207) to the Higher Education Act of 1965 required each state to submit to the U.S. Department of Education a "Teacher Education Report Card." Beginning in April 2001, states are to report on the performance of their teacher education programs as 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. Dr. West and his colleagues met over a period of several months and have agreed on a common measure to assess teacher education program completers and their competencies. It was agreed by consensus among the Deans of the Colleges of Education and the chief academic officers that the measure Idaho will use is the Praxis II assessment developed by the Educational Testing Service. Praxis II has two components - content and pedagogy.

Dr. West plans to have the Praxis II recommendation ready for Board review and approval at the November 2000 meeting.

Dr. Marilyn Howard also stressed the importance of the teacher standards developed by Idaho's MOST. Teacher education graduates will have to demonstrate mastery of the three components – knowledge, disposition and performance in order to meet the new standards. She believed that those standards would also be a valid, measurable and effective way to hold the institutions and their teacher education programs accountable for producing well-prepared graduates.

7. Student Participation, Dual Enrollment and Retention

- a. **Student Participation.** There has been a great deal of discussion within the state regarding the demand for well-prepared graduates from postsecondary institutions to meet the needs of business and industry. Given the importance of a postsecondary education, the issue of participation rates has become a significant issue for the Governor's Science and Technology Advisory Council, the Statewide Engineering Education Advisory Council and other groups. In addition, the State Board of Education has identified student participation as one of the performance measures for the college and university presidents. Because the federal IPEDS reporting requirements for student participation have changed, Dr. Robin Dodson suggested that the CAAP review the Board's performance measures to recommend any changes that might improve student participation tracking.
- b. **Dual Enrollment.** The State Board of Education drafted and approved a policy in 1998 on accelerated learning in response to 1997 legislation (modified in 1998). 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 growth, competition with AP courses, funding, financial aid, faculty qualifications, and delivery. Dr. Robin Dodson mentioned that ACT is willing to fund and conduct a study to determine how well the state's dual enrollment programs are working.

Dr. Jonathan Lawson described an example of the issues surrounding dual enrollment in Idaho. Utah State University was providing concurrent enrollment opportunities to students in southeastern Idaho high schools. Utah's Board of Regents plans to discontinue the concurrent enrollment program after it discovered that the state of Utah was funding a program that actually benefited Idaho residents. Dr. Dodson also mentioned the Utah funding model for the concurrent enrollment program where a portion of the state funds goes to the Utah high school and a portion goes to the postsecondary institution of the faculty member teaching the course.

Dr. Marilyn Howard requested that Gary Marx from the state Department of Education be invited to future meetings that involve dual enrollment and Advanced Placement courses since the Department is a recipient of a federal grant to address Advanced Placement. Dr. Gens Johnson of Idaho Public Television also would like to be a part of the discussion because IPTV is offering general education courses through its distance learning programs.

- c. **Retention.** A second 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 a regional and national concern as well. The State Board of Education has been interested in retention issues and as a consequence developed performance measures that address retention and graduate rates.

Dr. Dodson suggested that the issues of student participation, retention, and graduation rates be assigned to the CAAP for review and recommendation, including a look at current Board policies and the Board's performance measures.

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

Dr. Robin Dodson reported that the postsecondary institutions under the governance of the State Board of Education offer a wide array of academic and professional-technical programs such as health professions, engineering, computer science, and related technologies that respond directly 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. Factors such as aging professionals and faculty contribute to the projected shortages. In order for the institutions to expand and develop new programs to meet the state employment needs, they will require a significant infusion of new funds. Without additional funding, the cost is often transferred to students through increased tuition and fees. Dr. Daryl Jones also reminded the Council that when the institutions expand professional programs, demands on general education courses increase as well and often limit the institutions' ability to respond to industry needs. Dr. Dodson will provide additional data with recommendations in the near future to IRSA and the full Board for their consideration and action.

9. Residency Changes to Idaho Code 33-3317

Dr. Robin Dodson reported that Idaho Code 33-3317 was modified significantly in 1993 to strengthen the residency requirements for tuition purposes. Since that time, several issues have been raised about 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 in Idaho 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.

Legislative leadership and the Presidents' Council are currently considering possible changes to the Code. Dr. Dodson suggested that the public postsecondary legal counsel, the State Board of Education's legal counsel, and the CAAP review the current Idaho Code and report on the potential impact on the state and the institutions.

10. Idaho's MOST Update

Dr. Patty Toney distributed a handout and summarized Idaho's MOST Title II grant activities. She provided a full update to the Board on Idaho's MOST during committee reports.

Dr. Marilyn Howard commended Dr. Bob West on his efforts with the colleges and universities to meet the Title II requirements for teacher education programs as set forth by the U.S. Department of Education. She expressed her appreciation and recognition of the additional responsibility that this requirement placed on Dr. West.

2. Minutes of Council on Academic Affairs and Programs, October 5, 2000

COMMITTEE ACTION:

To agree by consensus to accept the October 5, 2000 minutes of the Council on Academic Affairs and Programs as exhibited in Item 2.

Approved Minutes Council on Academic Affairs and Programs

October 5, 2000 • 9:30 am – 3:30 pm
Room 302 • LBJ Building • Boise, Idaho

Present:	Jerry Beck, CSI	Dene Thomas, UI	Robin Dodson, OSBE
	Daryl Jones, BSU	Dan Petersen, SDPTE	Nancy Szofran, OSBE
	Jonathan Lawson, ISU	Rita Rice Morris, LCSC	Patty Sanchez, OSBE
	Mary Ann Carlson, EITC	Bob West, SDOE	Mike Falconer, SDPTE

Absent:	Jerry Gee, NIC	Brian Pitcher, UI
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Title II Higher Education Act--Teacher Education Report Cards

Due to time constraints with Dr. Bob West's schedule, Robin Dodson asked Dr. West to update CAAP on Title II--Teacher Education Report Cards--Idaho's State Plan, before beginning with agenda items.

