

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

MARCH 6, 2003

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SUBJECT

NOTICES OF INTENT

BACKGROUND AND DISCUSSION

In accordance with Board Policy Section III.G.4., 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.

IMPACT

The institutions requesting these new programs, if Board approved, will implement this request and will be subject to future monitoring for program compliance.

FISCAL IMPACT

See Attached

RECOMMENDATION

Both CAAP and Board staff recommend approval of these Notices of Intent as presented.

MOTION

A motion to approve Boise State University's new B.S. in Applied Mathematics

A motion to approve Lewis-Clark State College's new B.A.S. in Applied Technology

A motion to approve Lewis-Clark State College's new B.A. and B.S. in Management

A motion to approve Lewis-Clark State College's new A.A.S. in Practical Nursing

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

New Postsecondary Notices of Intent--Summaries

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

MARCH 6, 2003

New Postsecondary Notices of Intent - Summaries

Boise State University and Lewis-Clark State College have submitted Notices of Intent (NOIs) for approval. The CAAP and Board staff has reviewed these NOIs and recommend approval.

a. Bachelor of Science--Applied Mathematics--BSU

Boise State University requests approval to create a new B.S. degree in Applied Mathematics. This degree will utilize a large number of classes also taken by students receiving a B.S. in Mathematics but will allow students concentrating in the applications to receive a degree reflecting their greater focus on applied areas.

The University of Idaho offers a B.S. in Applied Mathematics; however, many of BSU students are place-bound to Boise and this degree is not available to them. Duplication of this degree deems appropriate as the fact that universities throughout Idaho each offer degrees in English, Elementary Education and other basic areas.

BSU will offer approximately 10-12 additional upper division credits per year. Funding for additional credits will be provided through reallocation.

Estimated Fiscal Impact

A. Source of Funds	FY04	FY05	FY06
1. Appropriated-Reallocation	\$9360	\$9640	\$9930
B. Nature of Funds			
1. Recurring	\$9360	\$9640	\$9930
Grand Total	\$9360	\$9640	\$9930

b. Bachelor of Applied Science—Applied Technology--LCSC

Lewis-Clark State Colleges requests approval to offer a Bachelor of Applied Science in Applied Technology, which will articulate with their current offering of an Associate of Applied Science program and give any other Idaho state institution the opportunity to continue in a baccalaureate program.

The Bachelor of Applied Science calls for the student to develop an Individualized Study Plan that supports and enhances the underlying Associate of Applied Science degree, which will be approved by their advisor(s) and Professional-Technical Division Chair.

The need for this program modification is to accommodate students who hold Associate of Applied Science degrees in program areas not offered by LCSC. This request will position LCSC to be able to award a degree to any future student who may possess an Associate of Applied Science degree from an Idaho institution but in a program area not offered by LCSC.

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This modification will not require any additional funding. Any student choosing this degree option will be integrated into the existing student body. No new courses have to be created to provide this degree. Existing faculty will assume the advising load.

c. Bachelor of Arts or Bachelor of Science—Management—LCSC

Lewis-Clark State College requests approval to reinstate their B.A. and B.S. degree in Management, which had previously been discontinued. This degree was eliminated due to the lack of resources at that time.

This program would be a practitioner's degree at the bachelor's level for managers in the regional area, which would enable students to gain the education and background needed to gain a broader range of managerial skills, giving them the opportunity for higher level positions and attracting promotions within their fields.

The number of students graduating with this degree during the last year this program was offered in 1995-1996 accounted for 43% of all LCSC's business graduates. With LCSC's goals for growth in enrollments and the current and future demand in management, offering this program would attract approximately 100 new students.

Presently, this Management program is not available anywhere in the region. The resources are currently in place to accommodate the proposed changes required for this major.

d. Associate of Applied Science—Practical Nursing—LCSC

Lewis-Clark State College requests approval to offer an Associate of Applied Science in Practical Nursing. The purpose of the program is to education nurses who will provide patient care in a structured health care setting. This degree will build on three health related courses offered in many high schools in Idaho (medical terminology, nursing assistant, and Introduction to Allied Health Professions). Admission to the program will be open to 20 per year.

This degree will require 24 semester credits of general education and support courses in the B.S. in Nursing at LCSC. Standards of education will be in accordance with the Idaho Board of Nursing Regulations for Practical Nursing Education. Graduates passing the licensure exam for licensed practical nursing will be prepared to work under the supervision of a licensed professional nurse, dentist, or physician.

The A.A.S. in Practical Nursing is proposed in response to the requests from local hospitals and clinics for practical nursing education that focuses on bedside nursing and outpatient care. There is a statewide shortage of licensed practical nurses as verified by the Idaho Statewide Survey of Health Workforce Vacancies published in August 2001.

Currently, the following Idaho institutions are offering a Practical Nursing program: North Idaho College, Boise State University, Idaho State University, and College of

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Southern Idaho. The program at North Idaho College, located 120 miles north, is a technical certificate in practical nursing.

Fiscal Impact

A. Source of Funds	FY03	FY04	FY05
1. Appropriated-Reallocation		\$ 97,266.76	\$126,049.83
2. Appropriated-New	\$101,021.90	\$ 28,783.07	
B. Nature of Funds			
1. Recurring	\$ 97,166.90	\$126,049.83	\$126,049.83
2. Non-recurring	\$ 3,855.00		

The implementation of this program will require:

- 1 FT director and half-time instructor
- 1 FT faculty for instruction
- 1 quarter time administrative assistant
- Office Space for two faculty and one admin assistant
- Library Resources
- Office and teaching Supplies and Teaching equipment

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MARCH 6, 2003

SUBJECT

FINAL APPROVAL OF DISCONTINUANCES—UNIVERSITY OF IDAHO

Discontinued Undergraduate and Graduate Programs:

- B.S., Mining Engineering
- B.S., Geological Engineering
- M.S., and Ph.D., Mining Engineering
- M.S., and Ph.D., Geological Engineering

BACKGROUND AND DISCUSSION

In accordance with Board Policy Section III.G.4.b (1), consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year must have full Board approval prior to implementation. The CAAP committee, in using its policies on program review, has acted on the IRSA charge to evaluate program requests requiring Board approval. The program reviews have been completed and are now being forwarded to the Board for their approval.

The University of Idaho (UI) College of Engineering is seeking the Board's approval to discontinue the Mining Engineering program and the Geological Engineering Program. The decision is a combination of the recent economic downturn within the nation and the State of Idaho that led to a reduction in the state's tax revenue, and thus to a reduction in the UI's base budget. After studying the fiscal health, productivity measures, and demand for graduates of the full College of Engineering and the Materials, Metallurgical, Mining and Geological Department, the College of Engineering can no longer support the Mining and Geological Engineering programs. The UI College of Engineering have ceased in accepting new students into these programs and will be assisting current students through the programs over the next couple of years.

At the Board's December meeting, the Board approved the University of Idaho's Notices of Intent to discontinue these programs. The University of Idaho is requesting the Board review the request a second time for final approval. A memorandum to Dr. Brian Pitcher, Provost, from David Thompson, Dean is provided detailing the recommendation and reasoning behind the discontinuances of engineering programs.

FISCAL IMPACT

The discontinuances of these programs is believed to exceed the \$250,000.

RECOMMENDATION

Both CAAP and Board staff recommend approval of these Full Proposals as presented.

