

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>IDAHO STATE BOARD OF EDUCATION REPORT ON COMMONALITIES AND DIFFERENCES AMONG COLLEGES AND SCHOOLS WITHIN IDAHO'S PUBLIC HIGHER EDUCATION INSTITUTIONS – BUSINESS PROGRAMS</b>	Information Item
<b>2</b>	<b>OVERVIEW OF IDAHO STUDENT AID PROGRAMS</b>	Information Item
<b>3</b>	<b>STRATEGIC PLANNING OF THE UNIVERSITY OF IDAHO'S LAW SCHOOL</b>	Information Item
<b>4</b>	<b>HIGHER EDUCATION RESEARCH COUNCIL – ONE- TIME \$550K GRANT PROGRAM FUNDING RECOMMENDATION</b>	Motion to approve
<b>5</b>	<b>SOUTH CENTRAL LOCAL OPERATIONS COMMITTEE – SUMMARY REPORT</b>	Information Item
<b>6</b>	<b>IDAHO STATE UNIVERSITY'S MISSION STATEMENT</b>	Information Item
<b>7</b>	<b>REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS AND PROPRIETARY SCHOOLS</b>	Motion to Approve
<b>8</b>	<b>GEAR UP – UPDATE</b>	Information Item

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

<b>9</b>	<b>RECOGNITION OF SCHOOLS AS DISTINGUISHED SCHOOLS AND FOR ADDITIONAL YEARLY GROWTH</b>	Motion to Approve
<b>10</b>	<b>APPROVAL OF PROPOSED RULE FOR PUPIL PERSONNEL SERVICES CERTIFICATE, EDUCATIONAL INTERPRETER ENDORSEMENT THROUGH AMENDMENT TO IDAPA 08.02.02.027</b>	Motion to Approve
<b>11</b>	<b>APPROVAL OF PENDING RULE 08.02.03.004 REGARDING STANDARDS FOR THE DEAF AND HARD OF HEARING (DHH)</b>	Motion to Approve
<b>12</b>	<b>APPROVAL OF PENDING RULE 08.02.03.004 REGARDING STANDARDS FOR THE BLIND AND VISUALLY IMPAIRED</b>	Motion to Approve

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**SUBJECT**

Idaho State Board of Education Report on Commonalities and Differences among Colleges and Schools within Idaho's Public Higher Education Institutions

**REFERENCE**

December 1, 2005	The Board directed the Presidents to review respective Colleges and programs and provide a series of reports to assist them in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.
Nov 30-Dec 1, 2006	The first report on Engineering Programs was reported to the Board.
June 13-14, 2007	The second report on Education Programs was reported to the Board.

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

The State Board of Education oversees higher education academic delivery and approves all new postsecondary programs from Idaho's public institutions. As per Board Policy III.Z.(1), the purpose of the policy is "to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources."

**DISCUSSION**

The Board requested that the Presidents examine the various colleges and programs at their respective institutions and provide a series of reports on how programs are different and similar and if there are commonalities, why those programs or colleges are necessary within the state.

Two reports have been completed on engineering and education. Using the same template from previous reports, the Business Deans have provided a similar report on Business programs and have coordinated a formal presentation for the Board.

Attached is a report for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, College of Southern Idaho, and North Idaho College. The reports are limited in only looking at the business

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

schools and not all the individual programs that might be offered through other courses of study such as the technology business programs

**IMPACT**

Idaho's Public Higher Education Institutions  
**Business Programs**  
Enrollment

		2005	2006	2007
<b>BSU</b>	Enrollment	2,693	3,004	3,267
	% of Total	39.8%	42.0%	44.4%
<b>ISU</b>	Enrollment	1,263	1,167	1,074
	% of Total	18.7%	16.3%	14.6%
<b>UI</b>	Enrollment	1,620	1,708	1,592
	% of Total	23.9%	23.9%	21.7%
<b>LCSC</b>	Enrollment	387	440	515
	% of Total	5.7%	6.2%	7.0%
<b>CSI</b>	Enrollment	347	352	365
	% of Total	5.1%	4.9%	5.0%
<b>NIC</b>	Enrollment	294	302	359
	% of Total	4.3%	4.2%	4.9%
<b>EITC</b>	Enrollment	168	177	181
	% of Total	2.5%	2.5%	2.5%
<b>Total Business</b>	Enrollment	6,772	7,150	7,353
	% Change		5.6%	2.8%
<b>Total Institutions</b>	Enrollment	55,654	55,858	54,838
	% Change		0.4%	-1.8%

**ATTACHMENTS**

Attachment 1 – Degree Comparisons	Page 4
Attachment 1 – Boise State University	Page 5
Attachment 2 – Idaho State University	Page 19
Attachment 3 – University of Idaho	Page 29
Attachment 4 – Lewis-Clark State College	Page 39
Attachment 5 – College of Southern Idaho	Page 49
Attachment 6 – North Idaho College	Page 59
Attachment 7 – Eastern Idaho Technical College	Page 67

**STAFF COMMENTS AND RECOMMENDATIONS**

CAAP held a meeting on September 6, 2007 and shared draft reports on the Commonalities and Differences for Business Programs. CAAP discussed the goal of the reports and wondered if Board members are finding these reports and presentations at Board meetings useful and sufficiently meaningful to continue

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

providing these reports to the Board. Members were contacted and determined that before making a judgment about the value of reports, they wanted to see the Business presentation at their October meeting.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

## Degree Comparisons

### Undergraduate programs

Degree Name	BSU	ISU	UI	LCSC
General Business Administration	X	X		X
Accounting	X	X	X	
Finance	X	X	X	
Management	X	X	X	X
Production & Operations Mgmt	X		X	
Information Systems	X	X	X	
Business Economics	X		X	
Marketing	X	X	X	
International Business	X			
Professional Golf Management			X	
Hospitality Management				X
Interdisciplinary Programs				X
Sports Administration (new spring 2008)				X

### Graduate Degrees

Degree Name	BSU	ISU	UI	LCSC
Master of Business Administration	X	X	X	
MBA Accounting Emphasis		X		
M.S., Accountancy	X		X	
M.S., Accountancy- Taxation	X			
M.S., Management Info Systems	X			

### Community Colleges

Degree Name	CSI	NIC
<b>Associate of Arts</b>		
Business Administration		X
General Business	X	
Economics	X	
<b>Associate of Science</b>		
Business Administration		X
Business Education		X

### Technical College

Degree name	Level
Accounting Paraprofessional	AAS & Tech Certificate
Marketing and Management	AAS & Tech Certificate
Legal Assistant	AAS & Tech Certificate
Office Professional	AAS & Tech Certificate

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date: August 8, 2007**

**Institution: Boise State University**

**School/College/or program (s) within the disciplinary area to be reviewed:**

<b>College of Business &amp; Economics</b> Department of Accountancy Department of Economics International Business Program Department of Management Department of Marketing & Finance Department of Information Technology and Supply Chain Management
---

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007

## I. Brief History of College/School (limit to 250 words):

The College of Business and Economics' intellectual climate and educational environment are inextricably linked to, and shaped by, its urban setting within Idaho's largest concentration of business, industrial, financial, medical and governmental sectors. The undergraduate and graduate programs prepare students to work predominantly in business organizations, large and small, in and out of Idaho. The programs emphasize functional business knowledge and an awareness of business trends and challenges, and the skills and methods to address those challenges in the future.

The College of Business was created in 1965. Undergraduate degrees were awarded beginning in 1967, and the first masters degrees were awarded in 1972. The College's name was changed to College of Business and Economics (COBE) in the mid-1990s.

The COBE's undergraduate programs were initially accredited by AACSB-International (Association to Advance Collegiate Schools of Business) in 1979. In 1985, the masters degree programs received accreditation, and the Accountancy program achieved initial accreditation in 1991. To earn accreditation, business and accounting programs must satisfy the expectations of a wide range of quality standards relating to strategic management of resources, interactions of faculty and students in the educational process, and achievement of learning goals in degree programs. Those standards are linked to the mission of the college.

New graduate programs launched within the past 10 years include a Masters of Science in Accountancy Taxation Emphasis program begun in 1996, a Masters Program in Management Information Systems established in fall 1997, a Masters of Science in Accountancy started in 1998, and an Executive MBA (EMBA) launched in 2006.

## II. Degrees offered by school/college or program(s) within disciplinary area under review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
<b>Business</b>	B.S., B.A., B.B.A.	Accounting Finance Marketing Operations Management Supply Chain Management Management Human Resources Entrepreneurship Information Systems Business Economics International Business	Accounting Computer Information Systems Economics Finance General Business International Business Management – Entrepreneurship Management – Human Resources Marketing Networking/ Telecom Operations Management



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
<b>Business</b>	M.B.A.		n/a
<b>Accounting</b>	M.S.		Taxation
<b>Management Information Systems</b>	M.S., M.		n/a

**III. Enrollment and Graduates – Last three years beginning with the current year  
and the 2 previous years**

	Enrollment			Number of Graduates		
	Fall 06	Fall 05	Fall 04	FY07	FY06	FY05
<b>Degree</b>						
<b>Accounting</b> B.S., B.A., B.B.A.						
Full-time students	307	297	264			
Part-time students	215	201	177			
Total students	522	498	441	96	101	78
<b>Accounting and Finance</b> B.S., B.A., B.B.A.						
Full-time students	180	98	18			
Part-time students	80	44	2			
Total students	260	142	20	16	6	6
<b>Computer Information Systems</b> B.S., B.A., B.B.A.						
Full-time students	82	90	94			
Part-time students	75	94	110			
Total students	157	184	204	34	33	41
<b>Economics</b> B.S., B.A., B.B.A.						
Full-time students	183	129	112			
Part-time students	68	62	38			
Total students	251	191	150	19	21	24
<b>Finance</b> B.S., B.A., B.B.A.						
Full-time students	110	114	102			
Part-time students	34	46	47			
Total students	144	160	149	32	40	51
<b>General Business</b> B.S., B.A., B.B.A.						

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

	<b>Enrollment</b>			<b>Number of Graduates</b>		
	<b>Fall 06</b>	<b>Fall 05</b>	<b>Fall 04</b>	<b>FY07</b>	<b>FY06</b>	<b>FY05</b>
<b>Degree</b>						
Full-time students	355	313	317			
Part-time students	207	194	183			
Total students	562	507	500	95	90	67
<b>International Business B.S., B.A., B.B.A.</b>						
Full-time students	147	133	119			
Part-time students	48	31	33			
Total students	195	164	152	19	17	15
<b>Management B.S., B.A., B.B.A.</b>						
Full-time students	177	159	129			
Part-time students	100	95	72			
Total students	277	254	201	45	57	40
<b>Marketing B.S., B.A., B.B.A.</b>						
Full-time students	216	209	186			
Part-time students	82	90	90			
Total students	298	299	276	41	52	41
<b>Networking/Telecom B.S., B.A., B.B.A.</b>						
Full-time students	37	45	40			
Part-time students	26	25	31			
Total students	63	70	71	8	10	13
<b>Operations Mgmt B.S., B.A., B.B.A.</b>						
Full-time students	17	18	30			
Part-time students	19	12	14			
Total students	36	30	44	10	6	13
<b>Business Undeclared</b>						
Full-time students	208	225	211			
Part-time students	95	89	101			
Total students	303	314	312	n/a	n/a	n/a
<b>Percent graduated within 6 years</b>				80.9	92.5	100
<b>Business M.B.A., E.M.B.A.</b>						
Full-time students	55	22	21			
Part-time students	88	100	89			
Total students	143	122	110	35	38	32
<b>Accounting M.S.</b>						
Full-time students	10	8	12			

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

	Enrollment			Number of Graduates		
	Fall 06	Fall 05	Fall 04	FY07	FY06	FY05
<b>Degree</b>						
Part-time students	9	16	11			
Total students	19	24	23	12	9	14
<b>Accounting Tax M.S.</b>						
Full-time students	7	10	6			
Part-time students	21	19	16			
Total students	28	29	22	18	8	9
<b>Management Information Systems M.S., M.</b>						
Full-time students	3	2	2			
Part-time students	6	14	16			
Total students	9	16	18	5	5	8
<b>Percent graduated within 3 years</b>				71.6	58.5	79.3
<b>Total COBE students</b>	3267	3004	2693	485	493	452

**IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).**

- Implemented the first Executive MBA in the state of Idaho in fall 2006. This program prepares middle- and senior-level managers for broader responsibility and higher positions within their organizations. Courses are designed around critical issues facing managers and are offered on a schedule designed to minimize disruption of work and personal life. The combination of highly experienced participants, exceptional faculty, and a steady procession of special guests speakers creates an invigorating learning environment in which to obtain an MBA degree.
- Hosted the sixth annual Northwest Venture Championship® in 2007, where teams of graduate and undergraduate students competed for more than \$20,000 in prizes. The competition, which is based on the creation of business plans, has grown into an international event, welcoming students and faculty from across the United States, Canada, Mexico and Australia. In 2006, Idaho Governor Kempthorne declared Entrepreneurship Week in Idaho partly to recognize the contributions of the Northwest Venture Championship in making Idaho a rich growing ground for new innovations and entrepreneurs.
- Established the first Residential College at Boise State University. The Residential College is an integrated living and learning opportunity for motivated students in business and commerce. Residents participate in a variety of social, cultural, academic and service activities; develop a supportive network of friends, faculty, and future colleagues; and collaboratively plan and lead projects

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

that enhance their classroom learning. Residents interact with a live-in faculty member and obtain hands-on experience by managing the Dawson 4.0 Coffee Shop.

- Placed student teams at or near the top in regional and national competitions. Recent examples: the Human Resources team won 3<sup>rd</sup> place in a national HR competition; Finance students placed 3<sup>rd</sup> out of 18 Northwest schools in the D.A. Davidson Stock Portfolio contest; Marketing students won the regional American Advertising Federation's advertising contest; and Accounting students earned top-ten honors in the National Video Case Competition sponsored by the Institute of Internal Auditors.

**V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

- A consortium of Idaho companies that were seeking an innovative learning opportunity for the next generation of business leaders partnered with the College of Business and Economics to develop the Executive MBA program. Consortium members include IDACORP, Inc., J.R. Simplot Company, Hewlett-Packard, and Micron Technology. The first cohort began class sessions in fall 2006 with an enrollment of 28 students. More than three hundred requests for information about the program have been received from potential students interested in joining the second cohort, slated to begin fall 2008.
- Enrollments in the master's-level management programs have been increasing, realizing a growth rate of 17 percent from 2005 to 2006. Preliminary estimates indicate that enrollments may grow by another 20 percent for fall 2007. The number of Economics majors has quadrupled since 2001.
- In response to student demand, a new accounting/finance major was created. In 2004, the major started with 11 students, and as of fall 2006 the major numbered almost 130 students.
- Companies of all sizes (number of employees ranging from 20 to 10,000) and industries (financial to high-tech) employ Boise State University's business graduates. Examples range from small, local entrepreneurial firms to those that base employees all around the world. Most graduates remain in the Boise area after graduation, working for companies such as Blue Cross of Idaho, Micron Technology, Washington Group, and Wells Fargo.
- Development of programs in Accounting and General Business offered by Boise State at the College of Southern Idaho in Twin Falls directly resulted from demand for bachelor's-level education in the Magic Valley. Boise State commenced course offerings in fall 1995, producing its first graduates in 1997. The courses are offered by College faculty using on-site instruction and a variety of distance learning methods. While enrollments vary, the program typically graduates 20-30 business majors annually.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

The College pursues several activities that add value to various groups, including the university, Boise businesses, government, and professional organizations.

- Live cases: Each semester, the Idaho Small Business Development Center (ISBDC) provides 10-15 “live cases” for classroom work to courses such as Strategic Management, Marketing Management, and Human Resource Management. Students work with the managers of the firms on problems facing those companies.
- Internships: Internship programs are a cornerstone of how students gain experience in business and professional organizations. As an example, the ISBDC and COBE jointly conduct a high-caliber internship program for students to work with CEOs of local entrepreneurial organizations. The ISBDC identifies the firms, COBE recruits the students, and members from each organization work together to oversee the internships.
- Northwest Venture Championship: Each spring nearly 100 students and faculty advisors from some 25 universities around the world come to Idaho to compete in the business plan competition. The competition has resulted in several start-up ventures in Idaho, employing individuals and producing growing revenues.
- Faculty expertise: Faculty members and administrators are active in state level committees (e.g., the Governor’s Entrepreneurship Initiative, and the Governor’s International Trade Advisory Committee), as providers of knowledge and support (e.g., facilitating strategic planning programs for government, non-profit and business organizations), and as participants in leadership roles in professional organizations (e.g., on the Idaho Opera Board). Faculty members also provide training and consulting for local businesses through the College’s executive education arm.
- Student research: For example, since 2005, the Global Business Consortium’s Heidelberg Project has helped more than 20 Idaho firms find markets in Europe by matching them with over 150 international marketing students in Germany who conduct research for each firm. The companies have, on average, tripled sales and increased full time jobs by 80 percent.

**VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).**

At the graduate level, Idaho State University and Boise State University each offer an MBA, and the University of Idaho and Boise State University each offer an MS in Accounting. The state’s graduate programs differ in their areas of focus. Idaho State’s program provides formal emphases in areas unique to their mission, such as health

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

care and pharmacy. Because of Boise's metropolitan location, Boise State's College of Business and Economics serves the business community's demand for master's-level professionals prepared in tax accounting.

Idaho State University, Boise State University, and Lewis-Clark State College offer a bachelor's degree in the content area of general business administration. Idaho State University, Boise State University, Lewis-Clark State College, and the University of Idaho offer a bachelor's degree in management. Idaho State University, Boise State University, and the University of Idaho offer bachelor's degrees in accounting, information systems, finance, and marketing. In addition, the University of Idaho and Boise State University offer bachelor's level degrees in business economics and operations management.

Perhaps the most compelling reason to have multiple business programs in Idaho is geographic. Regional universities 1) provide expanded access to business education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for business professionals so they can sharpen and advance their knowledge, 3) stimulate partnerships with area business and government agencies, and 4) help market the region to new businesses which expect business education opportunities for their managers and executives.

**VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)**

Business classes and collaborations are woven throughout the fabric of university curricula, programs and research at Boise State University. College of Business and Economics faculty and students are involved in collaborate endeavors with counterparts from every one of Boise State University's eight other colleges – Applied Technology, Arts and Sciences, Education, Engineering, Graduate Studies, Health Sciences, Honors, and Social Sciences and Public Affairs. Examples include:

MBA students have the option of selecting informal areas of concentration in health science, engineering, and public administration.

Two undergraduate core classes for all majors are provided by the College of Business and Economics – Principles of Macroeconomics and Principles of Microeconomics.

The Economics, Social Studies, Secondary Education Emphasis is a cooperative multidisciplinary program involving the Colleges of Arts and Sciences, Education, and Social Science and Public Affairs.

Several business courses are required for the undergraduate degree in Music Business offered by the College of Arts and Sciences.

The Construction Management program offered in the College of Engineering utilizes several business courses.

The degree in International Business requires a language specialty, offered by the College of Arts and Sciences.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Many majors across campus are required to take basic accounting, management, and marketing courses, including some in the Colleges of Engineering and Health Sciences.

General Business 101, a course designed for any non-business major offers the opportunity to gain a general overview of business and an understanding of how business fits into their major of interest.

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

AACSB-International accreditation

Visit Dates: October 23-26, 2001

Next visit: 2011-2012

Findings:

The team recommends the reaffirmation of business and accounting accreditation.

Assessment of overall high quality - The team's assessment is that the faculty is dedicated to high quality teaching in support of high quality business education. Students and other stakeholders, both on and off campus, comment on the college's quality, innovative, and challenging programs.

Continuous improvement environment - The college has exemplary relations with the business community through a web of advisory boards at the college, program, and center levels and has an aggressive and capable committee functioning to monitor the effectiveness of the College of Business and Economics' undergraduate core courses. These processes are central in the continuous improvement of the college's educational programs. There is heightened emphasis on scholarship amongst the faculty and administration.

Ability of the institution to achieve desired outcomes - Within the limitations imposed by modest budgets, the College is working seriously to achieve their desired outcomes.

**Commendations of Strengths, Innovations, and Unique Features**

Faculty morale is high. The feeling that the COBE at Boise State is a good place to work is pervasive and turnover is very low.

Faculty are interested in and supportive of students. Faculty seem devoted to the teaching mission and take their mentoring responsibilities seriously.

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

The college is succeeding in building cooperative, supportive relationships with the business community. The dean's advisory council and an array of other advisory groups are active and involved in assisting the COBE in achieving its goals.

Technology is highly developed and an important part of the curriculum. The computer labs, telecomm teaching lab, and the BSU.net project are of obvious high quality.

Students are generally laudatory toward the COBE and its faculty and report high levels of satisfaction.

### **Recommendations**

The assessment matrix is multi-faceted and extensive but is largely internal. The COBE should consider benchmarking using the EBI Satisfaction Survey, the ETS Field Skills Test or other assessment instruments for which national or focus group data is available for comparative purposes.

The "Immersion-in-Business" experience for undergraduates needs to be more tightly organized and better publicized to students as well as external publics.

Development efforts of the dean and accounting chair are moving in a positive direction. These efforts should be maintained and intensified.

The curriculum at both the undergraduate and graduate levels should be streamlined in light of limited resources, heavy teaching loads for permanent faculty and extensive use of adjuncts, and student complaints about redundancy in courses.

Teaching load should be linked to scholarly efforts and successes of the faculty. Differentiated roles based on intellectual contributions and teaching effectiveness should be pursued.

### **X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

The College of Business and Economics plays a vital role in economic development by supplying an educated workforce, and contributing practical expertise via trained professionals. The College offers Idaho's citizens the opportunity to learn and develop skills relevant to every area of business and government. Because of practical knowledge and experience gained, graduates of the COBE are well-prepared to contribute to their organization's success.

Three centers within the COBE support its external outreach and development programs. The Idaho Small Business Development Center (ISBDC), through its six regional offices, provides consulting services to start-up and small businesses throughout the state of Idaho. They deliver up-to-date consulting, training,



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

technical assistance and environmental regulatory assistance in small business management.

TechHelp's experienced specialists across the state provide technical and professional assistance to Idaho manufacturers, processors and inventors to strengthen their global competitiveness through continuous product and process innovation. TechHelp is a partnership of Idaho's three state universities and an affiliate of the National Institute of Standards and Technology.

The Idaho Council on Economic Education (ICEE) works with K-12 teachers in Idaho, providing them with the latest economics and personal finance curriculum, instructional units, and core content training. The ICEE's International Economic Summit™ engages over 5,000 Idaho students as they work in assigned country teams of 3-5, role playing economic advisers for their countries--developing and then implementing strategic plans to improve the quality of life in their countries through trade and strategic alliances.

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

The curriculum for all of the majors is built upon common core content areas within the college. These include accounting, business communication, economics, finance, information systems, management, marketing, and statistics. In addition, students are expected to have word processing, spreadsheet, and data base skills within the first year of their program.

The Executive MBA (EMBA) grew from demand by businesses for an intensive, interactive high-level educational opportunity for their most promising executives. Some courses offered in an EMBA program are similar to those taught in traditional MBA programs-accounting, finance, statistics, management, marketing, and information systems. However, EMBA courses are enhanced by the extensive professional experience of the participants that allows for unique offerings such as the Fostering Innovation module, which meshes improvisation skills together with business acumen to boost participants' value in the workplace.

The Accounting/Finance major was developed in response demand by finance majors, who need accounting skills in order to succeed in corporate finance. This streamlined program, built upon requirements for the Accounting and Finance degrees, was initially offered in fall 2004.

The Graduate Certificate in Supply Chain Management is designed for professionals with bachelor's degrees who are working in the logistics/supply chain field and need the latest knowledge about logistics and supply chain management to fulfill the duties of their jobs. This certificate program, which builds on existing courses, is offered jointly by

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Boise State University and the University of Alaska, Anchorage in cooperation with the Northwest Educational Outreach Network (NEON) Supply Chain Management consortium.

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

As a fundamental part of achieving our vision of becoming a metropolitan research university of distinction, Boise State will continue in its role of equipping the business community and students with skills to create new business ideas and to improve business processes. In concert with the university, the COBE will move toward offering more graduate programs and improving its research.

**EMBA**

Recruitment for the second EMBA cohort will intensify in fall 2007 to start in fall 2008.

**MBA in Information Technology Management**

Slated to commence in fall 2007, this new MBA offers five courses specific to the management of IT in operations, plus one elective to complement six core MBA courses.

**Ph.D.**

Although the College offers several master's-level programs, we do not yet offer a Ph.D. Based on a thorough business plan being developed, a Ph.D. in either Economics or Business is projected to begin in 2012. One of the foremost concerns recently identified by the AACSB-International accrediting body is an emerging global doctoral faculty shortage in business. Graduates of our Ph.D. program will be highly employable at universities that are more research-oriented than Boise State. In addition, a Ph.D. will serve to enhance the regional and national reputation of Boise State University.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is  
presented to the Board**

Revenue Received, Various Fiscal Years				
	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>	
	Past	Current	Next	
	Fiscal Year	Fiscal Year	Fiscal Year	
Annual General Account/State Appropriation	8,390,900	8,695,100	9,072,500	
Revenue from Endowment Funds	840,100	622,800		
Student Fees	2,100	535,600		
Federal Appropriation				
Federal Grants & Contracts	955,700	1,200,600		
State Grants & Contracts	245,200	208,800		
Private Gifts, Grants & Contracts	815,700	290,500		
Sales & Serv. of Educ. Activities	96,000	27,700		
Sales & Serv. of Aux. Enterprises				
Other (please identify)				
Indirect Costs	14,400	46,900		
Total, All Fund Sources	11,360,100	11,628,000		
Notes:				
This report displays revenue received during the fiscal year, not expenditures made.				
Round to nearest \$100.00.				

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date:** August 8, 2007 (Second Draft)

**Institution:** Idaho State University

**School/College/or program (s) within the disciplinary area to be reviewed:**

College of Business

**I. Brief History of College/School (limit to 250 words):**

The College of Business, founded in 1963, offers high quality business education. Its undergraduate and graduate programs in both business and accounting are nationally accredited by the AACSB International - The Association to Advance Collegiate Schools of Business. The College of Business is committed to providing the business education and training needed by those entering today's complex economy. It also equips graduates with the skills needed to meet the challenges presented by a constantly-changing business environment.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

High-quality instruction is a hallmark of the ISU College of Business. The College is proud of its commitment to an intimate mentoring style of education with small classes and significant student/teacher contact. Faculty members have an average of over fifteen years of teaching experience, and over 85% hold a doctoral degree in their specific field. Additional faculty qualifications, including professional business experience, professional certification, published research papers, articles and books, and other accomplishments enrich the courses they teach.

The College of Business has a commitment to students. At ISU, students are provided easy access to expert guidance in their studies. The faculty has an active concern for the progress of every student and works to help students meet their career objectives.

Idaho State University and the College of Business primarily serve students from Southeast Idaho and the Intermountain West. About three percent of the student body comprises international students. The college places graduates throughout the Western United States and nationally.