Bob West reported that the deadline for the state plan has changed to Tuesday, October 10, 2000. A copy of the plan was forwarded to the college deans and provosts at each postsecondary institution. A discussion ensued regarding the *Statewide Assessment of Teacher Education Programs*. Dr. West informed the Council that they would like to approve its use and he plans to present it to the Board for their approval. Daryl Jones thought it would be helpful to have a copy of the test. Dr. West will obtain a copy of the test and forward copies to the Deans of Art and Sciences. CAAP will discuss and make recommendations on the statewide assessment at its November meeting. This item will also be on the Board's agenda for their November Board meeting in Lewiston.

There was a brief discussion regarding how the questions Dr. West has been receiving should be addressed. It was suggested that CAAP members receive questions and filter answers to Bob West.

1. Minutes of September 7, 2000 CAAP Meeting

Daryl Jones was concerned about the language of the minutes regarding the additional two credits of required math courses for admission into Idaho postsecondary institutions (page 2, second paragraph). He did not recall CAAP initially supporting the additional two credits of required math for admission into Idaho postsecondary institutions. Robin reminded CAAP that he did take action to place the topic on the Board agenda to begin the discussion process. CAAP has been given the charge to prepare a white paper report that includes the unintended impacts in the Math high school series for the November Board meeting. He reminded CAAP that the Board has acted to place the proposed issue of additional math requirements on hold temporarily. CAAP agreed that they did debate the proposed additional two math credits and that students need to be better prepared for math; however, they did not necessarily support the additional two math credits requirement itself.

It was agreed by consensus to approve the minutes of the September 7, 2000 with the amendment to page 2, second paragraph to read, ***"While CAAP generally supported some kind of mechanism for math preparedness, such as the additional two credits of required math courses mentioned above for admission into Idaho postsecondary institutions, there was some concern about the political backlash and the potential perception of the institutions appearing "elitist."***

2. Policy Changes

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

Robin Dodson informed CAAP that he has met with Dan Petersen and Mike Falconer of the Division of Professional-Technical Education regarding some of the language content in the policy. He summarized additional changes made to the Program Approval and Discontinuance Policy as a result of that meeting. A focal point of discussion at this meeting was the language referenced in *Approval Procedures*--the destination of those Professional-Technical requests. Essentially, those requests will be forwarded to the State Division of Professional-Technical Education for review and recommendation prior to CAAP review and action rather than going to either the Board's Chief Academic Officer or to the State Division of Professional-Technical Education. Because this is a significant change to the policy, Robin indicated that he was not ready to present this issue to the full Board.

It was recommended that CAAP review the policy changes with their respective campuses and work on developing the final language before the next CAAP meeting to go before the Board for approval in November.

b. Admission Standards Policy – First Reading

Robin Dodson summarized the changes to the Admission Standards policy. Essentially, the 6 required mathematics credits will remain unchanged. The Board has passed for First Reading the section on math placement scores. It will go to the full Board for Final Reading at the Board's October meeting.

There were concerns about the ACT score for Math 108 and how these scores came about in general. Robin explained to CAAP that a letter was sent to the Math Chairs at each respective institution to review the Math 108 placement scores (ACT COMPASS, ACT and SAT) and forward their recommendation to Office of the State Board of Education. Documentation was received from the Chairs that recommended keeping Math 108 as a college level course and agreeing it's a remedial course but is of great value in preparing students to do more advanced math work. The scores came from that recommendation. Robin will write to the Math departments on the issue.

In addition, Robin requested from CAAP suggestions on how the white paper report on the Board's ad hoc committees should be organized. Robin offered to draft the white paper and forward to CAAP for their review and comments.

3. Review/Modify IRSA Program Guidelines

The Notice of Intent and Full Proposal forms were distributed to CAAP. Robin Dodson briefly discussed the changes that were made to the forms and noted that it is a draft and for discussion purposes only. He asked that CAAP review and be prepared to discuss at next months meeting.

4. Nancy Szofran--Update

Nancy Szofran updated the Council on the IDANET Request for Proposals. They met with Pam Ahrens and her staff and have agreed not to award a contract. The RFP will be revised and the focal point of that revision will be a needs analysis and getting the right people involved.

She also informed CAAP that there is a process in place to update the Records Retention Schedule. The Idaho code that identifies the process is contradictory and needs clarification. A higher education group needs to be brought into this to look at areas of concern unique to education. CAAP will recommend a representative from each campus to serve on that task force. Nancy will meet with Chris Flynn, Steve Walker, and Robin Williams on November 10th to identify a calendar of activities and a list of issues.

Nancy distributed and summarized the *Web Usage Summary* to CAAP. This is a statistical summary that is collected from the IEC website. This was an information item to illustrate the kind of data that is obtainable; to identify the audience and its successful use. The initial numbers have been shared with the Presidents so that they can see what kinds of numbers are collected. The numbers continue to rise considering that there has been no promotion to the site. To keep enhancing and meeting the needs of our users, Nancy proposed to do a one-minute video piece for videostreaming in collaboration with video professionals (such as a local news station) that will produce a video to answer basic questions about college and universities admissions and courses.

The ICTL council is working on developing video conferencing standards; an action introduced by ITRMC. Mark Little has been asked to work with the ICTL higher education subcommittee to develop a template for statewide purchasing that will enable any educational institution or agency to use this template. ITRMC has also approached the higher education committee with an idea to consider a GIS project statewide. ITRMC will be talking to them in more detail.