MOTION

A motion to approve the University of Idaho's Full Proposals to discontinue Mining and Geological Engineering Programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENTS

UI Memorandum Re: Mining and Geological Engineering Degrees

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February 19, 2003

MEMORANDUM

TO: Brian L. Pitcher, Provost
FROM: David E. Thompson, Dean
RE: Closure of Mining Engineering & Geological Engineering Degrees

I am writing to reiterate my recommendation for closure of both the undergraduate and graduate programs in mining and geological engineering. One of the reasons for this memorandum is that questions were raised regarding the viability of graduate programs in these two disciplines. In the following comments, I would like to focus your attention on the enrollment and graduation data for both programs as presented in Table 1. The small size of the graduating classes over the years (both undergraduate and graduate degrees) from the mining engineering program and the poor conversion efficiency from enrollments to degrees, support my conclusions that mining engineering should not be continued at either the graduate or undergraduate level. The (relatively) larger size of the graduate enrollments in geological engineering seems to suggest further consideration for this program. It should be noted, however, that about 80% of the previous graduate enrollments in geological engineering for the past five years are through Engineering Outreach. This may partially explain the poor conversion of enrollments to real degrees for the graduate geological engineering program. However, this is not an acceptable investment of resources for the College of Engineering or the university under the current financial situation. Electrical engineering, for example, has an AY2001-2002 student-to-faculty ratio (headcount to headcount) of approximately 40:1, and their faculty needs are at a crisis stage. Other departments in the college are not far behind. By contrast, the geological engineering and mining engineering programs have headcount-to-headcount ratios of approximately 14 and 8 to one, respectively. The college has such sparse resources that it is not appropriate to allocate resources to programs with efficiencies as low as either the mining engineering or geological engineering degree programs.

Table 1. Five-year history of enrollment and graduation at both graduate and undergraduate levels in mining engineering and geological engineering.

AY	Enrolled			Graduated		
	BS	MS	Total	BS	MS	Total
MINING ENGINEERING						
1997-98	28	0	28	1	0	1
1998-99	36	2	38	5	1	6
1999-00	29	4	33	0	0	0
2000-01	33	4	37	8	1	9
2001-02	25	6	31	1	1	2
GEOLOGICAL ENGINEERING						
1997-98	15	14	29	2	7	9
1998-99	11	14	25	0	1	1
1999-00	22	13	35	2	1	3
2000-01	19	13	32	5	3	8
2001-02	22	14	36	3	3	6

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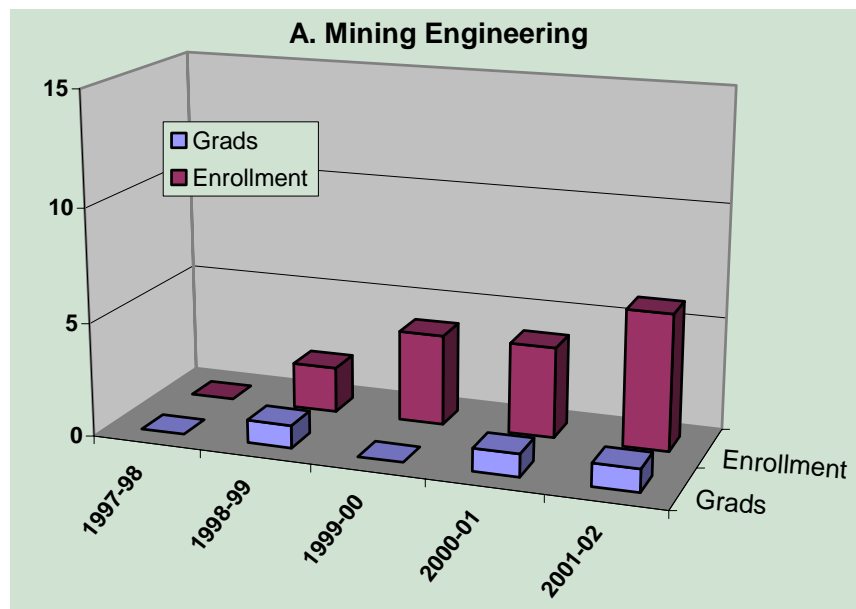
Memorandum – Provost Pitcher

February 19, 2003

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As a support strategy for the need for geological engineering expertise in the state and region, I have asked the faculty in the Civil Engineering Department to integrate geological engineering courses as a component of their graduate program offerings. The current approach is to assign Dr. Stan Miller, formerly of the geological engineering program, to the faculty of civil engineering. Dr. John Sturgul will similarly be reappointed to mechanical engineering because of his expertise in simulation and modeling. Dr. Y. C. Jung's final departmental affiliation has not yet been finalized. In each instance, the home department for these faculty members will carry their positions, salary funds, and tenure, and will thereafter be responsible for their teaching assignments, annual evaluations and all other administrative matters.

To give you a better feel for this five-year snapshot of enrollment and graduation data, it is also portrayed in the charts of Figure 1. Both graphics are at the same size and scale for better comparison.



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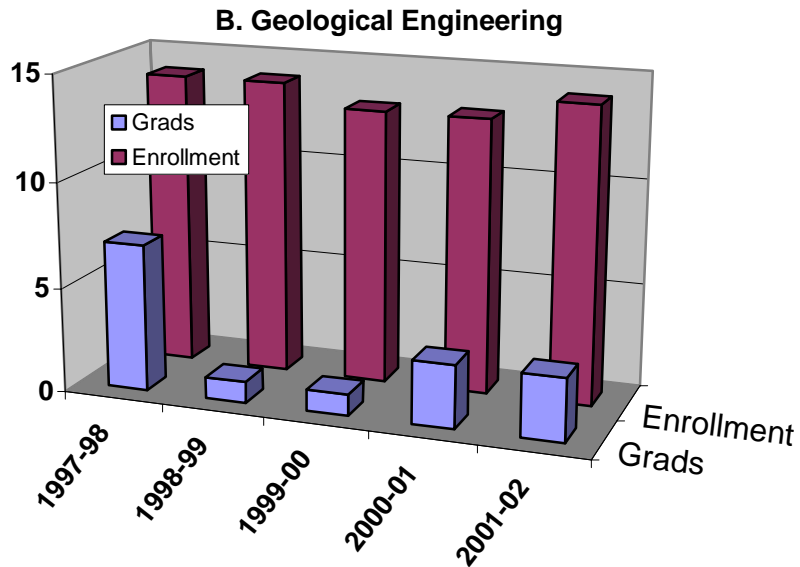


Figure 1. Comparison enrollment and graduation data for (A) mining engineering and (B) geological engineering programs.

The current graduate enrollment in the two disciplines is portrayed in Table 2. Three of the four part-time mining engineering students and ten of the twelve master's students in geological engineering are engineering outreach students.

Table 2. AY2002-2003 graduate enrollments in geological and mining engineering.

Description	GeolE	MiningE
MS Full-time	1	1
MS Part-time	11	0
Sub-Total MS:	12	1
PhD Full-time	2	1
PhD Part-time	4	0
Sub-Total PhD:	6	1

I therefore recommend that the University of Idaho proceed with our previous plans to petition the State Board of Education for closure for all graduate and undergraduate degrees in geological engineering and mining engineering.