**II. Degrees offered by school/college or program(s) within disciplinary area under review:**

<b>Degree name</b>	<b>Level</b>	<b>Specializations within the discipline (to reflect a national perspective)</b>	<b>Specializations offered within the degree at the institution</b>
Bachelor of Business Administration	Undergraduate	Accounting Finance Marketing Operations Management Supply Chain Management Management Human Resources Management Entrepreneurship Information Systems Business Economics International	Accounting Computer Information Systems Finance General Business Administration Management Marketing
Master of Business Administration	Graduate	Accounting Finance Marketing Operations Management Supply Chain Management Management Human Resources Management Entrepreneurship Information Systems Business Economics International	Accounting Computer Information systems Finance General Business Administration Management Marketing Health Care Administration Pharmacy

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**III. Enrollment and Graduates – Last three years beginning with the current year  
and the 2 previous years**

	Enrollment			Number of Graduates		
	Current Fall 2006	Previous Year Fall 05	Previous Year Fall 04	Current FY 2007	Previous Year FY 2006	Previous Year FY 2005
<b>Degree</b>						
BBA:						
Accounting						
Full-time	164	189	204			
Part-time	<u>55</u>	<u>50</u>	<u>75</u>			
Total	219	239	279	27	31	33
% graduating in 6 yrs				87.5%	100%	87.2%
CIS						
Full-time	78	81	115			
Part-time	<u>21</u>	<u>30</u>	<u>36</u>			
Total	99	111	151	7	14	17
% graduating in 6 yrs				75%	94.1%	85%
Finance						
Full-time	105	107	115			
Part-time	<u>25</u>	<u>30</u>	<u>37</u>			
Total	130	137	152	39	35	48
% graduating in 6 yrs				91.4%	91.3%	92.3%
General Bus						
Full-time	110	128	95			
Part-time	<u>38</u>	<u>62</u>	<u>35</u>			
Total	148	190	130	1	3	5
% graduating in 6 yrs				100%	100%	100%
Management						
Full-time	165	195	206			
Part-time	<u>91</u>	<u>102</u>	<u>123</u>			
Total	256	297	329	52	49	50
% graduating in 6 yrs				87.8%	80.7%	92.9%
Marketing						
Full-time	70	73	78			
Part-time	<u>18</u>	<u>29</u>	<u>24</u>			
Total	88	102	102	11	17	11
% graduating in 6 yrs				100%	88.9%	100%
Undeclared						
Full-time	92	62	89			
Part-time	<u>42</u>	<u>24</u>	<u>28</u>			
Total	134	<u>86</u>	<u>117</u>			
Total Undergraduate						
Full-time	784	837	902			
Part-time	<u>290</u>	<u>330</u>	<u>361</u>			
Total	1,074	1167	1263	137	149	164
% graduating in 6 yrs						

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

MBA						
Full-time	55	51	69			
Part-time	<u>73</u>	<u>73</u>	<u>89</u>			
Total	128	124	158	41	45	44
% graduating in 6 yrs						

**IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).**

**AACSB Accreditation (first and most recent)**

The Idaho State University College of Business was first accredited by AACSB in 1975, and was most recently re-accredited in 2006. As part of a stronger emphasis by AACSB on the direct assessment of student learning, ISU put in place several assessment initiatives that were noted as being effective by the accreditation team. The AACSB enacted new standards in 2003 requiring extensive assessment of learning systems. As a result, many business schools visited in the last two years have encountered delays in reaccreditation. The accreditation team that visited the ISU College of Business in 2006 encountered no problems. Consequently, we feel our recent reaccreditation is quite notable.

**CPA pass rates**

For many years ISU Accounting students have had a remarkably good record for passing the Certified Public Accounting exam. ISU has ranked consistently in the top ten of all universities nationwide in the percentage of students passing the CPA exam on the first attempt. Recent changes to the exam have made it impossible to aggregate data on a university by university basis, but our students continue to achieve very high pass rates.

**National Information Assurance Training and Education (NIATEC) Center of Excellence**

Idaho State University College of Business's National Information Assurance Training and Education (NIATEC) program became one of the first seven National Centers of Excellence. As the federally designated cornerstone for essential education and training components of a strong Information Assurance initiative, the mission is to establish an effective Information Assurance infrastructure for academic, industry and government organizations.

**Secured Large Endowment**

On December 29, 2000, the ISU College of Business received a \$5 million endowment from Mr. Michael Ruettgers, then CEO of EMC Corporation and an alumnus of the college. Proceeds from that endowment have been critical in funding all of our major curricular initiatives within the college for the past several years..



## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

### **Notebook Computer Initiative**

In 2006, the College of Business instituted a requirement for all business majors to own a notebook computer and is in the process of integrating their use in the classroom. This was the first such college-wide policy in the university.

#### **V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

The Association to Advance Collegiate Schools of Business (AACSB) is the premier accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting. AACSB has commissioned a number of reports that address both the value of management education and the demand for business degrees. The findings are summarized below.

- Students and employers see tremendous value in management education. For example, the U.S. Department of Education reports an 11% increase in undergraduate business degrees conferred between 2001 and 2005.
- AACSB member schools report an 8% increase in MBA enrollment during the same 2001-2005 time period. With more than 200,000 diplomas awarded annually, the MBA is the world's most popular graduate degree.
- The demand for accounting majors, specifically for Masters students continues to be strong. Idaho Commerce and Labor's Idaho Occupational Projections for 2014: Hot Jobs Statewide report lists Accountants and Auditors in the "Top 15 jobs requiring long preparation."

#### **VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

### **Location**

The ISU College of Business is the only public institution offering Bachelors-level degrees in business in SE Idaho, including at our campus in Idaho Falls and the only institution offering the MBA.

### **MBA Program**

The program serves a unique mixture of full-time and part-time students in SE Idaho, with courses offered for working professionals in the evening in the two major population centers.

### **Undergraduate Cohort Program**

The ISU College of Business Cohort Program serves both traditional and non-traditional students. Our cohort students take courses together for three semesters on a schedule that allows many of them to work part time.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Emphasis on Critical Thinking and Communication**

The core curriculum for all undergraduate business majors includes four unique courses that emphasize students' critical thinking, problem solving, and communication skills in a business context. These courses are a complement to both the university general education courses and the core business courses, and uniquely prepare our students for their professional careers.

**Native American Business Administration**

The Native American Business Administration (NABA) program is a program intended to supply Native Americans from across the country with general business and entrepreneurial skills. NABA students complete the same business majors as other business students, but also take additional coursework directed at issues specific to the Native American communities.

**VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rational as to why (limit to 250 words).**

At the graduate level, Idaho State University and Boise State University each offer an MBA, and the University of Idaho and Boise State University each offer an MS in Accounting. The state's graduate programs differ in their areas of focus. Idaho State's program provides formal emphases in areas unique to their mission, such as health care and pharmacy. Because of Boise's metropolitan location, Boise State's College of Business and Economics serves the business community's demand for master's-level professionals prepared in tax accounting.

Idaho State University, Boise State University, and Lewis-Clark State College offer a bachelor's degree in the content area of general business administration. Idaho State University, Boise State University, and the University of Idaho offer bachelor's degrees in accounting, information systems, finance, management and marketing. In addition, the University of Idaho and Boise State University offer bachelor's level degrees in business economics and operations management.

Perhaps the most compelling reason to have multiple business programs in Idaho is geographic. Regional universities 1) provide expanded access to business education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for business professionals so they can sharpen and advance their knowledge, 3) stimulate partnerships with area business and government agencies, and 4) help market the region to new businesses which expect business education opportunities for their managers and executives. All of the programs attract students who would not otherwise pursue postgraduate studies, even if such programs were offered at other Idaho institutions.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)**

The ISU College of Business collaborates with other departments on campus to offer degrees, including:

**Health Care Administration (HCA)** – HCA students take 33 credits of business courses as part of the foundation for their degree, which is conferred by the College of Health Professions.

**Health Care Information Systems (HCIS)** – The recently proposed HCIS degree draws on courses in both Health Care Administration and Business Computer Information Systems. This degree will be conferred by the College of Business.

**Mass Communication** – The Mass Communication major, a degree offered by the College of Arts and Sciences, requires one or more Marketing courses, and frequently includes a minor in Marketing.

**Pharmacy** – The College of Pharmacy and the College of Business offer a Joint Doctor of Pharmacy/Master of Business Administration degree.

**Proposed Minor** – The College of Business is in the final stages of submitting a proposal to create a new Minor in Business that will consist of new business courses intended to allow students from across campus to obtain a well-rounded, broad foundation in business concepts. The intention of this new minor is to provide students with business skills to complement their chosen profession.

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

The College received its letters dated January 12, 2007, confirming maintenance of AACSB accreditation for all business programs and the accounting programs. The following is a quotation from the business letter:

*One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, your School is to be commended on the following strengths and effective practices:*

- 1. The College has a very strong and collegial culture that is an important foundation for high-quality academic programs and faculty retention.*
- 2. The annual evaluation of faculty, completed by the Executive Committee, is a very thorough and fair process that ensures the faculty have opportunities for commendation or improvement when needed.*

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

- 3. The small class sizes provide many opportunities for student/faculty interaction and teaching innovation.*
- 4. The College effectively integrates ethics coverage across the curriculum.*
- 5. The College has introduced several curricular innovations that offer unique opportunities for students or ensure that students develop skills valued by the professional community.*
- 6. The College has embarked on a capital campaign – Drive for Distinction- without University campaign support, with the goal of building an endowment that will support continuous improvement initiatives in the future.*

*Additionally, in the interest of continuous improvement, the development of annual maintenance reports provides your school an ongoing opportunity to discuss progress on and updates to the action items within your school's strategic plan. These annual progress updates are to be retained at your school until 60 days prior to your next on-site review. As identified within the peer review team report, the following items are suggested for incorporation into your ongoing strategic planning initiatives:*

- 1. Put into place processes to formally track placement of students within three months of graduation and career success of graduates at an appropriate later time.*
- 2. Continue to implement the remaining components of the Department's Assurance of Learning plan for the undergraduate and graduate degrees.*
- 3. More consistently articulate program learning goals and incorporate them in appropriate publishable media, e.g., the Undergraduate and Graduate Catalogs.*

*Idaho State University has achieved accounting accreditation for six additional years. The next on-site maintenance review occurs in the fifth year, 2011-12.*

**X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

The Idaho State University College of Business provides professional graduates to businesses and other organizations in southeast Idaho and throughout the state. In addition, special programs are offered to regional organizations to train personnel in specialized areas related to their professional development.

The College also maintains Small Business Development Centers (SBDC) in both Pocatello and Idaho Falls to provide educational and consulting assistance to organizations throughout eastern Idaho. The Pocatello center acts as the administration unit for the Eastern Idaho Development Corporation.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

All business degrees require students to take a common set of core business courses. New programs are added to take advantage of courses currently offered for the existing business majors. For example, a new emphasis in health care information systems will be added in 2008 that will utilize courses currently taught by the College of Business for computer information system majors and by the Health Care Administration program for its majors. A program was added in 2005 offering a major in Native American Business Administration (NABA) by adding two new specialized courses to the existing courses in other business majors.

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

The ISU College of Business plans initiatives in several new programs in the next two years. The new Native American Business Administration program started in 2005 will be expanded to include students from other geographic regions, eventually establishing ISU as a unique program educating Native Americans in traditional business majors.

A notice of intent to establish a new major in Computer Information Systems with emphasis on Medical Information Technology has been approved by the State Board of Education. Specific curriculum will be designed in 2007 and the program will admit students into the program in 2008. This new major integrates different programs in two colleges at ISU and directly contributes to the health education mission of ISU.

A new notice of intent to add a major in insurance will be submitted to the Board of Education this year. This program will utilize many of the existing courses taught in other majors in the College of Business and will be entirely funded by an endowment established by firms in that industry within Idaho. There is no similar program in Idaho and similar programs are rare in the western United States.

The College is exploring alternative methods of delivering its existing curriculum to a broader range of Idaho citizens by increasing use of on-line courses and incorporating other innovative web-based components into several courses. The current projects seek to maintain the high quality of existing programs while increasing availability to people within southeast Idaho who would otherwise have frequent commutes to either Idaho Falls or Pocatello.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is  
presented to the Board**

Revenue Received, Various Fiscal Years					
	Past		Current		Next
	FY 2006		FY 2007		FY 2008
Annual General Account/State Appropriation	4,730,100		5,098,000		5,159,200
Revenue from Endowment Funds	270,900		242,000		
Student Fees	46,300		54,000		
Federal Appropriation					
Federal Grants & Contracts	85,000				
State Grants & Contracts					95,900
Private Gifts, Grants & Contracts	264,000		174,000		
Sales & Serv of Educ Activities					
Sales & Serv of Aux Enterprises					
Other (ISU support of Idaho Falls program)	205,000		230,000		
Indirect Costs					
Total, All Fund Sources	5,601,300		5,895,500		
Notes:					
This report displays revenue received during the fiscal year, not expenditures made.					
Round to nearest \$100.00.					

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date:**

**Institution: University of Idaho**

**School/College/or program (s) within the disciplinary area to be reviewed:**

College of Business and Economics
-----------------------------------

**I. Brief History of College/School (limit to 250 words):**

The College of Business and Economics (CBE) was founded in 1925 as a separate professional division consisting of one administrative unit. Over the years the CBE attracted top students who would go on to be the CEO's of Albertsons, Boeing, Morrison-Knudsen, and Boise Cascade and Chairman of the Board's of Deloitte & Touche and Moss Adams. The school has also attracted top scholars including Dr. Erwin Graue who has been recognized by *The American Economic Review* for his contributions to the field of economics. Today, the CBE has more than 1600 majors taking courses in the departments of business and accounting. The CBE received initial accreditation from the Association to Advance Collegiate Schools of Business (AACSB), International in 1993. The initial accreditation included all programs in the department of business as well as separate accreditation for accounting programs.

In 1994 the CBE introduced a new approach to undergraduate business education referred to as the Integrated Business Curriculum (IBC) which led to growth in enrollments and in 1999 the

# INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007

college received the Idaho Quality Award for Excellence. In 2002, the college moved into its current home in the J.A. Albertson building which was funded with private funds from alums, friends, and corporate stakeholders.

## II. Degrees offered by school/college or program(s) within disciplinary area under review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Business	B.S.	Accounting Finance Marketing Operations Management Supply Chain Management Management Human Resources Management Entrepreneurship Information Systems Business Economics International Business	Accounting Finance Marketing Operations Management Management Information Systems Business Economics
Business	M.B.A.*	na	na
Accountancy	M.Acct.	na	na

\*An EMBA will be offered for the first time in fall 2007

## III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

Undergraduate	Enrollment			Number of Graduates		
	FY07	FY06	FY05	FY07	FY06	FY05
<b>Degree</b>						
<b>B.S. Bus: Accounting</b>						
Full-time students	228	236	243			
Part-time students	7	14	13			
Total students	235	250	256	47	51	40
<b>B.S. Bus: Business Economics</b>						
Full-time students	362	344	263			
Part-time students	15	12	8			
Total students	377	356	271	18	13	15
<b>B.S. Bus: Finance</b>						
Full-time students	187	196	192			
Part-time students	5	11	6			
Total students	192	207	198	52	52	44
<b>B.S. Bus: Marketing</b>						
Full-time students	294	294	297			



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Part-time students	18	15	10			
Total students	312	309	307	57	54	56
<b>B.S. Bus: Marketing Professional Golf Mangement Option</b>						
Full-time students	81	82	63			
Part-time students	0	7	4			
Total students	81	89	67	6	2	na
<b>B.S. Bus: Management and Human Resources</b>						
Full-time students	218	280	250			
Part-time students	15	12	11			
Total students	233	292	261	66	55	50
<b>B.S. Bus: Production/Operations Management</b>						
Full-time students	48	58	61			
Part-time students	1	1	2			
Total students	49	59	63	14	20	18
<b>B.S. Bus: Information Systems</b>						
Full-time students	88	101	153			
Part-time students	8	8	16			
Total students	96	109	169	16	26	39
<b>Total Number of Undergraduates</b>	<b>1575</b>	<b>1671</b>	<b>1592</b>	<b>276</b>	<b>273</b>	<b>262</b>
<b>% Graduating within 6 years</b>				<b>95%</b>	<b>94%</b>	<b>97%</b>

Graduate	Enrollment			Number of Graduates		
Degree	FY07	FY06	FY05	FY07	FY06	FY05
<b>Master of Accountancy</b>						
Full-time students	14	32	22			
Part-time students	3	5	6			
Total students	17	37	28	8	22	9
<b>Total Number of Graduate Students</b>	<b>17</b>	<b>37</b>	<b>28</b>	<b>8</b>	<b>22</b>	<b>9</b>
<b>% Graduating within 3 years</b>				<b>100%</b>	<b>100%</b>	<b>89%</b>

**IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).**

- ✓ The College of Business and Economics (CBE) received the *Idaho Quality Award* for excellence and is the only educational unit in the state to have received this award. This award recognizes achievement in seven (7) distinct categories including leadership, strategic management, customer and market focus, measurement, human resource focus, business results, and process management.
- ✓ The J. A. Albertson Building is the home of the CBE and provides a state of the art teaching and learning facility for students and faculty. This \$15.6 Million project was funded entirely with private funds from alumni and supporters of the program.
- ✓ The CBE offers a unique undergraduate experience known as the Integrated Business Curriculum (IBC) that has received the *Award for Innovative and Creative Education from the International Academy of Educational Leadership*. This award recognizes the on going delivery of outstanding instruction and education; and, the practice of innovative and creative education.

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

- ✓ The CBE offers the Utility Executive Course (UEC) each summer. UEC has earned a worldwide reputation as the premier industry-driven executive education program designed specifically for utility leaders. World-class faculty, outstanding participants, a highly interactive learning environment, and abundant opportunities for network building are hallmarks of the program. The UEC graduated its 54<sup>th</sup> class in June, 2007.
- ✓ The Barker Capital Management and Trading Program offers students a unique opportunity to develop risk management strategies and test their effectiveness by trading funds in the \$1 million Barker-Dangerfield Wealth Management Fund. This fund was established by former Chicago Board of Trade Chair and CBE alum Rotchy Barker to provide a realistic lab experience for students interested in trading and wealth management careers.

**V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

The Association to Advance Collegiate Schools of Business (AACSB) is the premier accrediting agency for bachelor's, master's and doctoral degree programs in business administration and accounting. AACSB has commissioned a number of reports that address both the value of management education and the demand for business degrees. The findings are summarized below.

- ✓ Students and employers see tremendous value in management education. For example, the U.S. Department of Education reports an 11% increase in undergraduate business degrees conferred between 2001 and 2005. The CBE's enrollments increased by over 21% during this same period.
- ✓ AACSB member schools report an 8% increase in MBA enrollment during the same 2001-2005 time period. With more than 200,000 diplomas awarded annually, the MBA is the world's most popular graduate degree. The CBE will introduce an Executive MBA in fall 2007 and expects enrollments of approximately 50 students by fall 2008.
- ✓ A significant number of leaders from business and industry are also participating in executive education programs. These settings offer extraordinary opportunities for business executives to engage with business faculty in high-level dialogue. Each year 50-60 utility executives participate in the CBE's Utility Executive Course on the University of Idaho campus.
- ✓ The demand for accounting majors, specifically for Masters students continues to be strong. Idaho Commerce and Labor's Idaho *Occupational Projections for 2014: Hot Jobs Statewide* report lists Accountants and Auditors in the "Top 15 jobs requiring long preparation."

**VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

- ✓ The Integrated Business Curriculum (IBC) offers a unique residential experience for students enrolled in all CBE degree programs. The IBC program was introduced in the fall of 1994 and represents a major pedagogical innovation in the way undergraduate business education is offered. The IBC program replaces the content from seven individual introductory business courses (finance, management, marketing, operations, information systems, international business, quantitative analysis) with a series of six course modules over two semesters. Student cohorts complete the 17-credit program in

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

their junior year along with companion courses in accounting and managerial economics. The program is team taught by a cross-disciplinary faculty team using a "partner" company throughout the course as a functional integration vehicle.

- ✓ The Executive MBA program will be offered in the fall of 2007 and offer North Idaho residents an innovative curriculum that builds on the CBE's core competency in integrated management education. This program will be offered in both Sandpoint and Coeur d'Alene.
- ✓ For over 50 years, the Utility Executive Course has been preparing industry leaders with the knowledge and skills they need to produce business results. UEC has earned a worldwide reputation as the premier industry-driven executive education program designed specifically for utility leaders. World-class faculty, outstanding participants, a highly interactive learning environment, and abundant opportunities for network building are hallmarks of the program. Idaho Power and Avista managers are regular participants in the program and also serve on the UEC advisory council.
- ✓ The Barker Capital Management and Trading Program offers undergraduate students a unique opportunity to learn how to manage risk and wealth in a state of the art trading floor located in the J.A. Albertson building. This is the only program in the country that we are aware of which permits student/faculty exposure to and experience with funded trading of derivative strategies.
- ✓ The college offers a Professional Golf Management (PGM) program that is accredited by both AACSB and the Professional Golf Association. This program is one of only 17 accredited nationally and is the only such program accredited in the northwest region.

### **VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rational as to why (limit to 250 words).**

At the graduate level, Idaho State University and Boise State University each offer an MBA, and the University of Idaho and Boise State University each offer an MS in Accounting. The state's graduate programs differ in their areas of focus. Idaho State's program provides formal emphases in areas unique to their mission, such as health care and pharmacy. Because of Boise's metropolitan location, Boise State's College of Business and Economics serves the business community's demand for master's-level professionals prepared in tax accounting.

Idaho State University, Boise State University, and Lewis-Clark State College offer a bachelor's degree in the content area of general business administration. Idaho State University, Boise State University, and the University of Idaho offer bachelor's degrees in accounting, information systems, finance, management and marketing. In addition, the University of Idaho and Boise State University offer bachelor's level degrees in business economics and operations management.

Perhaps the most compelling reason to have multiple business programs in Idaho is geographic. Regional universities 1) provide expanded access to business education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for business professionals so they can sharpen and advance their knowledge, 3) stimulate partnerships with area business and government agencies, and 4) help market the region to new businesses which expect business education opportunities for their managers and executives.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)**

The CBE is an important partner to several other colleges on the University of Idaho campus, particularly those with technical majors that desire fundamental business education. We provide support to both undergraduate and graduate programs including:

**Graduate Programs**

- ✓ College of Engineering: The CBE offers coursework in support of the Masters degree in Engineering Management including courses in accounting, product and process design, and leadership.
- ✓ College of Law: Joint J.D. and M.Acct.

A number of courses in business, accounting, economics, and business law also provide core curricula in the following undergraduate programs.

- ✓ College of Letters, Arts and Social Sciences: BMUS Music Business, B.S. Foreign Language Business Option
- ✓ College of Natural Resources: B.S. Forest Products Business Management
- ✓ College of Agriculture and Life Sciences: B.S. Ag Econ, B.S. Textiles Business Option
- ✓ College of Science: B.S. Mathematics/Actuarial Sciences Option
- ✓ College of Education: B.S. Business Education
- ✓ All Colleges: Entrepreneurship Certificate, Business Minor, Accounting Minor

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

AACSB reaffirmed accreditation for all CBE programs including separate accreditation for the accounting program during our last visit in 2000. The report commended the college on its (1) mission, along with efforts and resources clearly directed toward the aspirations identified in the mission, (2) innovative Integrated Business Curriculum, (3) success in building cooperative relationships and programs with other colleges on campus, (4) faculty who are interested in and supportive of students.

The report requested that updates be made on the following areas of concern:

1. Increased resource allocation from the central administration and private funding to support growth.
2. Attracting and retaining qualified, productive faculty.
3. Development of a clear strategy regarding graduate programs.
4. Establishment of increased outreach efforts in terms of credit and non-credit programs.
5. Further development of assessment processes to directly measure whether learning takes place.

The next scheduled maintenance of accreditation visit is in 2009-10.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

The college is an important contributor to the Vandal Innovation and Enterprise Works (VIEW) program. This is a university wide program designed to increase the development and transfer of university generated intellectual property to the private sector. The program is supported by all of the colleges on campus and the director is a CBE faculty member. The VIEW program has held business plan competitions the past 2 years and has attracted entrants from several colleges including engineering, agriculture and life sciences, science, business, letters, arts and social sciences, and natural resources. The entrants are Idaho students and the proposals have included projects in 2 of the Idaho Science and Technology focus areas: Ag/Biosciences and New Materials/Nanotechnology. A CBE alum sponsors the competition and has provided \$50,000 in prize money.

The CBE also provides a set of core courses that are included in a newly formed entrepreneurship certificate open to all majors on campus. This certificate program is designed to promote new business initiatives and serves students enrolled in all programs on campus.

Faculty members in CBE also work on research grants that support the Governor's Science and Technology initiative including a \$2.9 million USDA grant designed to provide education on the use of bio-diesel fuels.

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

The process of designing courses and new academic programs in the CBE begins with recognition of an opportunity or need for change. Determination of key curriculum opportunities, their relative value to the CBE's customers, and market opportunities is completed in conjunction with the college and departmental advisory boards. Information from business customers is discussed by faculty teams and by the college faculty as a whole, typically during the annual retreat. This information is then summarized and presented for discussion with the advisory boards. Meetings of the advisory board typically last a full day and involve extensive interaction between board members and faculty. The advisory boards consist of business stakeholders that help faculty understand potential opportunities from the business customer's perspective and to prioritize which of the many opportunities available provide the greatest value to the business community. While the college relies primarily on information from its business customers in redesigning its existing offerings and in developing new programs, input is also sought from students and other stakeholders. There are many ways that faculty listen and learn from students currently on campus. These include the advising process, the course evaluation process, out of class interaction with students as part of clubs and honor societies, the University of Idaho senior exit survey, the dean's student advisory board, and faculty open door policies that encourage students to share information with faculty.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

The CBE has just completed a new strategic plan that includes four goals and a set of strategies and action plans designed to achieve the four goals. The plans are built upon the core competencies within the college address opportunities identified by faculty and stakeholders. The plans include:

- ✓ Masters program in entrepreneurship. This interdisciplinary program will build on the current entrepreneurship certificate program and offer a "four plus one" opportunity for undergraduate majors in engineering, science, natural resources, the arts and social sciences, and agriculture to complete both an undergraduate degree and a masters degree in 5 years. The curriculum will be designed during the 2007-08 academic year and launched as early as Fall 2009.
- ✓ The establishment of a Center for Business Development and Entrepreneurship in north Idaho. The center would be located in the University of Idaho Research Park in Post Falls and offer assistance to researchers that will help with the transfer of intellectual property to the marketplace. The center will provide workshops, assistance in developing business plans and identifying sources of financing including angel and venture capital funds.
- ✓ The expansion of the Utility Executive Course to international locations including China and India. The utility industry in these countries is critical to continued growth and prosperity but has significant challenges to overcome. We plan to visit the region and conduct a needs assessment during 2007-08.
- ✓ Launch of the EMBA program in Sandpoint (fall 2007) and Coeur d'Alene (fall 2008)

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is  
presented to the Board**

<b>Revenue Received, Various Fiscal Years</b>				
	<b>Past</b>		<b>Current</b>	<b>Next</b>
	<b>Fiscal Year (FY06)</b>		<b>Fiscal Year (FY07)</b>	<b>Fiscal Year (FY08)</b>
<b>Annual General Account/State Appropriation</b>	<b>\$5,073,500</b>		<b>\$5,380,500</b>	<b>\$5,661,000</b>
<b>Revenue from Endowment Funds</b>	<b>553,700</b>		<b>583,800</b>	
<b>Student Fees (Laptop, On-line, Acct Lab)</b>	<b>571,100</b>		<b>569,900</b>	
<b>Federal Appropriation</b>				
<b>Federal Grants &amp; Contracts</b>				
<b>State Grants &amp; Contracts (SBOE Grants)</b>	<b>101,600</b>		<b>18,700</b>	
<b>Private Gifts, Grants &amp; Contracts</b>	<b>219,700</b>		<b>140,200</b>	
<b>Sales &amp; Serv of Educ Activities (UEC)</b>	<b>669,200</b>		<b>522,000</b>	
<b>Sales &amp; Serv of Aux Enterprises</b>				
<b>Other (please identify)—Summer Session/Off Campus Course Fees</b>	<b>91,700</b>		<b>92,000</b>	
<b>Indirect Costs</b>				
<b>Total, All Fund Sources</b>	<b>\$7,280,500</b>		<b>\$7,307,100</b>	<b>\$5,661,000</b>
<b>Notes:</b>				
<b>This report displays revenue received during the fiscal year, not expenditures made. FY 08 revenues are in progress not yet available.</b>				
<b>Round to nearest \$100.00.</b>				

**THIS PAGE LEFT INTENTIONALLY BLANK**



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date:** September 7, 2007

**Institution:** Lewis-Clark State College

**School/College/or program (s) within the disciplinary area to be reviewed:**

<b>Division of Business</b> Business Administration Management Hospitality Management Entrepreneurship Interdisciplinary
---

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**I. Brief History of College/School (limit to 250 words):**

Lewis-Clark State College was established by the Idaho State Legislature in 1893. It was originally designated Lewiston State Normal School, reflecting its early mission as a teacher preparation institution. In the ensuing years its name was changed to Northern Idaho College of Education (1947), Lewis-Clark Normal School (1955), and finally to Lewis-Clark State College (1971) in recognition of the College's expanded role as a comprehensive 4-year undergraduate institution. LCSC has consistently been rated among the top public comprehensive 4-year colleges in the West by U.S. News and World Report and is accredited by the Northwest Commission on Colleges and Universities.

The Business Division was created in 1974 and offered a 2-year transfer program in business and an endorsement for secondary education teachers. In 1976, the first 4-year degree was introduced and since that time the Business Division has provided quality business education and training for students.

In keeping with the college's theme of "Connecting Learning to Life," the primary educational programs are professional programs, which include Business, Criminal Justice, Nursing and Health Sciences, Social Work, Teacher Preparation and Professional-Technical education. In light of this theme the Business Division has been especially responsive to the needs of the regional community and area business professionals in providing a diverse range of programs on and off campus at traditional and non-traditional times using a variety of delivery modalities.