Nancy informed CAAP that the Deans of the Colleges of Education would receive a proposal from WGU regarding teacher assessment. There are currently three assessments used for teachers to test their competency of technologies. WGU proposes to develop an assessment they want to bring to Idaho. Once the Dean's review and approve, Nancy will bring to the Board as a recommendation. CAAP felt they should take part in that process.

5. Notices of Intent:

- a. Associate of Applied Science--Accounting Clerk, ISU
- b. Associate of Applied Science--Business and Office Technology, NIC
 - Medical Claims Assistant
 - Medical Transcriptionist
- c. Associate of Applied Science--Emergency Medical Technician, NIC
 - EMT-Intermediate--9-Month Technical Certificate
 - EMT-Administrative--18-Month AAS
 - EMT-Clinical--18-Month AAS
- d. Associate of Applied Science--Computer Support Technician, CSI
- e. Associate of Applied Science--Network Support Technician, CSI
- f. Associate of Applied Science--Internet Technologies, CSI
- g. Associate of Applied Science--Heavy Duty Mechanics-Diesel Technology, BSU

Although there were no problems with the Notices of Intent directly, there was much discussion about the status of EMT Training and where it stands on a national/statewide level. Mr. Gary Lauer was brought in from the Division of Professional-Technical Education to discuss with CAAP the EMT Services/Training and accreditation requirements. Essentially, Idaho's standards for EMTs are

taken from the national standards that were developed from the Department of Transportation. Programs must be approved through the Emergency Medical Services Bureau and instructors must be qualified through them or Emergency Services Training in the Division of Professional-Technical Education.

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 October 19-20, 2000 meeting. Jerry Gee will be contacted to clarify the reasoning for an AAS for EMT training before placing North Idaho College's notice of intent on the agenda.

Nancy Szofran briefly reminded CAAP that she had given them a survey for department chairs from the University of Nebraska regarding challenges of distance learning. CAAP was to meet with faculty regarding the survey and she inquired about the status.

A survey with Ernie Gonzalez at Boise State University generated much discussion. Nancy inquired about the direction CAAP wants to take with this survey. She informed CAAP if there is a concern about the expense of the survey, she has discussed with Keith Hasselquist at the State Board office and explained that there are funds available that may be used to cover the cost of the survey. She asked CAAP if they wanted to pursue this any further. Although CAAP did not recall wanting to go forward with this survey, because of time constraints on campuses, CAAP does not wish to pursue this endeavor.

6. Other -- Higher Education in Idaho (Survey and Internship)

Robin Dodson briefly described the ownership and development of the *Higher Education in Idaho* publication. He has met with Laurie Boston, Public Information Officer, and they both agree that it is time to reinvent ownership.

Laurie Boston discussed with CAAP the value of the higher education booklet. More than 46,000 copies were distributed this last year to high school juniors and seniors. However valuable, she feels the publication can be better to ensure it works effectively for users. She recommended that CAAP be brought back into the loop of this project. Laurie shared some changes she is considering; for instance, possibly placing the booklet on the internet besides having it in publication form that would tie into all institution's websites. She is also looking at other prospective sponsors to reduce costs or reduce numbers of copies being printed and distributed. And, primarily, she would like to expand partnerships and bring the layout back internally for more direct supervision and control. Laurie recommended to CAAP that a survey be conducted and sent to parents, high school counselors, principals, and user groups to obtain user information, the value of the booklet, the audience, and suggestions for change. She also suggested creating a smaller version of the booklet that would target 8th graders. CAAP agreed that younger students should be targeted to entice them to look into higher education.

Laurie discussed the possibility of recruiting an intern from one of the public college/universities to assist with the project and to rotate the responsibility with each of the institutions. It was recommended that a marketing person also be brought in from the institutions to assist with the project as well.

A brief discussion ensued regarding the politics of the booklet, i.e. only including those state supported institutions.

Update on Graduate Assistantship Projects

Robin Dodson updated CAAP on the graduate assistantships and outlined the projects that the graduates will be working on. Mr. Wyatt Howell from Idaho State University will be working on the *National Governor's Project on Entrepreneurial Studies* on startup companies; Ms. Terry Starkey at the University of Idaho will be working on *Participation, Retention and Tracking of Idaho Students and Graduates* project; and Ms. Jimmi Sommer of Boise State University will be working on the *Intellectual Property* project, which will consist of a review of current State Board of Education policies and administrative rules. Ms. Jimmi Sommer is working from the Board office and was introduced to CAAP.

Due to time constraints, the remaining items on the agenda were not discussed and will be addressed at the next CAAP meeting.

The meeting was adjourned at 3:30 p.m.

3. Student Affairs Representative on IRSA

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). 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, student body presidents, and student affairs officers were invited to select an individual to represent their respective interests on the IRSA Committee.

DISCUSSION:

The student affairs officers of the public postsecondary institutions have chosen Dr. Hal Godwin, Dean of Student Affairs at the University of Idaho, to represent them on the IRSA committee.

COMMITTEE ACTION:

None required.

4. Appointments to University of Utah School of Medicine Admissions Committee

BACKGROUND:

Since 1978 the State Board of Education (SBOE) has had a contract with the University of Utah School of Medicine (UUSM) to provide Idaho residents with access to medical education. One component of that contract required that Idaho have representation on the UUSM's admission committee. The terms of the contract stipulate that the SBOE appoints Idaho physicians to represent Idaho on the admission committee. Over the years, the number of Idaho physicians on the UUSM admission committee has gradually been increasing due to Idaho's interests and contract modifications.

