SUBJECT

BUILD A HOME, BUILD A CAREER PRESENTATION—JIM WOODYARD

BACKGROUND AND DISCUSSION

Mr. Jim Woodyard of the Home Builders Institute (HBI), the workforce development arm of the National Association of Home Builders (NAHB), will be giving a presentation on their Build a Home, Build a Career innovative education project.

ATTACHMENTS

Build a Home, Build a Career Educator's Blueprint—pgs. 3-4

The Home Builders Institute has a web site that gives an overview of the project and access to this attachment along with other materials **http://www.hbi.org/workforcedevelopment/connect.htm**. You can also contact Patty Sanchez at psanchez@osbe.state.id.us or 332-1562 should you require a copy.

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 has 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.

At the Board's March meeting, approval was given for the first reading. CAAP held a meeting on March 20, 2003 and identified an additional change to be made to Board Policy Section II.N.1.a. to "exclude community colleges as identified in IDAPA 55.01.02.

RECOMMENDATION

The CAAP and the Board staff recommend approval of the Final Reading of the Board's Policy Section II.N. Financial Exigency.

MOTION

A motion to approve the Final Reading of the Board's Policy Section II.N. Financial Exigency.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

Board Policy Section II.N—Financial Exigency

Idaho State Board of Education **IRSA Draft 4/8/03**

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:

   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), which excludes community colleges.

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.

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

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, 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.

(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.

(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.

Idaho State Board of Education **IRSA Draft 4/8/03**

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: N. Financial Exigency Procedures—All Employees **June 2002**

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 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.

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.

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.

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.

At the Board's March meeting, the Board approved the First Reading of this policy. CAAP held a meeting on March 20, 2003 and made additional modifications to Board Policy Section III.Q.9.a. Open Enrollment and is being brought forward for Final Reading.

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 Final Reading of the Board's Policy Section III.Q. Admission Standards.

MOTION

A motion to approve the Final 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 **IRSA Draft 4/8/03**

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.)

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.

<table>
<tr><th>Subject Area</th><th>Minimum Requirement</th><th>Select from These Subject Areas</th></tr>
<tr><td>English</td><td>8 credits</td><td>Composition, Literature
~~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.~~</td></tr>
<tr><td>Math</td><td>6 credits</td><td>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.

Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State ~~Department of Education "Secondary Mathematics Framework~~ Mathematics Achievement Standards.~~"~~

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.
~~Placement Scores~~
<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></td></tr>
</table>

Subject Area	Minimum Requirement	Select from These Subject Areas
Social Science	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.
Natural Science	6 credits	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). Must have laboratory science experience in at least two (2) credits. 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.
Humanities Foreign Language	2 credits	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. 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.~~
Other College Preparation	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). 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.

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

Placement Scores for English.

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

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.

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 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~~ Education 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 in the technical programs. ~~-~~ ~~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.

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.

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.

(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.)

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.

(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 certificate[3]
- 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.

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.

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.

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.)

SUBJECT

FIRST READING: New Section III. IDAHO STUDENT INFORMATION MANAGEMENT SYSTEM

BACKGROUND AND DISCUSSION

With initial support from the Albertsons Foundation, the Legislature is authorizing the development of the Idaho Student Information Management System (ISIMS). ISIMS is a statewide data management system for public education entities in Idaho that provides centralized data warehousing, report generation and systemized data analysis.

This policy creates a framework for the oversight and operation of the system. Oversight responsibilities are assigned to the Board and operational responsibilities are assigned primarily to the State Department of Education.

This policy addresses key oversight and operational elements that will effect the successful implementation of ISIMS including: roles and responsibilities, access to ISIMS, access to data, creation of student identifiers, security and confidentiality, creation of course codes, accountability, and reporting.

The policy provides broad direction to ISIMS and mandates the creation of a Memorandum of Understanding that will describe in greater detail the responsibilities and expectations for the SBOE and the SDE.

The policy also, addresses the interactions between the State's Standards Achievement test and ISIMS. The state contractor is accorded appropriate access and required to deliver tests and submit data though the system.

Finally, the policy addresses the division of FTEs between the SBOE and the SDE and describes the process for requesting continued funding of those FTEs through the regular budgeting process.

RECOMMENDATION

The creation of ISIMS will provide important and useful tools for enhancing education delivery and student performance in the State o Idaho. Staff recommends the Board approve the first reading of this policy for implementing ISIMS.

MOTION

A motion to approve the First Reading of Idaho Student Information Management System (ISIMS) policy.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

New Section III. Idaho Student Information Management System

Idaho State Board of Education **IRSA Draft 4/8/03**

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: NEW SECTION: IDAHO STUDENT INFORMATION MANAGEMENT SYSTEM

NEW SUBSECTION: Addressing creation of the Idaho Student Information Management System (ISIMS) authorized by the Idaho Legislature.

Idaho Student Information Management System

This policy covers the State Board of Education, the State Department of Education, the State Contractor for Student Achievement testing, and all Idaho Public Schools (K-12).

1. Purpose of this Policy

   This policy provides direction for the establishment, operation and maintenance of the Idaho Student Information Management System (ISIMS). ISIMS is a statewide data management system for public education entities in Idaho that provides centralized data warehousing, report generation and systemized data analysis. ISIMS is authorized under Idaho Code 33-120A.

2. Roles and Responsibilities

   The State Board of Education is responsible to assure that ISIMS provides real-time appropriate access to educational data to all Idaho school districts, including specially chartered schools and school districts. The State Board is further responsible to assure real-time data access to appropriate state agencies, such as SDE, parents and other appropriate education stakeholders.