After a slight enrollment downturn between 2001 and 2002, the Business Division has been growing each of the subsequent years. Over the past five years it has had increases in the number of declared majors, student credit hours generated, the number of graduates, and the number of faculty and staff in the division. Based upon program growth and excellence, the Business programs were recently accredited by the International Assembly of Collegiate Business Education (IACBE).

**II. Degrees offered by school/college or program(s) within disciplinary area under review:**

<b>Degree name</b>	<b>Level</b>	<b>Specializations within the discipline (to reflect a national perspective)</b>	<b>Specializations offered within the degree at the institution</b>
Business	BA, BS, AS	Accounting Business Communications Entrepreneurship Managerial Economics Financial Management International Business Marketing Taxation Insurance Economics	Business Administration Management Management Accounting Emphasis Management with Radiography Emphasis Hospitality Management Entrepreneurship

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

		Human Resource Management Management Information Systems Construction Management	
Interdisciplinary	BA, BS		Business/Communications Business/English Business/Social Science

**III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years:**

	Enrollment			Number of Graduates		
	Fall 06	Fall 05	Fall 04	FY 07	FY 06	FY 05
<b>Degree</b>						
<b>Business Administration (BS/BA)</b>						
Full-time students	276	242	221	54	36	52
Part-time students	103	92	82	14	13	14
Total students	379	334	303	72	53	70
<b>Business Administration (AS)</b>	2	N/A	N/A	N/A	N/A	N/A
<b>Entrepreneurship (AS)</b>	2	N/A	N/A	N/A	N/A	N/A
<b>Hospitality Management (BS/BA)</b>	21	3	N/A	3	1	N/A
<b>Interdisciplinary (BS/BA)</b>	22	23	31	9	3	4
<b>Management (BS/BA)</b>						
Full-time students	50	47	35	13	11	8
Part-time students	39	33	18	1	3	3
Total students	89	80	53	14	14	11
<b>Percent graduated within 6 Years</b>				87%	81%	82%
<b>Total</b>	515	440	387	98	71	85

**IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).**

- The Business Division at Lewis-Clark State College was awarded specialized accreditation by the International Assembly of Collegiate Business Education (IACBE) at their annual conference - on April 13, 2007. During the IACBE site visit, the team recognized the LCSC Business Division for having “the best self-study [they] had ever seen.”
- The Region II Idaho Small Business Development Center (ISBDC) received federal earmarks over the last five years to provide e-commerce training to small Idaho rural businesses in the amount of \$1.5 million; \$500,000 to assist manufacturers in Northern Idaho develop North Idaho Manufacturing Association

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

(NIMA), and \$1 million to assist high-growth businesses in Idaho successfully implement fulfillment (order to cash) strategies. These monies have allowed us to assist approximately 750 small businesses across the state during the last five years. Additionally, LCSC hosts the Luminary Leadership Conference, bringing “the best management thought, theories, practices and tools for implementation” from internationally-recognized business experts to approximately 250 regional business professionals.

- Based upon student interest and regional needs, the Business Division has developed new degrees and reinstated previously discontinued degrees. The reinstated degrees are a BA/BS in Management and a BA/BS in Business Administration with a Management Accounting Emphasis. It has also partnered with the Business Technology and Service Division to create a new BA/BS degree in Hospitality Management. This 2+ 2 program allows for a seamless transition from the Professional-Technical AAS degree in Hospitality Management to the bachelor’s degree. Additionally, it has worked with the Division of Nursing and Health Sciences to create a new BA/BS in Management with a Radiography Emphasis that is built upon the AAS degree in Radiographic Science. The Division developed two new AS degrees (Business Administration and Entrepreneurship) and new minors in Marketing and Leadership.
- The Business Division’s newly successful Business Student Organization is providing students with opportunities for internships and funding to attend conferences and scholarships. Examples include the following: The Student Club partnered with faculty to host a premiere fundraising gala “A Night at the Oscars” an annual event that will raise money for business student scholarships. They also volunteer as hosts for the annual Alumni Golf Tournament raising money for club activities. The combined Minority Job Fair and Business Student Job Fair held in April 2007 resulted in regional and national internships for 20 students. Additionally, the student Investment Club received a \$50,000 donation from a local bank which provided business students the opportunity to buy and sell stocks and bonds using real capital.

**V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

- From academic year (AY) 02-03 to AY 06-07, the Business Division experienced an 86.9% increase in credit hour production as well as over 70% growth in head count. The Business Division now has the largest number of declared majors of any division on campus with the highest enrollment in the Business Administration program. Enrollment increases on both the Lewiston and Coeur d’Alene campuses have resulted in the need for a program advisor in both locations to assist in advising, as well as the transfer of faculty positions from other divisions to the Business Division.

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

- The online courses affiliated with the Business Administration and Management degrees are in high demand. Both place-bound and traditional students seek online courses, which fill to capacity within two weeks of open registration. From Fall 2002 until Fall 2006, the demand for online business classes has increased by 240%.
- The U.S. Department of Education reports an 11% increase in undergraduate business degrees conferred between 2001 and 2005. Also, according to the Bureau of Labor Statistics, “an increase in the number of businesses, changing financial laws and regulations, and greater scrutiny of company finances will drive faster-than-average growth of accountants and auditors.” Additionally, the professional and business services industry, “which includes some of the fastest growing industries in the U.S. economy, will grow by 27.8 percent and add more than 4.5 million new jobs by 2014.” (*Occupational Outlook Handbook*, [www.bls.gov](http://www.bls.gov)).

### **VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

LCSC's Business Division adds value to the community and the state in three critical ways:

1) The Division's programs meet the needs of rural communities and place-bound students; 2) The Division partners with regional groups to promote educational opportunities for minority students; and 3) The Division has built a network between Business students and faculty and the local and regional business community.

- 1) The Business Division's emphasis on meeting the needs of rural communities and place-bound students is evident through the delivery of online baccalaureate degrees in Business Administration and Management (BA/BS) and online associate degrees in Business Administration and Entrepreneurship (AS). Many of these students must work full time or have limited transportation options and are not free to attend classes on the LCSC campus.
- 2) The Region II ISBDC, located in LCSC's Business Division, offers training and business consulting to regional companies, assisting with both start-up ventures and fulfillment programs in Latah, Nez Perce, Idaho, Clearwater, and Lewis counties.
- 3) The Business Division's emphasis on meeting the needs of minority students is demonstrated through increased recruitment and retention of Native American students at LCSC via joint advising and partnership with the Nez Perce Enterprise Consort, the Nez Perce Tribe Adult Education Department, and Northwest Indian College. The Division has appointed an advisor to work directly with the College Assistance Migrant Program (CAMP) to help Hispanic students successfully make the transition from high school to college. Additionally, the LCSC Business Division hosts the annual Minority Job Fair to assist students in acquiring internships and employment with regional, national and international companies. Approximately 20% of Business students are minority students.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

- 4) The Business Division's emphasis on building a network between business students and the local and regional business community is demonstrated by the organization of the Business Division Advisory Board and the regular meetings with Business faculty and students. This board consists of 14 prominent business men and women within the region. Student internships with both the SBDC and other local businesses connect students to their profession, provide assistance to the businesses involved, and allows the Division to obtain feedback used for continuous program improvement.

**VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).**

At the graduate level, Idaho State University and Boise State University each offer an MBA, and the University of Idaho and Boise State University each offer an MS in Accounting. The state's graduate programs differ in their areas of focus. Idaho State's program provides formal emphases in areas unique to their mission, such as health care and pharmacy. Because of Boise's metropolitan location, Boise State's College of Business and Economics serves the business community's demand for master's-level professionals prepared in tax accounting.

Idaho State University, Boise State University, and Lewis-Clark State College offer a bachelor's degree in the content area of general business administration. Idaho State University, Boise State University, Lewis-Clark State College, and the University of Idaho offer a bachelor's degree in management. Idaho State University, Boise State University, and the University of Idaho offer bachelors degrees in accounting, information systems, finance, and marketing. In addition, the University of Idaho and Boise State University offer bachelor's level degrees in business economics and operations management.

Perhaps the most compelling reason to have multiple business programs in Idaho is geographic. Regional universities 1) provide expanded access to business education to as many students who have the desire and aptitude to pursue these crucial majors, 2) provide continuing education for business professionals so they can sharpen and advance their knowledge, 3) stimulate partnerships with area business and government agencies, and 4) help market the region to new businesses which expect business education opportunities for their managers and executives.

**VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words).**

By collaborating with the Humanities, Education, Nursing, and Business Technology and Service divisions, the Business Division has created several interdisciplinary and composite degrees. This offers students the opportunity to gain knowledge and skills in two or more disciplines.

The Business Division supports the liberal arts requirements of the college in an effort to build a common core of courses which strengthens the baccalaureate degrees. It delivers

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

an upper division general education class in Leadership, which is available to all LCSC graduates as a core capstone course. Business 101 is offered to any student interested in gaining an understanding of general business practices. In addition, the Bachelor of Science in Computer Science with Computer Information Systems Emphasis requires students to take accounting and upper level business courses.

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

The International Assembly for Collegiate Business Education (IACBE) provided the following observations after their most recent accreditation visit (2/12/07):

Commendations

LCSC's Business Division excels in:

- Excellent educational technology and support
- A committed and enthusiastic faculty
- A business division that works well together and supports each other's efforts
- Excellent business and industry relations

Recommendations

- The Business Division must clearly distinguish between IACBE accredited degrees within the academic business program and the Business Technology and Service (BTS) degrees in the technical program.
- The Management and Interdisciplinary Bus/Comm BS degrees are low in the coverage of operations management, business law and information systems. Increased coverage is suggested.
- The Division is encouraged to actively recruit doctorally qualified faculty and to assist existing faculty in completing terminal degrees.
- The Division is encouraged to seek additional faculty to reduce class sizes, course preparations and faculty overload.

The next accreditation will be reaffirmed within one year following regional accreditation.

**X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

The Business Division at LCSC provides quality education to prepare students with the knowledge, competencies and experience necessary to successfully compete in today's economy and offers services to address the business training and consulting needs of the community.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

The Region II ISBDC is part of the Business Division at LCSC. The center provides 1,800 hours of no-cost consulting and low-cost training for small businesses in the five counties of North Central Idaho. Consulting is usually in the following areas: business start-up, management and organization, marketing, financials and growth. Training sessions include business plan writing, customer service, human resource management, managing high growth, selling on e-Bay, Quick-books, cash flow and record keeping, etc.

Our business programs provide avenues for individuals who are pursuing a career change, professional training or entrepreneurial goals. Regional and national companies also seek LCSC business students as interns and employees.

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

In 2006 the Business Division partnered with the Nursing Division and the Business Technology and Service Division (BTS) to develop the Management with Radiography Emphasis degree and the Hospitality Management degrees, respectively. Both degrees are part of a "2+2" plan which requires students to spend their first two years in the BTS or Nursing divisions and finish their final two years with the academic Business Division.

The Business Division, in cooperation with the Humanities Division, is creating the Business and Communication degree in order to expand program offerings and utilize collaborative resources at the LCSC Coeur d'Alene Center. The Business Division is also working with the Education Division to create a Sport Administration degree. This degree is useful to the many student athletes recruited each year due to successive NAIA championships, as well as other student athletes who wish to have a career that blends kinesiology and business knowledge. Also, because 21% of the regional population works for the Nez Perce Tribe, the county, city or state, the Business Division is collaborating with the Social Sciences Division to develop a Public Administration degree.

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

LCSC's Business Division created an 8-year Plan in 2004 to outline academic goals with an emphasis toward providing students with a quality program and marketable degrees. The plan outlined below reflects the goals that have been achieved and the degrees the Division is striving to provide for its ever-increasing student enrollment.

2005-2006	BA/BS Hospitality Management	Approved
2006-2007	AS Business Administration	Approved
	AS Entrepreneurship	Approved
	BA/BS Management with Radiographic Emphasis	Approved



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

2007- 2008	Minor – Marketing	Approved
	Minor – Human Resource Management	
	BA/BS Public Administration	
	BA/BS Sports Administration	
2008-2009	BA/BS Marketing	

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board.**

Revenue Received, Various Fiscal Years			
	Past	Current	Next
	Fiscal	Fiscal	Fiscal
	Year	Year	Year
Annual General Account/State Appropriation	368,100	436,600	575,400
Revenue from Endowment Funds	52,200	37,600	
Student Fees	255,500	302,000	
Federal Appropriation	0	0	
Federal Grants & Contracts	393,100	448,200	
State Grants & Contracts	0	0	
Private Gifts, Grants & Contracts	0	0	
Sales & Serv of Educ Activities	21,000	18,700	
Sales & Serv of Aux Enterprises	0	0	
Other (please identify)			
Donations/Contributions	100	0	
Miscellaneous	600	1,600	
Indirect Costs	<u>33,700</u>	<u>29,100</u>	
Total, All Fund Sources	<u>1,124,300</u>	<u>1,273,800</u>	
This report displays revenue received during			
the fiscal year, not expenditures made.			
Rounded to nearest \$100.			

Prepared by: LCSC Budget Office, 7/12/2007

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date: August 18, 2007**

**Institution: College of Southern Idaho**

**School/College/or program (s) within the disciplinary area to be reviewed:**

<b>Department of Business and Economics</b>
---

**I. Brief History of College/School (limit to 250 words):**

*The Business Department* seeks to provide a quality educational experience designed to prepare students for transfer to four-year institutions or productive roles in business and related fields. Both the College and the Department have a goal “to provide University parallel curriculum.” CSI provides the first two years of core business classes. Articulation agreements with Boise State University, Idaho State University, University of Idaho, and Lewis Clark State College allow students completing our programs to transfer as juniors to state institutions.

The College of Southern Idaho represents a shared vision and a collaborative effort of the citizens of the Magic Valley. This vision began to take form as early as 1952 when a Stanford

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007

doctoral student wrote his dissertation, "A Junior College Survey of Twin Falls County, Idaho." Several years later (1960) the Twin Falls Chamber of Commerce established a junior college committee to actively pursue financial support to make this vision a reality.

In 1963, the Idaho legislature passed the Junior College Act which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district.

The College of Southern Idaho offers a variety of educational opportunities to the people of South Central Idaho. Eighty-five percent of the student body comes from the eight Magic Valley counties the College is charged with serving.

### II. Degrees offered by school/college or program(s) within disciplinary area under review:

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
General Business	AA		Online Delivery Most Courses
Economics	AA		Online Delivery Most Courses
Business Management Entrepreneurship	AAS		
Hospitality Management	AAS		

### III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years

	Enrollment			Number of Graduates		
	Current Year 2006/2007	Previous Year 2005/2006	Previous Year 2004/2005	Current	Previous Year	Previous Year
<b>Degree</b>						
<b>General Business</b>						
Full-time	117	107	106			
Part-time	238	240	233			
Total Students	355	347	339	46	43	42
<b>Economics</b>						
Full-time	4	2	3			
Part-time	6	3	5			
Total Student	10	5	8	2	0	3

## INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007

The numbers listed above represent Declared Majors. Full-time status at CSI is 12 or more credits. Due to the course taking behavior of our students (for example - students may take 18 credits one semester and 6 the next) the following criteria was used to determine a student's Full-time status: Credits were combined for Fall and Spring semester, students who completed 24 or more credits were considered full time .

### Time to Complete

	Since First Enrollment			Since First Business Class		
	2006/2007	2005/2006	2004/2005	2006/2007	2005/2006	2004-2005
<b>Degree</b>						
General Business	4.99	7.11	4.29	2.55	2.34	2.48
Economics	3.05		2.5	1.67		.53

Many CSI students start and stop taking courses over several years. For example, in the graduates listed above several students have been taking courses over a period of 20 years. Because of this, it is difficult to define the parameters that best reflect the average time to complete. To provide a broader picture we have provided data that reflects years to complete after a students first declares themselves a business major and after they have actually taken their first business class.

### IV. Notable Accomplishments (limit to 5 items no greater than 300 words total)

- The Department has standardized, departmental outcome assessment (OA) forms. The college as a whole developed an OA training which was held January 2007. The training had generalized information on OA and allowed for breakout sessions with department chairs and faculty. As a result of OA, CSI is developing a stronger international program, to increase the quality of programs and student recruitment
- The Department has started to use statistical methods to study issues and to research ideas which come up in the course of group discussions and departmental planning. The department recently piloted a survey with the Chamber Leadership Program group to determine the business community's awareness of the rigor of our program and of the General Business curriculum. Early results indicated a need to talk to business about the value of our General Business degree.
- Concurrent enrollment has become a large part of the student body and the Business Department has worked hard to develop mentorship programs where lead instructors travel to high schools to work with instructors to ensure that students are receiving a college level educational experience while taking business courses. The Business Department is making progress with the quality and rigor of our dual-credit offerings.
- The Department has strengthened curriculum to include Brief Calculus and two semesters of Business Statistics.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

- The Department wrote and received a Mini Grant to explore the possibility of creating an international experience for all business students. The study will represent a college wide effort to develop international travel experiences for students across the curriculum.

**V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

CSI Business majors number the third highest on campus behind only Health Sciences and Liberal Arts. CSI's unique partnership with BSU enables students to complete their BA without leaving Twin Falls. The program started in 1995, and in recent years, the program graduates approximately 25-30 Business majors a year. The majority of these students completed their AA in General Business at CSI.

**VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

The Business Department has a unique partnership with the Idaho Small Business Development Center (ISBDC). The programs work closely to provide business students unique learning opportunities. The ISBDC has business clients that work with student groups to develop Marketing Plans and use Statistics Analysis for decision making processes. Instructors work closely with students throughout the semester to ensure projects are completed. Students then make presentations to the businesses. The program has been well received by both students and small business owners. Students rave about the effectiveness of "real life" learning often commenting they would never have fully understood the subject without the experience.

**VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).**

It is the role and mission of the academic Business Department to provide university parallel curriculum and promote the transfer of our students to the states four year colleges and universities. To that end, we have articulation agreements with Idaho State University, Boise State University, University of Idaho, and Lewis Clark State College. The Business Department only offers a degree in General Business. The program of study provides thirty-six credits of general education and the core business courses found throughout all business curriculums in the state. CSI has purposely aligned the curriculum to achieve maximum credit transfer to each of these institutions. Accordingly, the General Business Degree is accepted by all. See Attachment 1 for a list of common courses.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)**

Business courses are found throughout the curriculum in other departments.

- Accounting, Marketing, Management, Finance and Economics - are found in programs ranging from Agri-business, Business Education, Entrepreneurship, Hospitality Management, Equine Business Management, Business Computer Science, and Farm Management.

In addition, the Business Department teaches a course, Introduction to Information Science that is used by students across campus to prepare for the college's Computer Literacy Exam.

Two General Education classes are provided by the department – Principles of Macroeconomics and Principles of Microeconomics.

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

The Business Department is not accredited by an agency other than the Northwest Commission on Colleges and Universities. The Northwest Commission completed a 10-year institutional evaluation of CSI in April 2005. As a result of the Evaluation Committee's findings, CSI received six commendations and five recommendations. Of the recommendations, only one directly applied to the Business Department.

The committee recommends that the College of Southern Idaho develop and implement a unified, college-wide, systematic educational assessment program. While much progress has been made, the College has not yet created nor institutionalized a unified and systematic college-wide understanding, application, and documentation of a coherent educational assessment system that stresses outcome assessment measures.

In preparation for a focused institutional visit in April of 2007, the Business Department completed a thorough review of its educational assessment system as directed by the Executive Vice President/Chief Academic Officer at the College of Southern Idaho.

Toward this end, the department revised the syllabus format to be consistent among classes, to include class objectives, and to align with departmental goals. At the end of each semester, each faculty evaluates his/her classes for effectiveness, using the class objectives to determine the outcomes. Each faculty then creates an OA document for each class. A departmental OA is conducted, and documented as well.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Progress:**

The Business Department has made substantial progress this year. There is a common understanding of the department goals, how to formulate class objectives, and how to measure the outcomes. Specifically:

- There are standardized departmentalized outcome assessment forms.
- All of the full-time faculty have revised syllabi to include course objectives tied to departmental goals. Syllabi are now essentially consistent for different sections of the same class.
- Class outcomes are being measured against objectives and plans for improvement are formulated.
- Documentation is available beginning with the OA reports for fall semester 2006, and are stored in the appropriate “Yellow Book.”
- The department has started to use statistical methods to study issues and to research ideas which come up in the course of our group discussions and departmental planning. Amber Power did a survey assessing student interest in a mentoring program. The next step involved assessing business interest as well. The PFI has a goal related to develop a mentoring program. In addition, we recently piloted a survey with the Chamber Leadership Program group to determine if the business community has a good idea about what is required of our General Business curriculum, in other words, the rigor of our program. Early results lead us to believe we need to talk to business about the value of our GB degree.
- Our adjunct faculty have begun to understand and “get on board” with us regarding OA. The training which administration held in January was a real help, allowing several hours to explain and illicit some changes in syllabi and OA.
- Department is making progress with the quality and rigor of our dual-credit offerings.
- As a result of OA, we are developing a stronger international program, for the quality of our programs and student recruitment

In April of 2007 the focused interim visited was completed and CSI received five commendations, one for each of the prior recommendations.

**X. Contribution of the degree/program to economic development in the region, state, or the Governor’s Science and Technology Initiative (limit 250 words).**

The Business Department works closely with the Idaho Small Business Development Center to provide services to a number of the Regions Small Business owners. Each semester the center facilitates partnerships with local business owners who receive assistance with Marketing Plans and Statistical analysis.

The Department also works closely with our local Chamber of Commerce. Last year one of our faculty participated in the Chamber’s Leadership Program and conducted a survey among participants concerning a Mentoring Program with Business Students, the response was encouraging. In the departments PFI (Plan for Improvement) we ask for



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

seed money to develop a pilot Mentoring Program and received the budget to proceed. During the 2007/2008 school year the pilot will be launched.

The College of Southern Idaho also maintains three Off-Campus centers; one in Burley, Gooding, and Hailey. Many Business classes are taught at the centers providing access to education for students in more rural settings.

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

The Business Department has very little specialization. At one point, degrees were offered in Accounting, Marketing, Management, Finance, and General Business. The department found this model was a disservice to the student. After taking the required thirty-six credits of General Education, there was only room for eight additional courses. Five of which are required by all Idaho's colleges and universities as core business courses; two courses in accounting, two courses in statistics and a legal environment course. In order for any student to major in a specific field, they would have to leave out core courses and or math which subsequently did not allow them to transfer as juniors. The Department made the decision to offer the required courses including Calculus and Statistics and offer the single General Business Degree.

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

Over the next five years, the Business Department plans to make the General Business curriculum available 100 percent online. CSI provides the only access to education in approximately 120 miles to the east and west and much further to the north and south. By expanding the number of online courses available, the college can expand the access to education for the rural populations of Idaho. Lewis Clark State College currently provides the second two years of the General Business degree online. Upon the completion of the online expansion, students in CSI's region will be able to complete their entire degree online.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is  
presented to the Board**

Revenue Received, Various Fiscal Years					
		Past	Current		Next
		Fiscal	Fiscal		Fiscal
		Year	Year		Year
Annual General Account/State Appropriation					
Revenue from Endowment Funds					
Student Fees					
Federal Appropriation					
Federal Grants & Contracts					
State Grants & Contracts					
Private Gifts, Grants & Contracts					
Sales & Serv of Educ Activities					
Sales & Serv of Aux Enterprises					
Other (please identify) <b>Institutional Funding</b>		456,709	425,509		431,241
Indirect Costs					
Total, All Fund Sources		456,709	425,509		431,241
Notes:					
This report displays revenue received during the fiscal year, not expenditures made.					

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Attachment 1

			<b>Course Titles by Institution</b>			8/07
<b>Course Content</b>	<b>College of Southern Idaho</b>	<b>Idaho State University</b>	<b>Boise State University</b>	<b>University of Idaho</b>	<b>Lewis &amp; Clark State College</b>	<b>North Idaho College</b>
Intro to Business	BUSA 101	MGT 101	GB 101	Bus 101	Bus 101	BUSA 101
Business Communication	BUSA 201	MGT 345	BusComm 201	ENG 313	BUS 220	ENG 272
Business Statistics 1	BUSA 207	MGT 216	BusStat 207	STATS 251	BUS 271	BUSA 271
Business Statistics 2	BUSA 208	MGT 217	BusStat 208	STATS 262		
Intro to Information Science	BUSA 215	CIS 300	CIS 310	BUS 350	BUS 271	BUSA 240
Marketing	BUSA 250	MKTG 325	MKGT 301	BUS 321	BUS 321	BUSA 221
Management	BUSA 255	MGT 312	MGMT 301	BUS 311	BUS 311	BUSA 211
International Business	BUSA 256				BUS 380	BUSA 250
Legal Environment	BUSA 265	MGT 261	GB 202	BLaw 265	BUS 365	BUSA 265
Intro to Financial Acct	ACCT 201	ACCT 201	ACCT 205	ACCT 201	AC 231	ACCT 201
Intro to Managerial Acct	ACCT 202	ACCT 202	ACCT 206	ACCT 202/205	AC 232	ACCT 202

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date:** September 12, 2007

**Institution:** North Idaho College

**School/College/or program (s) within the disciplinary area to be reviewed:**

Department of Business
------------------------

**I. Brief History of College/School (limit to 250 words):**

Founded in 1933, North Idaho College is a regional community college that embraces an open door policy for all citizens. As a comprehensive community college, it provides the first two years of undergraduate education for academic transfer students as well as professional-technical education, workforce training, continuing education and developmental education.

North Idaho College offers associate degrees in more than 35 transferable academic major and associate of applied science degrees or certificates of completion in 27 professional-technical programs. Credit courses are offered in the day, in the evenings,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

and during the summer on the NIC campus and at outreach sites located in Sandpoint, Bonners Ferry, the Silver Valley and the Coeur d'Alene Tribal Center.

North Idaho College was first accredited by the Northwest Association of Schools and Colleges in 1950. Accreditation continues on scheduled basis with the most recent progress report submitted to the Commission by the college in April 2005.

NIC provides a spectrum of coursework to guide individuals in making a career choice and provides opportunities to examine careers in business and business education. NIC ensures students interested in a career in business identify the university they are planning to transfer to so the NIC core curriculum and educational requirements have a smooth transition. Our sister institutions work closely with NIC personnel.

**II. Degrees offered by school/college or program(s) within disciplinary area under review:**

<b>Degree name</b>	<b>Level</b>	<b>Specializations within the discipline (to reflect a national perspective)</b>	<b>Specializations offered within the degree at the institution</b>
Business Administration	Associate of Science	N/A	N/A
Business Administration	Associate of Arts	N/A	N/A
Business Education	Associate of Science	N/A	N/A

**III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years**

<b>Degree</b>	<b>Enrollment Unduplicated Headcount (majors)</b>			<b>Number of Graduates</b>		
	<b>FY 2006-07</b>	<b>FY 2005-06</b>	<b>FY 2004-05</b>	<b>FY 2006-07 (thru 05/07)</b>	<b>FY 2005-06</b>	<b>FY 2004-05</b>
Business Administration	333	277	271	33	56	29
Business Education	26	25	23	1	0	0

Graduation rates at NIC increases to 28% four years after students start programs.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

	<b>Enrollment</b>			<b>Number of Graduates/Transfers</b>		
	<b>FY 07</b>	<b>FY 06</b>	<b>FY 05</b>	<b>FY 07</b>	<b>FY06</b>	<b>FY05</b>
<b>Business Administration AS Degree</b>						
<b>Full-Time</b>	N/A	N/A	N/A	6	30	8
<b>Part-Time</b>	N/A	N/A	N/A	2	4	2
<b>Total</b>	333	277	271	8	34	10
<b>Business Administration AA Degree</b>						
<b>Full-Time</b>	N/A	N/A	N/A	21	13	13
<b>Part-Time</b>	N/A	N/A	N/A	12	19	6
<b>Total</b>	N/A	N/A	N/A	33	32	19
<b>Business Education AS Degree</b>						
<b>Full-Time</b>	N/A	N/A	N/A	0	1	0
<b>Part-Time</b>	N/A	N/A	N/A	0	0	0
<b>Total</b>	26	25	23	0	1	0
<b>Average Time To Graduation or Transfer</b>				N/A	N/A	N/A

**IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).**

All business courses at the undergraduate level, except for Inferential Statistics, needed for academic transfer to Idaho colleges and universities are offered in traditional on-campus day, and evening classes as well as through non-traditional means via the Internet, compressed video to outreach sites, and through dual enrollment with area

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

high schools. This has increased the program offerings and opportunities for business students at outlying sites.

