

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
OCTOBER 3, 2002

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SUBJECT

NEW PROGRAM PROPOSALS: NOTICE OF INTENT

BACKGROUND AND DISCUSSION

In accordance with Board Policy Section III.G.4., all new academic and professional technical programs must have full Board approval prior to implementation or inclusion in the Board's fiscal year budget request. The CAAP committee, in using its guidelines on program review has acted on the IRSA charge to evaluate new program requests. The program review has been completed and is now being forwarded to the Board for their approval.

Idaho State University (ISU) proposes to add a new Paramedic Program in the Department of Health Occupations to include an Associate of Science Degree and an Advanced Technical Certificate. This request comes as a result of Boise State University discontinuing its paramedic program due to budgetary issues and reflects ISU's request to now offer the program. Because there were 14 students awaiting approval of the program to begin transferring from the BSU program to the ISU program, the Executive Committee of the Board was contacted to receive approval to implement this program. The approval was granted with the understanding that this request would be placed on the Board agenda in October for retroactive approval.

The Paramedic program will initially be offered by ISU through its Boise Center and later extended to the ISU Pocatello campus. Curriculum has been developed according to ISU curriculum committee standards for an A.S. program and in alignment with ISU's Health Mission. Graduates of the paramedic program would be eligible to sit for the examination offered through the National Registry of Emergency Medical Technicians. There are similar programs existing in Idaho, such as at Brigham Young University-Idaho and College of Southern Idaho.

IMPACT

If Board approved, the institution will implement this program and will be subject to future monitoring for program compliance.

FISCAL IMPACT

As much as possible, instruction and equipment expenses will be shared with existing health education programs housed in the ISU Boise Center. Equipment for the first year is anticipated to be greater than successive years. Personnel and miscellaneous expenses are anticipated to remain constant. The primary source of funding will be from the reallocation of existing funds and student fees.

RECOMMENDATION

Both CAAP and Board staff recommend approval of this Notice of Intent as presented.

MOTION

A motion to approve Idaho State University's A.S. degree and Advanced Technical Certificate in Paramedics.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

FIRST READING

GOVERNING POLICIES AND PROCEDURES

III.E. Certificates and Programs

BACKGROUND AND DISCUSSION

The Council on Academic Affairs and Programs (CAAP) and the Board office has been addressing the need for clear Board guidelines on program approval, reduction and discontinuation.

At their August meeting, the Council reviewed another draft of Board Policy Section III.G. *Program Approval and Discontinuance*, which led to a discussion of certificates and resulted in additional changes to the Board Policy Section III.E. *Certificates and Programs* to include a more clear definition of certificates, certificates of completion, and certification. As part of the clarification of guidelines for program approvals, reductions and discontinuations, all definitions were moved out of Section G and consolidated in Section E. Definitions for Certification Programs and Certificates of Completion were clarified as part of this consolidation.

RECOMMENDATION

The CAAP and the Board office recommend approval of the first reading of the Board's Policy Section III.E., *Certificates and Programs*.

MOTION

A motion to approve the first reading of the Board's Policy Section III.E., *Certificates and Programs*.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENTS

Board Policy Section III.E. Certificates and Programs

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

E. Certificates and Degrees

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E. Certificates and Degrees

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the chief executive officer. The following definitions have been approved by the Board:

- a. CERTIFICATES: ~~A credential awarded for completion of requirements entailing at least one (1) year but normally less than two (2) years of full-time academic or vocational work.~~

(1) Academic Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge, that does not lead to a degree.

(2) Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge, that does not lead to an academic certificate or a degree.

(3) Technical 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.

(4) Postsecondary Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program of instructions of at least eight (8) semester credit hours and mastery of specific competencies drawn from requirements of business/industry.

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(5) Technical Certificate

A credential awarded for the completion of requirements entailing at least 27 semester credit hours and less than one year of full-time work and includes mastery of specific competencies drawn from requirements of business/industry.

(6) 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.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements entailing at least two but less than four years of full-time professional-technical study 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.). An Advanced option may be awarded awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally less than four (4) years of full-time academic work.

ed. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work.

de. MASTER'S DEGREE: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research.

ef. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.

fg. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.

2. Academic and Professional-Technical Credit Requirements.

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Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit.

3. Requirements for Certificate or Degree.

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions, but all credit requirements must receive ~~prior Board~~ approval ~~throughin accordance with~~ the ~~regular~~ program approval ~~process~~ policies provided in III.G. Institutional catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required.

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and ~~prior~~ approval ~~by the Board in accordance with~~ the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees.

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the chief executive officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees.

Each institution, except Eastern Idaho Technical College, may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or the professions. The award of an honorary degree must receive the prior approval of the chief executive officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

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SUBJECT

FINAL READING

GOVERNING POLICIES AND PROCEDURES

III.G. Program Approval and Discontinuance

III.H. Program Review

BACKGROUND AND DISCUSSION

The Council on Academic Affairs and Programs (CAAP) and the Board office has been addressing the need for clear Board guidelines on program approval, reduction and discontinuation.