   Responsibility for oversight of ISIMS will reside with the State Board of Education. The Board will set and approve policies, oversee fiscal and budgetary issues, review and approve all contracts, public relations programs and data distribution.

   The State Board of Education delegates to the State Department of Education responsibility for day-to-day operations and support of the system, including, but not limited to, duties such as technical support, system maintenance, training, contract negotiations and purchasing.

   Two (2) FTEs for data analysis will be assigned to the State Board of Education. Requests for funding of these FTEs will be made in the OSBE annual budget. Five (5) FTEs for data analysis, and the day-to-day operations of ISIMS will be assigned to the State Department of Education. Requests for funding of these FTEs will be made in the SEE annual budget.

   A Memorandum of Understanding will be created between the SBOE and SDE to outline specific duties, accountabilities and timelines related to ISIMS.

Idaho State Board of Education **IRSA Draft 4/8/03**

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: NEW SECTION: IDAHO STUDENT INFORMATION MANAGEMENT SYSTEM

3. Access to ISIMS

   All Idaho school districts, including specially chartered schools and districts, shall fully participate in ISIMS.

   Private schools who participate in the Idaho Standards Achievement Test program shall participate in ISIMS. Private schools choosing to participate will be responsible to pay actual costs of participation such as those associated with software and connectivity.

   The State contractor for ISAT will be provided with access to ISIMS. Such access will include the ability to receive data from and send data to all schools districts, and the SBOE.

   Both the State Board and SDE will have appropriate access to ISIMS to allow for the fulfillment of assigned oversight and regulatory duties and requirements.

4. Access to Data

   Subject to Board approval, the SDE will create, annually, a list of approved participants in ISIMS with corresponding approved levels of access. This list shall include all ISIMS participants including SBOE, SDE, ISAT contractor, Albertson's Foundation and participating K-12 districts and schools.

   A report with assigned access levels shall be created by the SDE and approved by the Board each quarter for the first two years of operation and then annually in subsequent years. If immediate changes are required due to state or federal requirements, interim to established reviews by the State Board of Education, the Executive Director of the Board may approve the changes. Changes approved by the Executive Director will be reported to the Board at the next scheduled meeting of the Board of Education.

5. Student Identifiers

   An efficient operation of ISIMS is dependent in great part on the ability to identify and track students as they progress through the State's educational system. To achieve this tracking requirement the SDE shall create a system to provide discreet student identification numbers for all students enrolled in Idaho's public schools. Prior to implementation, the system designed by SDE will be reviewed and approved by the Board of Education.

6. Security and Confidentiality

Idaho State Board of Education **IRSA Draft 4/8/03**

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: NEW SECTION: IDAHO STUDENT INFORMATION MANAGEMENT SYSTEM

The State Department of Education will create secure methods and connections to assure the secure transfer of data through ISIMS. All data, including student identifiers, records, class materials shall be organized and maintained in a manner to assure compliance with all Federal and State laws and regulations governing confidentiality of student information.

7. Course Codes
   Subject to Board approval, the SDE will create a set of course codes to identify courses approved by the Board for delivery in K-12 schools. The code shall be updated annually by the SDE and reviewed and approved by the Board of Education.

8. Accountability

   Participating districts and schools will submit all student data in a manner that complies with state and federal reporting and disaggregation requirements. Districts and schools will be responsible to submit all required data in an accurate and timely manner as outlined in the Memorandum of Understanding.

   The ISAT contractor will be responsible to conduct tests consistent with the testing windows as established by the Board of Education. The contractor will also be responsible to complete analysis and submit reports through ISIMS to districts, schools and the State Board of Education consistent with State and Federal requirement.

9. Reporting

   At least once each year the SDE will report to the SBOE on issues related to the operation and maintenance of ISIMS. Reports will include items such as: system access, course codes, student ID #s, maintenance, budgets, contracts and plans for system improvement.

SUBJECT

IDAHO'S MOST PRELIMINARY RECOMMENDATIONS—JIM HAMMOND

BACKGROUND AND DISCUSSION

The Idaho State Board of Education charged Idaho's MOST to address teaching quality issues. MOST committees and task groups, designed to include the diverse viewpoints of Idaho stakeholders, have developed recommendations in the following areas:

- licensure/certification,
- professional development,
- alternative routes to teacher licensure/certification, and
- middle level teacher preparation/certification.

The recommendations align with best practices in the teaching profession and the No Child Left Behind (NCLB) federal requirements for "highly qualified" teachers. The goal of Idaho's MOST is to develop teaching quality policies and structures that will ensure quality teaching for all of Idaho's K-12 children so that they can succeed academically and become productive members of their communities and the state.

RECOMMENDATION

No official recommendation. Idaho's MOST is bringing forward the following recommended models for a tiered teacher licensure system, performance-based professional development, alternative routes to teacher licensure and middle level teacher preparation. Idaho's MOST is currently working on the teaching quality recommendations in policy form, which they plan to present to the Board at their June meeting for initial review and action.

MOTION

No State Board action

ATTACHMENTS

Idaho's MOST teaching quality recommendations

SUBJECT

NEW PROGRAM PROPOSALS: NOTICES 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. CAAP in using its policies on program review has acted on the IRSA charge to evaluate new program requests. The review of these programs has been completed and is now being forwarded to the Board for approval.

IMPACT

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

FISCAL IMPACT

See Attached

RECOMMENDATION

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

MOTION

A motion to approve the University of Idaho's new B.S. in Virtual Technology and Design.