DISCUSSION:

The 1999 contract between the State Board of Education and the University of Utah School of Medicine contained several significant changes e.g., gradual increase in state support, discontinuance of the Idaho surcharge to Idaho medical students, increase in access, third and four year clinical rotations in Idaho, and increased representation on the UUSM admission committee.

As a consequence of the 1999 contract, the University of Utah School of Medicine in cooperation with the Office of the State Board of Education has been working to implement the new contract. This action item addresses the changes involving the increase in the number of Idaho physicians on the UUSM's admission committee from the current three (3) to five (5) who will serve three-year terms (November 2000 – November 2003).

The following Idaho physicians have been contacted and have agreed to serve in this capacity.

1. Dr. A.C. Emery, Twin Falls, Idaho
2. Dr. Mike McLendez, Bonners Ferry, Idaho
3. Dr. Grant Petersen, Blackfoot, Idaho
4. Dr. Kevin Shea, Boise, Idaho
5. Dr. Llana Shumsky, Boise, Idaho

Furthermore, if the State Board of Education approves, Dr. Llana Shumsky will also be actively involved in developing the Idaho Clinical rotation sites and as the University of Utah School of Medicine's representative on the Board's Health Professions Workforce Committee.

RECOMMENDATION:

Staff recommends the appointment of the five (5) Idaho physicians as indicated to serve on the University of Utah School of Medicine Admission Committee for a term of three years.

COMMITTEE ACTION:

It was moved by _____, seconded by _____ and carried to forward the nominations to the University of Utah School of Medicine Admission Committee to the full Board with a recommendation to approve/disapprove/table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the nominations to the University of Utah School of Medicine Admission Committee for a term of three (3) years.

5. Program Approval and Discontinuance

SUBJECT: Final Reading of Program Approval and Discontinuance (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 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. Since that time, Dr. Robin Dodson has been working with Dr. Dan Petersen and Mr. Mike Falconer of the State Division of Professional-Technical Education to come up with a policy that is acceptable to all parties.

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 or minor, which requests require full Board approval and those that simply require the executive director's approval. In addition, the proposed policy will allow for "routine" catalog changes to be retroactively approved.

RECOMMENDATION:

The Council on Academic Affairs and Programs (CAAP) reviewed and finalized the proposed policy changes at its November 2, 2000 meeting and is recommending that the IRSAC and Board approve the changes to the Program Review and Approval policy for final reading.

COMMITTEE ACTION:

It was moved by _____, seconded by _____ and carried to forward the changes to the Board's Governing Policy on Program Review and Approval (Section III, Subsection G) 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 Governing Policy on Program Review and Approval.

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 Programs.

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 for a degree or certificate (See definition on Section III E-1). There are several distinct degrees and certificates depending upon time and orientation of the curriculum. As a consequence, programs may include certificates (technical certificates, advanced technical certificates) and degrees (i.e., associate, bachelor, master, and doctorate). A certificate of completion (e.g., Teacher Technology Certification, Geotechnology Certification, Structural Engineering Certification, Secure and Dependable Computer Systems Certification, etc.) is not defined as a program.~~

b. Academic Program Components

~~b(1)~~ 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 principle field of academic specialization that usually 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.

~~e(2)~~ 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 or specialization. The course work usually amounting to only between 14- 15 to 25 percent of the total degree requirements.~~

~~d(3)~~ 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.

~~e(4)~~ Option.

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

(5) Academic Certificate of Completion.

A credential awarded for the completion of a course of study, or series of courses of study, representing a coherent body of knowledge, that does not lead to a degree (i.e., bachelors, masters, doctoral) or a program component (i.e., major, minor, emphasis, or option).

c. Professional-Technical Certificates

Professional-Technical Certification and degrees are designed to prepare individuals with skills and training requirements for employment in a specific trade, occupation, or profession.

- (1) Technical Certificate of Completion - Certificate of Completion - a credential awarded by the institution for a professional-technical program that does not meet the criteria for other professional-technical certificates and consists of seven (7) semester credits or less.
- (2) Postsecondary Technical Certificate - a credential awarded for completion of requirements in an approved vocational program of instructions of at least eight (8) semester credit hours and mastery of specific competencies drawn from requirements of business/industry.
- (3) Technical Certificate - a credential awarded for the completion of requirements entailing between 27 and 29 semester credit hours and less than two years of full-time work and includes mastery of specific competencies drawn from requirements of business/industry.
- (4) Advanced Technical Certificate - a credential awarded for completion of technical and technical support requirements entailing more than one (1) academic year, a minimum of 52 semester credit hours and mastery of specific competencies drawn from requirements of business/industry.

d. Professional-Technical Degrees

- (1) Associate of Applied Science Degree (A.A.S) - a credential awarded for completion of requirements entailing at least two but less than four years of full-time professional-technical effort with a minimum of 60 semester credits (includes a minimum of 16 general education credits) and includes mastery of specific competencies drawn from requirements of business/industry. The A.A. S. degree has specific requirements in the individual technical fields (e.g., drafting, electronics, civil engineering technology, business occupations, information technology, etc.)
- (2) Advanced Option - a credential awarded to additional credits of at least 15 credit hours that are beyond the A.A.S. degree totaling at least 75 credits..

e. Professional-Technical Program Components

- (1) Option - options of a program provide alternative instructional paths to fields of specialized employment, consist of more than one specialized course, and may have a separate advisory committee. Justification is based on availability of employment requiring the optional specialized training.

3. Approval/Overview for all 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 executive director may refer any of the above requests to the Board or its designated Committees for review and action. An institution may appeal the decision of the Executive Director. That appeal procedure is a component of the IRSA policy manual.