At their August meeting, the Council reviewed another draft of Board Policy Section III.G. *Program Approval and Discontinuance* and agreed upon additional changes. Provision for Board review of Graduate, Major and Minor programs remain consistent. However, the financial impact delineator for Board review of routine submissions is increased to \$250,000 to make it consistent with fiscal guidelines.

The language in Board Policy Section III.H., *Program Review*, has been changed in order to be consistent with the proposed language in Board Policy Section III.G.

RECOMMENDATION

The CAAP and the Board office recommend approval of the final reading of the Board's Policy Section III.G., *Program Approval and Discontinuance*.

MOTION

A motion to approve the final reading of the Board's Policies Section III.G., *Program Approval and Discontinuance* and Section III.H., *Program Review*.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENTS

Board Policy Section III.G. Program Approval and Discontinuance

Board Policy Section III.H. Program Review

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G. Instructional Program Approval and Discontinuance

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G. Instructional Program Approval and Discontinuance

1. ~~Coverage~~ Authority and Scope

~~Academic programs and Instructional programs administrative units~~ at the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College and the College of Southern Idaho are subject to the policies and procedures provided in ~~included in~~ this subsection pursuant to Idaho Code §33-107. ~~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.~~ This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

The Board affirms that a major percentage of instructional program planning, assessment, and review rests with the institutions, both in theory and in practice. However, the Board has final authority and responsibility for how a program and the curriculum relate to other institutions, the system as a whole, and the needs of the consumers. The Board also anticipates that all postsecondary program approvals will include identifiable learning outcomes and competence measurements for graduates of their programs.

The Council on Academic Affairs and Programs (CAAP) is authorized to make recommendations on instructional program issues. The CAAP serves as the working unit of the Instruction, Research and Student Affairs (IRSA) committee at their direction and pleasure. Changes, duties, and responsibilities are at the discretion of IRSA and the Board.

2. Classifications and Definitions ~~of Programs~~

a. Instructional Programs

(1) Academic Program

(a) An academic program is a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, or an associate, baccalaureate, master's, specialist, or doctoral degree ~~or certificate~~ (See definitions in Section III E-1). There are several distinct degrees and certificate programs 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 course or series of courses

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leading to an Academic Certificate of Completion~~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~~ considered an academic program for approval purposes.

(b) Academic Program Components

~~(1)~~ _____ i. Major

A principal 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.

ii. ~~(2)~~(b) Minor

A body of coursework that pertains to a secondary area of academic or specialization. The coursework usually amounts to between 15 to 25 percent of the total degree requirements.

iii. ~~(3)~~(c) —Emphasis

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

_____ iv. ~~(4)~~(d) 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).~~

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~~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. (2) Professional-Technical Programs Components~~

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~~(1)~~(a)—A professional-technical program is a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required for a postsecondary technical certificate, a technical certificate, an advanced technical certificate, or an associate of applied science degree (See definitions in Section III E-1). There are several distinct degree and certificate programs depending upon time and orientation of the curriculum. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

(b) 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.

b. Instructional Units

Instructional Units include: Departments, Institutes, Offices, Centers, Divisions, Schools, Colleges, Campuses, Branch Campuses, and Research Units.

3. Program Planning

The Board affirms that instructional program approval is a collaborative process, which includes the Board, its staff, the institutions, the faculty, external advisory groups, regional and specialized accreditation bodies, and other interested parties. Consistent with the Board's philosophy of institutional autonomy in matters of internal management, each institution assumes primary responsibility for the creation of new programs, and for the internal review of existing programs, which may lead to changes or discontinuance. However, the Board provides the following general expectations related to program planning:

- a. With respect to academic programs, strategic planning permits the institutions to focus upon strengths distinctive from other institutions, and in accordance with its approved mission statement. The result is an opportunity for access to a broad spectrum of high quality programs.
- b. For professional-technical programs, strategic planning permits each institution to fulfill its role in serving the needs of its assigned service region. Input from local business and industry is expected.

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- c. All existing instructional programs are reviewed systematically by the institution. The findings from these reviews permit the institutions to build program quality, respond to the needs of their constituents, and deliver cost effective and performance based programs to the citizens of Idaho.
- d. The standards for the program approval process are rigorously applied according to the Board's priorities for quality, unnecessary duplication, centrality to institutional role and mission, demand, and resource sharing.
- e. Institutional efforts are directed toward meeting those needs that are a high priority to the state.
- f. Expansion or reduction of programs and services is implemented consistent with institutional program priorities and statewide needs.
- g. Input from consumers, appropriate agencies and professional boards, (e.g., dentistry, medicine, nursing, pharmacy, etc.), and the Professional Standards Commission is expected when developing or modifying new programs.

4. Program Approval Policy ~~/Overview for all Programs, Units, and Titles~~

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;

(1) Board Approval – Board approval prior to implementation is required for any new:

- (a) professional-technical program,
- (b) academic program leading to a master's, specialist or doctoral degree,
- (c) major,
- (d) academic program, instructional unit, minor, option, or emphasis with a financial impact* of \$250,000 or more per year

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year.