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SUBJECT

FIRST READING

GOVERNING POLICIES AND PROCEDURES

II.N—FINANCIAL EXIGENCY

BACKGROUND AND DISCUSSION

The University Counsel discovered that Board Policy Section II.N. Financial Exigency as approved in June 2002 may not meet accreditation standards. It was discovered that language regarding “teach out” agreements, which reinforces the “teach out” provision of the accreditation standards was missing from the policy. Jane Hochberg, the Board’s Deputy Attorney General and University Counsel encouraged CAAP to discuss and make modifications as soon as possible to the policy prior to any accreditation reviews for the institutions.

CAAP and Board staff have made a revision to the policy to incorporate language regarding the “teach out” clause and are bringing forward a first reading of the policy for the Board’s review and approval.

RECOMMENDATION

The CAAP and the Board staff recommend approval of the first reading of the Board’s Policy Section II.N. Financial Exigency.

MOTION

A motion to approve the first reading of the Board’s Policy Section II.N. Financial Exigency.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

II.N—Financial Exigency

Idaho State Board of Education

CAAP—Draft 2/25/03

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: N. Financial Exigency Procedures—All Employees

June 2002

N. Financial Exigency Procedures – All Employees

1. Financial Exigency

The Board recognizes that in order to discharge its responsibilities for the agencies, institutions, or school under its governance, it may become necessary to curtail, modify, or eliminate some of the programs of the agencies, institutions or school due to unfavorable economic conditions. The Board further recognizes that it must dedicate its resources to the achievement of the purposes and goals of its agencies, institutions or school. As used here, “financial exigency” means a demonstrably bona fide financial crisis that adversely affects an agency, institution or school as a whole, or one (1) or more programs, or other distinct units. A financial exigency exists only upon Board declaration, and the responsibility and authority to make such a declaration rests solely with the Board. The realities of the legislative appropriation process, the state revenue collection process, the possibility of budget hold-backs via executive order and the subsequent analysis needed before the Board declares a financial exigency may allow little time for official notice of a declaration of a financial exigency and may require that the decision to declare a financial exigency be based on estimated revenues, rather than on actual revenues. The Board must take action by written resolution setting forth the basis for its decision to declare a financial exigency, after notice and hearing, at a regular or special meeting of the Board.

This subsection N is designed to authorize responses to a declared financial exigency including: (1) the layoff of nonclassified contract employees, tenured faculty, and non-tenured faculty, and classified employees during the term of their contract of employment; (2) employment actions other than layoffs that are designed to reduce budgetary expenditures; (3) the closure, relocation, or discontinuance of any programs, units, or activities; or (4) any combination thereof.

This subsection N does not apply to the organization or reorganization of the institutions, agencies, or school under the governance of the Board, nor does it limit the authority delegated by the Board to the chief executive officers to organize and reorganize the institutions, agencies, or school. Organizational structure, duty assignments, FTE count, place of work, shift placement, salaries, work hours, benefit determination and reductions in force and all similar and related work place decisions are the prerogative of the chief executive officers, subject to the reserved authority of the Board where applicable. In addition, this subsection N is not applicable to the following situations:

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GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: N. Financial Exigency Procedures—All Employees

June 2002

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- a. When a reduction in force occurs pursuant to, and for those employees subject to, the State Board for Professional-Technical Education's administrative rules governing post-secondary reduction or termination (IDAPA 55.01.02).
 - b. When a reduction in force occurs where the reductions are made via the nonrenewal process for nonclassified contract staff and nontenured faculty.
 - c. When a reduction in force occurs pursuant to Board policies (Section III. G.) for program consolidation, relocation or discontinuance not resulting from financial exigency. Program closure, relocation, reduction, or discontinuance pursuant to Section III.G shall not be implemented utilizing any policy or procedure in this Section II. N.
 - d. When a reduction in force affects State of Idaho classified employees using the procedures of the State Division of Human Resources or classified employees of the University of Idaho using the policies of the University of Idaho.
 - e. When a reduction in force affects nonclassified at-will employees.
2. Response by an Institution, School, or Agency to a Declared Financial Exigency
- a. After active consultation with employees, including faculty, professional staffs, and classified personnel, the chief executive officer of each agency, institution or school must prepare a plan (the "Plan") in response to the declaration of financial exigency. When developing this Plan, consideration must be given to the necessity and manner of reducing the employment force, the appropriate units or subunits to be affected, and the criteria for identifying the employees who are affected by the Plan. Once completed, the Plan must be approved by the Board. Provided, however, that implementation of the Plan and notices required to be given in the Plan may begin prior to Board approval, which approval shall then also include ratification of such actions.
 - b. Each of the institutions shall seek advice from a committee, which may include representatives of the administration, faculty, staff or students, on the state of the financial exigency and possible responses thereto.
 - c. Notwithstanding any other Board policy, order or rule, or the policies of any institution, agency, or school, all categories of employees may be laid off as a result of a Board declared financial exigency. The process used to layoff employees must be done equitably (but not necessarily uniformly), in good faith, and in a systematic manner directly related to the financial exigency.

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GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

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- d. **Employment Actions Other than Layoffs.** In any situation where a layoff may be made under this subsection N, an employment action other than a layoff (including but not limited to a salary reduction, a work hour reduction, a demotion, and/or administrative leave without pay) may also be instituted. Such employment action need not be uniformly applied, it need only meet the requirements of this topic 2 and topic 7 below. In determining how to implement employment actions other than a layoff, the institution shall use the same policies that apply to a financial exigency layoff. However, employees who are affected by employment actions other than layoff do not have layoff reinstatement rights.
 - e. **Program Closure, Relocation and Discontinuance.** When the Plan for responding to a declared financial exigency includes the closure, relocation or discontinuance of a program, such program closure, relocation or discontinuance shall be subject only to the requirements of this subsection N and not to any other Board policy, including specifically, but not limited to, section III.G, and its related guidelines. However, arrangements should be made for enrolled students to complete affected programs in a timely manner and with minimum interruptions.
 - f. **A financial exigency layoff, employment actions other than a layoff, and program closure, relocation or discontinuance resulting from financial exigency may occur in the following manner and may be the same or may differ from one (1) agency, institution or school to another:**
 - (1) By entire entity or across an entire agency, institution or school; or
 - (2) By subunit within an agency, institution, or school, such as, but not limited to, a college, school, academic department, administrative department, division, office, bureau, discipline, or specialty within a discipline, and such actions may also differ between subunits of the same agency, institution, school; or
 - (3) by any combination of the aforementioned.

3. Classified Employees

When a financial exigency results in a layoff that affects classified employees, the following shall apply:

- a. **State of Idaho Classified Employees**

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A layoff affecting employees subject to the Idaho classified personnel system will be made pursuant to the Rules of the Division of Human Resources.

b. University of Idaho Classified Employees

A layoff affecting University of Idaho classified employees will be made pursuant to the policies of the University of Idaho. Provided, however, that University of Idaho classified employees do not have a right of appeal to the Idaho Personnel Commission nor to the Board.

4. At-Will Employees.

This section II.N does not apply to the termination of at-will employees at the institutions, agencies, or school. Such employees have no layoff rights and no right to notice, a hearing or reinstatement following termination of employment.