A motion to approve Boise State University's new M.S. in Materials Science and Engineering without the development of a Full Proposal.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

New Postsecondary Notices of Intent - Summaries

The University of Idaho and Boise State University have submitted Notices of Intent (NOI) in technology and engineering. CAAP and Board staff has reviewed these NOIs and recommend approval.

a. B.S. in Virtual Technology and Design—UI

The University of Idaho proposes to establish a new B.S. in Virtual Technology and Design as part of a consolidation process of programs and departments at the UI.

This program proposes to educate students in a highly interdisciplinary curriculum that integrates technology and design with the arts, social sciences, and humanities. It will place an emphasis on both the art and science of virtual design, integrating creative problem solving, critical thinking, and spatial design skills with existing and developing computer technologies. It will provide defined and yet to be defined disciplines with design professionals who are attracted to the possibilities that digital tools offer for building creative solutions that address human needs.

The demand for design professionals who are skilled in communicating through electronic media can be seen in many business sectors. An online search for want ads for the week of 6 October 2002 produced over 150 ads seeking specialists with skills of a VTD graduate. The business types ranged from visualization/animation to forensic analysis firms from architecture to entertainment and post-production houses.

There are no public or private academic institutions in the state of Idaho or the Pacific Northwest that provides an interdisciplinary design program such as VTD. Nationally, a few programs with a similar focus on technology and visual design are beginning to appear.

Faculty members affiliated with the VTD program include one current full-time faculty member at 1.0 FTE, one current affiliate faculty member at 0.5 FTE and one new affiliate faculty member at 1.0 FTE. A part time secretary (25%) to assist the programmatic paperwork, record keeping, and student applications is requested.

Estimated Fiscal Impact:

	FY_04___	FY__05__	FY__06__
A. Source of funds			
Appropriated funds – reallocation – MCO	$ 44,500	$ 38,400	$ 39,700
Appropriated Funds-- new—above MCO	$ 29,600	$ 31,400	$ 39,700
Fees	$ 4,000	$ 12,000	$ 18,000
GRAND TOTAL:	$ 78,100	$ 81,800	$ 97,400

	FY_04___	FY__05__	FY__06__
B. Nature of Funds			
Recurring	$ 37,500	$ 39,000	$97,400
Non-recurring	$ 40,600	$ 42,800	$ 0
GRAND TOTAL:	$ 78,100	$ 81,800	$ 97,400

b. M.S. in Materials Science and Engineering—BSU

Boise State University proposes to establish a Master of Science and Engineering in the College of Engineering with essential faculty participation from the College of Arts and Sciences.

The proposed program of study is consistent with the nominal requirements found in the broad spectrum of materials science and engineering programs in the U.S. The quality of the program will be assessed by tracking the following metrics: student attributes, student financial support, student participation at professional conferences, publication of thesis research in peer-reviewed science or engineering journals, placement of graduates into industrial positions, etc.

Presently, despite student interest and relevance to local industry documented in the need for the program, there is no graduate degree program offered in materials science or materials engineering in the Boise area. The UI offers both a M.S. and Ph.D. programs in Materials Science on the Moscow campus.

Student interest in a graduate materials science and engineering in the Boise area is indicated by enrollment in a demonstration program leading to M.S. in Interdisciplinary Studies (MSIDS) with an emphasis in materials science and engineering. In the fall 2002 semester, 31 students enrolled in four graduate courses in materials science and engineering and in the spring 2003 semester, 25 students are enrolled in three graduate courses. Hiring managers at Micron Technology have directly communicated an interest in hiring engineers with a materials science and engineering background.

Using reallocation of appropriated funds, the following will be in place at the start of state fiscal year 2006: 2.0 graduate assistants; additional full-time graduate students will be supported by research grants and contracts. New no faculty, space, or capital outlay is anticipated.

Estimated Fiscal Impact:

	FY_04___	FY__05__	FY__06__
A. Source of funds			
Appropriated funds – reallocation	$ 0	$ 19,800	$ 19,800
B. Nature of Funds			
Recurring	$ 0	$ 19,800	$ 19,800
GRAND TOTAL:	$ 0	$ 19,800	$ 19,800

SUBJECT

IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM

BACKGROUND AND DISCUSSION

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 70 projects at a total of more than $10 million. The Board requested $1.575 million from the Legislature for FY2004 for continued funding of this competitive program to foster innovative learning approaches using technology. The evaluation committee, consisting of two Board members (representatives from IRSA and BAHR), an ITRMC representative, the Chief Academic Officer, and the Chief Technology Officer, met on April 3, 2003 to review the proposals and to formulate a recommendation to the Board.

FISCAL IMPACT

In light of the college and universities appropriation base being reduced by 10%, it was the recommendation of the Presidents' Council at their meeting on March 5, 2002, that the $1.75 million for the Idaho Technology Incentive Grant Program monies be reduced by 10%, $1.575,000. For planning purposes, the institutions were asked to use the following figures:

Universities =
$523,500
- 52,350 (10% adjustment)
$471,150

LCSC =
$174,500
- 17,450 (10% adjustment)
$157,050

RECOMMENDATION

The Evaluation Committee recommends funding the grant projects as exhibited in the following FY2004 Idaho Technology Incentive Grant Program Proposals document.