* "Financial impact" as used in the policy means the total financial resources needed to support salaries of additional faculty, and staff, or facilities costs, operating expenditures, capital outlay, physical facilities and indirect costs (such as overhead) that are generated as a direct result of the new instructional program.

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b. Existing instructional programs, majors, minors, options, emphases and instructional units.

(1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.

(2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

~~Executive Director approval is required 30 days prior to the implementation, 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 Guidelines for Program Review and Approval.~~

~~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.~~

~~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: Departments, Institutes, Offices, Centers, Divisions, Schools, Colleges, Campuses, Branch Campuses, Administrative units of research or public service.~~

~~— b. Credit Bearing Instructional Programs Components~~

~~Academic majors, minors, emphases, options, do not require Board approval unless the fiscal impact is greater than \$150,000 per year.~~

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~~———— (1) Professional Technical Program components, except tech prep articulations, do not require Board approval unless the fiscal impact is greater than \$150,000 per year.~~

~~———— (2) Certificates of Completion are not defined as programs per se and hence do not require Board approval.~~

~~e. New Program Requests~~

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

~~———— (1) Professional Technical Certificates (as defined in Section C, 1-4)~~

~~———— (2) Degrees (Associates of Applied Sciences, Associate of Arts, Associate of Science, Baccalaureate, Masters, Doctorate)~~

45. Approval Procedures

~~General guidelines for review and approval of programs and program components will be set forth in an IRSA policy/procedures manual.~~

a. ~~State Board of Education~~ Approval Procedures

(1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval ~~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 in a manner prescribed by the ~~to the~~ Chief Academic Officer of the Board.

(2) 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 Idaho State Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. ~~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.

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- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
- (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.
- b. Office of the State Board of Education Approval Procedures
- (1) All requests requiring approval by the Executive Director concerning existing academic units and/or credit bearing instructional components will be submitted by the institution as a notice of intent in a manner prescribed by the to the Chief Academic Officer of the Board. At his discretion, 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.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.
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e. — (4) Routine Changes

Routine changes may be forwarded annually to the State Board of Education for retroactive approval. These include:

(1) The changes of major or minor requirements in programs;

(2) changes in individual courses that will be reflected in course catalogs such as, or the addition, discontinuance, expansion, change in title, semester in which offering offered, 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.

Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

56. Official Program 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 offered at the public institutions. 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.

7. Criteria for Review of New Instructional Programs

The following criteria are used for the statewide review of requests for new academic and professional-technical programs. The CAAP is responsible for maintaining the criteria to reflect the current priorities of the IRSA committee and the Board for instructional program quality, unnecessary duplication, centrality to role and mission, and resource sharing as a method for improving quality, access, cost efficiency, and outcome measures.

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- a. Quality -- the full proposal must include documentation that the new instructional program will be of high quality. To ensure quality programs, the institution should address the following: curriculum, faculty, students, infrastructure support, funding resources, outcome and performance measures, business and industry support and partnerships, State Licensing Board acknowledgment and other agency support where appropriate. Accreditation reviews, self-study reports, external peer-review evaluations, etc. are encouraged as part of the documentation of quality.
- b. Duplication -- the institution submitting the full proposal must document that the new instructional program avoids duplicating an existing program or presents evidence that duplication is warranted.
- c. Centrality -- the institution must clearly document and ensure that the new instructional program is consistent with its Board approved role and mission statement.
- d. Demand -- the institution seeking a new instructional program will address student, regional, and statewide needs. In addition to access and demand, (i.e., the anticipated number of students seeking admission to the proposed program), it is important to recognize the needs of other consumers such as business, industry, and governmental agencies. Further, communication and cooperation with the appropriate standard of practice agency (e.g., licensing board), as it relates to student graduate placements and needs of the respective professions, is expected.
- e. Resources -- documentation concerning cost efficiency of the new instructional program is also required before the Board can take action on the full proposal. The institution must assure the Board of effective use of resources in promoting the new program. In addition, the impact that the new program will have on existing programs at the institution, faculty, facilities, library, etc. must be addressed. The budget for the proposed program clearly tracks the source and amount of funds (e.g., new funds, reallocation, resource sharing with business, industry, other institutions, contract agencies, federal government, etc.).

8. Instructional Program Discontinuance Policy

If in conflict, any policies of the Board of Trustees of North Idaho College, or the Board of Trustees of the College of Southern Idaho related to program discontinuance shall supersede the policies set forth herein.

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(a) discontinuance of professional-technical programs requires Board approval.

(b) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of \$250,000 or more per year requires Board approval.

(c) discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 requires executive director approval. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All discontinuances approved by the executive director shall be reported quarterly to the Board.

9. Instructional Program Discontinuance Criteria and Procedures

If in conflict, any criteria or procedures of the Board of Trustees of North Idaho College, or the Board of Trustees of the College of Southern Idaho related to program discontinuance shall supersede the policies set forth herein.

a. Criteria for Discontinuance of Academic Programs, Units or Components

The primary consideration in instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, and specific criteria supporting instructional program discontinuance will include, but will not be limited to:

(1) Quality -- the institutions should address the following: curriculum, faculty, students, infrastructure, support, funding resources, outcome/performance measures, business industry support/partnerships, State Licensing Board acknowledgement, and other agency support where appropriate. Accreditation reviews, self-study reports, external peer review evaluations, etc. should also be considered when determining quality.