5. Layoff Criteria – All nonclassified contract employees, non-tenured faculty and tenured faculty.

a. In developing the Plan, the chief executive officer must utilize as the first criterion the preservation of the overall quality and effectiveness of the programs of the agency, institution or school. Consequently, those employees who are deemed to be of key importance will be retained in preference to other employees, whatever their status, at the discretion of the chief executive officer. Programs, for purposes of a financial exigency layoff, include, but are not limited to, academic, non-instructional, maintenance, administrative, and other support areas. Other criteria that must be considered include, but are not limited to, tenure, rank, time in rank, length of service, field of specialization, maintenance of necessary programs or services, maintenance of affirmative action programs, and quality of service and work.

b. Notice of Financial Exigency Layoffs

(1) Form of Notice. The Board recognizes that any layoff may be a severe economic and personal loss to an employee. Therefore, and within the time frame provided in this policy, the chief executive officer must give notice in writing to employees who are affected by a financial exigency layoff, which notice must include the effective date of the layoff; a statement of the basis for the Board's declaration of a financial exigency; a statement of the basis,

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the procedures, and the criteria used to layoff an employee; any opportunity for reconsideration or appeal, including access to appropriate documentation, and the issues that may and may not be considered; and the reinstatement rights of the employee.

- (2) Time. Each agency, institution or school should make every reasonable effort to give as much notice as is practical, in light of the financial exigency, to each employee in advance of the effective date of the layoff. The Board requires each agency, institution or school under its governance to the following minimum time for written notice of layoff:
 - (a) Nonclassified Contract Employees And Nontenured Faculty - Not less than sixty (60) calendar days before the effective date of the layoff. Provided, however, that if under the express terms of the employee's contract the employment may be terminated on less notice, then the shorter notice provided in the contract shall apply.
 - (b) Tenured Faculty - To tenured faculty members occupying faculty positions, a notice of layoff with the effective date of layoff being at the end of the first full semester (Fall or Spring) after the financial exigency is declared.

c. Hearing Procedures

- (1) All employees of the institutions, agencies or school who receive a notice of a financial exigency layoff have the right to appear before the Board at the meeting of the Board where the Board will take action on the Plan. Such appearance shall be governed by the Board's policies, procedures and guidelines regarding testimony before the Board. In addition, categories of employees shall have hearing rights as set forth below in this subtopic c.
- (2) Non Tenured Faculty and Nonclassified Contract Employees' Hearing Rights
 - (a) In most instances, a layoff of non-tenured faculty and nonclassified employees serving under a contract of employment for a fixed term may be accomplished by nonrenewal of the contract of employment rather than by layoff during the term of employment. Nonrenewal after a Board declared financial exigency does not require a hearing nor is the nonrenewal appealable at the agency, institution, or school, nor is it appealable to the Board.

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GOVERNING POLICIES AND PROCEDURES

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June 2002

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- (b) If a non-tenured faculty member occupying a permanent faculty position or a nonclassified employee serving under a contract of employment for a fixed term is laid off during the term of employment due to a financial exigency, the faculty member or employee is entitled to the pre-layoff hearing procedures set forth in paragraph (4) below.
 - (3) Tenured Faculty Hearing Rights. All Tenured faculty members occupying permanent faculty positions who are laid off due to a financial exigency are entitled to the pre-layoff hearing procedures set forth in paragraph (4) below.
 - (4) Financial Exigency Layoff Hearing Procedures
 - (a) The financial exigency layoff hearing procedures at the institutions, agencies, or school must ensure a prompt and expeditious hearing that is fair and unbiased, but the hearing shall be informal. The application of evidentiary rules, questioning of witnesses (including cross-examination), rules concerning burden of proof, the participation of legal counsel, and similar and related attributes of more formal adjudication shall not be required. The final written recommendation of the hearing body or officer must be conveyed to the chief executive officer of the institution, agency, or school who shall make a final decision. An employee may ask the chief executive officer to reconsider the decision. Such a request must be filed in writing with the chief executive officer within fifteen (15) days of the notice of the final decision of the institution, agency or school. The decision of the chief executive officer in response to the reconsideration request is final except as modified by the Board pursuant to an appeal under Section II.M. Use of these hearing procedures does not delay the effective date of the layoff.
 - (b) Grounds to Contest. The employee may contest the layoff on the following grounds:
 - (i) Whether the agency, institution or school followed the appropriate policies and procedures and the terms of the Plan,
 - (ii) Whether the layoff was made for constitutionally impermissible reasons, or
 - (iii) Whether any other improper criteria were applied.

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(c) Limitations Upon Review. The hearing body or officer will not review the Board's decision to declare a financial exigency or the funding distribution among and within the institutions, agencies or school. The decision of the Board to declare a financial exigency is at the Board's sole discretion and may not be contested by any employee in any type of hearing or appeal procedure.

(d) Employees may request that the Board hear an appeal of the final decision of the chief executive officer as provided in Board policy section II.M.2.b. Such a request does not delay the effective date of the layoff.

6. Reinstatements Rights

a. Tenured Faculty

In cases of a financial exigency layoff of tenured faculty members occupying permanent faculty positions, the position concerned may not be filled by replacement within a period of three (3) years from the effective date of the layoff unless the tenured faculty member has been offered a return to employment in that position and has not accepted the offer within thirty (30) calendar days after the offer is extended.

(1) Refusal Of Reinstatement Offer. If an offer of reinstatement is not accepted, the tenured faculty member's name may be deleted from the reinstatement list, and, if so deleted, the Board has no further obligation to the faculty member.

(2) Benefits During Layoff. A tenured faculty member who is laid off may continue to contribute toward and receive the benefits of any applicable state or University of Idaho insurance program if the laws, rules, regulations, policies, and procedures governing the administration of such insurance program so permit.

(3) Leave Credit. A tenured member of the faculty who has been laid off and who accepts reemployment at the institution will resume tenure and the rank held at the time of layoff, be credited with any sick leave accrued as of the date of layoff, be paid a salary commensurate with the rank and length of previous service, and be credited with any annual leave (if applicable) which the

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SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

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employee has accrued as of the date of layoff and for which the employee has not received payment.

b. Non Tenured Faculty and Nonclassified Contract Employees

In cases of a financial exigency layoff of nontenured faculty members occupying permanent faculty positions, and nonclassified contract employees occupying permanent positions, the position concerned may not be filled by replacement within a period of one (1) year from the effective date of the layoff unless the employee has been offered a return to employment in that position and the employee has not accepted the offer within thirty (30) calendar days after the offer is extended.

- (1) If an offer of reinstatement is not accepted, the employee's name may be deleted from the reinstatement list, and if so deleted, the Board has no further obligation to the employee.
- (2) A nontenured faculty member or a nonclassified contract employee who is laid off may continue to contribute toward and receive the benefits of any applicable state or University of Idaho insurance program if the laws, rules, regulations, policies, and procedures governing the administration of such insurance program so permit.
- (3) A nontenured member of the faculty who has been laid off and who accepts reemployment at the institution will resume the rank held at the time of layoff, be credited with any sick leave accrued as of the date of layoff, be paid a salary commensurate with the rank and length of previous service, and will be credited with any annual leave (if applicable) which the employee had accrued as of the date of layoff and for which the employee has not received payment.
- (4) A nonclassified contract employee who has been laid off and who accepts reemployment at the institution will be credited with any sick leave the employee had accrued as of the date of layoff, paid a salary commensurate with the length of previous service, and credited with any annual leave which the employee had accrued as of the date of layoff and for which the employee has not received payment.