MOTION

A motion to approve the funding of the projects as exhibited on the FY2004 Idaho Technology Incentive Grant Program Proposals document.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENTS

ITIG Program Proposals
ITIG Program Funded Project Summaries
ITIG Program Project Results Summary FY1997-2002

IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM
FY2003 PROPOSALS

Proposal Number	Institution	Principal Investigators	Collaborating Departments	Proposal Title	Amount Requested
T04-001	BSU	Bruce Ballenger Michelle Payne	English Academic Technologies	Training and Technology Program for Graduate Teaching Assistants	$39,350
T04-002	BSU	Ben Hambelton	Academic Technologies	H3 High Tech, High Quality, Hybrid: Designing Instruction for the Future	$431,800
				BSU Total (Sub Grand Total):	**$471,150**
T04-003	UI	Erik Anderson Tom Karsky	Agricultural Communications Biological & Agricultural Engineering	Conversion of a Synchronous Distance Education Course to Anytime, Anywhere Learning	$14,704
T04-004	UI	Chris Campbell Charla Windley Marc Skinner	School of Communication	Public Speaking: A web-based text with Interactive Learning Activities	$24,379
T04-005	UI	Jeanne Christiansen Jim Gregson George Canney Cal Lathen Jerry Tuchscherer Teresa Kennedy Michael Odell	Education Teaching, Learning, & Leadership Adult, Counselor, and Technology Education Health, Physical Education, Recreation & Dance Mathematics Interactive Technologies & Science Center for Evaluation Research & Public Service	Development of an Online Training System for Pre-service Teachers to Facilitate the Implementation of the Idaho Student Information Management System (ISIMS)	$24,013
T04-006 Continuation	UI	Monte Boisen Mark Nielsen	Mathematics	Enhancing Calculus Education Through Technology	$100,000

Proposal Number	Institution	Principal Investigators	Collaborating Departments	Proposal Title	Amount Requested
T04-007 Continuation	UI	Larry Forney	Biological Sciences	BIONet: A Web-Based Tool for Introductory Biology	$110,744
T04-008 Continuation	UI	Robert Mahler Mike Falter Scott Wood Karen Humes Jan Boll Tim Link	Environmental Science PSES Fish and Wildlife Geology Geography BAE	Use of Web to Enhance Existing and Develop New Water-based Course to Improve Both Campus and Distance Education-based Programs offered by the University of Idaho	$97,310
T04-009 Continuation	UI	Steven Meier	Psychology	Integration of Technology into Undergraduate Psychology Training at the University of Idaho	$100,000
				UI Total (Sub Grand Total):	**$471,150**
T04-010 Continuation	ISU	Jonathan Lawson Terry Lay	Academic Affairs Instructional Technology Resource Center Center for Teaching and Learning English Math Speech Communication Health & Nutrition Sciences	ISU's Gateway Initiative	$471,150
				ISU Total (Sub Grand Total):	**$471,150**
T04-011	LCSC/UI	Bernice Harris David Taylor Richard Keenan	LCSC Humanities Division UI Foreign Language Department Media Services	Hybrid Distance Learning Model	$38,166

Proposal Number	Institution	Principal Investigators	Collaborating Departments	Proposal Title	Amount Requested
T04-012	LCSC	Gary Mayton Carman Rahm Lynn Mathers	Education	Computer Literacy Pilot	$106,707
T04-013	LCSC	Rita Morris Lynn Mathers	Education	On-line Faculty Development	$12,155
				LCSC Total (Sub Grand Total):	**$157,028**
				Grand Total:	**$1,570,478**

FY 2004 IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FUNDED PROJECTS

The Idaho Technology Incentive Grant Program focuses on projects that advance the goals and objectives stated in the State Board of Education's 2000-2005 Statewide Strategic Plan. **The purpose of the ITIG is:** To focus on integrating technology into the curriculum; To enhance the rate and quality of student learning; To enhance faculty productivity; and To increase access to educational programs.

Training and Technology Program for Graduate Teaching Assistants—BSU

Bruce Ballenger—PI
Michelle Payne—CoPI
$39,350

The Department of English proposes to exploit technology to enhance the training and orientation of new graduate teaching assistants responsible for teaching writing to first-year students. To prepare these new teachers for the classroom even before they arrive on campus, the Department proposes to design and distribute a CD-ROM that features training videos, instructional materials, and interactive elements, all of which will supplement the orientation they receive when they arrive in the fall. Continued support for these new teachers will be provided by mentors who are experienced adjunct faculty, trained to help the graduate teaching assistants use technology in the classroom. If successful, this training program can be modeled by other departments that rely on teaching assistants.

H^3 High Tech, High Quality, Hybrid: Designing Instruction for the Future—BSU

Ben Hambelton—PI
Cindy Anson · Stephanie Witt—CoPIs
$431,800

Boise State University proposes a 3-year project to develop and implement 50 hybrid courses and to evaluate their effectiveness in comparison to traditional face-to-face courses and in comparison to fully online courses. Further, the project will coordinate the scheduling of 20 of these hybrid courses to test the feasibility of this course design approach as a means of easing the burden on facilities, allowing more courses to be held in existing classrooms and thereby realizing savings in facilities costs. The project results, which will be shared statewide, will guide university administrators in planning for future technology initiatives and will inform the use of facilities and inform planning decisions related to facilities use.

Conversion of a Synchronous Distance Education Course to Anytime, Anywhere Learning—UI

Erik Anderson—PI
Tom Karsky—CoPI
$14,074

The Department of Biological and Agricultural Engineering has offered its *Agricultural Safety and Health* (ASM 412) course at a distance since 1996. The current design of the course limits the availability of the course to students who are located near a UI compressed video site.