(2) Duplication -- the institution should consider whether the program duplicates an existing program or whether there is evidence that duplication is unwarranted.

(3) Centrality -- the institution should consider whether the program is inconsistent with the Board's approved role and mission for the institution.

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CAAP Draft 9/16/02

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G. Instructional Program Approval and Discontinuance

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(4) Demand -- the institution should consider whether the program addresses student, regional, and statewide needs. In making this consideration, the institution should look at access to the program, the needs of other consumers such as business, industry, and governmental agencies, communication and cooperation with the appropriate standard practice of agency (e.g. licensing board).

(5) Resources -- the institution should consider whether the program is cost efficient and whether the program is an effective use of resources. In making this determination, the institution should consider the impact of the program on other programs, faculty, facilities, library, etc.

b. Procedures for Academic Program Discontinuance -- Students and Employees

(1) Students

Institutions shall develop policies, in accordance with the Northwest Association of Schools and Colleges Accreditation Handbook, requiring that arrangements be made for enrolled students to complete affected programs in a timely manner and with minimum interruptions.

(2) Employees

This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Section III.G. shall be entitled to the following procedures:

(a) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.

(b) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.

(c) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.

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- (d) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

~~6. Faculty/Staff/Student Rights~~

~~Any faculty or staff terminated as a result of a program discontinuance based upon Section III.G. shall be entitled to the procedural rights outlined Board policy or rules.~~

~~Students enrolled in a program scheduled for discontinuance under Section III.G. 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.~~

c. Criteria for Discontinuance of Professional-Technical Programs or Components

Complete criteria and procedures related to postsecondary professional-technical program discontinuance can be found in IDAPA 55.01.02.

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SECTION: III. POSTSECONDARY AFFAIRS

H. Program Review

April 2002

H. Program Review

1. Coverage

Academic and ~~applied~~ professional-technical programs, administrative units, research centers/institutes, and public service components at Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College, and University of Idaho are included in this subsection.

2. Program Review.

Program review is the method by which the Board and the institutions evaluate proposed and existing postsecondary programs. The goals of program review are: (a) maintenance and enhancement of the quality of instruction, research, and public service efforts, (b) assurance of the postsecondary education system's responsiveness to changing societal and state needs, (c) promotion of effective and efficient management of the state's resources, and (d) assist the institutions in defining how effective their programs are.

In the context of program review for and by the Board, a program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. It is often but not always the same as a "major." Administrative units of research and public service are those that are: (a) essential to student training, (b) an integral part of an academic/~~applied~~ professional-program, (c) related to institutional role and mission, or (d) serve the consumer/state interests.

3. Purposes.

Categories of academic and ~~applied~~ professional-technical programs reviewed at the institutional and state levels as directed by the Board include:

a. State-Level Review

- (1) New, expanded, and cooperative programs. (See also "Instructional Program Approval," Section III, Subsection G.)
- (2) Programs proposed for consolidation, relocation, or discontinuance.
- (3) Administrative units of research and public service.

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H. Program Review

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- (4) Existing programs by audit procedures and special topics reviews.
- (5) Distance learning/technology program delivery.

The Board will establish procedures and criteria for each audit and special topics review, which are germane to each audit and special topics review.

b. Institutional Review.

The institutional reviews include all categories identified above for state-level review with the exception that the review of existing programs and administrative units of research and public service is carried out as part of the systematic evaluation of all programs within a period of time established by the Board.

4. Institutional Policies and Procedures.

Each institution will establish and maintain policies and procedures, following the guidelines of the Board and subject to Board approval, for evaluating existing programs and new program proposals, as well as programs proposed for (a) expansion, (b) delivery at an off-campus site by various distance learning methods or in cooperation with another institution, a business, or an industry; (c) consolidation, (d) relocation, or (e) discontinuance. The evaluation process should be an integral component of the institution's academic and vocational education planning and budgeting processes.

5. Statewide Policies and Procedures.

~~The Instruction, Research and Student Affairs Committee will establish and maintain guidelines which are consistent with Board policy for the review of new and existing programs as well as those programs scheduled for expansion; delivery at an off-campus site in and out of state, or in cooperation with another institution, a business, or an industry; consolidation; relocation; or discontinuance.~~ State-level review of new and existing programs will be integrated with the state-level academic and applied professional-technical planning and budgetary processes and where possible in concert with accreditation self-study and on site review by the accrediting body.

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6. Official Vehicle for the Approval of Teacher Education Programs

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Teacher Certification Office will provide each institution with any revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Teacher education programs must ensure their pre-service teachers meet the components (knowledge, disposition, and performance) of the Core Teacher Education Standards and the standards of the level and/or content area(s) in which they plan to be endorsed. (*Effective Sept. 1, 2001*)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
OCTOBER 3, 2002

SUBJECT

FINAL READING

GOVERNING POLICIES AND PROCEDURES

II.G.6. Policies Regarding Faculty

BACKGROUND AND DISCUSSION

As the institutions have worked to implement the complete revisions made to the Board's personnel policies approximately one year ago, it has been discovered that the Board's policies providing the timeline for acquisition of tenure, and procedures for tenure evaluation are problematic.