North Idaho College has established close relationships with the University of Idaho, Lewis-Clark State College and Gonzaga University. Annual and semi-annual coordination visits with these schools provided the opportunity for faculty at each institution to acquaint each other with other faculty and to discuss issues related to the transfer of students from North Idaho College to the respective 4-year schools. These visits have increased collaboration with the major schools to which North Idaho College students transfer and have resulted in the addition or revision of course offerings to better provide the undergraduate core for academic transfer students.

**V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

The Office of Idaho State Labor and Commerce record the 2002 population of Kootenai County as 113,954 jumping to 127, 668 in 2005 and 130,000 in 2007. This represents a 13% increase within the last five years. A conservative estimate would indicate that Kootenai county population will grow by approximately 4,000 per year bringing a projected county population of 162,000 by 2015. However, the long-range projections are only that, and actual population growth will be significantly affected by social, economic, educational, and political developments over the next 25 years.

NIC seeks to position itself to address not only the increased numbers of our population base, but also seeks to provide the education necessary to attract new business and support current business in our service area; to work with our educational partners to leverage finances and build capacity; and to support transfer and articulation functions with 4-year institutions in order to expand and assure degree pathways to train the future business leaders of North Idaho.

**VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

The Business Administration Department offers academic transfer courses applicable to degree programs and elective transfer courses that meet core requirements in social science, mathematics, general education, and computer literacy for the Associate of Arts and Associate of Science Business Degrees and the Associate of Science degree in Business Education. The department also serves the needs of the community by providing additional elective business courses for entry-level to mid-managerial employees in the business community.

Courses such as Accounting, Legal Environment of Business, Computer Literacy, Economics, General Business, Management, Marketing, and Statistics are offered in traditional on-campus day and evening classes. In addition, students may enroll in some courses delivered via the Internet, attend classes



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

offered by the department in the Sandpoint Center, Bonners Ferry, the Silver Valley Center or the Coeur d'Alene Tribal Center as well as participate in the dual enrollment program with area high schools.

The Business Administration associate degree program is designed to meet requirements for students transferring to four-year institutions in Business Administration, Accounting, or Economics. Students who earn an associate's degree meet the general core requirements at all Idaho public universities. Course selection is tailored with close collaboration with transfer institutions to meet requirements as defined by four-year schools to which our students transfer. To ensure appropriate courses are taken, those students intending to transfer to Idaho colleges work closely with a business advisor to ensure requirements are met.

The Business Education Associate Degree prepares students to transfer to institutions pursuing degrees in Business education, management information systems and related fields.

**VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).**

The courses included in the suggested Business Administration degree curricula generally transfer to the colleges of Business Administration without difficulty. These courses include Introduction to Computers, Computer Systems-Business Applications, Statistical Inference and Decision Analysis, Legal Environment of Business, Principles and Accounting, Managerial Accounting, and Principles of Economics (Macro and Micro).

Specific transfer agreements which specify the course equivalencies between NIC courses and Idaho Colleges' and Universities' courses are in place. These transfer agreements are used to tailor specific course requirements depending upon where the student intends to transfer.

**VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)**

The degrees within the Business Administration and Business Education programs require students to complete 36 credits in general education for an associate degree.

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**Excerpted from the Northwest Association of Schools and of Colleges and Universities Commission on Colleges and Universities April 2003 Report:**

Across the Division, program curricula are coherent. The College's Curriculum Council and Vice President for Instruction approve all program curriculum initiatives. All degree curricula are required to contain essential general education requirements.

**Excerpted from the Northwest Commission on Colleges and Universities June, 2003 Report**

**Educational Assessment**

The college has made significant progress in evaluating the effectiveness of its educational programs. Program reviews are regularly conducted for all educational programs. The data collected are consistent, valuable, and standardized. Student performance outcomes have been identified and included in programs and courses. However, the college is encouraged to pursue assessment tools to effectively and consistently assess student-learning outcomes and general education abilities to improve the teaching-learning process across programs and divisions.

**Next Accreditation:** The five-year interim visit is scheduled for 2008.

**X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

As the population of NIC's service area grows, so does the need for education-related services. As a result, these services have an effect on the economic development in the region. The preparation of individuals to enter into a variety of educational service areas has an indirect impact on the economy in the sense that these programs prepare students to fill replacement and new positions in the region and across the state.

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

At the core of all of NIC's emphasis areas is the general education core curriculum which supports not only Business Administration programs, but also other programs that are developed in response to local and regional needs.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

All programs undergo periodic and systematic review as part of the continuous improvement process. Programs are scheduled for review on a regular cycle.

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board**

**XIV.**

Revenue Received, Various Fiscal Years					
	Past	Current		Next	
	Fiscal	Fiscal		Fiscal	
	Year	Year		Year	
	FY 06	FY 07		FY 08	
Annual General Account/State Appropriation					
Revenue from Endowment Funds					
Student Fees					
Federal Appropriation					
Federal Grants & Contracts					
State Grants & Contracts					
Private Gifts, Grants & Contracts					
Sales & Serv of Educ Activities					
Sales & Serv of Aux Enterprises					
Other (please identify) <b>(Institutional Funding)</b>	548,678	532,924		516,789	
Indirect Costs					
Total, All Fund Sources	548,678	532,924		516,789	
Notes:					
This report displays revenue received during the fiscal year, not expenditures made.					
Round to nearest \$100.00.					

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007  
Idaho State Board of Education Report  
on  
Commonalities and Differences among Colleges and Schools  
within  
Idaho's Public Higher Education Institutions**

**BACKGROUND**

At the December 2005 Idaho State Board of Education meeting, the college and university presidents were asked to prepare a series of reports to assist the board in understanding the commonalities and differences among disciplinary colleges and schools within the public institutions of the state.

**SCOPE OF WORK**

The following reports will be provided at the regularly scheduled Board meetings.

<b>School/College</b>	<b>Board Meeting</b>
Engineering	October 2006 – <i>Moved to Nov/Dec 2006</i>
Education	June 2007
Business	October 2007
Health Sciences (selected areas TBA)	February 2008

**PROCESS**

The institutions will prepare a report based on the following template. Reports from the institutions will be reviewed and an executive summary will be prepared for Board review.

**Date: September 7, 2007**

**Institution: Eastern Idaho Technical College**

**School/College/or program (s) within the disciplinary area to be reviewed:**

<b>Business and Office Division</b>
-------------------------------------

**I. Brief History of College/School (limit to 250 words):**

*Eastern Idaho Technical College* was established by the Idaho State Legislature in 1969 as Eastern Idaho Vocational School to offer vocational and technical courses in a nine-county (9) service area covering 23,000 square miles. The primary focus at the time was to provide workforce training to the largest employer group in the area, the Idaho National Engineering Laboratory and the various contractors located there. In 1972 the name of the school was changed to Eastern Idaho Vocational-Technical School and new programs in health care and business were added to the mix of offerings, and in 1989 became a two-year, AAS Degree granting institution and was renamed Eastern Idaho Technical College. In 1987, EITC had its first accreditation by the Northwest

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Commission on Colleges and Universities, again in 1997, and just completed its third full accreditation visit by the NCCU in April 2007.

Our mission and vision is to provide superior educational services in a positive learning environment that supports student success and regional workforce needs and to be a superior quality professional-technical college.

The College currently offers 27 AAS Degrees, 6 Advanced Technical Certificates, and 10 Technical Certificates in 18 professional-technical program majors. The College reported to the NCCU in its last annual report a total of 1673 unduplicated enrollment in its AAS, ATC, and TC options for all the areas served by the College. The workforce training and community education department reported in excess of 10,100 students who took classes during 2006-07.

**II. Degrees offered by school/college or program(s) within disciplinary area under review:**

Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
Accounting Paraprofessional	AAS & Tech Cert		
Marketing and Management	AAS & Tech Cert		
Legal Assistant	AAS & Tech Cert		
Office Professional	AAS & Tech Cert		

**III. Enrollment and Graduates – Last three years beginning with the current year and the 2 previous years**

	Enrollment			Number of Graduates		
	Current 2006-2007	Previous Year 2005-2006	Previous Year 2004-2005	Current 2006-2007	Previous Year 2005-2006	Previous Year 2004-2005
<b>Degree</b>						
Accounting Technologies	47	40	31	7	8	7
Business Technologies	47	53	56	10	4	13
Legal Technologies	27	28	28	6	3	5
Office Technologies*	38	56*	53*	7	6*	9*
Web Development	22			8		

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Technologies						
--------------	--	--	--	--	--	--

**\*\*Web Technologies included**

<b>Degree</b>	<b>Overall Graduation Rates*</b>
Accounting Technologies	2001 cohort 62% 2002 cohort 25% 2003 cohort 50%
Business Technologies	2001 cohort 17% 2002 cohort 40% 2003 cohort 33%
Legal Technologies	2001 cohort 30% 2002 cohort 50% 2003 cohort 0%
Office Technologies	2001 cohort 33% 2002 cohort 50% 2003 cohort 67%

\*Graduation rates are calculated using fall cohort of first-time, full-time students graduating within 1 ½ times length of program. The fall 2004 cohort graduation rates will be available in October 2007.

<b>Degree</b>	<b>Graduation rate by Certification</b>				
	<b>FY02</b>	<b>FY03</b>	<b>FY04</b>	<b>FY05</b>	<b>FY06</b>

<b>Degree</b>	<b>Placement Rates</b>	<b>Where Placed (in-state vs. Out of State)</b>
Accounting Technologies	2003-2004 83% 2004-2005 100% 2005-2006 67%	100% placed in-state 100% placed in-state 100% placed in-state
Business Technologies	2003-2004 100% 2004-2005 77% 2005-2006 75%	100% placed in-state 100% placed in-state 100% placed in-state
Legal Technologies	2003-2004 40% 2004-2005 67% 2005-2006 100%	100% placed in-state 100% placed in-state 100% placed in-state
Office Technologies	2003-2004 60% 2004-2005 78% 2005-2006 100%	100% placed in-state 100% placed in-state 100% placed in-state

**IV. Notable Accomplishments (limit to 5 items no greater than 300 words total).**

The Business and Office Division has created a retention and graduation tracking system that begins with the student as he or she enters into a degree or certificate program and follows through with that student until he or she completes, graduates, or leaves the college. Further follow up for employment, employer satisfaction, and wage and benefits for graduates is also being tracked. This will allow the individual programs to have hands-on data about the success of their graduates and the reasons student do not complete the program.

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**

### **OCTOBER 11-12, 2007**

In addition, the Division has been able to institute on-line IC3 and MOS testing to give students actual skill certifications in various computer applications from a recognizable certification board.

The Division has worked very closely with the Tech Prep system available in our area for articulation of many college courses in the various participating high schools. Annually, the faculty in the Division meet with the area high school teachers to insure that the material and subject matter being taught are at a college level.

Every program in the Division has been involved in free consulting with area residents and businesses, either through referral from the area Chambers of Commerce or other means, to assist these individuals in such areas as business development, marketing, financial information, and/or skills development. This gives students the opportunity to work in a real-world setting and at the same time demonstrates to the community the level of competence achieved by our students.

**V. Demonstrated demand for degree/program (limit to 5 items no greater than 300 words total).**

According to the Departments of Commerce and Labor, the nine-county service area of EITC had a population in 2002 of 208,547 and in 2005, a population of 235,867, a growth rate in excess of 13%. In addition, in 2002 there were 5350 business establishments reported in the same nine-county service area and in 2005 a total of 6474 businesses were reported, a growth rate in excess of 21%. The long-range growth pattern is projected to continue upwards at a similar rate and by 2010 the population of these nine counties could exceed 267,000 people.

EITC has as its mission to provide superior educational services to allow students success and provide for the regional workforce needs as a professional-technical college. EITC has consistently shown it is well suited for that task by its response to industry needs and employment demands over the past 30 plus years.

CCBenefits report for 2006 showed employment in the occupations covered by the programs in the Business and Office Division as 15,425 with an average salary of \$12.31 per hour. The high end of the pay range was in the Marketing and Management area with an average of \$23.76 and the low end of the pay range was in the Legal Secretary area with an average of \$9.80 per hour. CCBenefits estimates that by 2011 the number of jobs in this occupational cluster will be 17,427, a 13.04% increase with a corresponding increase in hourly wages based on the regional and state economy.

**VI. Unique Contribution to Idaho Residents—value added to the community and the state (limit to 5 items no greater than 300 words total).**

The most important value to the community and the state has been employable graduates with current and in-demand skill sets. Many of the students who enter the Business and Office Division's programs have few, if any, technical skills. Many are single parents with minor children and many have been reliant on state and local assistance or employed in minimum wage jobs.



## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

Most graduates of the various programs in the Business and Office Division's programs are able to secure employment with adequate wages, pay taxes, and reduce their reliance on state or local support. Most are able to become productive members of the working world.

Many of the courses offered by the various programs in the Division have been made available, either by distance learning or adjunct faculty, in the outlying areas in an outreach program. This has enabled many of the smaller communities in our service area to take advantage of courses the college and division has to offer and plans are for this to continue and expand.

Students in all the Business and Office Programs are required to participate either in a 'service-learning' or leadership development activity as part of their educational experience. This provides the community with many activities free-of-charge and volunteers from the college to assist them in their activities. The various student organizations such as Business Professionals of American and Delta Epsilon Chi are involved in this service learning and leadership requirement.

### **VII. Areas of commonalities with degrees/programs at other Idaho colleges and universities with rationale as to why (limit to 250 words).**

Most every Idaho College and University offers a degree or certificate in some area of Business, from Office to Accounting to Marketing and/or Legal. The skills in these areas are in high demand and require specific technical skills. Most of the students who attend our college consider themselves to be place bound and are reluctant to leave their family and home to move to another college to complete their education. Even though there are similar programs in place throughout the state, we serve different communities, businesses, and regions.

BYU-Idaho and EITC have signed an articulation agreement to accept many of the accounting courses offered by both institutions. This allows EITC's courses to satisfy the University's graduation requirements and vice versa. Doing so allows students from both institutions to take advantage of various course offerings from both institutions.

As per Board policy, students who obtain an AAS Degree may transfer to an BAT or BAS degree in junior standing at any college or university in Idaho that offers such a degree.

### **VIII. Relationship/collaborations with other degrees/programs within the institution and how the courses in the program are used for other degrees (limit to 250 words)**

All students, whether degree or certificate seeking, are expected to take common core classes in such areas as communications, computation, and human relations. For the AAS Degrees offered at EITC, all programs require a minimum of 16 credits of general education courses in areas such as English Composition, Fundamentals of Speech, Introduction to Psychology, Introduction to Sociology, and either Mathematics in Modern Society or College Algebra.

## **INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS OCTOBER 11-12, 2007**

The Business and Office Division offers a course, CIS 101 Computer Information System, which is used by most programs across campus as the introductory course in computer usage.

In addition, many of the courses taught in one discipline are used by other disciplines in assuring a student's well-rounded educational experience. The following courses are taught across inter-disciplinary areas of the college: Accounting I, Business Law, Business Machines, Business Presentations, Business Spreadsheets, Human Resource Management, Keyboarding, Introduction to Marketing, Quickbooks for the Office, and Microsoft Word and Advanced Word.

**IX. Summary of findings from the most recent accreditation report including commendations, recommendations. Also include date of last accreditation and when the next accreditation is due.**

The Business and Office Division is not accredited by any agency other than the Northwest Commission on Colleges and Universities. They Commission just completed a 10-year institutional evaluation of EITC in April 2007. The Evaluation Committee issued a report that included six Commendations and six Recommendations. The Division was lauded for many of the positive steps it takes to ensure student success and the follow through it takes in making sure students are on track to complete their training. The facilities, budget, equipment, and maintenance of the area were praised.

The Evaluation Committee Commended the faculty for their dedication and commitment to offering quality programs and services that meet the needs of community and doing so with limited human and financial capital.

The Evaluation Committee also Commended the faculty for being clearly focused on student success and seamless placement of students into the workforce and that the College can be justifiably proud of its high placement rate.

There were two Recommendations that directly applied to the Business and Office Division. The first was that every program identify and publish the expected learning outcomes for each of its degrees and certificate programs, and through regular and systematic assessment it demonstrate that students who complete their programs have achieved these outcomes.

The second was that a recognizable body of instruction in program-related areas of communications, computation, and human relations be clearly identified in all certificate programs.

The Business and Office Division has started a formal process to make certain these recommendations from the Evaluation Committee will be implemented before their next focused visit in two years.

**X. Contribution of the degree/program to economic development in the region, state, or the Governor's Science and Technology Initiative (limit 250 words).**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

Many of the programs in the Business and Office Division have been very involved in assisting with economic development over the years. Many businesses have utilized the partnership training grants that were available from the Idaho Department of Commerce and had the Division offer specific classes on their premises to increase productivity among their employees.

In addition, by providing employment training to a large number of students who would not normally be able to take advantage of the opportunities offered at EITC, individuals who were previously on state or local assistance have been able to enter the labor market and earn livable wages and pay taxes. This also allows employers to have a trained employment pool from which to choose their employees, a very important issue in today's low unemployment market.

**XI. Describe how the various degrees/programs or specializations within the school/college were built or will be built on existing programs, if applicable (limit to 250 words).**

From the very early stages of the College (then a School), the Marketing and Management Option and the Office Occupations Option were offered. The focus of the Marketing and Management in the early stages was retail and support for that industry while the Office Occupations Option served mostly secretarial demands at the Idaho National Engineering Laboratory. Over the years the needs have changed. Beginning in 1976 a need for trained Accounting clerical personnel was evident, so an additional option to the Office Occupations program was started. Eventually this became its own program, separate from the Office Occupations option. In addition, a separate Legal Secretary option was started in the early 1970s and it has eventually become its own program as well with the Legal Assistant AAS Degree. The Marketing and Management Program has changed focus from the retail industry to an entry-level management program with an emphasis on entrepreneurship and professional sales careers. The Office Occupations program has become much more focused over the years and is now the Office Technologies Program with an emphasis on computer operations, desktop publishing, and database management. It still has a very strong tie to the industries surrounding the Idaho National Laboratory.

**XII. Future plans and timelines with rationale as to why (limit to 250 words):**

The expansion of our distance learning offerings to outlying areas is paramount. In addition, the Division to continue to support any program changes or expansions as recommended by the individual program advisory committees.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

**XIII. Fiscal Year Revenues - Current year is defined as the year the report is presented to the Board**

Revenue Received, Various Fiscal Years				
	Past	Current	Next	
	Fiscal Year	Fiscal Year	Fiscal Year	
Annual General Account/State Appropriation	392,600	437,500	449,900	
Revenue from Endowment Funds				
Student Fees				
Federal Appropriation				
Federal Grants & Contracts				
State Grants & Contracts				
Private Gifts, Grants & Contracts				
Sales & Serv of Educ Activities				
Sales & Serv of Aux Enterprises				
Other (please identify) EITC Program Allocations				
Indirect Costs				
Total, All Fund Sources	392,600	437,500	449,900	

\* Note: This report displays revenue received during the fiscal year, not expenditures made.  
Round to the nearest \$100.00

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**SUBJECT**

Overview of Idaho Student Aid Programs

**REFERENCE**

N/A

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

At the August 2007 Board Meeting, members of the Board asked that an update of the Scholarship programs managed by the Office of the State Board of Education be presented at the October Board meeting.

**DISCUSSION**

The State Board of Education manages over \$9.7 million in funding for student aid. Programs include merit scholarships, state work-study, loan forgiveness, federal scholarships, need-based grants and the new Idaho Opportunity Scholarship. Attachment 1 provides an overview of each program with funding amounts and the numbers of student served.

Programs vary from centralized programs managed directly by Board staff and decentralized programs managed in partnership with participating institutions. In 2005, an online application process and database were developed to improve management of the centralized scholarships managed by the Board. This change significantly improved many aspects of the scholarship process for students, high school, staff, and board staff. Attachments on the application process are included to provide more details on the changes and benefits which resulted from the new online application process.

Legislative changes during the 2007 session resulted in changes in the Promise A scholarship, the Freedom Scholarship, and the creation of the new need-based Opportunity scholarship. The changes to statute on Promise A allow for the inclusion of students who are home-schooled and removed class rank as part of the selection criteria. This change will result in significantly increasing the number of students who are eligible to apply for this scholarship. Since the statutory changes necessitated changes to rules, the rules governing the Promise scholarship program were revised, and reorganized to make the rules easier to use. The Board reviewed and approved the rule changes at the August Board meeting.

The change to the Freedom Scholarship (POW/MIA) permits Idaho high school graduates who were dependents of service personnel killed in action while stationed in Idaho at the time of their death to be eligible for this scholarship.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

The Opportunity Scholarship is a need-based program enacted into law during the 2007 legislative session. This scholarship became effective for the 2007 academic year and the first students were selected in September. While this program will be centralized, partnerships between the Board office, institutions, and the federal government will continue to be important. The program had a very fast implementation which created some interesting challenges for Board staff. During the transition year, student applicant data were provided by institutions. In subsequent years, the initial student identification will be made from federal student aid records. Initial data on this scholarship is tentative at this time. While the Board approved temporary and proposed rules for this program at the June 2007 board meeting, changes will be recommended to improve the selection process as soon as all of the data can be reviewed. An additional presentation to the Board will be necessary at a subsequent Board meeting.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Scholarship Overview	Page 3
Attachment 2 – Scholarships Managed by OSBE	Page 7
Attachment 3 – Online Application Increase Chart	Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

## Special Programs

### Agency Profile

	SCHOLARSHIP or GRANT PROGRAM	FUND SOURCE	FY 2008 Original Appropriation*	FY 2009 Budget Request*
1.	Idaho Robert R. Lee Promise Scholarship – Category A	General	\$331,300	\$581,300
2.	Idaho Robert R. Lee Promise Scholarship – Category B	General	\$4,446,700	\$4,446,700
3.	Atwell Parry Work Study Program	General	\$1,344,500	\$1,370,000
4.	Minority / “At Risk” Scholarship	General	\$111,000	\$111,000
5.	Teachers/Nurses Loan Forgiveness Program	General	\$168,600	\$215,300
6.	Freedom Scholarship (fee waiver)	General	\$0	\$13,000
7.	Public Safety Officer Scholarship (fee waiver)	General	\$57,200	\$37,500
8.	“Grow Your Own” Teacher Corp Scholarship	General	\$366,500	\$366,500
9.	Leveraging Education Assistance Program (LEAP/SLEAP)	General	\$711,700	\$711,700
10.	Leveraging Education Assistance Program (LEAP/SLEAP)	Federal	\$189,300	\$189,300
11.	Byrd Honors Scholarship Program	Federal	\$207,500	\$207,500
12.	Opportunity Scholarship Endowment	General	\$10,000,000	\$10,000,000
13.	Opportunity Scholarship	General	\$1,925,000	\$1,925,000
13.	Unallocated Federal Spending Authority	Federal	\$43,200	\$43,200
14.	Idaho GEAR UP		N/A	N/A
	<b>Total</b>		<b>\$19,902,500</b>	<b>\$20,218,000</b>

\* FY 2008 appropriation and FY 2009 request includes \$43,200 in unallocated federal spending authority.

**Idaho Robert R. Lee Promise Scholarship – Category A(33-4303; IDAPA 08.01.05):** Provides approximately 100 renewable scholarships each year to outstanding Idaho high school seniors who plan to pursue postsecondary academic or professional-technical studies at one of Idaho's public or private institutions of higher education. Awardees are selected on the basis of, unweighted GPA and ACT scores. The award amount is \$3,000 per year, renewable up to four years for academic programs or for the term of the professional-technical program (up to three years). For the 2006-2007 academic year, 40 new scholarships were awarded to freshmen. In total, 110 recipients will receive an annual award of \$3,000. The budget request for FY08 includes a substantial increase to Idaho's premier merit aid program. During the past application cycle, there were a total of 180 academic applicants who met or exceeded scholarship criteria. After awarding 43 new scholarships there were still 137 highly qualified applicants that did not receive a scholarship. The Idaho Code allows for a total of no greater than 400 and no more than 100 new awards a year. This request of \$250,000 of General Funds will allow the state to award 83 additional Promise Category A scholarships or a total of 193 awards per year. This is a 75% increase over current funding. This is requested due to the fact that for the past several years, we have had many qualified applicants who were not funded for the Promise A scholarship.

**Idaho Robert R. Lee Promise Scholarship – Category B(33-4303; IDAPA 08.01.05):** Provides up to \$600 per year, including any 1:1 match amounts from participating institutions, for all Idaho students with a grade point average of at least 3.0 or an ACT score of at least 20. The actual award amount is determined by the State Board of Education and is subject to available funding. These scholarships are limited to two years (four semesters) and to students younger than 22 years of age. Awardees must maintain at least a 2.5 GPA to remain eligible. An average of 8,012 students will qualify for this scholarship for the 2007-2008 academic year.

**Atwell Parry Work Study Program (33-4401; IDAPA 08.01.10):** An employment program designed to allow resident students with financial or educational need to earn funds to assist in attending accredited institutions of higher education in Idaho. Institutions provide a 20-percent match for on-campus jobs, off-campus employers provide a 50% match. This program provides an average award of \$952 to approximately 1,546 students.

## Special Programs

### Agency Profile

**Minority / "At Risk" Student Scholarship Program (33-4301; 08.01.12):** Provided 37 scholarships per year to Idaho students who are at-risk of failing to achieve their educational goals because of cultural, economic, social or physical circumstances (e.g. disabilities). The award can be up to \$3,000 per year for four years. To qualify, an Idaho graduate must meet three of the following five criteria: (1) be a first-generation college student, (2) be handicapped, (3) be a migrant farm worker or the dependent of a migrant farm worker, (4) have a substantial financial need, (5) be a member of an ethnic minority historically under-represented in higher education. A total of 37 students are currently receiving the \$3,000 scholarship for the 2007-2008 academic year.

**Teachers/Nurses Loan Forgiveness Program (33-37-22):** Provides loans equal to full-time student fees for selected nursing and teacher education students. Loans are forgiven if the recipient teaches or practices in Idaho for two years after graduation. The law allows up to 16 new awards per year for teachers and 13 for nurses.

**Freedom Scholarship (fee waiver) (33-4302):** Formerly known as the POW/MIA scholarship, this provides tuition and fees, on-campus housing and subsistence, plus up to \$500 per semester for books to children of Idaho citizens determined to have been prisoners of war, missing in action, or killed in action in any armed conflict of which the United States was a party. Awardees must attend an Idaho public college or university.

**Public Safety Officer Scholarship (fee waiver) (33-4302A):** Provides tuition and fees, on-campus housing and meals, plus up to \$500 for books per semester to children of Idaho citizens who have been killed or disabled in the line of duty while employed in Idaho as a public safety officer. Awardees must attend an Idaho public college or university. There are approximately 15 dependents that may be eligible for the scholarship within the next 10 years.

**"Grow Your Own" Teacher Corp Scholarship:** Provides scholarships for instructional assistants employed by local school districts or school volunteers through programs leading to an AA/AS or BA/BS degree in education with an emphasis on bilingual education or an English as a Second Language (ESL) endorsement. The Colleges of Education will work with local school districts and instructional assistants to achieve teacher certification, thereby providing a career ladder for minorities to become certified teachers while they remain on the job. This program was designed to address the growing population of non-English speaking children in Idaho public schools. Recipients receive up to 90% of the cost of their student fees per year.

**Leveraging Educational Assistance Program (LEAP/SLEAP)(IDAPA 08.01.06):** A federal grant program with a state match requirement that is available to students with demonstrable financial need. Students may attend any public or private institution of higher education in Idaho. Although more than 95% of the recipients are Idaho residents, there is no residency requirement. In the 2005-2006 academic year, 1,584 recipients received an average LEAP award of \$449. The SLEAP program provides approximately 282 awards of \$531.

**Byrd Honors Scholarship Program:** A federally funded, state-administered program awarded on the basis of merit. The award ranges up to \$1,500 per year to support a maximum of four years of study to outstanding high school seniors who show promise of continued academic achievement in postsecondary education. A total of 135 students received the scholarship in the 2007-2008 academic year, 59 of whom attend Idaho institutions.

**Opportunity Scholarship (33-5601; IDAPA 08.01.12):** The demand for a well qualified, well educated workforce was just one of the driving forces behind the creation of the Opportunity Scholarship during the 2007 Legislative session. This need-based scholarship is designed on a shared responsibility model with state dollars being the "last dollars". This means that a student must apply for federal aid, have a self or family contribution element before they would be eligible for the Opportunity Scholarship. FY08 is the first year for this program. \$10 million dollars was put into an endowment fund and \$1.925 million was designated to fund scholarships for the 2007-2008 academic year. \$10 million is requested each year for the endowment with \$1.925 million requested to fund annual scholarship until the endowment reaches a level that will support annual scholarships.