The primary goal of the proposed project is to redesign the *Agricultural Safety and Health* course to make it a completely asynchronous course. The redesigned course will use a blended design methodology that will incorporate both video-based and web-based instruction.

It is anticipated that the redesigned course will further integrate technology into the curriculum, enhance the rate and quality of student learning, enhance faculty productivity, and increase access to the UI's educational programs. The proposed project will result in increased offerings of the ASM 412 course, increased enrollment in the ASM 412 course, and increased student satisfaction with the ASM 412 instruction and course materials.

Public Speaking: A web-based text with Interactive Learning Activities—UI

Chris Campbell—PI
Charla Windley · Marc Skinner—CoPIs
$24,379

In 2002, course coordinator Charla Windley redesigned the Fundamentals of Public Speaking course so that instructors and students could use a web-based textbook, which she authored and the Center for Teaching Innovation (CTI) designed.

The Center for Teaching Innovation (CTI) proposes to fully develop the site with interactive learning exercises, hyperlinks to other UI courses and Internet resources, a very rich educational experience could be developed as a precursor to an integrated core curriculum. Given additional support, CTI could also develop more appropriate system training course instructors in the use of the technology in the classroom as well as empower them to participate more actively in the development of the web site. The online structure will provide resources and innovative teaching concepts for inexperienced teaching assistants. One year of support would position the course for a strong future and the existing course fee will supply needed instructional technology as well as provide the course with a permanent funding base.

Development of an Online Training System for Pre-service Teachers to Facilitate the Implementation of the Idaho Student Information Management System (ISIMS)—UI

Jeanne Christiansen—PI
Jim Gregson · George Canney · Cal Lathen—CoPIs
Jerry Tuchscherer · Teresa Kennedy · Michael Odell--CoPIs
$24,013

The College of Education intends to design an online training system to prepare college of education students to understand and use: 1) Standardized-assessment data; 2) different types of assessment data (experimental vs. anecdotal); 3) data to plan curriculum and modify instruction to improve student achievement; 4) Use the emerging ISIMS system. The No Child Left Behind Act requires educators to have a greater understanding of assessment data and its use in informing effective instruction to increase student achievement. The UI has the opportunity to be proactive in preparing new teachers and assisting practicing teachers and administrators, our graduate students, in the use of assessment data.

The College of Education proposes developing a series of online modules to enhance its current program. This series of modules will also be made available as a professional development course available to all practicing teachers and administrators in Idaho. The online modules will prepare students enrolled in the College of Education statewide to 1) design processes to collect meaningful data, 2) analyze and interpret data to determine the extent to which students have mastered benchmark skills, 3) write measurable goals for improvement in student achievement, 4) use student achievement data to regularly inform and improve instruction, 5) determine extent to which measurable goals for student performances are met, 6) evaluate the quality of assessments and grading practices, 7) match classroom assignments and assessments with standards and benchmarks, 8) develop systems for feedback and intervention, and 9) utilize existing and emerging systems (ISIMS) for reporting, feedback and intervention. With the implementation of NCLB, there is a critical training need in the use of these assessment strategies. This project outlines an online system to provide students with training and technical assistance to implement appropriate assessment that informs instruction in their schools.

Enchancing Calculus Education Though Technology

Monte Boisen-UI
Mark Nielsen—CoPI
$100,000
Continuation

UI plans to continue work on the development of Web-based learning tools, the implementation of these learning tools in the educational environment of Math 170, and the assessment of the implementation. The Polya philosophy is to place the student into an active learning environment with substantial one-on-one support. The approach caters to a variety of learning styles and engages students in learning as individuals.

The creation of instructional modules in support of Calculus (Math 170) will complete the first and begin the second and third projects planned and designed to improve the quality of the Calculus program at UI. Those are to:

- Enhance the quality of the teaching and learning environment for Calculus students at UI.
- Create partnerships between the Mathematics Department and Departments with courses in which students need a strong background in mathematics.
- Develop dual enrollment Calculus classes for Idaho high schools.

BIONet: A Web-based Tool for Introductory Biology—UI

Larry Forney—PI
$110,744
Continuation

The UI plans to continue work on incorporating new technology, teaching methods and modalities to improve student learning, faculty efficiency and off-campus access to course materials and information.

A new biology-learning site, Biological Information On-line Network (BIONet), is proposed to help students develop the knowledge and skills crucial in today's rapidly advancing scientific community. In addition, BIONet presents a means to build a foundation of knowledge for students to build upon in more advanced level biology courses. To assist students in securing the understanding necessary for advanced courses, BIONet will provide on-line course lectures, laboratory simulations, graphic images and animations, links, discussion groups, and study tools. BIONet enables students through self-paced learning, self-monitoring of progress, interest exploration, and allows for diverse learning styles. Additional course information will be delivered via face-to-face lectures, hands-on laboratory experiments, and collaboratoriums.

This project allows for faculty and staff development by enabling them to learn new pedogagies through technology. Faculty and staff will also have the opportunity to share their experiences with others who are learning and creating through technology.

Use of the Web to Enhance Existing and Develop New Water-Based Courses to Improve Both Campus and Distance-Based Programs Offered by UI

Bob Mahler—PI
Michael Falter · Scott Wood · Karen Humes--CoPIs

Jan Boll · Tim Link—CoPIs
$97,310
Continuation

The University of Idaho through its Strategic Plan has determined that Environmental Science and water-related courses are high priorities in meeting its overall mission.