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, (10) Administrative units of research or public service.

b. Credit Bearing Instructional Programs Components.

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

- (2) Professional-Technical Program components, except tech-prep *articulations* , do not require Board approval unless the fiscal impact is greater than \$150,000 per year.
- (3) Certificates of Completion are not defined as a program per se and hence do not require SBOE approval.

c. New Program Requests

All credit bearing certificates (excluding Certificate of Completion) and degrees require full board approval.

- (21) Professional-Technical Certificates (as defined in Section C, 1-4)
- (32) Degrees (*Associates of Applied Sciences, Associate of Arts, Associate of Science, 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~~ IRSA policy/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. Professional-technical requests will be forwarded to the State Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. 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.

Requests concerning existing academic units and/or credit bearing instructional components (3 b-c) 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 when appropriate the request to the Council on Academic Affairs and Programs (CAAP) for review and recommendation. Professional-technical requests (i.e., units and/or credit bearing instructional program components) will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval of the request(s), 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. The institutions may appeal the Executive Director program request decision(s). The appeal procedures are available in the IRSA's policy manual.

c. Routine Changes

The change of major or minor requirements, or 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.

6. PRAXIS II Preservice Teacher Candidate Examination

BACKGROUND:

The evaluation of all Idaho teacher preparation programs is a requirement of Title II of the Higher Education Act. U.S. Department of Education guidelines require a common set of objective data from each state to help measure the effectiveness of teacher preparation programs and assess the quality of program completers.

DISCUSSION:

With an emphasis on what a teacher candidate should know and be able to do, it is important that the assessment chosen indicate how well a candidate has acquired the content knowledge of their academic discipline. Although such an assessment is only one measure of competence, the one selected should help communicate teacher knowledge to the public while meeting the Congressional mandate for common objective data used by all Idaho teacher preparation programs.

Teacher candidate assessment alternatives were discussed at several meetings by those for whom a testing requirement decision would have a long-term effect, including the Office of the State Board of Education, the Department of Education, the Idaho Education Association, the Idaho Association of School Administrators, the Idaho School Boards Association, the Professional Standards Commission and the provosts and deans of Idaho teacher preparation institutions. Consensus was reached that the PRAXIS II examination provided by the Educational Testing Service offers quality assessment procedures. ETS measures are among the most commonly used by institutions of higher education and departments of education to assess teacher candidates and applicants for certification. After approval for pre-service use, it is expected that State Board approval of the PRAXIS II examination will be requested by the Department of Education to assess out of state applicants for initial teacher certification.

RECOMMENDATION:

It is recommended that the PRAXIS II examination be approved as a preservice requirement for candidates in Idaho teacher preparation programs.

COMMITTEE ACTION:

It was moved by _____, seconded by _____ and carried to forward the recommendation to use the PRAXIS II examination as a preservice requirement for teacher education candidates to the full Board with a recommendation to approve/disapprove/table.

BOARD ACTION:

It was moved by _____ and carried to approve/disapprove/table the request for the Praxis II examination as submitted.

7. Math and Science Preparation

Discussion of admission requirements

I. Background

The State Board of Education (SBOE) at its September 2000 meeting, held a significant amount of discussion of the proposed increase in math requirements from six (6) to eight (8) credits in the Board's admission policy. The SBOE was keenly aware of the debates occurring nationally, regionally, and within the state on the need to focus on better-prepared students in Math and Science. In addition, the data shows that success at the postsecondary level is directly related to early competencies in reading, math, and science. Furthermore, students who demonstrate competencies in these disciplines do not need to take remedial courses. Last, several national standardized tests (e.g., ACT, SAT, ACT COMPASS) have shown that higher scores in mathematics, reading, English, and science are earned when students have taken additional courses in secondary school.

As a consequence, the Board's Instruction, Research and Student Affairs (IRSA) Committee entertained the possibility of increasing the mathematics requirement for regular admission into a four-year public institution from six (6) to eight (8) credits. The committee agreed by consensus to recommend to the full board the addition of standard math placement scores to the admission standards policy, but did not recommend changing the math credit requirements. IRSA and the full Board requested that staff, working with CAAP, develop a report on the issue and the impact on the K-12 system.

II. Idaho's Statement of Need

The entire issue of math and science preparation has captured the attention of many different parties within the state. There is consensus that key elements for Idaho's continued economic success is to have a healthy, well educated, highly skilled workforce, world class research and development efforts along with a significant infrastructure and vibrant entrepreneurial culture. All of these key elements are directly related to reading, math, and science initiatives.

A. Statewide Engineering Education Advisory Council (SEEAC)

The State Board of Education's Statewide Engineering Education Advisory Council (SEEAC) reported to the Board at their June 2000 meeting on the importance of math and science. To that end, the advisory council forwarded the following recommendations:

- Increase and reward the number of science and math minor education students;
- Reward outstanding science and math teachers;
- Reward schools that graduate the highest number of outstanding math and science students; and
- Request funds or matching funds from industrial partners and foundations.

B. Governor's Statewide Science and Technology Advisory Council

In early November 2000, the Governor's Statewide Science and Technology Advisory Council finalized its strategy for implementing a science and technology plan. Strategy one calls for building, retaining, and attracting a highly skilled, technical workforce. The action step to this strategy is to "improve science and math education at the K-12 level." The lead organization identified in this strategy is the State Board of Education.