## Special Programs

### Agency Profile

**GEAR UP:** Gaining Early Awareness and Readiness for Undergraduate Program is a new six year federally and locally funded grant awarded to Idaho in 2006. GEAR UP will provide low income students early intervention services to assist them in becoming better prepared for postsecondary education and they will be eligible for GEAR UP scholarships at the conclusion of the program. Scholarships are \$4,000 dollars, per year, renewable for four years. Key to Idaho's GEAR UP grant is that 50% of funding must be reserved in trust for each year of the grant to be used for need-based scholarships.

FY11 is the first year scholarships funds will be distributed. Each year, 2011-2015, one thousand students will be eligible for scholarships. Scholarships will be based on financial need, academic performance, and successful completion of program requirements. Total funding for program is \$18 million of which \$9.2 is restricted to scholarships.

**THIS PAGE LEFT INTENTIONALLY BLANK**

## Scholarships Managed by the Office of the State Board of Education

\* The federal Robert Byrd Grant is for one year, but allows funds to be expended over a two year period.

	<b>Robert R. Lee Promise A</b>	<b>Robert R. Lee Promise B</b>	<b>Robert C. Byrd Honors Scholarship</b>	<b>Idaho Governor's Cup Scholarship</b>	<b>Tschudy Family Scholarship</b>
Source of Funding	Legislative Appropriation – Idaho Legislature	Legislative Appropriation – Idaho Legislature	Federal Funds	Private Funds – Golf Tournament	Private Funds
FY08 Funding Amount	\$331,3000	\$4,446,700	\$202,000*	Information not available	\$65,000
Number of Scholarships FY08	*A – 28 **PT – 9	Approximately 8000	39	Information not available	10
Scholarship Amount	\$3000/year	\$600/year maximum	\$1500/year	\$3000/year	\$2500/year
Renewable?	Yes A – <b>4 years</b> PT – <b>3 years</b>	Yes Maximum of <b>4 semesters</b>	Yes Maximum of <b>4 years</b>	Yes A – <b>4 years</b> PT – <b>3 years</b>	Yes According to terms of the gift
Must be Idaho Schools?	Yes	Yes	No	Yes	BSU, ISU, LCSC, and UI only
Grade Point Average	A – 3.5 or above PT – 2.8 or above	3.0 or above	None – Most awards go to 4.0 students	2.8 or above	No minimum is stipulated for application – final ranking is a factor
ACT scores	A – 28 or above PT – Compass scores for math and algebra	20 or above	No	No	No
Application Process	Online <a href="http://www.boardofed.idaho.gov">http://www.boardofed.idaho.gov</a>	None	Online <a href="http://www.boardofed.idaho.gov">http://www.boardofed.idaho.gov</a>	Online <a href="http://www.boardofed.idaho.gov">http://www.boardofed.idaho.gov</a>	Online <a href="http://www.boardofed.idaho.gov">http://www.boardofed.idaho.gov</a>
Application Deadline	January 15	None	January 15	January 15	January 15
Other	Legislative changes in 2007 allow home schooled students to be considered for this scholarship.	CSI, ISU, and NNU have some matching funds available		Name Change beginning this year. High consideration for selection will be based on a demonstrated commitment to public service. Requires a personal essay and letters of recommendation.	Must be a graduate from Emmett High School within the past seven years. Requires a personal essay and letters of recommendation.

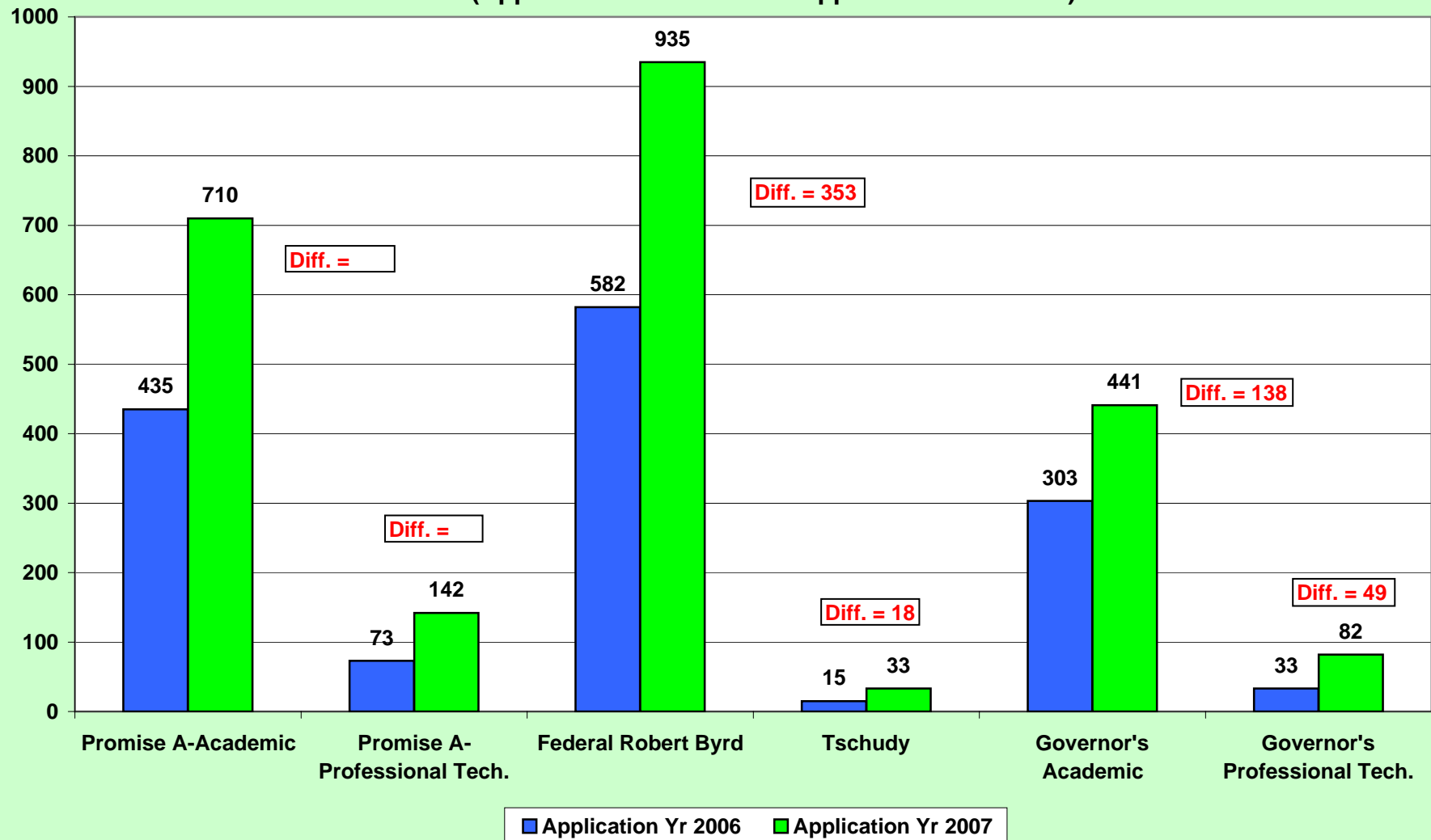
\* Academic

\*\* Professional-Technical

**THIS PAGE LEFT INTENTIONALLY BLANK**

# Online Application Increase Chart

Chart 1: Number of Applications Received for Various Scholarships Available to Idaho HS Seniors (Application Year 2006 vs. Application Year 2007)



**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**UNIVERSITY OF IDAHO-COLLEGE OF LAW  
INFORMATION ITEM AGENDA**

**SUBJECT**

Strategic planning process on how best to fulfill the University of Idaho's statewide mission in legal education during the "second century" of the College of Law

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Board of Education Policies & Procedures Section III.Z. Roles and Missions: Delivery of Post-Secondary Education

**BACKGROUND**

The University of Idaho is charged with the statewide mission for legal education. The University fulfills that mission through the College of Law, which will mark its centennial in 2009. Throughout 2007, the College has been engaged in a strategic planning process to determine how best to fulfill this statewide mission in the College's "second century."

**DISCUSSION**

This information item is intended to provide the Board an update on the current status of the strategic planning process. In July, 2007, the College co-sponsored with the Idaho State Bar a "Conclave on Idaho Legal Education in the 21<sup>st</sup> Century." A background document developed for that Conclave is accessible on the College's website at:

<http://www.law.uidaho.edu/documents/Conclave%20Document.pdf&pid=101948&doc=1>

During the fall of 2007, the law faculty, administration, and senior leadership of the University of Idaho, began developing, in consultation with the Board, a plan for delivery of legal education in Idaho. This plan will address regional population growth and legal needs.

The plan will also address a potential opportunity for collaboration with the Idaho Supreme Court through the development of an "Idaho Law Learning Center" in Boise.

**IMPACT**

No fiscal impact until a proposal is developed for Board consideration.

**ATTACHMENTS**

Attachment 1 – Strategic Planning Summary and Timeline	Page 3
Attachment 2 – Bar Journal Article - University of Idaho Weighs Future Options in Statewide Legal Education	Page 5

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**Attachment 1**

**University of Idaho College of Law**  
**Strategic Planning Summary and Approximate Timeline**  
**(last updated August 31, 2007)**

- College of Law, which will mark its centennial in 2009, carries out the University's statewide mission in legal education as prescribed by Board of Regents/State Board of Education
- Location of the College has been an academic, historical, political and legal issue for decades. Issue was raised in 1960s; but was resolved when the Menard Law Building was constructed on the UI Moscow campus in 1972-73
- Strategic planning events since 1999-2000:
  - "Special panel" was convened in 1999; panel report and faculty report were issued in 2000; College outreach office was created at UI/Boise, followed by state-imposed budget cuts of 2002-03
  - Law faculty generated a "statement of strategic direction" (2003)
  - Self-study was conducted during favorable accreditation review (2005-06)
  - Faculty strategic planning efforts re-focused on statewide mission throughout spring and summer, 2007
  - Law Advisory Council met on strategic planning (April, 2007)
  - College of Law/Idaho State Bar "Conclave on Idaho Legal Education in the 21<sup>st</sup> Century" (July, 2007), was attended by 108 bench/bar leaders, faculty, and administrators, including general counsel of UI, BSU, and ISU
  - Consultants have been engaged for academic "supply" side analysis, for market "demand" side analysis, and for eventual drafting of business plan
- Broad strategic approaches currently under consideration:
  - Enlarging the law program at Moscow to meet statewide needs, with possible enhancement of research/outreach in Boise but relatively little change in instructional activities (externships, "semester in practice") currently administered at Boise
  - Relocating law instruction to Boise while retaining an interdisciplinary research/outreach presence at Moscow (this approach might raise legal issues)
  - Undertaking a phased dual location approach in which law instruction eventually would be delivered, and research and outreach would be conducted, by the University of Idaho College of Law at both Moscow and Boise
- Future planning approximate timeline
  - College of law strategic planning committee will continue its weekly (Wednesday) subcommittee meetings on academic "supply" side and market "demand" side issues in September and October; with full faculty involved in regular and/or special faculty meetings; President, Provost and other senior University leaders will join discussions at key points; State Board will be kept informed personally/individually
  - [Permanent Building Fund Advisory Committee will meet on October 2; agenda will include a planning funds request from Idaho Supreme Court and Administrative Office of the Courts for proposed relocation of state law library and creation of an "Idaho Law Learning Center"]
  - Planning process report (information item) will be on agenda of State Board meeting in Lewiston on October 10-11
  - Market "demand" side data should be received by October 15
  - Faculty, senior university administrators, "supply" side (and possibly "demand" side) consultant will meet with Law Advisory Council in Moscow on October 22
  - Definitive plan to be formulated by faculty and university administration, in ongoing consultation with members of State Board, during November
  - Faculty and administration to approve a plan and submit it as a proposal to the State Board in December
  - State Board action in due course, to be followed by focused fundraising in 2008
  - Legislative action and start of early implementation steps in 2009 ("centennial year")

**THIS PAGE LEFT INTENTIONALLY BLANK**

**Attachment 2**

[August 6, 2007 For "The Advocate" – Official Publication of the Idaho State Bar]

**UNIVERSITY OF IDAHO WEIGHS FUTURE OPTIONS  
IN STATEWIDE LEGAL EDUCATION**

**Don Burnett\***

The University of Idaho is weighing the options on how best to fulfill its statewide mission in legal education, as prescribed by the Idaho State Board of Education (also the University's Board of Regents). The University's College of Law will mark its centennial in 2009. The College is engaged in strategic planning for a "second century" of statewide legal education.

**A Quick History of the Planning Process**

The College's planning for the future has attracted media attention recently, but in fact the process and the issues have been unfolding for many years. During the 1960s, when the College began to outgrow its quarters in the University's historic Administration Building, there were voices calling for the state's law school to be located in the state capital. The location issue was settled for a generation, however, when the "new" law school facility, the Menard Law Building, was constructed at Moscow in 1972-73.

In 1999 the University convened a panel of consultants whose report, "Strategic Directions in Legal Education for Idaho," was published in the June, 2000, edition of *The Advocate*. Two months later *The Advocate* carried the "Report and Recommendations of the Faculty of the University of Idaho College of Law," which laid the foundation for establishing the College's current Boise office, hiring a law instructor and director of external programs, and creating the semester-in-practice program.

In 2003 the faculty adopted a "Statement of Strategic Direction" outlining subject areas – natural resources and environmental law, business law and entrepreneurship, and advocacy and dispute resolution, as well as international and comparative law, law and technology, and ethics and civic leadership -- deemed to be strategically important for the future. In 2005 the faculty revisited strategic issues as part of a regular, periodic accreditation self-study. In 2006 and 2007 the Association of American Law Schools and the American Bar Association reaffirmed the College's accreditation, enabling the College to return its strategic focus to the programs necessary to meet Idaho's statewide legal education needs.

During 2007 a law school strategic planning committee, chaired by Professor Maureen Laflin, has met regularly to define future issues, engaging the full faculty in special meetings while gathering input from the law school staff and student leaders. In April,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

2007, the committee explored future issues in a two-day meeting with the Law Advisory Council, a national group of distinguished alumni and friends of the College. On July 16-18, the College and the Idaho State Bar cosponsored a “Conclave on Idaho Legal Education in the 21st Century,” held in conjunction with the Bar’s annual meeting.

The Conclave necessarily was limited in size in order to promote a thoughtful “workshop” approach to complex issues. It attracted 108 leaders of the state judiciary, legal profession, and business community, as well as the law faculty. University of Idaho president Timothy White and State Board of Education/Board of Regents member Laird Stone also participated, along with other administrators including general counsel for the University of Idaho and counsel for Boise State University and Idaho State University. A booklet thoroughly describing the Conclave’s participants, purpose, and issues is available at a link on the College of Law website: [www.law.uidaho.edu](http://www.law.uidaho.edu).

**The Importance of Public Legal Education**

As explained in the booklet and discussed in the Conclave, Idaho has a stake in both the excellence and affordability of public legal education. The excellence issue is framed by a realization that the quality of law teaching, research and service at Idaho’s public law school will determine the reputations and career opportunities available to Idaho law students. Quality also will influence the economic competitiveness of our state as well as the depth of our state’s commitment to the fair and effective administration of justice.

The affordability issue is underscored by the fact that legal education is increasingly financed by student debt; at some private schools, the debt load approaches that of a home mortgage.<sup>i</sup> Student debt is a major factor determining whether students can afford to take public sector jobs or to work in private practice settings representing Idaho families and small businesses. Thus, if the growing demand for legal education in Idaho, particularly in the Treasure Valley, were supplied by a private entity, many of the students emerging with private school-level debt loads would have difficulty taking Idaho jobs.<sup>ii</sup>

Moreover, a public law school has a special calling to serve its state by creating leaders of the judiciary, the legal profession, and the business community; by providing scholarship in support of sound public policy and economic development; by engaging in service and outreach that enhance the performance of legal institutions; and by inculcating a culture of ethics and civic responsibility. Although all worthy law schools address these needs to some extent, the expectations for a state’s public law school are especially (and appropriately) high. They represent a valuable return on the state’s investment in higher education.

**Approaches to the Future**

The challenges of excellence and affordability are combined in Idaho with the need to serve a vast and diverse state. The Conclave examined location issues relating to

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

instruction in the J.D. program as well as legal and interdisciplinary scholarship, service, and outreach. As noted during the Conclave, the College enjoys the benefits of the University's supportive infrastructure, and interdisciplinary connections with other programs, at the Moscow location. At the same time, the Boise metropolitan area offers additional opportunities for law students and faculty in a center of population, business, and government.

Participants in the Conclave reached a broad consensus that there are no easy or simplistic answers to the challenge of fulfilling the College's future statewide responsibilities with respect to legal education and the scholarship, service and outreach activities associated with it. There was also broad agreement also that the College must advance beyond the status quo in meeting the needs for legal education throughout the state. Changes in legal education itself – globalization, specialization, and the need for more “practice-ready” graduates – also require the College of Law to advance beyond the status quo.

The Conclave considered three broad approaches for the future:

- A “Moscow plus” approach -- expanding the College's Juris Doctor program on the Moscow campus while retaining the “semester-in-practice” and externships in the Treasure Valley and establishing specialized research and outreach institutes in Boise.
- A “relocation” approach – moving the Juris Doctor program to Boise in addition to the specialized research and outreach institutes, while retaining administration by the University of Idaho and continuing the interdisciplinary research connections with the Moscow campus.
- A “phased dual-location” approach – maintaining the Moscow location while expanding the “semester in practice” to a full third year, establishing the specialized research and outreach institutes, and then broadening the J.D. instruction in Boise to a full three-year branch program (possibly including a part-time course of study).

Each of these approaches would increase the College's presence in Boise, albeit in varying degrees and in differing time frames. Each could provide a unique opportunity for collaboration with the Idaho Supreme Court, which recently has developed a proposal to move the Idaho State Law Library (now contained within the Supreme Court) to a new, adjacent building that could also serve as an “Idaho Law Learning Center.”

**Next Steps in the Strategic Planning Process**

No decision has been made regarding these approaches. Indeed, the Conclave did not “vote” on the approaches; rather, working groups within the Conclave explored the strengths and weaknesses of all of the approaches and variations of them. There was a

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

consensus, however, that expansion of the College's presence in Boise is necessary, and that all of the approaches will require substantial new resources. These resources might come from a combination of legislative appropriation support, student tuition and fees, and private giving.

Any major future initiative must be developed in close collaboration with, and will be subject to approval by, the State Board of Education/Board of Regents. University President Timothy White noted during the Conclave that the "paramount consideration is what is best for our students – in terms of depth and breadth of the curriculum and preparation for practice, along with cost and access considerations - and best for the citizens of Idaho in terms of the number, quality and skills of graduates from our program." State Board and Regent member Laird Stone told the Conclave that the Board is very interested in the quality and accessibility of legal education in Idaho, and will give strong consideration to the well-informed, thoughtful judgments of legal educators, senior University administrators, and the Idaho bench and bar.

During the remainder of this summer and fall, the faculty and administration of the College of Law will work with consultants, with senior University leadership, and with the State Board to develop a strategic plan that fulfills the College's statewide mission and embodies the insights developed during the Conclave. Updates on the plan will be presented during the Idaho State Bar "road show" meetings with the district bar associations. Questions concerning the College's strategic planning process may be addressed to Don Burnett, Dean of the College of Law, [dburnett@uidaho.edu](mailto:dburnett@uidaho.edu), direct dial telephone 208-885-6305.

---

\* Don Burnett, a Pocatello native, is the Dean of the University of Idaho College of Law, a former member of the Idaho Court of Appeals, and a former President of the Idaho State Bar.

**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS SUBSECTION:**

**Z. Delivery of Postsecondary Education**

**April 2005**

---

**Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses**

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination. It is the intent of the State Board of Education (the “Board”) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with an appropriate alignment of strengths and sharing of resources. This policy anticipates the use of academic plans to advise and inform the Board in its work to plan and coordinate educational programs in a manner that enhances access to quality programs and courses, while concurrently increasing efficiency, avoiding duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board intends to more clearly identify, reinforce and strengthen the respective statewide missions of the institutions governed by the Board. The provisions set forth herein are intended to serve as fundamental principles underlying the delivery of postsecondary education pursuant to collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering postsecondary education within a service region in accordance with the terms of the memorandums of understanding entered into between the institutions and consistent with this policy.

This policy is not applicable to programs or courses offered at a distance through electronic means, correspondence or continuing education courses, or dual enrollment courses for secondary education.

**1. Definitions**

**a. Statewide Mission**

A statewide mission denotes that the institution is assigned by the Board to offer and deliver a program in order to meet a particular educational and workforce need in all regions of the state. A statewide mission describes an institution’s responsibility for instructional programs that are unique with regard to academic focus. A unique program or course is defined as an academic or vocational program or course, which is offered by and available at only one of the institutions under the governance of the Board. Statewide missions are assigned to institutions by the Board through the role and mission statements.

**b. Regional Mission**

A regional mission describes an institution’s responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures).

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution's regional mission may be duplicated by other institutions within other service regions.

**2. Responsibilities Related to Statewide Missions**

It is the responsibility of each institution assigned a statewide mission by the Board to assess and ensure the delivery of all statewide mission programs and courses necessary to meet the educational and workforce needs associated with the statewide mission throughout the state.

**3. Responsibilities Related to Regional Missions**

It is the responsibility of each designated institution within a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) (a "designated institution") to assess and ensure the delivery of all educational programs, courses and services necessary to meet the educational and workforce needs within its primary service region. Delivery of educational programs and services will include the provision of programs and courses that are regional in nature by the designated institution and partnering institutions and the provision of programs and courses that are identified as statewide missions by institutions assigned a statewide mission responsibility.

**4. Academic Planning Process**

**a. General Provisions**

(1) Each institution will create and maintain an eight (8) year rolling, academic plan that describes the programs, courses and services to be offered by the institution and by other public, postsecondary institutions governed by the Board to respond to the educational and workforce needs of the state, or a service region, as appropriate (with respect to each institution, the "Plan"). Plans should be developed pursuant to a process of collaboration and communication with and among the other institutions within the state.

(2) Plans will be submitted to the Office of the Idaho State Board of Education ("OSBE") for review and approval by the Idaho State Board of Education (the "Board") in accordance with a schedule to be developed by the Chief Academic Officer of the Board (the "CAO"). Plans will be submitted first to the Council for Academic Affairs and Programs ("CAAP") at least sixty (60) days prior to submission to OSBE for review, discussion and coordination among CAAP members. Upon submission of the Plans to OSBE, the CAO will review the Plans for the purpose of optimizing through collaboration and coordination among the institutions the cost-effective delivery of quality programs and courses, access to such programs and courses, the avoidance of duplication of programs and courses and the efficient use of resources. The CAO will provide recommendations to the Board for enhancements, if any, to the Plans, no later than thirty (30) days prior to approval by the Board. The Plans will be used to advise and inform the Board in its work to plan and coordinate educational programs throughout the state. Each institution will be responsible for updating its Plan as follows:

- (a) Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.

- (b) Plans pertaining to the delivery of programs and courses for associate level degrees or professional-technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.

(3) The CAO will develop an academic plan form to be used by institutions as a guide for providing the information requested herein.

**b. Statewide Mission Planning Process**

**(1) Statewide Mission Plan**

Each institution assigned a statewide mission will create and maintain a Plan that describes the programs and services to be offered to respond to the workforce and educational needs of the state relating to the institution's statewide mission. Each plan will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution's statewide mission.
- (b) A description of the statewide mission programs and courses to be delivered throughout the state by the mission owning institution and the resources to be employed.
- (c) A description of the statewide mission programs and courses offered, or to be offered, by institutions not assigned the statewide mission.
- (d) A summary of the terms of memorandums of understanding (MOU's), if any, entered into between the statewide mission owning institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

**(2) Statewide Mission Program or Course in a Service Region**

If a statewide mission owning institution identifies a need for the delivery of a statewide mission program or course within a service region, and that program or course is not identified, or anticipated to be identified, by the designated institution in its Plan, the statewide mission owning institution will communicate with the designated institution (in accordance with a schedule to be determined by the CAO) for the purpose of including the same in the designated institution's Plan. It is intended that statewide mission programs or courses be included in the designated institution's Plan, as updated, and that the statewide mission owning institution and the designated institution collaborate and coordinate during the planning process. To facilitate this process, the statewide mission owning institution will deliver to the Chief Academic Officer of the designated institution and OSBE a description of the program or course intended to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery and the resources and support required for delivery, including facilities needs and costs.

**(3) MOU with Designated Institution**

If an institution having a statewide mission program or course has submitted the information set forth in Subsection 2 above to a designated institution and OSBE in a timely manner (in accordance with a schedule determined by the CAO) for inclusion in the designated institution's Plan, then the designated institution will identify the program or course in its Plan and enter into an MOU with the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

statewide mission owning institution for the delivery of such program or course in accordance with this policy. If, prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then upon Board approval the statewide mission owning institution and the designated institution will enter into an MOU for the delivery of such program or course in accordance with the provisions of this policy.

c. Regional Planning Process

(1) Designated Institution Plan

The designated institution in a primary service region (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures) will create and maintain a Plan that describes the programs and courses to be offered to respond to the educational and workforce needs of its primary service region. It is intended that designated institutions communicate and collaborate with other institutions located outside of the service region in developing its Plan. If, in the course of developing or updating its Plan, the designated institution identifies a need for the delivery of a program or course within its service region, and the designated institution is unable to provide the program or course, the designated institution will coordinate with an institution located outside of the service region (a “partnering institution”) to deliver the program or course in the service region. This will be done pursuant to an MOU to be entered into between the designated institution and the partnering institution in accordance with Section 4 below. Each Plan developed by a designated institution will include at least the following:

- (a) A needs assessment that identifies the ongoing and future workforce and educational needs of the region.
- (b) A description of the academic programs and courses to be delivered in the service region, or outside of the service region, by the designated institution and the resources to be employed.
- (c) A description of regional mission programs and courses offered, or to be offered, in the service region by partnering institutions, including any anticipated transition of programs or courses to the designated institution.
- (d) A description of statewide mission programs and courses to be offered in the service region by the statewide mission owning institution or by the designated institution.
- (e) A summary of the terms of MOU’s, if any, entered into between the designated institution and partnering institutions pursuant to Section 4 below. If it is anticipated that the program or course will be offered within three (3) years of approval of the Plan, the description will include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs and courses, including facility needs and costs.

(2) Program and Course Offerings by Partnering Institutions

If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution’s Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

with the designated institution for the purpose of including the program or course in the designated institution's Plan. In order to include the program or course in the designated institution's Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

- (a) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.
- (b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program or course.
- (c) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses.

(3) Designated Institution's Opportunity to First Offer a Program or Course if,

- (a) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional-technical level programs or courses); or
- (b) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering institution will provide notice to the Chief Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

d. Program Transitions

In order to appropriately balance (i) the ability of institutions to grow and develop programs and courses in accordance with their statewide mission or according to their service region mission, (ii) the desire that programs and courses be delivered to meet workforce and educational needs, and (iii) the reduction of costs and alignment of educational resources, it is the intent of the Board that, to the extent possible, designated institutions, partnering institutions and statewide mission owning institutions plan and coordinate the delivery of programs and courses anticipated to be offered by such institutions, but not currently identified in the designated institution's, partnering institution's or statewide mission owning institution's Plans. This should be achieved first in the process of developing an institution's Plan.

In the event (i) a statewide mission owning institution intends to develop the capacity to offer a statewide mission program or course within a service region currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution, respectively, will identify its intent to develop the program or course in the next update of its eight (8) year Plan.

- (1) In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the "withdrawing institution"), the statewide mission owning institution, or the designated institution, must demonstrate its ability to offer the program or course.
- (2) Except as otherwise agreed between the institutions pursuant to an MOU, the statewide mission owning institution, or the designated institution, will allow the withdrawing institution a minimum three (3) year transition period (thus creating three (3) to five (5) years' notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing institution wishes to withdraw its program or course region prior to the end of the three (3) year transition period, the withdrawing institution will seek to enter into a transition MOU with the statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

e. Discontinuance of Offerings

Unless otherwise agreed between a statewide mission owning institution and the designated institution pursuant to an MOU, if, for any reason, a designated institution offering programs or courses in its service region that supports a statewide mission

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

program of another institution, wishes to discontinue the offering(s), the designated institution will use its best efforts to provide the statewide mission owning institution at least one (1) year's written notice of withdrawal. The designated institution will also submit the same written notice to the State Board of Education and to oversight and advisory councils. In such case, the statewide mission owning institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the statewide mission owning institution be required to provide such offering(s).