Idaho State Board of Education

CAAP—Draft 2/25/03

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7. Employment Actions Other than a Layoff. The implementation of personnel actions other than a layoff shall follow the requirements of this topic 7.
 - a. If the Plan for addressing the financial exigency includes employment actions other than, or in addition to, a layoff, the employees affected by such actions shall be entitled solely to such procedures as are set forth in this topic and those that may be set forth in the Plan, if any. Such procedures must include at least thirty (30) days written notice prior to the effective date of the action and an informal opportunity for the employee to be heard. The notice must include the effective date of the employment action; a statement of the basis for the Board's action to declare a financial exigency; a statement of the basis for the employment action and a description of the process for the opportunity to be heard. Such process must be prompt, expeditious and fair, but shall be informal. The application of evidentiary rules, questioning of witnesses (including cross-examination), rules concerning burden of proof, the participation of legal counsel, and similar and related attributes of more formal adjudication shall not be required. The employee may contest the action based on whether the agency, institution or school followed the appropriate policies and procedures and the terms of the Plan; whether the action was made for constitutionally impermissible reasons; or whether any other improper criteria were applied. The hearing will not review the Board's decision to declare a financial exigency or the funding distribution among and within the institutions, agencies, or school. The decision of the Board to declare a financial exigency is at the Board's sole discretion, and may not be contested by any employee in any type of hearing or appeal procedure. The written recommendation of the hearing officer or body must be conveyed to the chief executive officer who shall make a final decision. There is no right of appeal to the Board.
 - b. There are no reinstatement rights with respect to employment actions other than a layoff. Remedies, if any, to which employees are entitled shall be set forth in the Plan.
8. Financial Exigency Program Closure, Relocation or Discontinuance.
 - a. Faculty or staff being laid off as a result of a program closure, relocation or discontinuance pursuant to a financial exigency Plan shall be entitled to the same procedural rights as any other layoff pursuant to a financial exigency. Provided, however, the reinstatement rights only exist if the program is reinstated by the institution, not merely if the position is filled.

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- b. Students enrolled in a program that is closed, relocated or discontinued pursuant to a financial exigency Plan should be given notice of the closure as soon as is practical. Notwithstanding any other provision of Board policy, institutional policy, or institutional catalog statements to the contrary, arrangements should be made for enrolled students to complete affected programs in a timely manner and with minimum interruptions. ~~students do not have the right to complete the program.~~ When there is a similar program within the institutions governed by the Board, an affected student will be provided with information on transferring to that program, although admission to any such program is contingent upon the availability of a position and the student's meeting any applicable admission requirements. If there is no similar program available within the institutions governed by the Board or the student is not able to gain admission to a similar program, the institution will make reasonable efforts to place the student in a related or comparable program within the institution. If none is available, the institution will make reasonable efforts to assist the student in locating to another program at the institution or elsewhere for which he or she is qualified.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
MARCH 6, 2003

SUBJECT

FIRST READING

GOVERNING POLICIES AND PROCEDURES

III.Q—ADMISSION STANDARDS

BACKGROUND AND DISCUSSION

CAAP and the Board staff have been working diligently on revisions to the Admission policy, primarily establishing the cut-off scores for Math. The Math scores were recommended to CAAP and Board staff by the seven math chairs of the respective public postsecondary institutions. The listing of the placement scores for Math and English and the admission standards sections of the policy have been listed separately for clarity.

IMPACT

The policy changes will modify the established Math scores required for placement into college level Math classes and clarify the use of ACT/ACT COMPASS scores for English placement.

RECOMMENDATION

CAAP and the Board office recommend approval of the first reading of the Board's Policy Section III.Q. Admission Standards.

MOTION

A motion to approve the first reading of the Board's Policy Section III.Q. Admission Standards.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

Board Policy Section III.Q—Admission Standards

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

April 2002

Q. Admission Standards

1. Coverage.

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes.

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies.

The college and universities must, with prior Board approval, establish institutional policies, which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission.

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are exempt.)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
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- a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.
- b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select from These Subject Areas																											
English	8 credits	<p>Composition, Literature</p> <p>Placement scores for English Composition courses have been adopted by the State Board of Education. ACT/ACT COMPASS scores of 17 or below will place a student in English 90; a score between 18 — 24 will place a student in English 101; an ACT/COMPASS score between 25 — 30 results in credit for English 101 and placement into English 102. A student who scores 31 or better on the ACT/COMPASS will receive credit for both English 101 and 102. A student who scores a 3 or 4 on the Advanced Placement Exam will receive credit for English 101, and a score of 5 will result in the award of credit for English 101 and 102.</p>																											
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.</p> <p>Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Department of Education "Secondary Mathematics Framework Mathematics Achievement Standards."</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p> <p><u>Placement Scores</u></p> <table><tr><th>Class</th><th>Score</th><th>ACT — Math Score</th><th>SAT — Math Score</th></tr><tr><td>Math 108</td><td>Algebra > 26</td><td>>17</td><td>>420</td></tr><tr><td>Math 123 Math 127 Math 130</td><td>Algebra > 36 Or COMPASS Pre-Algebra > 56</td><td>>19</td><td>>460</td></tr><tr><td>Math 143 Math 147 Math 253- 254</td><td>Algebra > 61</td><td>>23</td><td>>540</td></tr><tr><td>Math 144 Math 160</td><td>College Algebra > 51</td><td>>27</td><td>>620</td></tr><tr><td>Math 170</td><td>College Algebra > 51 Trigonometry > 51</td><td>>29</td><td>>650</td></tr></table>				Class	Score	ACT — Math Score	SAT — Math Score	Math 108	Algebra > 26	>17	>420	Math 123 Math 127 Math 130	Algebra > 36 Or COMPASS Pre-Algebra > 56	>19	>460	Math 143 Math 147 Math 253- 254	Algebra > 61	>23	>540	Math 144 Math 160	College Algebra > 51	>27	>620	Math 170	College Algebra > 51 Trigonometry > 51	>29	>650
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Math 170	College Algebra > 51 Trigonometry > 51	>29	>650																										

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Subject Area	Minimum Requirement	Select from These Subject Areas
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (maximum of two (2) credits).</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>
Humanities Foreign Language	2 credits	<p>Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>Foreign Language is strongly recommended. The Native American Languages of the Five (5) Idaho Tribes may meet the foreign language credit requirement when taught by certified high school faculty.</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>

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c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English.

<u>Class</u>	<u>ACT English Score</u>	<u>SAT English Score</u>	<u>AP Exam</u>	<u>COMPASS Score</u>
<u>English 90</u>	<u><17</u>	<u>>200</u>	<u>NA</u>	<u>0 - 67</u>
<u>English 101</u>	<u>18-24</u>	<u>>450</u>	<u>NA</u>	<u>68 - 94</u>
<u>English 101 Credit</u> <u>English 102 Placement</u>	<u>25-30</u>	<u>>570</u>	<u>3 or 4</u>	<u>95 -99</u>
<u>Credit English 101 and English 102</u>	<u>>31</u>	<u>>700</u>	<u>5</u>	

Placement Scores for Math.