C. Title II Award - Idaho's Most

Idaho recently was awarded a three-year Title II Teacher Quality Enhancement State Grant from the U.S. Department of Education in the amount of \$555,741 with a \$351,161 match over three years from the J.A. & Kathryn Albertson Foundation. The State Board of Education through the Idaho's MOST program will direct grant activities. Idaho's MOST goals related to the issues of math and science preparation are as follows:

- Get serious about standards for both students and teachers;
- Reinvent teacher preparation and professional development;
- Overhaul teacher recruitment and put qualified teachers in every Idaho classroom;
- Encourage and reward teacher knowledge and skill; and
- Create schools that are organized for student and teacher success.

D. State Board of Education's Health Professions' Workforce Studies Committee

The State Board of Education's Health Professions Workforce Studies Committee at its June 2000 meeting, recommended that the State Board of Education take on initiatives that would improve the preparation of students for the health professions by increasing math, science and reading competencies.

E. Achievement Standards

Several years ago the State Board of Education and State Department of Education in collaboration with the legislature, governor's office, and the private sector began to develop state standards for excellence for grades K-12. It took three years to develop these "exiting" standards. Legislative action during the 2000 session modified the title to "Achievement Standards." In addition, the House and Senate Education Committees approved the standards for grades 9-12 during the 2000 session. These respective committees will consider the K-8 achievement standards during the 2001 session. All students are expected to meet the achievement standards established locally (but at a minimum the standards of the state) through rigorous preparation and accountability, which includes challenging examinations, demonstration of achievement, and appropriate tests and measures. These new standards have both math and science requirements for K-12.

As a consequence of these achievement standards and the appropriate assessment instruments, it is expected that student performance in math and science will be much improved over the next five years. In addition, the implementation of these standards will also impact the accreditation process, educational funding, teacher education programs, and the requirements for teacher certification. The latter issue is of special note since the endorsements for math (six semester credits which does not include method classes) and

natural science (eight semester credits in at least two separate areas) are minimum and frequently criticized as being too weak and ineffective. It is anticipated that the new Achievement Standards in concert with Idaho's MOST efforts will address the current weaknesses in teacher preparation and certification resulting in significant improvement in student performance.

F. Idaho Association of Commerce and Industry (IACI)

The Idaho Association of Commerce and Industry (IACI) has publicly supported the development and implementation of these achievement standards. As a matter of policy IACI has issued statements that support innovative strategies to strengthen Idaho's public K-12 system with a focus on:

- Performance-based education for grades K-12 with student achievement as an evaluation measure;
- Development of high performance standards and accurate assessment tools;
- Redesign of the curriculum, modernized instruction, and increased management flexibility; and
- Collaboration of industry and education to ensure relevance.

III. Discussion Points

The following discussion points were taken from interviews with scholars and administrators who are close to the issues of achievement standards, teacher education preparation, and the need for better prepared students in math and science.

- a. Credit hours in math and science at the K-8 level need both rigor and a focus on teaching methods and delivery preparation prior to endorsement/certification in math and science.
- b. As a student moves from the early years of K-3, the need for more math and science is apparent; however, current teacher endorsement in math and science is the same for K-8, but the requirements for more depth and content increases significantly. Consequently, it may require different certifications in math and science at both levels.
- c. Mis-assignment policy allows for a school district to request a waiver from the State Department of Education certification office for teachers who are not endorsed in a subject matter. The approval does not affect accreditation or funding. Hence, districts have faculty teaching students in subjects that they are not prepared to teach.
- d. The preparation of teachers in math and science is of special note. The impact upon the colleges and universities is significant given the following issues:
 - Aging of the current faculty;
 - Recruitment and retention of postsecondary faculty in math and science continues to pose challenges;
 - Curriculum and methods related instruction needs to be improved especially at the K-8 level.

- e. Recruitment and retention of K-12 math and science teachers.
 - Teachers must have a real love and passion for their subject.
 - Increased salary for all teachers.
- f. Impact of increasing math requirement for admission to Idaho's four-year public institution.
 - Rural districts could lose math and science teachers.
 - Urban districts would most likely have to add more math faculty to their staff.
 - Teacher education programs may have to increase the number of students taking math as an endorsement area.
- g. Math and Science Achievement Standards
 - Expected to raise K-12 student achievement; hence, better prepared for postsecondary work.
 - Better-prepared faculty in math and science.
 - Changes in accreditation standards.
 - Statewide changes in the endorsement, certification, and mis-assignment policy.
- h. Math and science initiative in grades 4 –8; similar to the current reading initiative.
- i. Extend the academic school year to 12 months.
 - Increase in educational funds required.
 - Increase in faculty.
 - Infrastructure impacts.
- j. Certification and endorsements--Math and Science
 - More rigor, depth, and methods for K-12, especially K-8
 - Relationship to Idaho's MOST project and Achievement Standards
- k. Create secondary schools that focus on math and science (secondary schools that are focused around social science, humanities/arts could also be developed).
 - Regionally developed.
 - Collaboration with private sector for funds.
 - Recruit best faculty and students.

8. Accelerated Learning Programs – Dual Enrollment Information

BACKGROUND:

The State Board of Education drafted and approved a policy in 1998 on accelerated learning in response to 1997 and 1998 legislation to establish dual enrollment programs. 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, delivery and communication.

DISCUSSION:

Superintendents from southeastern Idaho met with the Presidents' Council on Tuesday, November 7 to discuss a number of issues related to dual enrollment. The superintendents' reasons for requesting the meeting with the Presidents was to discuss delivery of affordable dual enrollment opportunities for all students and to gain their support for legislation to fund dual enrollment programs in Idaho. Some southeastern Idaho high school students have been taking college courses almost entirely cost-free through the State of Utah's Concurrent Enrollment Program.