Unless otherwise agreed between the partnering institution (whether statewide mission owning, or otherwise) and the designated institution pursuant to an MOU, if, for any reason, a partnering institution offering programs or courses in a service region wishes to discontinue the offering(s), the partnering institution will use its best efforts to provide the designated institution at least one (1) year's written notice of withdrawal. The partnering institution will also submit the same written notice to the State Board of Education and to oversight and advisory councils. In such case, the designated institution will carefully evaluate the workforce need associated with such program or course and determine whether it is appropriate pursuant to its regional mission to provide such program or course. In no event will the designated institution be required to provide such offering(s).

**f. Existing Programs**

Programs and courses being offered by a partnering institution (whether statewide mission owning, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the designated institution and the partnering institution, subject to the transition and notice periods and requirements set forth above.

**g. Applicability of Section III. G. – Instructional Program Approval and Discontinuance**

The requirements of this Subsection 4. Academic Planning Process relating to the approval and discontinuance of programs and courses are intended to apply in addition to the requirements of Section III. G. – Instructional Program Approval and Discontinuance. To the extent the provisions of Section III. G. – Instructional Program Approval and Discontinuance are not inconsistent with the provisions of this Subsection 4. Academic Planning Process, such provisions will remain in full force and effect. In the event of conflict, the provisions set forth herein will apply.

**5. Memorandums of Understanding**

- a. A memorandum of understanding ("MOU") is an agreement between two or more institutions offering programs or courses within the same service region that details how such programs and courses will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each institution's eight (8) year, academic plan. When a service region is served by more than one institution, an MOU will be developed between such institutions as provided herein and submitted to OSBE for review and approval by the Board.
- b. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

- (1) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipal or metropolitan area that encompasses the campus of a designated institution:
- (a) Offerings will be conducted in facilities located on the campus of the designated institution to the extent the designated institution is able to provide adequate and appropriate facilities (taking into account financial, resource, and programmatic considerations), or in facilities immediately adjacent to the campus of the designated institution. Renting or building additional facilities will be allowed only upon Board approval, based on the following: (i) the educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection 4.c.(2) above, and (ii) the use or development of such facilities are not inconsistent with the designated institution's eight (8) year plan.
  - (b) Facilities rented or built by a partnering institution (whether a statewide mission owning institution, or otherwise) on, or immediately adjacent to, the "main" campus of a designated institution may be identified (by name) as a facility of the partnering institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the partnering institution and the designated institution. Otherwise, facilities utilized and programs offered by one or more partnering institutions within a service region will be designated as "University Place at (name of municipality)."
  - (c) Program or course offerings will not duplicate those currently offered at the campus of the designated institution. If courses necessary to complete a program are offered by the designated institution, they will be used and articulated into the program.
  - (d) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipality or metropolitan area encompassing a campus of a designated institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) will be provided by the designated institution. To the extent programmatically appropriate, registration services will also be provided by the designated institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The designated institution will offer these services to students who are enrolled in programs or courses offered by the partnering institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the designated institution's students. The MOU between the designated institution and the partnering institution will outline how costs for these services will be allocated.

**6. Oversight and Advisory Councils**

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs and courses among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth in this Section III, Subsection Z.

7. Resolutions

All disputes relating to items addressed in this policy will be forwarded to the CAO for review. The CAO will prescribe the method for resolution. The CAO may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

8. Reporting

Once annually, OSBE, with appropriate input from the each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOU's.

9. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a corporate entity outside of their designated regional assignment, the contracting institution will notify the designated institutions in the service region and institutions holding a statewide mission, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a designated institution, the Board encourages the contracting institution to include and draw upon the resources of the designated institution insomuch as is possible.

---

**I. <sup>i</sup> Among law students graduating in 2006, the national average debt – just for legal education (excluding other educational or personal debt) – was \$54,509 for students who attended public law schools and \$83,181 for those who attended private law schools. The average for University of Idaho College of Law graduates in 2006 was \$51,582. (Source: American Bar Association.)**

<sup>ii</sup> For the University of Idaho College of Law graduating class of 2005, the median starting salary at all jobs in the public and private sectors was \$40,000 with a 25th/75th percentile range of \$37,000 to \$48,000. The national median salary for all jobs that year was \$60,000. The national median salary for jobs at firms with 2-10 attorneys was \$50,000. The median salary for the Mountain Region (Arizona, Colorado, Idaho, Montana, New Mexico, Nevada, Utah, Wyoming) was \$52,000. (Sources: National Association of Law Placement and UI College of Law Career Development Office.)

**THIS PAGE LEFT INTENTIONALLY BLANK**



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**SUBJECT**

HERC One-Time \$550k Grant Program FY 2008 – Funding Recommendation

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy Section V.N. Grants and Contracts

**BACKGROUND**

The Higher Education Research Council (HERC) was allocated \$1,440,000 for FY 2008 through the colleges and universities appropriation. During the 2007 legislative session, Governor Otter recommended “a one-time increase of \$15 million for the Higher Education Research Council for research projects that facilitate economic development. That includes research being conducted by our three universities and the Idaho National Laboratory.”

In an effort to partially comply with that request, the Legislature recommended that a one-time increase of \$1,560,000 be awarded to the Higher Education Research Council for competitive research grants.

**DISCUSSION**

HERC, Vice Presidents for Research (VPRs) from each institution, and Board staff participated in meetings held in May to discuss potential options for those one-time monies. It was determined that the process needed to be competitive and involve economic development.

At their May 9, 2007 meeting, HERC agreed upon a dual strategy for the one-time funds to include having two calls for proposals:

- One in July that would award two proposals up to \$550,000 each
- One in October that would award six smaller proposals up to \$75,000 each

The Vice Presidents for Research worked on a Request for Proposals for the One-Time \$550k Grant Program, which was vetted by HERC at their June 5, 2007 meeting. The research grant program review consisted of a Notice of Intent (NOI) process and a Full Proposal process. In the first process, the NOIs were submitted to the Board office through the Research offices and were evaluated by the private industry members of HERC with input from the Vice Presidents for Research on July 10, 2007. HERC agreed that no more than two NOIs would be selected from each institution to advance to the full proposal stage for review.

The review process consisted of two university research administrators from out-of-state, which were recruited by Board staff and approved by HERC. In determining the individuals who can best determine the potential for economic benefit to the State of Idaho, staff felt that ideally those reviewers should be from Idaho. Therefore, one private industry representative from Idaho was recruited as a referral from Idaho Techconnect and was also approved by HERC. Reviewers were asked to provide a numerical rating and comments based on specific criteria outlined in the Request for Proposals. The average of those reviewer

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

scores assisted HERC in making their funding recommendation to the Board. These reviewer results were provided to HERC at a special conference call held on September 27, 2007.

***The two finalists were:***

***University of Idaho***      *Sustainable Transportation Fuel and Engine Systems*

***Idaho State University***      *The Development of an Oral Delivery System for DNA Vaccines in Aquatic Species*

**IMPACT**

If funded, the project director of each project funded will be required to submit a feasibility report to the Board office that will address the outcomes and economic development of the project on January 2, 2008. Thereafter, the project director must prepare a summary progress report for HERC due on January 2 of each subsequent year and provide accountability information as described in Section V. Grant Programs -General Guidelines of HERC's policies and by-laws.

**ATTACHMENTS**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

HERC and Board staff recommends approval of the finalists from the One-Time \$550k Grant Program competition identified above.

**BOARD ACTION**

A motion to approve the UI and ISU finalists of the One-Time \$550k Grant Program at \$550,000 each for a total of \$1.1 million as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**SUBJECT**

South Central Local Operations Committee – Summary Report

**REFERENCE**

N/A

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures

- Section III.G. Program Approval and Discontinuance
- Section III.Z. Delivery of Postsecondary Education

**BACKGROUND**

Higher education delivery in Idaho has been addressed through a series of academic partnerships with sister institutions. In 1998, Idaho State University and the University of Idaho formalized an agreement to partner and serve Idaho Falls education needs. This agreement established The University Place. Later, Eastern Idaho Technical College joined the partnership agreement. The agreement outlines the delivery of educational services in this area. Two years later, North Idaho College, Lewis-Clark State College, University of Idaho, and Idaho State University entered a similar relationship to serve baccalaureate to post-graduate needs in North Idaho.

**DISCUSSION**

As collaborative centers were established in various regions across the state, a Local Operations Committee (LOC), a Community Advisory Board, and an Oversight Council were created for each area. LOC includes responsibility for the day to day coordination, development of policy, and program recommendations to the Oversight Council. In the past, the Oversight Council was comprised of the institutional presidents. In the spring of 2006, the institutional presidents delegated this responsibility to the provosts. This body provides oversight for local operations, policy direction, and approval. A coordinated schedule for these Oversight Council Meetings is distributed annually.

*Higher Education Center Building on the CSI Campus*

Over the years there have been efforts to fund a Higher Education Center building on the College of Southern Idaho campus that would house the Twin Falls Centers for Idaho State University, University of Idaho, and Boise State University. As it became clear that funding for the university's own building would not be possible, other options were considered. With the College of Southern Idaho obtaining financing to build a new Health Sciences and Human Services (HSHS) building, the Aspen building (where the HSHS are currently housed) became an option to accommodate the universities. When construction of the new Health Sciences and Human Services building is complete, plans are in place to remodel the Aspen Building to suit the needs of a Higher Education Center including a common reception area with offices for each of the universities. The College of Southern Idaho Foundation has pledged to support

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

the remodeling of the Aspen Building with a goal of having the project completed in 2009.

**Establishment of a Magic Valley Local Operations Committee**

The University of Idaho, Idaho State University, Boise State University, and the College of Southern Idaho have partnered on the CSI campus for over a decade. In 2004 the south central Idaho operations committee was formed. A formal memorandum of agreement is in place and was signed on January 31, 2007. This committee meets monthly and includes representatives who have a mutual interest in the commitment to the educational programs and services offered throughout the Magic Valley. The committee addresses topics such as academic programs and research opportunities, space needs, shared student services, articulation issues, opportunities for collaboration and resource sharing among and between institutions. The LOC has established operational procedures and guidelines such as voting procedures and chairmanship and will honor each institution's designated role and mission in the region. Membership includes, but is not limited to the following:

Local Program Coordinator – Boise State University  
Local Program Coordinator – University of Idaho  
Local Program Director – Idaho State University  
Administrative Representative – College of Southern Idaho  
Administrative Representative – Boise State University  
Administrative Representative – University of Idaho  
Administrative Representative – Idaho State University

An Executive Committee of the Local Operations Committee made up of the Outreach Vice Presidents, On-Site Directors, and Chief Academic Officers of the local partnership will meet to set agendas, resolve issues, and plan future directions. The Executive Committee, as appropriate, will establish Management Councils and Operating Teams.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Highlights of CSI, BSU, UI, ISU Collaborative Efforts-Twin Falls  
Attachment 2 – Degree Program Highlights – BSU  
Attachment 3 – Degree Program Highlights – ISU  
Attachment 4 – Degree Program Highlights – UI

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments and recommendations.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.

**Attachment 1**

**HIGHLIGHTS OF  
CSI, BSU, UI, ISU  
Collaborative Efforts-Twin Falls**

The presence of the senior universities at the College of Southern Idaho in Twin Falls, in a typical semester, touches approximately 425 students in the South Central Idaho area. In the past academic year (2006-2007), over 125 bachelor's and master's degrees have been awarded. These degrees have been earned, for the most part, without the students leaving Twin Falls.

Below is a summary of the cooperative efforts of the senior universities with CSI as well as with each other:

**CSI / BSU / ISU / UI:**

- There is a seamless transfer of CSI's AA and AS Degrees.
- Financial aid consortium agreements are in place for students enrolled in two or more institutions concurrently.
- Tuition waivers are available for full-time employees and their spouses.
- CSI offers the use of traditional classrooms to BSU/ISU/UI at no cost.
- An effort is made to resolve student issues at the local level.
- The BSU/ISU/UI on-site directors/coordinators maintain a solid working relationship with CSI advising center.
- BSU/ISU/UI students utilize CSI facilities such as the CSI testing center, library, recreation center, and bookstore.
- Students needing lower division coursework are regularly referred to the CSI Advising Center.

**BSU / ISU / UI:**

- The BSU/ISU/UI on-site directors/coordinators maintain a solid working relationship with each other.
- Room use is shared amongst BSU/ISU/UI.
- There is a collegial student referral system among institutions.
- The universities utilize each other's courses to fulfill degree requirements to best suit the students' needs.
- The graduate student application fee is waived for UI students utilizing ISU courses.
- There is no application fee for non-degree seeking undergraduate students.

**BSU / CSI:**

- On site transfer center since 1995 with student services that include admissions, academic advising, registration, financial aid information, fee payments, photo ID's, student orientation, and phone, mail, and fax services at no cost to students.
- The \$40 undergraduate admissions application fee is waived for Boise State, Twin Falls students.
- There is a seamless transfer from CSI to BSU as all lower division courses are aligned for transfer.
- Regular attendance of BSU Coordinator at CSI Business Department meetings.
- Shared "2 plus 2" advertising campaigns.
- Waiver of the regulation that only 70 credits from a community college be used toward a bachelor's degree for CSI transfers to Boise State.

**ISU / CSI:**

- On-site transfer center since 1992
  - ISU office on CSI main campus offers one-stop student services, including admissions and academic advising, registration, photo ID's, 20 station computer lab, new student orientation, financial aid and fee payment advising, phone and mail service to Pocatello at no cost to students, 2 distance learning classrooms. ISU delivers 60+ classes to Twin Falls each semester.
- Commuter bus service between Twin Falls and Pocatello offered Monday-Friday, Fall and Spring semesters.
- Partnership between Nursing Departments
  - Articulation Agreement waives 39 upper division credits for CSI Associate Degree in Nursing (ADN) graduates.
  - CSI transfers can complete Bachelor of Science in Nursing (BSN) in 3 semesters.
  - Students can attend institutions concurrently to accelerate BSN program
  - Early admission process for CSI transfers.
  - Students able to progress from Certified Nursing Assistant (CNA) to a Master of Science in Nursing (MSN) without leaving the Magic Valley.
- Articulation Agreement for Associate of Science Degree in Respiratory Therapy
  - Students can complete RT program without leaving the Magic Valley. General Education courses are offered by CSI; ISU delivers RT classes.
- Partnership between Education Departments

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

- 2+2 Program. CSI Associate Degree in Education completes first 2 years of Bachelor's program.
- 2 full-time ISU College of Education faculty assigned to Twin Falls.
- Collaborative recruiting and advising: ISU/CSI regularly participate in recruiting and advising functions together.
- Students able to progress from Para-Educator program to Doctor of Education in Educational Leadership without leaving the Magic Valley.
- Collaboration on Albertsons and National Science Foundation grants.
- TRIO Services
  - ISU and CSI work together to prepare high school students for success in post-secondary institutions. TRIO is a federally funded student assistance program directed at low-income, first generation college students, or those who are physically disabled. CSI provides office space at no cost to 2 full-time ISU TRIO employees.
- Establishment of ISU office at CSI-Hailey Center in 2006.
- Establishment of ISU office at CSI-Burley Center in 2007.

**UI / CSI:**

- Onsite transfer center since 1994.
- UI office on the CSI main campus offers one-stop student services including assistance with: admissions and academic advising, registration, student photo ID cards, financial aid, scholarships, student health insurance, and phone, mail and fax service at no cost to students.
- Cooperative classroom agreement, shared classroom and equipment
- Shared CALS/CSI Agricultural department recruitment efforts
- Shared CALS/CSI Agricultural department advising efforts
- Dual course listings for some agriculture courses
- Partnership to provide in-service workshops to secondary agricultural science instructors

**THIS PAGE LEFT INTENTIONALLY BLANK**



Attachment 2

**Degree Program Highlights**  
**Boise State University, Extended Studies**  
**Twin Falls Program**

**Program Information:**

- Classes offered in Twin Falls since 1995
- Three bachelor's degree programs offered:
  - Accountancy (BBA)
  - General Business Management (BBA)
  - Criminal Justice (BS or BA)
- One Graduate Program
  - Courses Toward a Master's Degree in Bilingual Education
- Plans are in place for a Bachelor's in Social Work and Master's in Social Work to optimistically begin in the Fall 2008
- Enrollments--Spring 2007: Total Enrollments---259, Headcount---122
- Graduates 2007: 42 Bachelor's Degree Graduates (13 Accountancy, 17 General Business, 12 CJ)
- Total Bachelor's Degree Graduates since 1998---207
- Total Master's Degree in Bilingual Education Graduates since 2003---23

**Student Demographics:**

- Average Age: 32
- Female: 62%
- Male: 38%

**Course Delivery:**

- Courses are delivered to Twin Falls primarily by on-site instruction with tenured faculty of Boise State University or adjunct faculty hired from the College of Southern Idaho or the Twin Falls Community.
- Some courses are offered via 2-way telecommunications or are internet-based.
- All courses are offered in the evenings to allow students to work during the day while attending classes in the evenings.

**Facilities:**

- Coordinator's office is located in the Taylor Administration Building Room 202 at CSI and is shared with the College of Southern Idaho Community Education Center.
- Classes are held primary in the Shields building with 2-3 classes each evening Mondays-Thursdays.

**THIS PAGE LEFT INTENTIONALLY BLANK**

**Attachment 3**

**Degree Program Highlights  
Idaho State University  
Twin Falls Program**

***Programs***

- Classes offered in Twin falls since 1960's
- ISU offices established on CSI main campus in 1992
- 78 ISU-Twin Falls students graduated May 2007
- 900+graduates from Twin Falls programs since 1992
- 330+ unduplicated headcount for Fall 2007 classes

***Programs available in Twin Falls:***

- Education
- Nursing
- Respiratory Therapy
- Human Resource Training and Development
- Psychology
- General Studies

***Student demographics***

Average age	42
Work full-time	85%
Female	75%
Undergraduate	70%

***Course delivery***

Courses are delivered via distance learning classrooms, on-site instruction and web-based classes. 15+ ISU faculty teach on-site each semester. Two full-time Education faculty are assigned to Twin Falls.

***Facilities***

Suite of four rooms for administrative offices  
2 Distance Learning Classrooms  
20 Station computer lab  
Education Faculty Office  
2 TRIO offices

**THIS PAGE LEFT INTENTIONALLY BLANK**

Attachment 4

**Degree Program Highlights  
University of Idaho  
South Central Idaho Programs**

Program Information

- Classes offered in Twin Falls since the early 1980's.
- Bachelor of Science in **Agricultural Science and Technology** offered on the CSI campus.
- Distance Delivered Programs include:
  - **Psychology** (Bachelor of Science)
  - **Adult & Organizational Learning and Leadership** (Masters, Educational Specialist)
  - **Administrative Endorsement – Principalship, Superintendency**
  - **Business & Marketing Education** (Secondary Teaching Certificate, Masters)
  - **Educational Leadership** (Masters, Educational Specialist)
  - **Education** (Doctorate)
  - **Professional-Technical & Technology Education** (Professional-Technical Education Certification, Masters, Educational Specialist)
  - **Rehabilitation Counseling** (special program for Idaho Division of Vocational Rehabilitation employees)
  - **Environmental Science** (Masters)
  - **Masters of Natural Resources** (MNR)
  - **Fire Ecology Certificate**
  - **Restoration Ecology Certificate**
- Enrollment – Fall 2006: Headcount 38
- Graduates – Academic Year 2007: 8 (4 Bachelors, 3 Master's, 1 Educational Specialist)
- Course Delivery – courses are delivered via distance learning classrooms, on-site instruction and the Internet.

Extension

District III Cooperative Extension offices are located on the College of Southern Idaho campus. Non-formal educational programs that address critical issues identified through local advisory boards in each of the eleven counties are provided. Expertise areas include crop production, horticulture, livestock, farm business management, community development, family and consumer sciences, natural resources, youth development, leadership development and volunteer development.

Research and Facilities

One University institute and two research and extension centers are located in south central Idaho. Plans are underway to establish a dairy research unit and to relocate the Caine Veterinary Center in south central Idaho.

- **Aquaculture Research Institute - Hagerman Fish Culture Experiment Station**

The Hagerman Fish Culture Experiment Station is internationally recognized for its scientific expertise in conservation biology of salmon, fish feed technology and trout breeding for improved performance on grain-based diets. A new 13,000-square-foot building includes six analytical laboratories, 14 offices, eight cubicles for technicians and graduate students and two conference rooms wired for distance learning and video conferencing. More than 45 scientists, faculty and staff are involved in the aquaculture laboratory research programs. Ninety-two percent of the operating funds come from competitive and earmarked federal funds and grants and contracts that scientists are awarded. The station brings in over \$3.5 million a year.

- **Kimberly Research & Extension Center** - The Kimberly Research and Extension Center has approximately 180 acres of irrigated farm, four greenhouses, a dry bean research facility complete with laboratories, a seed cleaning complex, seed warehouse, and a potato storage research facility. In the early 1960's, the USDA Agricultural Research Service established the Snake River Conservation Research Center, now known as the Northwest Irrigation and Soils Research Laboratory, across the road from the University Farm. Many of the research programs evolved into cooperative programs between the ARS research scientists and the UI scientists. Major program emphases include research in dry beans, irrigation and water resources, and potatoes. Additionally, the center is home for the Foundation Seed Program which produces and cleans foundation class seed for the state in cooperation with the other research and extension centers.

- **Twin Falls Research & Extension Center** - The Twin Falls Research and Extension Center is located on the College of Southern Idaho campus in the Evergreen Building. The Twin Falls Research and Extension Center office supports Cooperative Extension System and agricultural research programs in south central Idaho. University of Idaho faculty and staff from Agricultural Economics and Rural Sociology, Animal and Veterinary Science, Biological and Agricultural Engineering, Plant, Soil and Entomological Sciences and the College of Natural Resources are housed in the facility. Major research and extension programs are conducted on agriculture, natural resources, youth, family, community, and environmental issues.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**SUBJECT**

Idaho State University's Mission Statement

**REFERENCE**

N/A

**APPLICABLE, RULE, STATUTE, POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.I.  
Roles and Missions

**BACKGROUND**

Per policy, the State Board of Education “adopts a formal statement of role and mission for each institution.” Any alteration must have Board approval.

Idaho State University (ISU) has developed a mission statement to promote their university. This mission statement and ISU's current Board adopted role and mission statement can be located in Attachment 1.

**DISCUSSION**

ISU is not proposing a change or alteration to their formal Board approved role and mission statement in Board policy. This promotional mission statement was included as part of their strategic plan, which was approved by the Board at their June 13-14, 2007 meeting.

This statement was shared with the Council on Academic Affairs and Programs committee on September 6, 2007. It was determined at this meeting with IRSA members present that this item is a university mission statement to promote the institution. While different than the formal role and mission statement approved by the Board, ISU's promotional mission statement is consistent with their Board assigned mission. IRSA indicated that the Board may want to review the mission statement to ensure that there is no inconsistency with what the Board approved.

**IMPACT**

None: Academic programming and planning are conducted toward alignment with the formal role and mission statements approved by the Board.

**ATTACHMENTS**

Attachment 1 – ISU's Mission Statement

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

This “promotional” mission statement was part of the institution's strategic plan adopted by the Board during the June 13-14, 2007 meeting. IRSA and CAAP reviewed ISU's mission statement and recommended that the statement be shared with the Board for review recognizing that it is not a change in the Board adopted role and mission statement.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.



**Attachment 1**

**Idaho State University's Mission Statement**

*"The mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society."*

**Idaho State University's Role and Mission Statement Adopted by the Board**

**1. Type of Institution**

Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs. The university also has specific responsibilities in delivering programs in the health professions.

Idaho State University will formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation. Idaho State University will give continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

**2. Programs and Services\***

Baccalaureate Education: Offers a wide range of baccalaureate degrees and qualified professional programs.

Graduate: Offers a wide range of masters, doctoral and professional programs consistent with state needs.

Associate Education: Offers a wide range of associate degrees and qualified professional programs

Research: Conducts coordinated and externally funded research studies

Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs

Certificates/Diplomas: Offers a wide range of certificates, and diplomas

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

Continuing Education: Provides a variety of life-long learning opportunities

Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies

3.     Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Idaho State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

\* Programs and Services are listed in order of emphasis.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**SUBJECT**

Registration of Postsecondary Educational Institutions and Proprietary Schools

**REFERENCE**

N/A

**APPLICABLE STATUTE, RULE, OR POLICY**

Section, 33-107, Idaho Code

Sections 33-2401 thru 33-2409 (inclusive), Idaho Code

**BACKGROUND**

A reorganization of state government prompted changes within the Department of Professional-Technical Education which provided an opportunity to address the entire board registration process to improve protection for students pursuing educational opportunities and enhance the quality of educational opportunities.

The Department of Professional Technical Education contracted with Dr. Jerry Gee to conduct an analysis of registration systems in Idaho and surrounding states, facilitate a series of meetings with stakeholders on issues and opportunities to improve Idaho's registration system, and propose statutory and administrative rule changes.

Efforts to implement the temporary rules on registration of post secondary educational institutions identified educational entities currently offering degrees that do not meet the rule requirements for "fast track" registration, and could not meet the detailed requirements under "full" registration process. This leaves the entities with the choices of petitioning to be registered as a propriety school, to stop offering degrees, or go out of business. The proposed legislation adds a new category of proprietary school: Degree granting Proprietary School. This change will provide a structure that may be equitably administered by rule.

The results were reviewed and compiled into the draft presented today for statutory changes.

**DISCUSSION**

The current regulatory structure divides registration into two categories; Post secondary educational institutions and Proprietary Schools. The central determinant between these categories is whether or not the entity granted a degree. Any entity granting a degree was required to register as a post secondary educational institution unless the entity petitioned the board to register as a Proprietary School. This structure created a situation in which an entity could provide degrees with no more accountability than a non-degree granting proprietary school. The proposed legislative change creates a third category: Degree granting proprietary school. This category provides a realistic reflection of the work conducted by such entities while setting an achievable level for

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

academic quality. Degree granting proprietary schools may petition to be reviewed under the standards set for post secondary educational institutions.

Proprietary Schools Guidelines

This legislation addresses concerns raised by the board and proprietary schools about the registration requirements of proprietary schools in Idaho.

This legislation removes the dollar amount for registration fees from code and establishes it in board rule. It requires all schools registered, licensed, or regulated by other agencies be listed with the State Board so there is one place a person can go to get a list of all schools in the state. It transfers the responsibility for registration of agents from the state to the schools with guidelines established by board rule including criminal history checks. It discontinues the current surety bond that purports to protect the consumer against fraud and discontinues the maintenance of a separate student tuition recovery fund by the state. In their place it requires a new surety bond that provides protection for the consumer against fraud and misrepresentation and also provides financial resources for the reimbursement to students who suffer an economic loss if a school closes without completing its training obligation to the students. It expands the requirement for this surety bond to include those that are registered, licensed, or regulated by other agencies.

**IMPACT**

The proposed legislative changes will allow the Office of the State Board and Professional-Technical Education to implement new registration procedures for postsecondary educational institutions, degree granting proprietary schools, and proprietary schools beginning with the July 1, 2008 registration year (fiscal year). Lack of approval will lead to current degree granting proprietary schools being forced to meet the same standards as public post secondary educational institutions or stop offering degrees. This will likely cause them to cease operations in Idaho.

Students enrolled in degree granting proprietary and proprietary schools under this change will have greater protection from the impact of school closure than currently exists.

If the proposed legislation is approved by the Board and enacted by the Idaho Legislature, the administrative rules governing registration will need to be revised.

**ATTACHMENTS**

Attachment 1 – Draft amendments to Section 33-107, Idaho Code	Page 5
Attachment 2 – Draft amendments to Section 33-2401, Idaho Code	Page 7

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff from both OSBE and PTE recommends moving the proposed changes forward.