The Council on Academic Affairs and Programs (CAAP) reviewed the Board's policy and recommend changes. These changes will allow continuance of current practices at the institutions, and are also consistent with national practices related to faculty tenure.

No other changes have been made to Board Policy Section II.G.6. *Policies Regarding Faculty* since the first reading in August.

RECOMMENDATION

The CAAP and the Board office recommend approval of the final reading of the Board's Policy Section *II.G. Policies Regarding Faculty*.

MOTION

A motion to approve the final reading of the Board's Policy Section *II.G. Policies Regarding Faculty*.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

Board's Policy Section II.G. Policies Regarding Faculty

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: G. Policies Regarding Faculty (Institutional Faculty Only)

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6. Tenure

a. Tenure Defined - Tenure is a condition of presumed continuous employment following the expiration of a probationary period and after meeting the appropriate criteria. After tenure has been awarded, the faculty member's service may be terminated only for adequate cause; except in the case of retirement or financial exigency as declared by the Board; in situations where extreme shifts of enrollment have eliminated the justification for a position; or where the Board has authorized elimination or substantial reduction in a program. Tenure status is available only to eligible, full-time institutional faculty members, as defined by the institution. All faculty appointments are subject to the approvals as required in Board policy. Nontenured members of the faculty are appointed to term appointments pursuant to subsection G1. Any commitment to employ a nontenured member of the faculty beyond the period of his or her current term of appointment is wholly ineffective.

b. Acquisition of Tenure

(1) Professional-Technical Faculty hired under the division of professional-technical education prior to July 1, 1993 who were granted tenure may retain tenure in accordance with these policies. Individuals hired under the Division of Professional-Technical education subsequent to July 1, 1993 are hired and employed as nontenure track faculty and will:

(a) be afforded the right to pursue promotion; and

(b) be considered and granted an employment contract in accordance with these policies and be subject to continued acceptable performance and/or the needs of the institution; and

(c) be afforded an opportunity to serve on institutional committees.

(2) Academic faculty members, after meeting certain requirements, may acquire tenure. Acquisition of tenure is not automatic, by default or defacto, but requires an explicit judgment, decision, and approval. A faculty member will usually be evaluated for the acquisition of tenure after at least ~~five (5)~~ four (4) full years of service and in no case later than during the faculty member's ~~seventh (7th)~~ sixth (6th) full academic year of employment at the institution.

c. Notification - An individual eligible for tenure must be informed, by proffered written contract, of appointment or nonappointment to tenure not later than June 30 after the academic year during which the decision is made. In case of denial of tenure, the faculty member must be given a written notice that tenure was denied.

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d. Standards of Eligibility for Tenure

- (1) Annual Appointments - Until the acquisition of tenure, all appointments are made for a period not to exceed one (1) year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed.
- (2) Service In Professorial Rank - All satisfactory service in any professorial rank may be used to fulfill the time requirement for acquiring tenure. Each institution must develop criteria and rules by which prior service may be evaluated for inclusion in experience necessary for acquiring tenure.
- (3) Service In Instructor Rank - A maximum of two (2) years satisfactory service in the rank of instructor at the institution will be allowed in partial fulfillment of the time requirement in the professorial ranks. Faculty members who hold the rank of instructor may be eligible for tenure status if provided for by the institution even though they teach in fields that have established professorial ranks.
- (4) Exceptional Cases - Tenure may be awarded prior to completion of the usual eligibility period in certain exceptional cases. In such cases, the burden of proof rests with the individual.

e. Evaluation For Tenure - It is expected that the chief executive officer, in granting tenure, will have sought and considered evaluations of each candidate by a committee appointed for the purpose of annual evaluations or tenure status. Such committee must consist of tenured and nontenured ~~members faculty of the department, if available~~; student representation; and one (1) or more representatives from outside the department. Each member of the committee has an equal vote on all matters. The committee must give proper credence and weight to collective student evaluations of faculty members, as evidenced by an auditing procedure approved by the chief executive officer. The recommendation of the committee will be forwarded in writing through appropriate channels, along with written recommendations of the department chairperson or unit head, dean, and appropriate vice president, to the chief executive officer, who is responsible for making the final decision.

f. Award of Tenure - The awarding of tenure to an eligible faculty member is made only by a positive action of the chief executive officer of the institution. The president must give notice in writing to the faculty member of the approval or denial of tenure. Notwithstanding any provisions in these policies to the contrary, no person will be deemed to have been awarded tenure because notice is not given.

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g. Periodic Performance Review of Tenured Faculty Members - It is the policy of the Board that at intervals not to exceed five (5) years following the award of tenure to faculty members, the performance of tenured faculty must be reviewed by members of the department or unit and the department chairperson or unit head. The review must be conducted in terms of the tenured faculty member's continuing performance in the following general categories: teaching effectiveness, research or creative activities, professional related services, other assigned responsibilities, and overall contributions to the department.