On behalf of the Presidents and the Council on Academic Affairs and Programs, Dr. Daryl Jones explained the Board's policy with regard to dual enrollment fees and funding. He explained that the dual enrollment costs are usually based on the matriculation or part-time fees and actually vary only slightly among the Idaho institutions. The fee has to be enough to recover the administrative costs to deliver the course. Further, high school students are already receiving a discount on college courses of roughly 60% through dual enrollment (\$90/credit vs. \$120/credit). Dr. Jones also made several points about the program including an institution's ownership of the college course, the difference between TechPrep and Dual Enrollment programs, how to avoid competing with Advanced Placement Courses at the high schools, and ways to publicize dual enrollment opportunities.

The Presidents' Council indicated that they would like the CAAP to review the superintendents' concerns and suggested that the superintendents contact the Executive Director to discuss the Board's possible support of their legislation to fully fund dual enrollment programs in Idaho.

COMMITTEE ACTION:

None; information only.

BOARD ACTION:

None; information only.

9. Program Review

a. Update on Health Professions

BACKGROUND:

At its June 1999 meeting, the State Board of Education discussed the "hot" professions of legal education, teacher education (and preparation), engineering and related disciplines, and the health professions. As a consequence, the Board requested that the Presidents' Council, in cooperation with the Council on Academic Affairs and Programs (CAAP), initiate a review and make recommendations on these high demand professions. That review was to include a current inventory of programs offered by the public postsecondary institutions, current and projected employment data, student enrollment in programs related to the occupational data, and potential gaps between enrollment and the workforce needs of the state.

DISCUSSION:

This is a preliminary report that provides the State Board of Education with a general picture of the occupational needs of Idaho and an estimated number of students enrolled in those programs that are related to health occupations. It is significant to note that the retention rate for the health professions in general is approximately 30 percent; hence, the student enrollment numbers as reported must be viewed with that in mind.

1. Health Professional Program Inventories

The public postsecondary institutions under the Board's governance have a large number of health profession programs that vary from short-term (e.g., CNA) to professional doctorate degrees (e.g., Pharm.D., MD, DDS, DVM). A list of the Board's current health profession programs is available at the State Board of Education. Data has been collected from the U.S. Bureau of Labor of occupational codes and titles, and the U.S. Department of Education's Classification of Instructional Programs (CIP) codes and titles, which are related to the occupational code and title. A comparison of the public institutions' various certificate and degree programs offerings and the number of fall 2000 students enrolled is being compared to the Idaho Department of Labor's 1998 employment picture and the projected employment needs for 2008.

It is important to note that many health professional programs have capped enrollments due to accreditation requirements, physical and faculty limitations, fiscal restraints, and the availability of clinical sites. Additional issues of concerns are cost per seat and the preparation of secondary students in math and science.

2. Health Professions Workforce Projections in Idaho

The data indicates that there are large gaps between the 2008 projected workforce needs and the student enrollments. Examples can be found in the fields of dental hygiene, dentistry, medicine, counseling, DVM, respiratory therapy, physical therapy, speech-language pathology and audiology, physician assistance, EMT, occupational therapy, psychiatric/mental technician, and Registered Nursing. In addition, there are several health occupation needs

where there are no corresponding postsecondary programs such as medical laboratory technician, medical biostatistics, medical administration, and medical assistance.

Furthermore, in addition to the above there are many health professions that have been identified as the fastest growing occupations in Idaho between 1998-2008. Examples include home health aide, dental assistance, social work (special and general) biological science, medical service management, and several health professions-related paraprofessional and technical programs.

3. Related Issues

- All of the health professional programs have more applicants than available "seats" and without additional resources, the expansion of health professional programs to meet the projected state needs will be difficult at best.
- The impact upon the general education and pre-requisite courses are a major consideration in the expansion of health professional programs.
- Preparation of students prior to postsecondary enrollment must be addressed. Science and math education at the K-12 levels, both in the traditional setting as well as through new initiatives, must be improved. Examples of those initiatives could include incentives for math and science teachers, magnet high schools, changes in teacher certification/endorsement, summer camps, scholarships, and preparation of math and science teachers.
- Aging faculty issues at both the K-12 and postsecondary level will continue to be a major problem.
- Recruitment and retention of both K-12 and postsecondary faculty will be an increasingly more important issue that will need to be addressed.

Program Review

b. Update on Engineering and Related Professions

BACKGROUND:

During its June 1999 meeting, the State Board of Education discussed the "hot" professions and state employment needs. The Board instructed the Presidents' Council, working with the Council on Academic Affairs and Programs (CAAP), to review current programs offered by the public postsecondary institutions in the general disciplines of engineering, computer science, and engineering related technologies (e.g., data processors, systems analysts, engineering technicians etc.) An additional task was to determine the occupational trends and needs of Idaho in these disciplines for the next five plus years. Furthermore, the Board wished to determine the potential gaps between the number of graduates the public postsecondary institutions produce and the state's trends and needs in those related occupations.

DISCUSSION:

The engineering and engineering related data is in draft form for State Board of Education, Presidents' Council and CAAP consideration. Additional reports will be forthcoming as appropriate. Additionally, these data will be made available for discussion and input from various other committees and interested parties.

Engineering and Engineering Related Professions labor data that uses the U.S. Bureau of Labor Statistics' occupational codes and titles, the related U.S. Department of Education's "Classification of Instructional Programs (CIP 1990) codes and program titles indicates significant needs for these professions in Idaho. Institution data shows the number of students enrolled in the public postsecondary programs in Fall 2000 are increasing; however, it is important to note that student enrollment is not necessarily consistent with the number of students that actually graduate. National and regional data indicates that in the engineering disciplines, the retention rate averages 40 percent. Thus, the fall 2000 enrollment data must be viewed with that in mind.