The UI plans to continue work to:

1) provide senior and graduate level web-based courses in water-related areas to place-bound students in Idaho and nationwide pursuing graduate degrees in environmental science and in related fields in the colleges of Agriculture and Life Sciences, Engineering, Letters and Science, Mines and Earth Resources and Natural Resources;
2) provide relevant courses for the 2,000+ professionals working in the region on water-related issues; and,
3) enhance residence education by incorporating appropriate technology into required coursework.

The proposed course development and enhancement activities will build upon the momentum established through three previous SBOE ITIG grants used to strengthen the Environmental Science Program. This project is proposed by an interdisciplinary group of 10 faculty with water expertise from five different UI colleges. The 10 identified courses are considered key to both delivering and increasing enrollments in UI distance education programs. Once these courses are developed it is anticipated that they will become self-sustaining financially, using a funding model for off-campus programs approved by the UI Administration. These courses are central to the development of outstanding programs in the water science area and have the potential to attract students from throughout the western USA to the UI.

Integration of Technology into Undergraduate Psychology Training at the University of Idaho

Steven E. Meier—PI
$100,000
Continuation

This project will continue work on the development of an additional five (possibly six, if funding is available) psychology courses in addition to the five already created and being offered this spring.

The continuation of this project will qualitatively and quantitatively evaluate the first round of courses, modify them where appropriate, and prepare them for the presentation the following spring. Work will also continue to evaluate the web process for the department of Psychology. This funding will also allow the department to develop transcription of current audio files for hearing-impaired individuals and help create a fiscal infrastructure for the development of additional courses.

ISU's Gateway Initiative—ISU

Jonathan Lawson—PI
Terry Lay-CoPI
$471,150
Continuation

The ISU Gateway Initiative is a three-year effort to use technology to strengthen courses that are critical for student success. This second year continuation proposal builds upon the success of ISU's work during the first year.

These courses are referred to as "gateway courses." Gateway courses may be (but are not necessarily) high-enrollment, major-required, remedial, and/or distance learning curricula. The name "gateway" refers to the door-like impact these courses have on students: success opens a wide range of opportunities, while failure hinders or blocks further advancement.

The Initiative prioritizes these courses and provides centralized coordination, assistance and guidance to the individual departments and faculty involved in the redesign projects. The premise and rationale for the Initiative is that the gateway course can be strengthened with the infusion of technology into the curriculum and that this will serve to a) enhance the student learning experience, b) improve access to courses, and c) attract and retain more students.

Hybrid Distance Learning Model—LCSC

Bernice Harris—PI
David Taylor · Richard Keenan-CoPIs
$38,166

Presently LCSC and the University of Idaho (UI) work cooperatively to offer the Nez Perce language to students at both institutions via compressed video. It is effective but too costly to offer additional foreign language courses in the same way. LCSC proposes a hybrid model that combines online delivery and compressed video. The online component will expose students to most of the language coursework, while the compressed video component (once per week) will allow the instructor to engage in face-to-face dialogue with students. It is believed that this will result in increased student interest, higher retention rates, and improved student achievement, at an affordable cost. The hybrid model, if successful, will allow institutions to deliver less costly foreign language courses to a broad student base in and outside Idaho. Once established, the project will be self-sustaining.

Computer Literacy Pilot—LCSC

Gary Mayton—PI
Carman Rahm · Lynn Mathers—CoPIs
$106,707

Technological Skills for Academic Success will involve the development of assessment procedures and instructional modules that would enable Lewis-Clark State College (LCSC) students to identify and acquire the necessary skills in utilizing current technologies for learning.

LCSC proposes to develop a system of assessment and instruction for LCSC students that would diagnose and provide instruction for student skills in the use of current and relevant learning technologies. A formal testing procedure would identify level of skill and suggest instructional placement. Identified instructional modules would prepare students to use *technologies as tools for learning* and allow faculty to focus their coursework on intended, discipline-related objectives.

Project activities will include a thorough survey of curricular needs for technological skills, the adoption of a robust, diagnostic, computer-assisted system for assessing skill proficiency, and the development of instructional modules for appropriate, technological skill development for students.

On-line Faculty Development—LCSC
Rita Morris—PI
Lynn Mathers—CoPI

$12,155

Lewis-Clark State College (LCSC) is committed to support faculty "whose teaching is mediated by technology" to assist them to "deliver high-quality accessible education" by integrating technology (*FY 2002 ITIG Program Funded Projects*). LCSC will build on those efforts. This project is an effort to systematically increase the number of faculty with skills to integrate innovative technologies into the curriculum.

The existing commitment to faculty development has resulted in the creation of over a dozen new courses online. Student demand for online courses increases annually. LCSC will assist a cohort of instructors to develop and maintain more technology-mediated courses. Objectives are to motivate teachers to (1) enhance their classroom instruction by integrating new technology and (2) develop new online courses to meet the growing demand.

Idaho Technology Incentive Grant Program Results Summary
FY1997 - 2002

Proposal Number	Institution	Amount Funded	Faculty Impacted	Student Impacted	No. of Publications	No. of Presentations	Courses Developed/Enhanced
T97-002	UI	$149,696	13	1,125	5	15	9
T97-004	UI	$232,542	56	2,333	0	7	20
T97-009	UI	$86,523	28	200	0	2	5
T97-011	UI	$155,490	41	75	1	11	4
T97-013	UI	$207,627	55	1,032	0	16	3
T97-015	UI	$72,474	33	6,249	2	0	37
T97-018	UI	$122,197	3	5	4	7	1
T97-021	LCSC	$138,446	6	96	0	0	3
T97-035	BSU	$149,813	7	282	2	7	2
T97-042	BSU	$117,440	3	91	0	1	4
Totals for FY97		**$1,432,248**	**245**	**11,488**	**14**	**66**	**88**
T98-001	LCSC	$197,300	26	551	0	3	27
T98-003	UI	$173,500	10	950	23	32	22
T98-004	UI	$630,700	44	1,796	2	14	29
T98-006	UI	$198,700	7	121	0	0	3
T98-010	UI	$179,400	18	230	4	11	5
T98-017	BSU	$390,900	3,587	24,600	0	6	600
T98-018	BSU	$143,800	15	150	0	25	10
T98-023	ISU	$199,800	79	82	10	23	3
T98-024	ISU	$203,700	135	251	4	1	4
T98-027	ISU	$228,700	274	892	4	3	15
Totals for FY98		**$2,546,500**	**4,195**	**29,623**	**47**	**118**	**718**