(1) Procedures for periodic review - Each institution must establish procedures for the performance review of tenured faculty members at the institution. Such procedures are subject to the review and approval of the Board. Each year the academic vice president or designee is responsible for designating in writing those tenured faculty members whose performance is subject to review during the year.

(2) Review standards - Each institution may establish its own internal review standards subject to approval by the Board. Absent such institutional standards, the institution must use the following standards.

If during the periodic review, the performance of a tenured faculty member is questioned in writing by a majority of members of the department or unit, the department chairperson or unit head, the appropriate dean, the appropriate vice president, or the chief executive officer, then the appropriate vice president or equivalent administrator must decide whether a full and complete review must be conducted in accordance with the procedures established for the initial evaluation for tenure at the institution. If during the periodic review, the performance of a tenured faculty member is not questioned in writing, members of the department or unit and the department chairperson or unit head must prepare a written review statement that the performance review has been conducted and that a full and complete review is not required.

(3) Exception for Associate Professors in the Promotion Process - Generally, the promotion from the rank of associate professor to full professor is considered no earlier than the fifth full year after attaining the rank of associate professor, which is generally contemporaneous with the granting of tenure. In such cases, if review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review described here.

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- (4) Termination of employment - If, following a full and complete review, a tenured faculty member's performance is judged to have been unsatisfactory or less than adequate during the period under review, the chief executive officer may initiate termination of employment procedures for the faculty member. In other words, an unsatisfactory or less than adequate performance rating shall constitute adequate cause for dismissal.
- h. Dismissal for Adequate Cause - Tenured faculty members may be dismissed for adequate cause as provided for in Subsection L of this Section.
- i. Tenure for Academic Administrators
 - (1) "Academic administrators," for purposes of this topic, means the chief academic officers of the Office of the State Board of Education and the institutions and the deans and department chairs and their associates/assistants of the academic units of the institutions, and shall not include persons occupying other administrative positions.
 - (2) An employee with tenure in an academic department or equivalent unit who is appointed to an academic administrator position retains tenure in that department or equivalent unit
 - (3) An individual hired for or promoted to an academic administrator may be considered for a tenured faculty rank in the appropriate department or equivalent unit. Such consideration is contingent upon approval by the institution's president.
 - (4) Upon termination of employment as an academic administrator, an employee with tenure may, at his or her option, return to employment in the department or equivalent unit in which he or she holds tenure unless such employee resigns, retires, or is terminated for adequate cause.
 - (5) An individual hired for a non-academic administrator position from outside the institution will not be considered for tenured faculty rank in conjunction with such appointment. However, he or she may be granted an adjunct faculty appointment, upon the recommendation of the appropriate department and dean and with the approval of the provost or chief academic officer and president, if the individual will teach and otherwise contribute to that department.
 - (6) Notwithstanding the above, each administrative employee who is granted tenure shall be reviewed in the same manner as tenured faculty.

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- j. Terminal Contract of Employment - If a faculty member is not awarded tenure, the chief executive officer must notify the faculty member of the decision not to recommend tenure and may, at his or her discretion, either issue to the faculty member a contract for a terminal year of employment, or, at the sole discretion of the chief executive officer, issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment.
- k. When authorized by the chief executive officer, or his or her designee, the year in which the tenure decision is made may be the terminal year of employment.
- l. Effect of lapse in service, transfer, reassignment, reorganization, and administrative responsibilities.
 - (1) A nontenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president or his designee before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status.
 - (2) Before a nontenured faculty member holding academic rank is moved from one position in the institution to another, the member must be informed in writing by the academic vice president, after consultation with the receiving department, as to the extent to which prior service may count toward eligibility for tenure status.
 - (3) No faculty member's tenure in a discipline may be adversely affected by the reorganization of the administrative structure. A faculty member's tenure is not affected by reassignment of administrative responsibilities.
 - (4) When a tenured faculty member is serving as department chairman, college dean, or in some other administrative or service capacity, retention of membership, academic rank, and tenure in the subject-matter department or similar unit is maintained. Should the administrative or service responsibilities terminate, the member takes up regular duties in the discipline within which membership, academic rank, and tenure was retained.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
OCTOBER 3, 2002

SUBJECT

FINAL READING

GOVERNING POLICIES AND PROCEDURES

V.R. Professional Fees

BACKGROUND AND DISCUSSION

At the Board's April meeting, ISU received approval to charge a professional fee for their graduate nursing program. Discussions on the procedure for gaining Board approval to charge professional fees, including defining what constitutes a professional program, have been ongoing since April.

At the Board's June meeting, staff was directed to bring back a temporary policy change that would provide for listing all Board approved professional programs, with the understanding that CAAP would continue to work on developing a more descriptive definition for professional programs. CAAP is to bring forward the descriptive definition upon completion for Board consideration. In the interim, the attached policy change provides at least a clear listing of Board approved programs, which are allowed to charge extra fees, and will make it clear that only those programs listed as Board approved professional programs may charge professional fees.