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 108	≥17 18	≥420 430	Algebra > 26 40
Math 123 Math 127 Math 130	≥19	≥460	Algebra > 26 45 Or COMPASS Pre-Algebra > 56
Math 143 Math 147 Math 253-254	≥23	≥540	Algebra >61
Math 144 Math 160	≥27	≥620	College Algebra >51
Math 170	≥29	≥650	College Algebra >51 Trigonometry >51

NOTES:

In all cases, one credit is defined as a course taken with a minimum of 70 hours of classroom instruction.

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

Each high school in Idaho has a list of approved courses, which count toward college/university admission.

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5. Academic College and University Conditional Admission.

It is the Board's intent that a student seeking conditional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

- a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.
- b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director of admissions.

(1) A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.

(2) Students who graduate from non-accredited secondary schools [or home schools](#) must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET, or CPT.

(3) Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

- c. If admitted, the student must enroll with conditional standing and is subject to the institutional grade retention/probation/dismissal policies; excepting that a student with conditional standing may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be in four (4) different subject areas of the general education requirements of the institution the student is attending. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Accelerated Learning Program Students

Those secondary students who wish to be admitted under the Accelerated Learning Program (e.g., dual enrollment, Tech Prep, etc.) must follow the procedures outlined

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

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in the Board's Policy on Accelerated Learning Programs. See Section III, Subsection Y.

7. Transfer Admission.

- a. Effective fall semester 1989, a degree-seeking student with fourteen (14) or more semester hours of transferable baccalaureate-level credit from another college or university and a cumulative GPA of 2.00 or higher may be admitted. A student not meeting this requirement may petition the institutional director of admissions. If admitted, the student must enroll on probation, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a 2.00 GPA or higher, or be dismissed.
- b. The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.

8. Compliance and Periodic Evaluation.

The Board will establish a mechanism for:

- a. monitoring institutional compliance with the admission standards;
- b. conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and
- c. providing information as necessary and appropriate from the college and universities to the secondary schools and community colleges on the academic performance of former students.

9. Technical School/College Admissions

a. Open Enrollment.

Idaho's postsecondary institutions that delivers professional-technical education ~~through a Technical College system, providing education opportunities in all geographic regions of the state. The system practices~~ open enrollment. ~~—~~
a Anyone who needs education services that can be provided by the ~~system~~ institution is allowed to enter the system at some level. These admission standards clarify the preparation needed to succeed at those various levels.

b. Admission Standards.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
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Regular or Conditional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a professional-technical program. The admission standards and placement criteria do not apply to Workforce Development, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs.

c. Placement Tests.

Placement test scores indicating potential for success are generally required for enrollment in a professional-technical program of choice. Placement score requirements vary according to the program.

d. Professional-Technical Educational System

The professional-technical programs are offered at the following locations:

Region I	Coeur d'Alene, North Idaho College
Region II	Lewiston, Lewis-Clark State College
Region III	Boise, Boise State University
Region IV	Twin Falls, College of Southern Idaho
Region V	Pocatello, Idaho State University
Region VI	Idaho Falls, Eastern Idaho Technical College

e. Purposes

- (1) Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
- (2) Emphasize that professional-technical courses in high school, including tech prep and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.
- (3) Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- (4) Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

f. Professional Technical Regular Admission.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
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Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses shown in shaded areas. Placement in a specific professional-technical program is based on the capacity of the program and placement requirements established by the technical college/program.

- (1) Standards for high school graduates of 1997 and thereafter
 - (a) High School diploma with a minimum 2.0 GPA¹; and,
 - (b) Placement examination² (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,
 - (c) Satisfactory completion of high school coursework that includes at least the following:
 - (i) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades 10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)
 - (ii) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).
 - (iii) *English -- 8 credits*. Applied English in the Workplace may be counted for English credit.

¹An institution may choose to substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

²If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
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- (iv) *Other* -- Professional-technical courses, including Tech Prep sequences and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)

(2) Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must complete:

- (a) High School diploma with a minimum 2.0 GPA
 - or -
- (b) General Educational Development (GED) certificate³
 - and -
- (c) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission.

Students who do not meet all the requirements for regular admission may apply to a technical program under conditional admission. Students who are conditionally admitted must successfully complete appropriate remedial, general and/or technical education coursework related to the professional-technical program for which regular admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring *Conditional Admission* must complete:

- a. High School diploma or GED certificate³
 - and -
- b. Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

11. Professional Technical Early Admission.

³Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA

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High school Tech Prep students may also be admitted as non-degree seeking beginning in the 11th grade. Diploma and placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

12. Professional Technical Placement Criteria: Procedures for Placement into Specific Professional-Technical Programs.

In addition to the requirements for admission to a technical program, students need to be aware that specific professional-technical programs require different levels of competency in English, science and mathematics. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- a. Each technical program establishes specific program requirements (including placement exam scores) that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills.
- b. Students should provide evidence of a career plan. (It is best if this plan is developed throughout high school prior to seeking admission to a technical college.)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS AGENDA
MARCH 6, 2003

SUBJECT

FIRST READING

GOVERNING POLICIES AND PROCEDURES

III. (New Section) Delivery of Postsecondary Instruction

BACKGROUND AND DISCUSSION

Coordinating the delivery of postsecondary instruction in a cost effective manner, that avoids unnecessary duplication, is a primary challenge for the Board of Education. Off-campus instruction creates a specific challenge to the Board because of the increased likelihood of duplication and higher educational costs.

With the expansion of educational programs delivered in off-campus settings the need to provide guidance and minimize duplication has increased. The State's higher education institutions currently participate in collaborative sights in Coeur d'Alene, Idaho Falls, Twin Falls, with discussions beginning on the development of a collaborative center in Boise.

Additionally, ISU, BSU and UI operate satellite campuses in Boise, Coeur d'Alene and Nampa. Off-site delivery is augmented by the expansion of courses delivered through compressed video and Internet access. The expansion is, in great part, driven by the changing nature of demand for education and workforce training. As the workforce needs change our institutions will be challenged to create additional non-traditional delivery systems, many of which will require a least some component of off-campus delivery.

This policy provides a framework for the statewide coordination of the delivery of education by the State's post-secondary institutions. It encourages a planning approach to delivery through regular needs assessments and tactical plans. It creates mechanisms for institutions to cooperate on the development of programs to meet both regional and statewide workforce needs.

The policy also includes provisions to encourage the use of existing courses, infrastructure and student services through the local institution. All of these changes will limit duplication, increase collaboration and improve tactical planning by our post-secondary institutions.

RECOMMENDATION

The CAAP and the Board office recommend approval of the first reading of the Board's Policy Section III *Delivery of Postsecondary Instruction*.

MOTION

A motion to approve the first reading of the Board's Policy Section III Delivery of Postsecondary Instruction

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

Board's Policy Section III *Delivery of Postsecondary Instruction*.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: NEW SECTION: DELIVERY OF POST-SECONDARY INSTRUCTION

NEW SUBSECTION: *THIS NEW SECTION IS ONE PIECE OF LARGER CHANGES THAT WILL NEED TO BE ADDRESSED IN THE FOLLOWING EXISTING SUBSECTIONS OF BOARD POLICY, SECTION III. POSTSECONDARY AFFAIRS*

Roles and Missions

Continuing Education/Off-Campus Instruction

Telecommunications/Distance Education

Much of the text provided herein comes from existing policy related to off-campus instruction. Newly proposed text is underlined.