**BOARD ACTION**

A motion to approve the draft legislation relating to registration of postsecondary educational institutions, degree granting proprietary schools, and proprietary schools, and to direct staff to make revisions as necessary and to continue with the Governor's legislative process.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**THIS PAGE LEFT INTENTIONALLY BLANK**

Attachment 1

# Idaho Statutes

TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;
- (5) Through its executive departments and offices:
  - (a) Enforce the school laws of the state,
  - (b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
  - (a) ~~Maintain a R~~register of postsecondary educational institutions approved to provide programs and courses or courses of study that lead to a degree or which provide, offer ~~and sell or confer~~ degrees, in accordance with the procedures established in chapter 24, title 33, Idaho Code,
  - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity registered as such that is not accredited by an organization recognized by the board,
  - (c) Register degree-granting proprietary schools recognized to provide a course or courses of study that lead to a degree, or which provide, offer or confer degrees, in accordance with the procedures established in chapter 24, title 33, Idaho Code.
  - (ed) ~~Maintain a R~~register of proprietary schools ~~approved to that~~ conduct, provide or offer ~~or sell~~ a course or courses of study, in accordance with the procedures established in chapter 24, title 33, Idaho Code;
- (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
- (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

**THIS PAGE LEFT INTENTIONALLY BLANK**



**REVISED**

**TITLE 33 EDUCATION**

**CHAPTER 24 PROPRIETARY SCHOOLS**

33-2401 DEFINITIONS

33-2402 REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS

33-2403 REGISTRATION OF DEGREE-GRANTING PROPRIETARY SCHOOLS

33-2404 REGISTRATION OF PROPRIETARY SCHOOLS

33-2405 AGENT'S CERTIFICATE OF IDENTIFICATION

33-2406 PURCHASE STATEMENT

33-2407 STUDENT TUITION RECOVERY ACCOUNT -- CONDITIONS FOR  
RECOVERY

33-2408 ASSESSMENT FOR STUDENT TUITION RECOVERY ACCOUNT

33-2409 ENFORCEMENT

**REVISED IDAHO STATUTE**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2401. DEFINITIONS.**

For the purposes of chapter 24, title 33, Idaho Code, the following words have the following meanings:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(1) "Agent" means any individual within the state of Idaho who solicits students for or on behalf of a school

(2) "Approved" means that a postsecondary educational institution or a degree-granting proprietary school meets the standards established by an accrediting agency recognized by the board.

(3) "Board" means the state board of education.

(4) "Certificate of identification" means a nontransferable written document issued to an agent by the school that the agent represents.

(5) "Course" means instruction imparted in a series of lessons or class meetings to meet an educational objective.

(6) "Course or courses of study" means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise.

(7) "Degree" means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers or words such as, but not limited to, "bachelor's," "master's," "doctorate," or "fellow," which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition and an associate of arts or associate of science degree awarded by a community college or other public or private postsecondary educational institution or other entity which may be used for any purpose whatsoever.

(8) "Degree-granting proprietary school" means an individual, or educational, business or other entity that operates for profit, whether legally constituted or otherwise, and

which maintains a presence within, or which operates or purports to operate from a location within, the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or confers degrees.

(9) "Postsecondary educational institution" means a public or other nonprofit entity which maintains a presence within, or which operates or purports to operate from a location within, the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers, or confers degrees.

(10) "Proprietary school" means an individual, or educational, business or other entity that operates for profit, whether legally constituted or otherwise, and which maintains a presence within, or which operates or purports to operate from a location within, the state of Idaho, and which conducts, provides, or offers a course or courses of study, but which does not provide, or offer degrees.

(11) "Recognized" means that a degree-granting proprietary school meets the standards established by an accrediting agency which is recognized by either the United States Department of Education or the Council for Higher Education Accreditation.

(12) "School" means either a degree granting proprietary school or a proprietary school.

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.**

(1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to, operate from a location within the state of Idaho, shall register annually with, be approved by, and hold a valid certificate of registration issued by, the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt other postsecondary educational institutions from the registration requirement in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, and the course or courses of study, for academic credit or otherwise, that a postsecondary educational institution intends to offer. Such rule shall also prescribe the standards and criteria to be utilized by the board for recognition of approved accreditation organizations.

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section. Postsecondary educational institutions which intend to provide, offer or confer degrees at, or below, the baccalaureate level will be assessed an annual registration fee of seven hundred fifty dollars (\$750.00). Postsecondary educational institutions which intend to provide, offer or confer degrees at, or below, the master level will be assessed an annual registration fee of one thousand two hundred fifty dollars (\$1,250.00). Postsecondary educational institutions which intend to provide, offer or confer degrees at, or below, the doctoral level will be assessed an annual registration fee of two thousand dollars (\$2,000.00). Such annual registration fee shall be collected by the board, and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2403. REGISTRATION OF DEGREE-GRANTING PROPRIETARY SCHOOLS**

(1) Unless exempted as provided herein, each degree-granting proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with, be recognized by, and hold a valid certificate of registration issued by, the board or its designee. The board may permit a degree-granting proprietary school required to register under this section to instead register as a postsecondary educational institution under section 33-2402, Idaho Code, in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, and the course or courses of study, for academic credit or otherwise, that a degree-granting proprietary school intends to offer. Such rule shall also prescribe the standards and criteria to be utilized by the board for recognition of recognized accreditation organizations.

(3) The board or its designee may deny the registration of a degree-granting proprietary school that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each degree-granting proprietary school required to be registered under this section based on the gross tuition generated by the school in the previous fiscal year, or the anticipated tuition for a school that is just starting, as established in rule by the board. Such annual registration fee shall be collected by the board or its designee and shall be designated for use by the board or its designee in connection with its responsibilities under this chapter.

DRAFT

**IDAHO STATUTES**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2404. REGISTRATION OF PROPRIETARY SCHOOLS.**

(1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of the course or courses of study, for academic credit or otherwise, that a proprietary school intends to conduct, provide, or offer.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code. These agencies must provide a list of regulated, licensed, or registered schools to the board annually .

(e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.

(f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

(h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be based

on the gross tuition generated by the school in the previous year, or the anticipated tuition for a school that is just starting, as established in rule by the board. Such annual registration fee shall be collected by the board or its designee and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

DRAFT

**REVISED IDAHO STATUTES**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2405. AGENT'S CERTIFICATE OF IDENTIFICATION.**

- (1) No individual may act as an agent of a school required to be registered under the provisions of this chapter unless that individual holds a valid agent's certificate of identification issued by the school that the agent represents.
- (2) Each agent's certificate of identification shall be reissued annually by the school that the agent represents on the first day of July. If courses are solicited or sold by more than one (1) agent, a separate certificate of identification is required for each agent.
- (3) The agent's certificate of identification shall consist of a pocket card and shall bear:
- (a) the name and address of the agent,
  - (b) the name and address of the school that they represent,
  - (c) a statement that the bearer is an authorized agent of the school, and may solicit students for the school.
- (4) The agent shall surrender the agent's certificate of identification to the school upon termination of employment.
- (5) An agent representing more than one (1) school shall obtain a separate agent's certificate of identification for each school represented.
- (6) No individual shall be issued an agent's certificate of identification prior to completing a criminal history check that includes the State Bureau of Identification, Federal Bureau

of Investigation and Statewide Sex Offender Registry and other guidelines established in rule by the board. No agent shall be issued an agent's certificate of identification if he or she has been previously found in any judicial or administrative proceeding to have violated this chapter.

(7) An agent's certificate of identification shall be valid for the state's fiscal year in which it is issued, unless sooner revoked or suspended by the school.

(8) The agent shall carry the agent's certificate of identification with him or her for identification purposes when engaged in the solicitation of students away from the premises of the school, and shall produce the agent's certificate of identification for inspection upon request.

(9) The issuance of an agent's certificate of identification pursuant to this section shall not be interpreted as, and it shall be unlawful for any individual holding any agent's certificate of identification to expressly or impliedly represent by any means whatever, that the board has made any evaluation, recognition, accreditation or endorsement of any school or of any course of study being offered by the agent of any such school. Any oral or written statement, advertisement or solicitation by any school or agent which refers to the board shall state: "(Name of school) is registered with the State Board of Education in accordance with Section 33-2403 or 33-2304, Idaho Code."

(10) It shall be unlawful for any agent holding an agent's certificate of identification under the provisions of this section to expressly or impliedly represent, by any means whatsoever, that the issuance of the agent's certificate of identification constitutes an assurance by the board that any course of study being offered by the agent or school will provide and require of the student a course of education or training necessary to

reach a professional, education, or vocational objective, or will result in employment or personal earning for the student, or that the board has made any evaluation, recognition, accreditation, or endorsement of any course of study being offered by the agent or school.

(11) No agent shall make any untrue or misleading statement or engage in sales, collection, credit, or other practices of any type that are illegal, false, deceptive, misleading or unfair.

(12) The school shall maintain records for five (5) years of each application for an agent's certificates of identification permit, and each issuance, denial, termination, suspension and revocation of an agent's certificate of identification.

(13) The school will provide as part of the annual registration process the names and outcomes of the criminal history check for each agent to whom it has issued a certificate of identification. The criminal history check will be valid for five years.

(14) The board or a student may bring an action pursuant to the Idaho rules of civil procedure for an agent's violation of the provisions of this chapter or any rule promulgated pursuant to this chapter, or any fraud or misrepresentation. The court shall determine which party is the "prevailing party" and the prevailing party shall be entitled to the recovery of damages, reasonable attorney's fees and costs both at trial and on appeal.

(15) Any agent who violates the provisions of this section shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.

REVISED IDAHO STATUTES

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-2406 PURCHASE STATEMENT.** At the time of depositing any moneys to

purchase the product of any school, the school shall require the student to execute the following

statement on an appropriate form which shall be maintained on record by the school in the

individual student's file:

"I understand that (Name of school) is registered with the

State Board of Education in accordance with Section 33-2403 or 2404, Idaho Code. I also understand that the State Board of Education has not accredited or endorsed any course of study being offered by (Name of school), and that these courses will not be accepted for transfer into any Idaho public postsecondary institution."

**PROPRIETARY SCHOOLS**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2407. STUDENT TUITION RECOVERY ACCOUNT -- CONDITIONS FOR RECOVERY.**

(1) There is hereby created in the state treasury the student tuition recovery account to be administered by the board or its designee for the purpose of relieving or mitigating pecuniary losses suffered by any student of a school registered under provisions of this chapter, or used for the indemnification of any student for any loss suffered as a result of the occurrence, during the period coverage, of any fraud or misrepresentation used in connection with the solicitation for enrollment in a course of study, and who meets either of the following conditions:

- (a) The student was enrolled in a school prior to that school's closure, had prepaid tuition, and suffered loss as a result of:
- (i) The closure of the school; or
  - (ii) The school's breach or anticipatory breach of the agreement for the course or courses of study.

For the purpose of this section, "closure" includes closure of a branch or satellite campus, the termination of either the correspondence or residence portion of a home study or correspondence course, and the termination of a course of study for some or all of the students enrolled in the course before the time the students have satisfactorily

completed the program, or before a student who has been continuously enrolled in a course of study had been permitted to complete all the educational services and classes that comprise the course.

(b) The student obtained a judgment against the school for any violation of the provisions of this chapter or rules promulgated pursuant to this chapter, and the student certifies that the judgment cannot be collected after diligent collection efforts.

(2) Payments from the account to any student shall be subject to rules and conditions as the board shall prescribe.

(a) The school shall provide to the board or its designee at the time of the school's closure the names and addresses of persons who were students of the school within sixty (60) days prior to its closure, and shall notify these students within thirty (30) days prior to the school's closure, of their rights under the student tuition recovery account and how to apply for payment. Failure to do so shall result in a penalty not exceeding \$1,000.00 .

(b) If the school fails to comply with the provisions of this section, the board or its designee shall attempt to obtain the names and addresses of these students and shall notify them, within ninety (90) days of the school's closure, of their rights under the student tuition recovery account and how to apply for payment. The board or its designee may require the school to reimburse the board or its designee for all reasonable costs and expenses incurred in notifying students.

(c) The board or its designee shall develop a form fully explaining a student's rights, which shall be used by the school or the board or its designee to comply with the notice



requirement. The form shall include or be accompanied by a claim application form and an explanation of how to complete the application.

(d) Students filing for payment from the student tuition recovery account as a result of the closure of a school must submit the claim within one (1) year from the school's or board's service of notice on the student or within two (2) years of the closure of the school, whichever is earlier.

(3) Students entitled to payment shall file with the board or its designee a verified application including, but not limited to each of the following:

- (a) The student's name, address, telephone number and social security number.
- (b) If any portion of the tuition was paid from the proceeds of a loan, the name of the lender and any state or federal agency that guaranteed the loan.
- (c) The amount of the prepaid tuition.
- (d) The dates the student started and ceased attending the school.
- (e) A description of the reasons the student ceased attending the school.
- (f) If the student ceased attending because of a breach or anticipatory breach, a statement describing in detail the nature of the economic loss incurred.

(4) Students entitled to payment based on a judgment shall file with the board or its designee a verified application indicating the student's name, address, telephone number and student identification, the amount of the judgment obtained against the school, a statement that the judgment cannot be collected, and a description of the efforts attempted to enforce the judgment. The application shall be accompanied by a certified copy of the judgment and any other documents indicating the student's efforts made to enforce the judgment.

The application shall be filed with the board or its designee within two (2) years after the date upon which the judgment became final.

(5) If the board or its designee pays the claim, the amount of the payment shall be the total amount of the student's economic loss, although the amount of the payment shall in no event exceed the amount of the student's tuition and cost of equipment and materials related to the course of study plus interest on all student loans used to pay tuition, equipment and materials. Upon payment of the claim, the board or its designee shall be subrogated to all of the student's rights against the school to the extent of the amount of the payment. If the board or its designee receives several claims from students, the payment of which cannot be totally covered by the student tuition recovery account, the claims shall receive a pro rata share of the account.

(6) If the board or its designee denies a claim, the board or its designee shall notify the student of the denial and of the student's right to request a hearing within thirty (30) days. The hearing shall be held pursuant to the administrative procedure act, chapter 52, title 67, Idaho Code. If a hearing is not requested the board's or its designee's decision shall be final.

(7) It is the intent of the legislature that, when a student is enrolled in a school that closes prior to the completion of the student's program, the student shall have the option for a teach-out at another school with a comparable course of study. The board or its designee shall seek to promote teach-out opportunities whenever possible, with the student to be informed by the board or its designee that he or she has the option of either payment from the account or a teach-out which shall be funded from the account.

(8) No liability accrues to the state of Idaho from claims made against the student tuition recovery account.

**REVISED IDAHO STATUTES**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2408. ASSESSMENT FOR STUDENT TUITION RECOVERY ACCOUNT.**

The board or its designee shall assess each registered school which collects any moneys in advance of rendering services, an amount established in rule by the board that utilizes a percentage of the gross tuition for the previous year, or anticipated tuition for a school in its first year of operation. The method of payment will be in the form of a surety bond.

The surety bond is to be issued by an insurer duly authorized to do business in this state in favor of the state of Idaho for the indemnification of any student for any loss suffered as a result of the occurrence, during the period of coverage, of closure of the school or any fraud or misrepresentation used in connection with the solicitation for enrollment in a course of study. The term of the bond shall extend over the period of registration with the board or its designee. The bond shall be supplied by the school.

The bond shall provide for liability in the amount established in rule by the board to fund the student tuition recovery account.

The board or its designee may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to closure of the school or any fraud or misrepresentation used in connection with the solicitation for enrollment in a course of study or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.

Neither the principal nor surety on the bond may terminate the coverage of the bond, except upon giving one hundred twenty (120) days prior written notice to the board or its designee.

Schools regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code which do not have surety bond requirements under state or federal law shall participate in the student tuition recovery account in accordance with this section and in rules established by the board.

**REVISED IDAHO STATUTES**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2409. ENFORCEMENT.**

Any violation of the provisions of this chapter shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.

DRAFT

**DRAFT**

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**SUBJECT**

Idaho GEAR UP Update

**REFERENCE**

August 2007      An update on the GEAR UP IDAHO Program was presented to the Board at their August meeting. Staff informed the Board about the obstacles the program has encountered with the one-to-one match requirement. The Board requested that staff provide another update at the October Board meeting regarding the match requirement.

**APPLICABLE STATUTE, RULE, OR POLICY**

N/A

**BACKGROUND**

The letter describing the plan to obtain match was sent to the federal program officer on August 31 as required. The Governor called for a September 11, 2007 deadline for finding the entire required match then extended the deadline after reviewing the plan to obtain the required match.

The Governor expects the grant to obtain the required match quickly, without placing state general funds at risk. No new deadline is set at this time.

**DISCUSSION**

The GEAR UP IDAHO program is running a race against time. Current pledges for match are \$1.1M short of the \$2.9M required for year two. Applications with Wells Fargo, Qwest, Micron Technology Foundation, J.A. and Kathryn Albertson Foundation, and Idaho Community Foundation have not received responses. This delay is due to the combined factors of the complex nature of the Gear Up program and the substantial level of support requested. Several discussions with foundation representatives have been productive. However, final approval must come from the foundations' boards. The boards meet during the months of September and October.

Northwest Nazarene University has established a GEAR UP scholarship at NNU and has pledged \$25,000 each year for the next four years in addition to the in-kind pledges earlier. Other institutions are reviewing this possibility.

**IMPACT**

Schools began services this fall. The schools are limited to no more than 20% of their contracted funding amounts while forming their program plans for the year. Activity of school teams and the development of the program plans generate in-kind match that effectively offsets funds spent under the contract. Once institutions begin providing the in-kind supports, the in-kind match will offset administrative costs paid under the grant. Since an inability to find matching

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

funds for the scholarship portion would only result in returning federal funds, the fiscal risk to any state general funds is decreasing.

**ATTACHMENTS**

N/A

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff continues to coordinate with the universities to quantify possible in-kind match and seek out partnerships with other groups. The Interim Executive Director and staff will constantly monitor activity and report the outcome of the requests to private and corporate partners.

**BOARD ACTION**

This item is for informational purposes only. Any action will be at the Board's discretion.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**SUBJECT**

Recognition of schools as Distinguished Schools and for Additional Yearly Growth

**APPLICABLE STATUTE, RULE, OR POLICY**

- Section 33-105 (1) Rules – Executive Department Idaho Code
- Section 33-1612 Thorough System of Public Schools Idaho Code
- IDAPA 08.02.03.113 Rewards

**BACKGROUND**

IDAPA 08.02.03.113 requires that schools qualifying in two categories be brought to the October Board meeting for recognition. The two categories of rewards are Distinguished Schools and Additional Yearly Growth. Each state is required to provide both sanctions and rewards resulting from AYP determinations. These awards provide Idaho compliance with this requirement.

**DISCUSSION**

A school must be in the top five percent of schools making AYP two years in a row and must significantly reduce gaps between subgroups in order to be recognized as a “Distinguished School.”

Being recognized for “Additional Yearly Growth” requires that a school make AYP for two consecutive years and must also have reduced the gap in at least one subgroup by at least ten percent.

**IMPACT**

Recognition of schools that show significant growth or close achievement gaps can be a great source of encouragement not only to those schools but also to other schools as they see that such growth is possible.

There are eight schools qualifying as “Distinguished Schools”: Webster Elementary School in the Lewiston School District; Grace Junior/Senior High School in the Grace Joint District; Pioneer Elementary School in the Meridian School District; Hillside Junior High School in the Boise District (two subjects); Mount Hall Elementary School in the Boundary County School District; the Harold B. Lee Elementary School in the West Side School District; and Liberty Charter School.

Seven schools qualified for Additional Yearly Growth recognition: Kimberly High School in the Kimberly School District; Timberline High School in the Orofino School District (two subjects); Ashton Elementary School in the Fremont County School District; McCall-Donnelly High School in the McCall-Donnelly School District; Ririe High School in the Ririe School District; and Grangeville High School in the Grangeville Joint School District.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**ATTACHMENTS**

Attachment 1 - See attached lists for details about which subgroups  
and which subject area tests qualify each school in each category

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the Board recognize the qualifying schools by the presentation of certificates. The law allows for monetary recognition, but at this time there are no funds available for that purpose.

**BOARD ACTION**

A motion that the State Board of Education recognize the qualifying schools in the Distinguished Schools and Additional Yearly Growth categories by presenting a framed award certificate to each school.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

District ID	District Name	School ID	School Name	PrevSchYear	CurrSchYear	PrevGrade	CurrGrade	PrevAypStatus	CurrAypStatus	TestType	Category	PrevYrPerc	CurrYrPerc	DiffPerc
414	KIMBERLY DISTRICT	0182	KIMBERLY HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	68.13	89.42	21.29
171	OROFINO JOINT DISTRICT	0087	TIMBERLINE HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	FRL	59.68	74.51	14.83
215	FREMONT COUNTY JOINT	0701	ASHTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	FRL	73.24	87.84	14.6
421	MCCALL-DONNELLY DIST	0189	MC CALL-DONNELLY HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	76	88.1	12.1
252	RIRIE JOINT DISTRICT	0228	RIRIE HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	79.63	90	10.37
241	GRANGEVILLE JOINT DIST	0109	GRANGEVILLE HIGH SCHOOL	05-06	06-07	10	10	Y	Y	R	White	82.35	92.68	10.33
171	OROFINO JOINT DISTRICT	0087	TIMBERLINE HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	White	66.67	76.81	10.14
NOTE: Only 7 Schools made the AYG Category														
292	SOUTH LEMHI DISTRICT	0137	LEADORE SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	White	81.58	91.49	9.91
151	CASSIA COUNTY JOINT DIST	0471	RAFT RIVER ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	78.67	88.52	9.85
340	LEWISTON INDEPENDENT	0793	WEBSTER ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	75.44	85	9.56
241	GRANGEVILLE JOINT DIST	0716	RIGGINS ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	White	80	89.47	9.47
272	LAKELAND DISTRICT	0586	TIMBERLAKE SENIOR HIGH SCHOOL	05-06	06-07	7,8,10	10	Y	Y	M	White	79.17	88.51	9.34
002	MERIDIAN JOINT DISTRICT	0331	LAKE HAZEL ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	FRL	75.71	84.38	8.67
011	MEADOWS VALLEY DISTRICT	0342	MEADOWS VALLEY SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	White	78.26	86.73	8.47
292	SOUTH LEMHI DISTRICT	0137	LEADORE SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	White	76.32	84.78	8.46
171	OROFINO JOINT DISTRICT	0087	TIMBERLINE HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	R	White	78.57	86.96	8.39
171	OROFINO JOINT DISTRICT	0087	TIMBERLINE HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	R	FRL	72.58	80.39	7.81
101	BOUNDARY COUNTY DIST	0434	MOUNT HALL ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	88.06	95.77	7.71
321	MADISON DISTRICT	0780	HIBBARD ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	R	White	82.43	89.33	6.9
281	MOSCOW DISTRICT	0130	MOSCOW SENIOR HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	87.96	94.67	6.71
272	LAKELAND DISTRICT	0745	SPIRIT LAKE ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	79.81	86.11	6.3
202	WEST SIDE SCHOOL DIST	0223	HAROLD B LEE MIDDLE SCHOOL	05-06	06-07	6,7,8	6,7,8	Y	Y	M	FRL	73.53	79.71	6.18
215	FREMONT COUNTY JOINT	0701	ASHTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	White	77.36	83.49	6.13
101	BOUNDARY COUNTY DIST	0434	MOUNT HALL ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	84.21	90.24	6.03
001	BOISE INDEPENDENT DIST	0003	HILLSIDE JUNIOR HIGH SCHOOL	05-06	06-07	7,8	5,6,7,8	Y	Y	R	FRL	77.36	83.33	5.97
321	MADISON DISTRICT	0777	ADAMS ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	M	White	91.01	96.94	5.93
101	BOUNDARY COUNTY DIST	0434	MOUNT HALL ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	FRL	86.84	92.68	5.84
025	POCATELLO DISTRICT	0358	RULON M ELLIS ELEM SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	77.78	83.62	5.84
002	MERIDIAN JOINT DISTRICT	0507	PIONEER ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	Sped	71.43	77.08	5.65
202	WEST SIDE SCHOOL DIST	0987	HAROLD B LEE ELEMENTARY SCH	05-06	06-07	3,4,5	3,4,5	Y	Y	R	FRL	89.33	94.81	5.48
241	GRANGEVILLE JOINT DIST	0109	GRANGEVILLE HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	82.35	87.8	5.45
148	GRACE JOINT DISTRICT	0245	GRACE JR/SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	White	89.13	94.25	5.12
151	CASSIA COUNTY JOINT DIST	0471	RAFT RIVER ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	88.31	93.24	4.93
101	BOUNDARY COUNTY DIST	0434	MOUNT HALL ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	White	89.55	94.37	4.82
271	COEUR D'ALENE DISTRICT	0626	COEUR D'ALENE CHARTER ACADEMY	05-06	06-07	6,7,8,10	6,7,8,10	Y	Y	M	White	94.07	98.88	4.81
458	LIBERTY CHARTER SCHOOL	0587	LIBERTY CHARTER SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	FRL	84.62	88.64	4.02
413	FILER DISTRICT	0181	FILER HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	77.06	81.05	3.99
321	MADISON DISTRICT	0777	ADAMS ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	M	FRL	86.49	90.48	3.99
001	BOISE INDEPENDENT DIST	0315	ADAMS ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	92.31	96.05	3.74
002	MERIDIAN JOINT DISTRICT	0547	MERIDIAN MEDICAL ARTS CHARTER	05-06	06-07	10	10	Y	Y	R	White	96.49	100	3.51
421	MCCALL-DONNELLY DIST	0189	MC CALL-DONNELLY HIGH SCHOOL	05-06	06-07	10	10	Y	Y	R	White	90.67	94.12	3.45
002	MERIDIAN JOINT DISTRICT	0547	MERIDIAN MEDICAL ARTS CHARTER	05-06	06-07	10	10	Y	Y	M	White	94.74	98.11	3.37
271	COEUR D'ALENE DISTRICT	0514	FERNAN ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	FRL	75.95	79.17	3.22
001	BOISE INDEPENDENT DIST	0003	HILLSIDE JUNIOR HIGH SCHOOL	05-06	06-07	7,8	5,6,7,8	Y	Y	R	White	88.84	92.02	3.18
084	LAKE PEND OREILLE DIST	0408	WASHINGTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	FRL	84.91	88	3.09
148	GRACE JOINT DISTRICT	0245	GRACE JR/SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	R	FRL	88.71	91.67	2.96
321	MADISON DISTRICT	0777	ADAMS ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	R	FRL	75.68	78.57	2.89
302	NEZPERCE JOINT DISTRICT	0272	NEZPERCE SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	White	90.48	93.33	2.85
458	LIBERTY CHARTER SCHOOL	0587	LIBERTY CHARTER SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	White	90	92.82	2.82
281	MOSCOW DISTRICT	0753	J. RUSSELL ELEMENTARY SCHOOL	05-06	06-07	4,5,6	4,5,6	Y	Y	R	FRL	80.52	83.33	2.81
002	MERIDIAN JOINT DISTRICT	0331	LAKE HAZEL ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	M	FRL	80	82.81	2.81
071	GARDEN VALLEY DISTRICT	0274	GARDEN VALLEY SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	FRL	88.89	91.67	2.78
148	GRACE JOINT DISTRICT	0462	THATCHER ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	White	90.24	93.02	2.78
139	VALLIVUE SCHOOL DISTRICT	0559	THOMAS JEFFERSON CHARTER	05-06	06-07	3,4,5,6,7,8	3,4,5,6,7,8	Y	Y	R	White	93.85	96.61	2.76
271	COEUR D'ALENE DISTRICT	0743	WINTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	M	FRL	84.62	87.27	2.65
340	LEWISTON INDEPENDENT	0793	WEBSTER ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	87.59	90.14	2.55
151	CASSIA COUNTY JOINT DIST	0083	RAFT RIVER JR-SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	R	White	88.24	90.77	2.53
271	COEUR D'ALENE DISTRICT	0743	WINTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	M	White	90.83	93.28	2.45
321	MADISON DISTRICT	0775	LINCOLN ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	M	FRL	88.64	90.91	2.27
272	LAKELAND DISTRICT	0745	SPIRIT LAKE ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	86.87	89.06	2.19
331	MINIDOKA COUNTY JOINT	0786	ACEQUIA ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	M	White	89.47	91.49	2.02
025	POCATELLO DISTRICT	0358	RULON M ELLIS ELEM SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	86.31	88.31	2
002	MERIDIAN JOINT DISTRICT	0283	PEPPER RIDGE ELEMENTARY	05-06	06-07	3,4,5	3,4,5	Y	Y	R	FRL	84.13	86.05	1.92
151	CASSIA COUNTY JOINT DIST	0083	RAFT RIVER JR-SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	FRL	84.44	86.36	1.92
272	LAKELAND DISTRICT	0124	LAKELAND SENIOR HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	82.26	84.12	1.86
281	MOSCOW DISTRICT	0813	MOSCOW CHARTER SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	91.23	92.98	1.75
281	MOSCOW DISTRICT	0756	A.B. MC DONALD ELEMENTARY SCH	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	94.29	95.87	1.58
305	HIGHLAND JOINT DISTRICT	0285	HIGHLAND SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	White	84.16	85.71	1.55
001	BOISE INDEPENDENT DIST	0003	HILLSIDE JUNIOR HIGH SCHOOL	05-06	06-07	7,8	5,6,7,8	Y	Y	M	FRL	74.53	76.04	1.51
271	COEUR D'ALENE DISTRICT	0626	COEUR D'ALENE CHARTER ACADEMY	05-06	06-07	6,7,8,10	6,7,8,10	Y	Y	R	White	97.46	98.88	1.42
314	DIETRICH DISTRICT	0143	DIETRICH SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	White	86.36	87.67	1.31