T99-001	LCSC	$228,000	40	6,100	0	1	17
T99-004	ISU	$101,600	11	675	5	11	1
T99-005	ISU	$250,500	22	559	4	10	20
T99-007	UI	$75,000	72	450	0	3	27
T99-011	UI	$200,000	10	306	4	14	10
T99-012	UI	$148,100					
T99-015	BSU	$273,300	12	355	2	2	12
T99-017	BSU	$156,100	7	7	12	28	1
Totals for FY99		**$1,432,600**	**174**	**8,452**	**27**	**69**	**88**

T00-004	UI	$99,100	3	0	1	1	4
T00-005	UI	$311,400	27	487	0	0	21
T00-006	LCSC	$196,400	7	350	1	3	1
T00-007	LCSC	$236,000	40	46	2	30	27
T00-008	ISU	$580,900	9	1,600	5	10	16
T00-009	ISU	$375,500	1	597	1	12	5
Totals for FY00		**$1,799,300**	**87**	**3,080**	**9**	**56**	**74**

Mulitple year projects **Multiple institution collaboration**

Proposal Number	Institution	Amount Funded	Faculty Impacted	Student Impacted	No. of Publications	No. of Presentations	Courses Developed/Enhanced
T01-001	ISU	$48,950	2	112	0	0	2
T01-002	ISU	$69,000	7	14	0	0	4
T01-003	ISU	$71,125	14	600	1	6	9
T01-004	ISU	$122,110	4	6	0	0	3
T01-006	ISU	$34,484	1	80	0	0	4
T01-007	BSU	$345,240	78	2,700	0	2	25
T01-008	LCSC	$115,080	63	1,500	0	1	53
T01-009	UI	$22,296	3	20	0	0	2
T01-010	UI	$100,000	8	1,500	1	1	3
T01-011	UI	$50,000	6	13	0	0	4
T01-012	UI	$50,000	3	172	0	0	2
T01-013	UI	$47,086	4	19	0	0	2
T01-014	UI	$47,914	133	131	0	1	0
Totals for FY01		**$1,123,285**	**326**	**6,867**	**2**	**11**	**66**

T02-001	LCSC	$155,080	73	1,500	0	1	94
T02-002	LCSC	$73,380	16	283	0	0	17
T02-003	BSU	$565,000	74	6,514	0	4	28
T02-004	ISU	$38,214	2	140	0	0	1
T02-005	ISU	$53,666	122	3,600	2	4	9
T02-006	ISU	$43,153	7	161	0	0	8
T02-007	ISU	$61,650	13	400	0	0	2
T02-008	ISU	$152,275	61	3,000	0	1	0
T02-009	ISU	$43,839					
T02-010	ISU	$167,116	4	1,009	0	0	3
T02-011	UI	$50,000					
T02-012	UI	$17,015	3	100	0	0	3
T02-013	UI	$49,973	36	1,231	1	2	3
T02-014	UI	$49,901	3	44	0	1	3
T02-015	UI	$49,978					
T02-016	UI	$47,921	2	67	0	0	2
T02-017	UI	$49,989	4	8	1	1	4
T02-018	UI	$49,990	7	183	0	0	1
T02-019	UI	$50,000	3	141	0	0	3
T02-020	UI	$50,372	10	84	0	0	8
T02-021	UI	$50,000	6	49	0	0	5
T02-022	UI	$50,000	34	500	4	0	15
Totals for FY02		**$1,918,512**	**480**	**19,014**	**8**	**14**	**52**

Grand Totals:		**$10,252,445**	**5,507**	**78,524**	**107**	**334**	**1,086**

SUBJECT

HERC BUDGET

BACKGROUND AND DISCUSSION

The Higher Education Research Council was allocated $1440,000 for FY04 through the colleges and universities appropriation. At their January 7, 2003 meeting, HERC voted to recommend the FY2004 allocation be disbursed as follows:

Allocation of HERC Funds

FY04 Allocation **$1,440,000**	**Amount Allocated FY04**
Infrastructure Funds	
BSU	$115,000
ISU	$115,000
UI	$184,000
LCSC	$46,000
Total Infrastructure	$460,000
Specific Research Grant Program	
BSU	
ISU	
UI	
LCSC	$0
Matching Award Grants	
NSF-EPSCoR (UI)	$600,000
Total Matching Grants	**$600,000**
Research Centers	
ISU Accelerator Center	$305,800
Total Research Center	**$305,800**
Administrative Costs	
FY03 and FY04 Administrative Costs	$74,200
Total Administrative Costs	**$74,200**
Total Budget / Allocation	**$1,440,000**
Under / (Over) Budget	**$0**

RECOMMENDATION

The Board office forwards their recommendation to the Board to approve the budget allocations as recommended by HERC.