Delivery of Post-Secondary Instruction

The State Board of Education provides oversight of public Institutions of Higher Education within the Idaho. The Board desires that the delivery of higher education be organized to maximize efficiency and minimize unnecessary duplication of facilities and programs.

These policies shall govern all public postsecondary institutions offering courses or programs, for credit or otherwise, at a physical location or site inside or outside of the main campus where the facilities are leased, rented, owned or used free of charge through a cooperative agreement.

1. Purpose of Policy

The purpose of these policies is to ensure that Idaho postsecondary institutions provide adequate services to meet the educational and workforce needs of each region of the state through individual offerings and cooperative agreements, while avoiding unnecessary duplication. To this end responsibilities for instructional delivery are assigned to the State's post-secondary institutions based on missions and geographical service regions.

The Board expects that the local institution(s) in a geographical service area in addition to any institution having a statewide mission in that service area will be responsible to identify educational and workforce needs, and then create or coordinate programs and courses to respond to those needs. The local institution will be responsible to lead the campaign to gain local support for expanded offerings and the presence of additional institutions within the service area. All publicity, marketing and promotional activities will be coordinated through the local institution.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: NEW SECTION: DELIVERY OF POST-SECONDARY INSTRUCTION

2. Primary Service Regions

The Board has established primary service regions for the college and universities and professional-technical education based on the geography of the state. Service regions of North Idaho College and the College of Southern Idaho are established by Idaho Code Section 33-2101. The College of Southern Idaho and North Idaho College are exempted from certain provisions of this delivery of post-secondary instruction policy as determined by their local boards of trustees. It is the responsibility of the institutions located within each region to work cooperatively to meet the identified educational and workforce needs in their respective of the region.

a. Academic Service Regions

The three (3) primary service regions of the college and universities are:

North (Primary service region of Lewis-Clark State College, North Idaho College, and the University of Idaho.) The service area shall be the entire panhandle, south to and including Riggins. Within this area, North Idaho College serves lower division undergraduate needs in the counties of Benewah, Bonner, Boundary, Kootenai, and Shoshone; Lewis-Clark State College and the University of Idaho serve non-competing, lower division undergraduate needs in those counties. Lewis-Clark State College and the University of Idaho serve non-competing, upper division undergraduate needs in the ten (10) county region that includes the counties of Nez Perce, Clearwater, Latah, Lewis, Idaho, Benewah, Bonner, Boundary, Kootenai, and Shoshone. The University of Idaho serves the graduate needs of the entire region.

Southwest (Primary service region of Boise State University.) The service area shall be the southwestern section of the state to be bounded by Nevada on the south, Oregon on the west, north to and including New Meadows, and east to Glenn's Ferry inclusively.

Southeast (Primary service region of College of Southern Idaho and Idaho State University.) The service area shall be the southeastern section of the state to be bounded by Montana, Wyoming, Utah/Nevada, to the north, east, and south respectively, and a perpendicular line extending from north to south to include Stanley, Fairfield, and Bliss. Within this area, the College of Southern Idaho serves lower division undergraduate needs in the counties of Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls; Idaho State University serves non-competing, lower division undergraduate needs of this ten-county area as well as upper division, undergraduate and graduate needs of

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the entire region with the exception that Boise State University will provide the ten-county area with business programs at the undergraduate and graduate level.

b. Professional-Technical Education Service Regions

Postsecondary professional-technical education is delivered by six (6) institutions, each having responsibility for serving a multi-county region. The designated regions, their service institutions, and constituent counties are:

Region I (Primary service region of North Idaho College): Benewah, Bonner, Boundary, Kootenai, and Shoshone.

Region II (Primary service region of Lewis-Clark State College): Clearwater, Idaho, Latah, Lewis, and Nez Perce.

Region III (Primary service region of Boise State University): Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington.

Region IV (Primary service region of College of Southern Idaho): Blaine, Camas, Cassia, Gooding, Jerome, Lincoln, Minidoka, and Twin Falls.

Region V (Primary service region of Idaho State University): Bannock, Bingham, Bear Lake, Caribou, Franklin, Oneida, and Power.

Region VI (Primary service region of Eastern Idaho Technical College): Bonneville, Butte, Clark, Custer, Fremont, Jefferson, Lemhi, Madison, and Teton.

3. Missions

Two types of missions are employed to assign responsibility for instructional program delivery: a regional mission and a statewide mission. (Refer to Board Policy III I. for definition of institutional missions and roles). The two types of missions are described as follows:

a. Regional Missions

Regional missions describe instructional programs that pertain to the identified educational and workforce needs of primary service regions. Because similar educational and workforce needs may exist in multiple

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service regions, common programs that are part of institutions' regional mission may be duplicated within multiple regions

b. Statewide Missions

Statewide missions describe instructional programs that are unique with regards to academic focus or workforce need and delivered or coordinated by a single institution in all regions of the state.

4. Responsibilities for Instructional Program Delivery

a. Courses/Programs Related to Regional Missions

- i. It is the responsibility of each institution to assure and oversee the delivery of educational programs and services to meet workforce needs within its regional service area. Delivery of educational programs will include the provision of courses and programs by the local institution that are considered regional in nature and programs offered by other institutions that are identified as part of their assigned statewide mission.
- ii. It is the responsibility of each institution to conduct regular needs assessments within its regional service area to identify the educational and workforce needs of the region. The local institution will create a strategic plan to create educational programs that respond to the needs identified in the assessments. Copies of the results of these assessments and resulting strategic plans will be filed with the Chief Academic Officer of Board annually, where they will be used to advise and inform the Board in its work to plan and coordinate educational programs within the state.
- iii. Institutions that are unable to meet identified needs in their assigned regional service area may request the assistance of another institution, with a similar mission and available resources, to provide courses and programs to the regional service area. All programs created through this process must comply with program approval steps as detailed in Board Policy Section III G.
- iv. Institutions that identify a need for the delivery of an educational program within the regional service area of another institution may offer assistance to the local institution to develop a method of program delivery in the service area. Development of these types of collaborative programs requires approval in accordance with Policy IIIG.

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- v. The local institution has the right of first refusal for programs that are identified that are to be delivered in its service region. The local institution will have a “reasonable time period” to redirect resources to meet the changing needs in its service area and mission prior to inviting the assistance of another institution with a similar mission. Determining the length of the “reasonable time period” will be the responsibility of the local institution, the Office of the State Board and the Board and will be determined on a case-by-case basis.
- vi. A Memorandum of Understanding among the affected institutions will be developed and kept on file at the Board office. The Board staff will assist in the development of agreements, as necessary.
- vii. Delivery of programs by an out of area institution is interim in nature when the program is part of the local institution’s mission unless otherwise negotiated by the participating institution and approved by the Board.
 - a. If the local institution develops the capacity to deliver the program the responsibility for delivery will revert to the local institution. All changes in program delivery of this type must comply with program approval as outlined in Board Policy Section III G.
 - b. When programs are transferred to the local institution, the terms and timeline of the transfer shall be negotiated by the participating institutions and approved by the Board.
 - c. Program assumptions by the local institution will require prior notice by the local institution and Board approval. The local institution will provide at least one semester prior notice to the out-of–area institution and the Board Office. Program assumptions will not start sooner than the beginning of the subsequent academic year.

b - Programs Related to Statewide Missions

- i. If a local institution identifies a need for the delivery of a program, within its service area, which is part of the statewide mission of another institution, the local institution will work with the mission owning institution to coordinate delivery of the program in the service area.