At the Board's August meeting, the Board reviewed the first reading of Board Policy Section V.R. *Professional Fees* and requested additional changes to the professional fee definition to add "occupational therapy" and to revise the second sentence of the definition to distinctly state "Professional programs currently approved by the Board to charge a professional fee are. . ." These changes were made to the policy and is now being brought forward for final reading.

RECOMMENDATION

The CAAP and the Board office recommend approval of the final reading of the Board's Policy Section V.R. *Professional Fees*.

MOTION

A motion to approve the final reading of the Board's Policy Section V.R. *Professional Fees*.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENTS

Board's Policy Section V.R. Professional Fees

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GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: R. Establishment of Fees

April 2002

R. Establishment of Fees

1. Definitions and Types of Fees

The following definitions are applicable to fees charged to students at the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, and Eastern Idaho Technical College.

a. General Education Fees

General education fees are to be deposited into the unrestricted or restricted current fund accounts as required by Section V, Subsection Q.

(1) Tuition

Tuition is defined as the fee charged for the cost of instruction at the colleges and universities. The cost of instruction shall not include those costs associated with said colleges and universities, such as maintenance and operation of physical plant, student services and institutional support, which are complementary to, but not part of the instructional program. Tuition may be charged only to nonresident, full-time and part-time students enrolled in any degree-granting program and to Professional-Technical Education students enrolled in pre-employment, preparatory programs.

(2) Matriculation Fee

Matriculation fee is defined as the fee charged for maintenance and operation of physical plant, student services, and institutional support for full-time students enrolled in academic credit courses and Professional-Technical Education pre-employment, preparatory programs.

(3) Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

(4) Part-time Education Fee

Part-time education fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

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(5) Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

(6) Summer School Fee

Summer school fee is defined as the fee charged for educational costs for students enrolled in academic programs in summer semester.

(7) Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the matriculation fee, facility fee, and activity fee.

(8) Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions, agencies and the school under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

(9) Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

(10) In-Service Teacher Education Fee

The fee shall be one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

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- (a) The student must be an Idaho public school teacher or other professional employee of an Idaho school district.
- (b) The costs of instruction are paid by an entity other than an institution.
- (c) The course must be approved by the appropriate academic unit(s) at the institution.
- (d) The credit awarded is for professional development and cannot be applied towards a degree program.

(11) Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

b. Local Fees

Local fees are both full-time and part-time student fees which are to be deposited into the local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

(1) Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of general education facilities.

(2) Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

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(3) Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

(4) Professional Fee

Professional fee is defined as the additional fee charged for educational costs for students enrolled in specialized degree granting programs ~~such as~~. Professional programs currently approved by the Board to charge a professional fee are pharmacy, law, medicine, veterinary medicine, dentistry, physician assistant, physical therapy, graduate nursing, architecture and landscape architecture.

(5) Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

(6) Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

2. Board Policy on Student Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain fees that are competitive with those of western peer institutions. Therefore, the total fee for full-time undergraduate and graduate students for both residents and nonresidents shall not exceed the peer group average of the prior year. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

3. Fees Approved by the Chief Executive Officer of the Institution

a. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration

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fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

b. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the chief executive officer of the institution no later than three (3) months prior to the semester the change is to become effective. The chief executive officer shall report such changes to the Board at its June meeting.

c. Activity and Facility Fees

The chief executive officer of the institution shall approve the amount of each of these fees prior to the April Board meeting. The change is to become effective prior to the beginning of the academic year following the change. The chief executive officer or his or her designee shall meet and confer with the associated student body before approving these fees. The institution shall hold a public meeting on the fee changes, and a report of the meeting shall be made available to the Board.

4. Fees Approved by the Board

a. Fees Requiring Board Approval

- (1) Tuition
- (2) Matriculation
- (3) Professional-Technical Education Fee
- (4) Part-time Education Fee
- (5) Graduate Fee
- (6) Summer School Fee

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(7) Professional Fee

(8) Course Overload Fee

b. Initial Notice

A proposal to alter a student fee covered by Subsection V.R.4.a shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made. Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

c. Board Approval

Generally, Board approval for fees will be considered annually at the April Board meeting. This requirement is intended to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

d. Effective Date

Any change in the rate of fees or tuition becomes effective on the date approved by the Board unless otherwise specified.

SUBJECT

HEALTH PROFESSIONS ORGANIZATION UPDATE

BACKGROUND AND DISCUSSION

The Idaho State Board of Education office was charged with the organization of a broad-based Advisory Committee to advise the Board on education and workforce development needs within the health professions. Dr. Randy Thompson will report on the progress of the Health Professions initiative.

The first meeting of the Health Professions Committee was held September 18th in Boise and a copy of the newly formed committee is included along with the agenda of their first meeting.

The Committee agreed on specific goals and objectives that are consistent with the Joint Resolution. The group worked to create a model and charge for subcommittees to use in addressing specific health care profession shortage issues. A copy of the charge is included for Board review.