MOTION

A motion to approve the FY2004 Budget Allocations as outlined in the table above.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

SUBJECT

ASSESSMENT AND ACCOUNTABILITY UPDATE

BACKGROUND AND DISCUSSION

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

SUBJECT

PROGRAM CHANGES APPROVED BY EXECUTIVE DIRECTOR

BACKGROUND AND DISCUSSION

In accordance with Board policy Section III.G.3., postsecondary program components (e.g., majors, minors, emphasis, and options), changes in title or units (e.g., department, schools, colleges, etc.) and routine changes (e.g., addition, discontinuance, semester offerings, catalog changes, etc.) may be approved by the Executive Director of the Board; however, these changes require Board Approval if the fiscal impact is greater than $150,000 per year. In addition, those actions taken by the Executive Director are reported quarterly to the Board.

BOARD ACTION

No action required.

ATTACHMENTS

Program Changes Approved by Executive Director
(August 1, 2002 – March 31, 2003)

Academic Program Changes

Approved by Executive Director • August 1, 2002 – March 31, 2003

Date	Program Change	Institution
8/19/02	Establishment of new research unit—Center for Advanced Microelectronics and Biomolecular Research (CAMBR)	**UI**
8/29/02	Established Environmental Science and Public Policy Research Institute	**BSU**
8/29/02	Master of Arts in English, English Education Emphasis	**BSU**
10/25/02	Business Marketing w/Professional Golf Management option	**UI**
10/25/02	Discontinuance of B.A. English, Liberal Arts Emphasis	**BSU**
12/12/02	Discontinue General Science Single Subject Teaching Major	**ISU**
12/12/02	Redefine administrative structure of Nuclear Science and Education activities	**ISU**
1/6/03	Discontinue B.S. or B.A. in Geography	**UI**
1/6/03	Consolidate M.S. & Ph.D. in Zoology & Botany to M.S. & Ph.D. in Biology	**UI**
1/6/03	Eliminate scientific option to B.S., Applied Mathematics program and replace with a new Math Modeling option	**UI**
1/6/03	New minor in Arboriculture and Urban Forestry	**UI**
1/6/03	Change B.S., Plant Science majors from Crop Science, Plant Protection, and Horticulture to one major entitled Horticultural and Crop Science with 4 new options (Horticultural Plant Production, Plant Protection, Crop Management, and Urban Landscape and Turf Management) and four new minors (Horticulture, Crop Science, Plant Protection, and Arboriculture and Urban Forestry	**UI**
1/6/03	Addition of Family Life option w/in the Child, Family and Consumer Sciences major	**UI**
1/6/03	Addition of four emphases to B.S. Agricultural Systems Management (Agricultural Information Systems, Water and Waste Management Systems, Agricultural Production Systems, and Agricultural Machine Systems	**UI**
1/6/03	Discontinue B.S. or B.A. in Geography	**UI**
1/6/03	Addition of new Minor in Latino Studies	**ISU**
1/6/03	Establishment of new interdisciplinary emphasis in Engineering Geology	**ISU**
1/8/03	Discontinue Religious Studies Program	**ISU**
2/12/03	Addition of two emphases in Geology and Hydrology to B.S. Geology Program	**BSU**
2/12/03	New joint degree in Accountancy and Finance (B.B.A., B.A., or B.S.)	**BSU**
2/12/03	Discontinue Minor in Quality Management	**BSU**
3/27/03	Consolidation of B.S. Mathematics to offer one degree with five options e.g., B.S. with major in Mathematics: Traditional option	**UI**
3/27/03	Consolidation of B.S. Chemistry to offer one degree with three options e.g., B.S. with major in Chemistry: General option	**UI**
3/27/03	Consolidation: Geological Science B.S. replaces Geology B.S.	**UI**
3/27/03	Modification of B.S. Animal Science curriculum to convert current majors to options—business, dairy science, production and science/preveterinary	**UI**
3/27/03	Discontinue B.S. Natural Resources and Rural Development	**UI**
3/27/03	Discontinue Agricultural Economics Minor	**UI**
3/27/03	Consolidation: Discontinue Human Biology degree and Environmental Field Biology degree and combine to offer a B.A. and B.S. in Biology with two emphases: Human Biology and Field Biology	**LCSC**
3/27/03	Addition of an Environmental Geochemistry option to Chemistry	**LCSC**

Professional - Technical Education Program Changes

Approved by Executive Director • August 1, 2002 – March 31, 2003

Date	Program Change	Institution
8/1/02	Terminate the Office Information Specialist option of the Business and Office Technology program	**NIC**
8/1/02	Add an 18-month Advanced Technical Certificate to the Legal Administrative Assistant option of the Business and Office Technology program	**NIC**
8/1/02	Add new Medical Receptionist option to the Business and Office Technology program—11-month Technical Certificate	**NIC**
8/1/02	Add new Culinary Arts option to the Culinary Arts Technology program—11 month Technical Certificate	**ISU**
8/1/02	Add new Network Technician option to the Computer Network Technology program	**BSU**
9/21/02	Terminate the Associate Teacher option of the Education Assistant Program	**CSI**
9/21/02	Terminate the Network Support Technician-Novell and the Internetworking Technician options from the Information Technology Program	**CSI**
9/21/02	Terminate the Retail Merchandising option of the Marketing and Management program	**CSI**
12/27/02	Add new Medical Office Transcriptionist/Pre-Health Information Technician option	**NIC**
2/12/03	Discontinue A+ Computer Support Technician program	**BSU**