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- ii. If an institution with a statewide mission identifies a need for the delivery of its program within another regional service area, the mission owning institution will contact the local institution and initiate discussions of program delivery and potential collaboration.
- iii. The local institution will make every attempt to host all out-of-area programs on its campus.
- iv. Courses meeting the program requirements and offered by the local institution will not be duplicated. These courses will be fully articulated and accepted by the degree granting institution. In the event that core courses are not available the visiting institution may seek agreement of local institution.

Courses which are unique to the specific program and not available through the assigned service region institution may be offered by the requesting institution upon notification of the respective chief academic officer at the assigned service region institution after obtaining approval as outline in Policy IIIG.

5. Off-Campus Delivery of Instructional Programs

- a) When instruction is delivered outside an institution's geographical region the following rules will guide the delivery.
 - i. A Memorandum of Understanding among the affected institutions will be developed and kept on file at the Board office. The Board staff will assist in the development of agreements, as necessary.
 - ii. The local institution shall coordinate the provision of support functions, including but not limited to, facilities, student registration, library, information technology support, grounds keeping, and janitorial services for the programs and courses of the other institution. Wherever possible these services and facilities will be provided by the local institution with the cost charged back to the visiting institution.
 - iii. The participating institutions will collaborate on the promotion of cooperative programs including advertising and gaining local support for the expanded offerings from other institutions within its community.
 - iv. Classes and programs provided by a visiting institution, which duplicate current offerings of the local institution, will be allowed only when requested by the Board or the local institution. These offerings will be suspended once the local institution is able to meet the workforce need.

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- v. Whenever possible and programmatically appropriate, classrooms and other facilities will be shared. Renting or building additional facilities will be allowed only if the educational and workforce needs of the community demand it.
- b. Wherever possible and program appropriate, shared or out-of-area programs should be delivered on the campus of the local institution unless otherwise negotiated by institutions and approved by the Board.
- c. Prior Board approval is required for the establishment of any collaborative satellite center.
- d. All courses and programs offered must be approved and delivered in accordance with all of the provisions of this policy.
- e. All collaborative satellite centers, when determined as necessary by the local institution, the Office of the Board and the Board, will be called "University Place at (name of city where located)"

6. Resolutions

- a. All negotiations for out of area delivery will be coordinated through the Board Office. The process for approval will be consistent with program approvals as outline in Board Policy Section III G. Proposals will be presented to the Council on Academic Affairs and Programs before being presented to the Board for final approval.
- b. All disputes relating to items addressed in this policy will be forwarded to Chief Academic Officer of the Board for review. The Chief Academic Officer (CAO) will prescribe the method for resolution. The CAO may forward disputes to the Council on Academic Affairs of Programs (CAAP) Committee and if necessary make recommendation regarding resolution to the Board. The Board shall serve as the final arbiter of all disputes.

7. Reporting

Once annually, the Board staff, with appropriate input from each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of cooperative agreements.

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SUBJECT

- ASSESSMENT PROGRAM REVIEW
REVIEW OF FALL ISAT RESULTS
1. Definitions
 2. Proficiency Levels
 3. Results

BACKGROUND AND DISCUSSION

The Board Office is currently in the advanced stages of implementing the Idaho Standards Achievement Test (ISAT). A statewide pilot was completed during fall semester 2002 with all 114 districts participating. Implementation activities for the Spring test are well underway. The spring testing window is April 14-May 16, 2003.

In order to comply with Federal requirements included in No Child Left Behind (NCLB) and establish a baseline for our Idaho Accountability Plan the board needs to take two specific actions. First, approve definitions for the four proficiency levels that will be used to identify student performance on the ISAT. Second, set proficiency scores for each level at grades 2-10.

The proposed definitions are built on the concept that a proficient student is one who is capable of independent performance in each educational domain tested by ISAT (i.e., math, reading and language usage). Students who require increasing levels of remediation and support would be identified as basic and below basic. And those students who can operate independently at levels above grade level would be identified as advanced.

With the definitions in place, scores can be established to identify proficiency or a need for additional remediation. Two meetings were held in December and January to create a set of recommendations for Board consideration. Participants included educators, minority representatives, legislators, business leaders and the Department of Education. With the guidance of Northwest Evaluation Association and Northwest Regional Education Lab, the accompanying set of recommended proficiency scores were created.

Following action on these two issues, a report of findings from the Fall ISAT will be presented to the Board.

RECOMMENDATION

The Board staff recommends approval of the definitions and the proficiency scores.

MOTION

A motion to approve the Proficiency Level Definitions and the proficiency Scores

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENTS

Proficiency Levels--Definitions
Proposed Proficiency Scores

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PROFICIENCY LEVELS

ADVANCED: Exceeds Standards

The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above their current educational level.

- The student demonstrates a comprehensive understanding of all relevant information relevant to the topic at level.
- The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level.
- The student can perform skills or processes independently without any significant errors.

PROFICIENT: Meets Standards

The student demonstrates mastery of knowledge and skills that allow them to function independently on all major concepts and skills related to their educational level.

- The student demonstrates a comprehensive understanding of all information relevant to the topic, at level.
- The student can perform skills or processes independently without any significant errors.

BASIC: Below Standards

The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills related to his/her educational level. Requires remediation and assistance to complete tasks without significant errors.

- The student has an incomplete knowledge of the topic and/or misconceptions about some information.
- The student requires assistance and coaching to complete tasks without errors.

BELOW BASIC: Critically Below Standards

The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.

- The student has critical deficiencies of relevant knowledge of the topic and/or misconceptions about some information.
- The student cannot complete any skill set without significant assistance and coaching.

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Proposed Proficiency Scores

Reading	2	3	4	5	6	7	8	9	10
Basic	174	185	192	198	203	207	210	213	216
Proficient	182	193	200	206	211	215	218	221	224
Advanced	193	204	211	217	222	226	229	232	235
Language	2	3	4	5	6	7	8	9	10
Basic	176	186	193	200	204	207	211	213	214
Proficient	184	194	201	208	212	215	219	221	222
Advanced	197	207	214	221	225	228	232	234	235
Math	2	3	4	5	6	7	8	9	10
Basic	174	185	194	202	208	214	222	229	231
Proficient	185	196	205	213	219	225	233	240	242
Advanced	201	212	221	229	235	241	249	256	258

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SUBJECT

ACCOUNTABILITY PLAN REVIEW

REVIEW OF ACCOUNTABILITY PLAN AND ACTIVITIES

- a. Commission Report
- b. Milestones and Actions
- c. COMPASS Presentation
- d. Discussion

BACKGROUND AND DISCUSSION

The State Accountability Commission has been charged to create a final State Accountability Plan. In prior meetings the Commission has created a Draft Six that is displayed on the Web Site. The Commission has initiated the next round of work to expand and finalize the State Accountability Plan. A report will be presented to the Board to outline the work ahead for the Commission and the actions that will be required from the Board.

It is important to note that the State Accountability Plan will expand well beyond the Federal requirement included in No Child Left Behind (NCLB). Our State plan will address all Federal requirements but expand well beyond the basic set of those included in NCLB.