ATTACHMENTS

Health Professions Advisory Council Membership List

Health Professions Advisory Council Agenda of September 18, 2002 Meeting

Charge to Nursing Sub-Committee

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
OCTOBER 3, 2002

**Idaho State Board of Education
Health Professions Advisory Council**

Ms. Karen McGee, Chair Idaho State Board of Education 1420 Cedar Lake Road Pocatello, ID 83204 232-4779 kmaster3@cableone.net	Mr. Steven Millard Idaho Hospital Association 615 North Seventh St. PO Box 1278 Boise ID 83701-1278 Phone: 338-5100 X203 samillard@teamiha.org	Ms. Sandra Evans Idaho State Board of Nursing PO Box 83720 Boise ID 83720-0061 Phone: 334-3110 sevens@ibn.state.id.us
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Dr. James Girvan Center for Health Policy and Research Boise State University 1910 University Drive Boise, ID 83725 Phone: 426-2174 jgirvan@boisestate.edu	Ms. Susan Kunz Chief Executive Officer Teton Valley Hospital 283 N First East Driggs, ID 83422 354-2383 Ext.103 tvhadm@ida.net	Mr. Marv Sparrell VA Medical Center 500 W. Fort St. Boise, ID 83704 Phone: 422-1000
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Mr. Gene Wiggers 1854 SD Fairway Drive Pocatello, ID 83201-7971 Phone: 233-7971 wiggdera@isu.edu	Ms. Mary Jane Draney Idaho Organization of Nurse Exec. and VP, Patient Care Services Magic Valley Regional Medical Ctr PO Box 409 Twin Falls, ID 83303-0409 Phone: 737-2135 janied@mvrmc.org	Staff: Dr. Randy Thompson Ms. Lynn Humphrey Idaho State Board of Education PO Box 83720 Boise, ID 83720-0037 Phone: 334-2270 Rthompso@osbe.state.id.us Lhumphre@osbe.state.id.us

Health Professions Committee
Initial Organizational Meeting Agenda

September 18, 2002
Len B. Jordan Building – Room 302
650 West State, Boise, ID

- | | |
|-------|---|
| 9:00 | Introduction of Participants and Historical Perspectives
Karen McGee |
| 9:30 | Scope and Charter
Lynn Humphrey |
| 9:45 | Goals and Objectives
Karen McGee |
| 10:45 | Break |
| 11:00 | Time Lines
Karen McGee |
| 11:30 | Kasiska Health Conference
Jonathan Lawson |
| 12:00 | Lunch |
| 1:00 | Potential Data and Sources
Randy Thompson |
| 1:30 | Sub-Committee Structure and Meeting Schedule
Karen McGee |
| 2:30 | Final Issues
All Participants |
| 3:00 | Adjourn |

**State Board of Education
Health Professions Committee
Initial Organizational Meeting**

September 18, 2002

The Board of Education's Committee on Health Professions established the following four issues as the charge to its Nursing subcommittee.

Issue One: Assessing and understanding the current problem, and forecast future implications

- Supply and demand
(distinction between demand and need)
- Must be valid
- Where are students going to work and why?
- How many exports?
- How many imports?
- Recruitment Efforts – who and how?
- Database to track Health Care Professions (level of preparation)
 - * Minimum data set (see below)
 - Work with Licensing Boards (Nursing model where data is tied to licensing.)
- Retention Strategies
- Spousal Support

* The **Minimum Data Set** will include the following:

1. Demographic Information
 - Identifier (#), DOB, Sex, Ethnicity
2. License Type
3. Training Information
 - Initial degree -- location
 - Highest – location
4. Current Practice
 - Where
 - How much?
5. Longevity – How long do you plan on practicing [in this area?]
6. Compensation

Issue two: Examine and describe the nature of 'the job' and changing implications

- "In our Hands" -- realities
- Attitudes of Health Care Professionals from American Organization of Nurse Educators
- Rural vs. Urban
- SES Data
- Commitment to Practice (satisfiers)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
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- New Vision (what is it today)
 - Practice Options
 - Identify the positives
- Professional quality of life (compassion, satisfaction, work-life balance)
- Skill sets

Issue three: Expand/retool the current education system to train and re-train effective health care professionals

- Best Practices (preserve them)
- Assess outcomes
- Regional applications
- Reactions on 14 Recommendations from Girvan report
- Access and availability of educational opportunities
 - Delivery Systems
- Regional Programs/Agreements (work to eliminate legal barriers)
- Education - Practice Partnership
- Clinical Sites, adjunct faculty, outreach
- Match of training & practice
- How to identify and remove artificial (regulatory) barriers (from boards, accreditors)

Issue four: Create and support a system to recruit, retain, and provide career advancement and satisfaction to health care professions.

- K-12 Pipeline
- Career Change (Fast track)
- Targeted Recruiting (minorities, males)
- De-gender nursing practice
- Restructure the health care system to recognize distinction of profession (career development)
- Create coordinated system (no duplication; i.e., LPN to RN)
- Reality (and validity) of need for line staff
- Partnership between educational units (MS/PhD)
- Reward system – hierarchy vs. contribution

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
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SUBJECT

ASSESSMENT AND ACCOUNTABILITY UPDATE

BACKGROUND AND DISCUSSION

Karen McGee and Dr. Marilyn Howard will be giving an update on current Assessment and Accountability activities.