Preliminary examination of the data indicates that there are large gaps between the projected employment needs and the number of students enrolled in those corresponding programs. For example, computer science and informational science occupations are projected to need 2,280 positions by 2008; however, at best, we have only 846 students enrolled in those CIP programs, a projected need of 2.7 times. With the exception of metallurgic engineering, mining/mineral engineers, petroleum engineers, and chemical engineers, the vast majority of engineering, computer science, and related technologies indicate significant shortages without consideration of retention rates.

In addition, the State Department of Labor indicates a demand for several occupations such as mechanical engineering technology, nuclear technicians and technology, operational engineering, etc., where there is no corresponding training or programs offered by our public postsecondary institutions.

RELATED ISSUES:

When considering the issues, it is important to note the following:

- Preparation of elementary and secondary students to be successful in math and science at the postsecondary level;
- Recruitment and retention of new elementary and secondary math and science faculty;
- Aging faculty at the elementary and secondary levels who are certified in math and science;
- Achievement standards and the impact on math and science competencies;
- Recruitment and retention of postsecondary faculty in math and science;
- Aging faculty at the postsecondary institutions;
- Funding math and science at both the K-12 and postsecondary levels, including capital project support, laboratories, equipment, library, and salary.
- Impact upon the general education & prerequisite courses are a major consideration in the expansion of engineering, computer science, and related disciplines.

COMMITTEE ACTION:

None at this time.

BOARD ACTION:

None at this time.

10. Program Components Approved by OSBE

BACKGROUND:

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

DISCUSSION:

The postsecondary program changes approved by the Executive Director from March 1, 1999 – October 31, 2000 are exhibited in Item 10 on pages 33 - 34. The exhibit does not include minor catalog/curricular items such as course titles or prerequisites, or the numerous changes to the curriculum in existing AAS degree programs to meet the new 16-credit general education requirement.

COMMITTEE ACTION:

None at this time; information only

BOARD ACTION:

None at this time.

Academic Program Changes
Approved by Executive Director
March 1, 2000 – October 31, 2000

Date	Program Component Change	Institution
3/9/00	Delete the Elementary, Vocal, and Instrumental Tracks within the Bachelor of Music, Music Education degree.	BSU
4/11/00	Establish Human Biology emphasis leading to B.S. in Biology	BSU
4/11/00	Offer a minor in International Political Economy	UI
4/12/00	Establish Environmental Biotechnology emphasis in existing M.S. and Ph.D. programs in Biological Science	ISU
4/28/00	Establish a new Center for Physical Activity and Sport	BSU
4/28/00	Add a Health Care Administration emphasis to existing MBA	ISU
7/17/00	Offer Structural Geology & Tectonics option to B.S. Geology Program	UI
8/4/00	Add Undergraduate minor in Geotechnology	ISU
9/26/00	Move the Computer Science Program from the Department of Mathematics. Establish Department of Computer Science within the College of Engineering	BSU

Professional - Technical Program Changes
Approved by Executive Director
March 1, 2000 – October 31, 2000

Date	Program Change	Institution
3/27/00	Replace 11 month Technical Certificate in the Auto Body Program with 9 month Technical Certificate. Add 18 month Technical Certificate to Auto Body Program.	BSU
7/13/00	Delete Hospitality Management Technology option to the Marketing and Management Occupations Program.	ISU
7/13/00	Add Advanced Technical Certificate to the Electromechanical Technology Program.	ISU
7/13/00	Add 18-month Advanced Technical Certificates to the Administrative Office Technology option, the Legal Office Technology option, and the Accounting Technology option in the Business Technology program.	BSU
7/19/00	Add Civil Engineering Technician option to Civil Engineering Technology Program	ISU
7/21/00	Add 9-month Technical Certificate and 18-month Advanced Technical Certificate to existing Marketing/Management Technology program.	BSU
7/21/00	Add 18-month Advanced Technical Certificate to existing Broadcast Technology program.	BSU
7/21/00	Add 18-month Advanced Technical Certificate to existing Mechanical Emphasis and Electrical Emphasis option to Computer-Aided Manufacturing Technology program.	BSU
7/21/00	Add 18-month Advanced Technical Certificates to existing Semiconductor Manufacturing Technology program and Horticulture Technology program.	BSU
7/21/00	Add 18-month Advanced Technical Certificate to existing Design Drafting Technology program.	BSU
7/21/00	Add 3 new short-term courses to be offered through Emergency Services Training program.	BSU
8/17/00	Add a 4-month Postsecondary Technical Certificate and 12-month Advanced Technical Certificate to the existing Culinary Arts program.	BSU
8/17/00	Add an 11-month Technical Certificate in Web Page Design to the Office Technology program.	ISU
8/17/00	Add an 18-month Advance Technical Certificate to the existing Electromechanical Drafting program.	ISU
10/6/00	Combine the User Support Technician and PC Support Technician options to one option titled PC/User Support Technician..	NIC
10/6/00	Add a Medical Receptionist and Medical Biller/Coder options to existing Office Technology program.	LCSC
10/6/00	Inactivate the Administrative Office option to Office Technology program.	LCSC
10/24/00	Combine the Word Processing and Secretarial options to one Office Specialist option.	CSI
10/25/00	Convert 2-year Technical Certificates in Automotive Technology, Diesel Technology, Electronics Technology, Machine Technology, and Advanced Welding to Advanced Technical Certificates.	NIC
10/25/00	Add 20-month Advanced Technical Certificates to the existing Electronic RF/Telecom Technology program, the Instrumentation Technology program and the Laser/Electro-Optics Technology program.	ISU
10/25/00	Add a 27-month Advanced Technical Certificate to they existing Electronic Systems Technology program.	ISU