084	LAKE PEND OREILLE DIST	0408	WASHINGTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	86.79	88	1.21
321	MADISON DISTRICT	0777	ADAMS ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	R	White	87.64	88.78	1.14
148	GRACE JOINT DISTRICT	0245	GRACE JR/SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	FRL	88.71	89.58	0.87
288	WHITEPINE JT SCHOOL DIST	0794	DEARY SCHOOL	05-06	06-07	4,5,6,7,8,10	4,5,6,7,8,10	Y	Y	M	White	85.11	85.96	0.85
071	GARDEN VALLEY DISTRICT	0274	GARDEN VALLEY SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	White	88.98	89.81	0.83
148	GRACE JOINT DISTRICT	0245	GRACE JR/SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	R	White	93.48	94.25	0.77
151	CASSIA COUNTY JOINT DIST	0082	OAKLEY JR-SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	White	86.57	87.3	0.73
322	SUGAR-SALEM JOINT DIST	0147	SUGAR-SALEM HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	82.42	83.13	0.71
288	WHITEPINE JT SCHOOL DIST	0794	DEARY SCHOOL	05-06	06-07	4,5,6,7,8,10	4,5,6,7,8,10	Y	Y	M	FRL	84.75	85.42	0.67
001	BOISE INDEPENDENT DIST	0243	TIMBERLINE HIGH SCHOOL	05-06	06-07	10	10	Y	Y	M	White	85.86	86.51	0.65
271	COEUR D'ALENE DISTRICT	0739	DALTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	White	95.36	95.98	0.62
281	MOSCOW DISTRICT	0753	J. RUSSELL ELEMENTARY SCHOOL	05-06	06-07	4,5,6	4,5,6	Y	Y	M	FRL	84.42	85	0.58
458	LIBERTY CHARTER SCHOOL	0587	LIBERTY CHARTER SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	FRL	90.38	90.91	0.53
001	BOISE INDEPENDENT DIST	0313	OWYHEE ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	White	96.7	97.22	0.52
271	COEUR D'ALENE DISTRICT	0739	DALTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	M	White	96.91	97.32	0.41
281	MOSCOW DISTRICT	0130	MOSCOW SENIOR HIGH SCHOOL	05-06	06-07	10	10	Y	Y	R	White	91.62	92	0.38
302	NEZPERCE JOINT DISTRICT	0272	NEZPERCE SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	White	88.89	89.19	0.3
321	MADISON DISTRICT	0778	ARCHER ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	R	White	97.22	97.5	0.28
084	LAKE PEND OREILLE DIST	0408	WASHINGTON ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	91.62	91.88	0.26
002	MERIDIAN JOINT DISTRICT	0526	SEVEN OAKS ELEMENTARY	05-06	06-07	3,4,5	3,4,5	Y	Y	R	White	94.29	94.54	0.25
001	BOISE INDEPENDENT DIST	0326	COLLISTER ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	FRL	84.78	85	0.22
071	GARDEN VALLEY DISTRICT	0274	GARDEN VALLEY SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	White	83.9	84.11	0.21
421	MCCALL-DONNELLY DIST	0988	DONNELLY ELEMENTARY	05-06	06-07	3,4,5	3,4,5	Y	Y	M	White	87.5	87.69	0.19
001	BOISE INDEPENDENT DIST	0302	HIGHLANDS ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	White	93.9	94.05	0.15
417	CASTLEFORD DISTRICT	0185	CASTLEFORD SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	M	FRL	85.9	86.05	0.15
372	NEW PLYMOUTH DISTRICT	0806	NEW PLYMOUTH ELEMENTARY	05-06	06-07	3,4,5	3,4,5	Y	Y	M	FRL	97.53	97.67	0.14
202	WEST SIDE SCHOOL DIST	0223	HAROLD B LEE MIDDLE SCHOOL	05-06	06-07	6,7,8	6,7,8	Y	Y	R	FRL	91.18	91.3	0.12
321	MADISON DISTRICT	0778	ARCHER ELEMENTARY SCHOOL	05-06	06-07	3,4	3,4	Y	Y	M	White	100	100	0
084	LAKE PEND OREILLE DIST	0049	CLARK FORK JR-SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	M	FRL	89.19	89.19	0
NOTE: Schools not listed if they made NO Growth														

District ID	District Name	School ID	School Name	PrevSchYear	CurrSchYear	PrevGrade	CurrGrade	PrevAypStatus	CurrAypStatus	TestType	Comparison Category	PrevYrPerc	CurrYrPerc	DiffPerc	Comparison Category 2	PrevYrPerc	CurrYrPerc	DiffPerc	Growth Comparison Total
340	LEWISTON INDEPENDENT DISTRICT	0793	WEBSTER ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	R	FRL	75.44	85	9.56	NonFRL	95.74	93.75	-1.99	11.55
148	GRACE JOINT DISTRICT	0245	GRACE JR/SR HIGH SCHOOL	05-06	06-07	7,8,10	7,8,10	Y	Y	R	FRL	88.71	91.67	2.96	NonFRL	97.44	93.33	-4.11	7.07
002	MERIDIAN JOINT DISTRICT	0507	PIONEER ELEMENTARY SCHOOL	05-06	06-07	3,4,5	3,4,5	Y	Y	R	Sped	71.43	77.08	5.65	NonSped	94.91	94.35	-0.56	6.21
001	BOISE INDEPENDENT DISTRICT	0003	HILLSIDE JUNIOR HIGH SCHOOL	05-06	06-07	7,8	5,6,7,8	Y	Y	R	FRL	77.36	83.33	5.97	NonFRL	94.97	95.98	1.01	4.96
001	BOISE INDEPENDENT DISTRICT	0003	HILLSIDE JUNIOR HIGH SCHOOL	05-06	06-07	7,8	5,6,7,8	Y	Y	M	FRL	74.53	76.04	1.51	NonFRL	91.19	87.94	-3.25	4.76
101	BOUNDARY COUNTY DISTRICT	0434	MOUNT HALL ELEMENTARY SCHOOL	05-06	06-07	3,4,5,6	3,4,5,6	Y	Y	M	FRL	86.84	92.68	5.84	NonFRL	94.44	97.37	2.93	2.91
202	WEST SIDE SCHOOL DISTRICT	0987	HAROLD B LEE ELEMENTARY SCH	05-06	06-07	3,4,5	3,4,5	Y	Y	R	FRL	89.33	94.81	5.48	NonFRL	91.3	94	2.7	2.78
458	LIBERTY CHARTER SCHOOL	0587	LIBERTY CHARTER SCHOOL	05-06	06-07	3,4,5,6,7,8,10	3,4,5,6,7,8,10	Y	Y	R	FRL	84.62	88.64	4.02	NonFRL	89.35	92.57	3.22	0.8
NOTE: Only 8 Schools made the Distinguished Category																			

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION**

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

**TITLE 33  
EDUCATION  
CHAPTER 16  
COURSES OF INSTRUCTION**

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**IDAPA 08  
TITLE 02 CHAPTER 03  
08.02.03 - RULES GOVERNING THOROUGHNESS**

**113.REWARDS.**

**01. Distinguished Schools.** A school may be recognized as a “Distinguished School” if it is in the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and if it has significantly reduced the gaps between subgroups listed in Subsection 112.03.d. of this rule. (3-30-07)

**02. Additional Yearly Growth (AYG) Award.** A school demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) shall be considered to have achieved AYG. Such school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (3-30-07)

**03. Determination by State Department of Education.** The State Department of Education will determine the schools eligible for the Distinguished School and AYG awards each year based upon the criteria outlined in Subsections 113.01 and 113.02. The State Department of Education will present the schools to be recognized to the State Board of Education no later than the annual October Board Meeting. (3-30-07)



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12 2007**

---

**SUBJECT**

Approval of Proposed Rule for Pupil Personnel Services Certificate, Educational Interpreter Endorsement through amendment to IDAPA 08.02.02.027

**REFERENCE**

N/A

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1304, Idaho Code - Qualification of Educational Interpreters

**BACKGROUND**

During the 2006 session, Title 33 Chapter 13, Idaho Code – The Idaho Educational Interpreters Act was passed setting requirements for educational interpreters working in Idaho public schools kindergarten through grade 12 and authorizing the Board to promulgate rules necessary to implement the statute.

**DISCUSSION**

The amendment to IDAPA 08.02.02.027 will provide the mechanism for implementation of the statute. The amendment adds Educational Interpreter Endorsement and Educational Interpreter -Provisional Endorsement to the Pupil Personnel Services Certificate. The Educational Interpreter Endorsement states the length of endorsement, the requirements that must be met for endorsement and the requirements for renewal. The Educational Interpreter – Provisional Endorsement contains the conditions and timelines under which a candidate may apply for provisional endorsement. The provisional endorsement is non-renewable. The amendment meets the requirements and timelines as put forth in the statute.

**IMPACT**

This is an Educational Interpreters Endorsement to the Pupil Personnel Certificate which will provide the mechanism for meeting the requirements and timeline set forth in Section 33-1304(2), Idaho Code. If the Board does not adopt this proposed Rule, there will be no mechanism for Educational Interpreters to receive an endorsement.

**ATTACHMENTS**

Attachment 1 – Proposed Rule Governing Educational Interpreter  
Endorsement and Educational Interpreter–Provisional  
Endorsement

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the proposed rule amending IDAPA 08.02.02.027 Pupil personnel Services Certificate to include Educational Interpreter Endorsement and Educational Interpreter Provisional Endorsement.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12 2007**

---

**BOARD ACTION**

A motion to approve the proposed rule to amend IDAPA 08.02.02.027 to include Educational Interpreter Endorsement and Educational Interpreter Provisional Endorsement.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12 2007**

---

**Attachment 1**

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 - RULES GOVERNING UNIFORMITY**

**027. PUPIL PERSONNEL SERVICES CERTIFICATE.**

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses, ~~and~~ school audiologists, and educational interpreters are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)( )

**01. Counselor Endorsement (K-12).** To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. (3-16-04)

**a.** Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, one-half of which must be in a K-12 school setting. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (3-16-04)

**b.** An institutional recommendation is required for a School Counselor K-12 Endorsement. (3-16-04)

**02. School Psychologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-16-04)

**a.** Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program. (3-16-04)

**b.** Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology. (3-16-04)

**c.** Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum three hundred (300) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (3-16-04)

**03. School Nurse Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of the following requirements. (3-16-04)

**a.** The candidate must possess a valid registered nursing certificate issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (3-16-04)

**b.** Nine (9) semester credit hours shall be taken for university or college credit in at least three (3) of

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12 2007**

---

the following areas: assessment of student health; child and adolescent health issues; counseling, psychology, or social work; methods of education instruction. Additionally, must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (3-16-04)

**04. Provisional Endorsement - School Nurse.** This certificate will be granted for those who do not meet the educational requirements but who hold a valid registered nursing certificate in Idaho. An Interim Certificate – School Nurse will be issued for two (2) years while the applicant is meeting the educational requirements, and it is not renewable. (3-16-04)

**05. Speech-Language Pathologist Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

**06. Audiology Endorsement.** This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

**07. School Social Worker Endorsement.** This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

**a.** A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

**b.** A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

**08. Educational Interpreter Endorsement** This endorsement is valid for five (5) years. Eighty (80) hours of training in the areas of interpreting or transliterating are required to renew the endorsement. Initial endorsement may be accomplished through completion of one of the following requirements: ( )

**a.** The candidate has achieved a score of three and one-half ( 3.5) or higher on the Educational Interpreter Performance Assessment; ( )

**b.** The candidate has passed the Cued Speech Proficiency Rating Test or other National Cued Speech Association endorsed state or national transliterator examination or evaluation; or ( )

**c.** The candidate is currently certified by: ( )

**i.** The Registry of Interpreters of the Deaf; ( )

**ii.** The National Association of the Deaf , at level III or higher; or ( )

**iii.** The Registry of Interpreters for the Deaf for oral transliteration, ( )

**09. Educational Interpreter - Provisional Endorsement.** ( )

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12 2007**

---

**a.** Effective until June 30, 2009. An educational interpreter currently working in an Idaho public school who does not meet the initial endorsement requirements may apply for provisional endorsement as an educational interpreter in Idaho public schools, kindergarten through grade twelve (12), for a period that does not extend beyond June 30, 2009. ( )

**b.** Effective July 1, 2009. A newly-hired educational interpreter, who has not, prior to July 1, 2006, worked in an Idaho public school as an educational interpreter in kindergarten through grade twelve (12) and who does not meet the initial endorsement requirements may apply for provisional endorsement as an educational interpreter in such grades for a period not to exceed two (2) years. If upon the expiration of the provisional endorsement, the candidate has not met the full endorsement requirements, the candidate may, upon showing of good cause, apply for a one-time one (1) year extension of the provisional endorsement. ( )

**c.** A graduate of an interpreter education program may apply for provisional endorsement as an educational interpreter in Idaho public schools, kindergarten through grade twelve (12), for a period of one (1) year following graduation from such program. This interim provisional endorsement is not renewable. ( )

**THIS PAGE LEFT INTENTIONALLY BLANK**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12 2007**

---

**REFERENCE – APPLICABLE STATUTE, RULE OR POLICY**

TITLE 33  
EDUCATION  
CHAPTER 13  
EDUCATIONAL INTERPRETERS

33-1304. QUALIFICATION OF EDUCATIONAL INTERPRETERS. (1) Except as provided in this section, no person shall act as an educational interpreter in an Idaho public school unless the person has been qualified to do so. The person shall be qualified if the person:

(a) Has achieved a score of 3.5 or higher on the educational interpreter performance assessment or has achieved a comparable score on an equivalent test as determined by the board; or

(b) Is currently certified by:

(i) The registry of interpreters for the deaf;

(ii) The national association of the deaf at a level of III or higher;

(iii) The registry of interpreters for the deaf, oral transliteration for oral transliterators; or

(iv) The testing, evaluation, and certification unit for cued language transliterators.

(2) An educational interpreter currently employed in an Idaho public school may continue in the practice of educational interpreting without meeting the requirements of subsection (1) of this section, provided that such requirements are met on or before June 30, 2009.

(3) Effective July 1, 2009, newly-hired educational interpreters, who have not worked in an Idaho public school as an educational interpreter in kindergarten through grade twelve (12) prior to the enactment of this chapter, may apply in writing to the board for emergency authorization to work as an educational interpreter for two (2) years before being required to meet the requirements of subsection (1) of this section. An education interpreter who has received an emergency authorization under this subsection (3) may apply in writing to the board for a one-time, one (1) year extension of the emergency authorization. The board may grant such a one (1) year extension of the emergency authorization for good cause shown.

(4) A graduate of an interpreter education program may serve as an educational interpreter in Idaho public schools, kindergarten through grade twelve (12) before meeting the requirements of subsection (1) of this section for one (1) year following such graduation.

(5) Educational interpreters employed by an Idaho public school in kindergarten through grade twelve (12) must complete a minimum of eighty (80) hours of training in the areas of interpreting or transliterating every five (5) years. This training must be documented and may include home study coursework, seminars, workshops and mentoring programs.

(6) The board is authorized to promulgate rules necessary to implement this chapter.

**THIS PAGE LEFT INTENTIONALLY BLANK**



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**SUBJECT**

Approval of Pending Temporary and Proposed Rule 08.02.03.004 regarding Standards for the Deaf and Hard of Hearing (DHH)

**REFERENCE**

December 2005	ISDB Committee recommendations were adopted by the Board
February 2006	Board Approval of ISDB committee recommendations
October 2006	Board approval of recommendations of the workgroup for the Deaf and Hard of Hearing
June 13-14 2007	Board Approval of Standards for the Deaf and Hard of Hearing
August 1-September 12	Public Comment on the standards

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-105, 33-1612, and 67-5229, Idaho Code

**BACKGROUND**

A committee appointed by the State Board of Education (SBOE) reviewed research regarding education programs for the Deaf and Hard of Hearing (DHH) students. In 2006-2007, with input from various stakeholder groups, including the Idaho Council for the Deaf and Hard of Hearing, and the State Department of Education, the committee recommended development of standards for the education programs for DHH students as well as development of a service framework for separate state supported programs for each of these populations.

The standards for DHH were approved by the SBOE in the June 13-14 meeting and went out for public comment.

**DISCUSSION**

Public comment was received, evaluated and incorporated in a manner that is consistent with the intent. The standards writing committee also had an opportunity to review the amendments. The amendments are as follows: **Standard 5**, "by a pediatric or educational audiologist" was added; **Standard 7**, "certified and licensed" was added; **Standard 14** "both sign language based deaf education and oral deaf education" was added; **Standard 23**, "the necessary sign-language based and/or oral" was added; **Standard 33**, "Sign language based and orally based curricula" was added; **Standard 41** "sign-language based or oral" was added. These additions were made to insure that services are provided by recognized qualified personnel and that appropriate curriculum is used. The amendments also respond to the Office of Performance Evaluation (OPE) Follow up Report July 2007 recommendation regarding auditory/oral

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

policies which stated "State Board of Education should develop policies and procedures...that address program vision and administration, teacher qualifications and training and curriculum development".

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Temporary and Proposed Rules Governing Thoroughness – Incorporation by Reference	Page 3
--	--------

Attachment 2 – Summary and Standards for Education of Students that are Deaf and Hard of Hearing	Page 7
---	--------

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the SBOE approve the standards for the BVI and DHH as presented. Staff also recommends that the SBOE approve the standards being incorporated by reference into 08.02.03.

**BOARD ACTION**

A motion to approve the Pending Rule, IDAPA 08.02.03.004 – Incorporation by Reference of the Standards for the Deaf and Hard of Hearing.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**Attachment 1**

**Docket No. 08-0203-0701**

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule:

(3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education on November 1, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (3-30-07)

**02. The Idaho English Language Development Standards.** The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (3-30-07)

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (3-30-07)

**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/lep/index.asp>. (3-30-07)

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards.** Achievement Standards as adopted by the State Board of Education on ~~August 10, 2006~~ May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (3-30-07)( )

**06. The Idaho Alternative Assessment Extended Content Standards.** The Idaho Alternative Assessment Extended Content Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (11-1-06)T

**07. The Idaho Alternative Assessment Extended Achievement Standards.** Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on April 20, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (11-1-06)T

**08. The Idaho Standards for Infants, Toddlers, Children, and Youth who are Deaf or Hard of Hearing.** As adopted by the State Board of Education on June 14, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (06-14-07)T

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth who are Blind or Visually Impaired.** As adopted by the State Board of Education on June 14, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov/index.asp>. (06-14-07)T

**THIS PAGE LEFT INTENTIONALLY BLANK**

Program *Standards* for Infants, Toddlers, Children, and Youth who are Deaf or Hard of Hearing

## Summary

**5 sections:**

- 1) Identification and Referral
- 2) Assessment of Child's/Student's Needs
- 3) Organization For Child's/Student's Learning and Support for Instruction
- 4) Curriculum and Instruction to Meet Child's/Student's Academic and Social Needs
- 5) Parent, Family, and Community Involvement

The Educational Program *Standards* for Infants, Toddlers, Children, and Youth Who Are **Deaf or Hard of Hearing** incorporate state and federal law and best practice. The five sections are designed to address not only the student but also:

- The family.
- The state educational program for the deaf and the hard of hearing.
- Professionals providing direct and consultative services.
- The local educational agencies (LEAs).
- Paraeducators.
- Other professionals/teachers.

**The *Standards* address, but are not limited to, the following:**

- Accountability of the state program.
- Involvement of the parent(s) and parent resources.
- Qualifications/roles of professionals.
- Recognizing the need for increasing the number of specifically trained, certified, and/or licensed service professionals.
- Assessment, screening, and referral for initial services.
- Testing and assessment of students.
- Access to appropriate communication options.
- Delivery of specialized curricula focusing on communication, language, and learning.
- Interactions with peers who are deaf/hard of hearing and hearing.

**THIS PAGE LEFT INTENTIONALLY BLANK**



## The Standards ~~at a Glance~~ for the Deaf and Hard of Hearing

### Section One: Identification and Referral

*Outcome: Children with hearing loss are identified and referred for assessment as early as possible to enable the best possible language, communication, social and emotional, and achievement outcomes.*

#### Identification and Referral

Standard 1: Procedures exist for locating and referring infants, children, and students who are deaf or hard of hearing who may require early intervention and/or special education.

#### Resources

Standard 2: An unbiased, comprehensive resource information packet will be given to parents of recently identified children who are deaf or hard of hearing, regardless of child's age.

#### Collaboration

Standard 3: Programs for infants, children, and students who are deaf or hard of hearing establish collaborative relationships with all health care providers, social services, school districts, and child care programs in order to ensure that infants, toddlers, preschoolers, and school-age children with identified hearing loss are promptly referred to the appropriate services.

#### Hearing Screening

Standard 4: Qualified personnel conduct hearing screenings to identify children who may have a hearing loss.

#### Audiological Referral

Standard 5: Children who fail hearing screenings receive an audiological evaluation by a pediatric or educational audiologist.

#### Vision Screening

Standard 6: Children and students who are deaf or hard of hearing will be screened for visual impairment.

## Section Two: Assessment of Child's/Student's Needs

*Outcome: An individualized intervention or education plan is developed based on assessment that yields valid and reliable information about the child.*

### **Persons Conducting the Assessment**

Standard 7: Each assessment of infants, children, and students who are deaf or hard of hearing, birth – twenty one(21), is conducted by qualified, certified and licensed personnel who understand the unique nature of hearing loss and who are specifically trained to conduct these assessments.

### **Domains to be Assessed**

Standard 8: Qualified professionals assess children/students and collaborate with parents and other professionals on all relevant areas of functioning to provide a comprehensive profile of the child/student with hearing loss.

### **Test Administration**

Standard 9: Assessments are provided and administered, using the student's primary language and preferred mode of communication, by professionals proficient in that approach.

### **Specialized Services, Materials, and Equipment**

Standard 10: An assessment report identifies the unique learning needs of the child/student related to the hearing loss, including needs for specialized services, materials, equipment, and accommodations in the learning environment.

### **Assessment Team**

Standard 11: Children and students who are deaf or hard of hearing are referred to a specialized assessment team developed by the local school district or provided by the state when appropriate.

### **Eligibility Criteria**

Standard 12: Eligibility criteria will be defined by the State of Idaho.

### **Placement Considerations**

Standard 13: A continuum of service/placement options is reviewed with parents and placement is determined by the IFSP/IEP team (including parents) based on valid and reliable assessment data and other information that identifies individual needs across communication, developmental, academic, and social domains.



## Section Three: Organization for Child's/Student's Learning and Support for Instruction

*Outcome: Infants, children, and students who are deaf or hard of hearing share the same learning opportunities as their hearing peers and benefit from programs that support and provide equal opportunity for communication access.*

### Statement of Purpose

Standard 14: The program for infants, children, and students who are deaf or hard of hearing has a clear statement of purpose for both sign language based and oral based education and services, including outcomes for expected learning, communication competency, and social/emotional well-being. This statement of purpose addresses the critical need for equal opportunity in each of these areas.

### Policy on Language and Communication

Standard 15: The program has a written policy on the central role of language and communication as it relates to the cognitive, academic, social, and emotional development of infants, children, and students who are deaf or hard of hearing.

### Instructional Delivery System

Standard 16: The instructional delivery system supports learning in a developmentally appropriate context and focuses on unique communication needs of infants, children, and students who are deaf or hard of hearing in order to support success.

### Students with Multiple Disabilities; Deafblindness

Standard 17: Provision is made for appropriate services for infants, children, and students who are deaf or hard of hearing with multiple disabilities.

### State Educational Program for the Deaf and the Hard of Hearing

Standard 18: The state educational program for the deaf and the hard of hearing consists of the Idaho State Board of Education and the Program Administration advised and assisted by such entities as a governor-appointed/state regulated advisory agency.

### State Oversight

Standard 19: The state educational program for the deaf and the hard of hearing adopts policies that are consistent with the guidelines put forth in this document, delegates implementation of these policies to the administrative staff, and monitors results. These policies support the expected learning outcomes for children/students.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**Continuum of Options**

Standard 20: The state educational program for the deaf and the hard of hearing provides access to a full continuum of placement, (residential placement to full inclusion mainstream) program, service, and communication options. The state educational program for the deaf and the hard of hearing collaborates with the early intervention and local education agencies, institutes of higher education, and other agencies to ensure provision of appropriate services for infants, children, and students who are deaf or hard of hearing.

**Program Administrator**

Standard 21: The Program Administrator is an experienced educator of students who are deaf or hard of hearing and appropriately credentialed school administrator, with skills to ensure that students who are deaf or hard of hearing are provided with appropriate instruction and designated services. The Program Administrator has the skills necessary for facilitating participation of staff, parents, and the deaf and hard of hearing community in program development related to a continuum of communication services.

**Staff Qualifications**

Standard 22: Infants, children, and students who are deaf or hard of hearing, birth – 21, including those with multiple disabilities and blindness, are instructed by early intervention providers and teachers who are certified and/or licensed to teach these individuals.

**Other Qualified Personnel**

Standard 23: Each program has the necessary specifically trained or certified sign language and/or oral professionals, including paraprofessionals, who have the skills necessary to provide instruction and services that meet the academic, communication, social, emotional, assistive technology and transition needs of infants, children, and students who are deaf or hard of hearing.

**Assurance of Pre-Service Training**

Standard 24: The Idaho State Board of Education will ensure that programs are provided through public post-secondary institutions to prepare specifically trained, certified, and/or licensed early intervention providers, teachers, paraprofessionals, interpreters, and related service professionals in the continuum of communication options for infants, children, and students who are deaf or hard of hearing.

**Workload Management**

Standard 25: Class size and workloads of staff support the provision of specialized instruction and services based on the unique educational needs of infants, children, and students who are deaf or hard of hearing.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**Staff Development**

Standard 26: The program provides ongoing training and mentoring for all staff to enhance achievement of infants, children, and students who are deaf or hard of hearing across the communication continuum.

**Training for Early Intervention, General Education, and Special Education Personnel**

Standard 27: The program provides training to early intervention, general education and special education personnel serving infants, children, and students who are deaf or hard of hearing regarding accommodations, modifications of the curriculum, and understanding of the impact of hearing loss on development and learning.

**Facilities**

Standard 28: Facilities are designed and maintained to enhance the provision of instruction and services to meet the unique communication, education, and safety needs of children/students who are deaf or hard of hearing.

**School Safety**

Standard 29: Facilities provide a safe and secure environment in which student accommodations can be met.

**Program Accountability**

Standard 30: The school leadership, program administrators, and staff regularly assess each child's/student's progress toward accomplishing the expected state and school-wide learning results and report progress to the rest of the school community, including parents, the deaf and hard of hearing community, and related agencies and organizations. Program accountability reporting will be organized to assure confidentiality for individual student.

**Self-Assessment**

Standard 31: The program conducts an annual self-assessment as part of the state monitoring process, using these standards and encompassing all areas of program quality and provides annual written progress reports to parents, staff, and the community.

**Compliance**

Standard 32: The State Board of Education will adopt an accountability system including corrective action plans and sanctions for programs that are out of compliance.

## Section Four: Curriculum and Instruction to Meet Child's/Student's Academic and Social Needs

*Outcome: Infants, children, and students who are deaf or hard of hearing thrive in linguistically rich natural/educational environment where language, communication, academics, and social opportunities are fully accessible.*

### Curriculum and Instruction – Birth to Three

Standard 33: Sign language based and oral curricula Curriculum and instruction for infants, toddlers, and preschoolers who are deaf and hard of hearing, including those with multiple disabilities and visual impairment, are family focused, developmentally appropriate, and focused on the development of communication skills, healthy attachments, and linguistic competence to ensure later academic, social, and vocational success.

### Curriculum and Instruction – Three to Twenty-One

Standard 34: School-aged children who are deaf or hard of hearing, including those with multiple disabilities and visual impairment, are provided with a challenging, coherent, and relevant core and specialized curriculum to ensure students' achievement toward expected school-wide learning results. The professional staff implements a variety of engaging learning experiences based on up to date and research-based teaching and learning principles.

### Cohesive Team

Standard 35: All persons identified on the IFSP/IEP who provide services will form a cohesive team that works collaboratively and flexibly to meet the infant's/children's/student's needs.

### Focus on Communication

Standard 36: Curriculum and instruction are delivered using the communication approach that meets the unique needs of the infant/child/student as defined in his/her Communication Plan.

### Equal Access

Standard 37: The program provides equal access for all students in curricular and extracurricular activities and designated and related services.

### Natural Environment

Standard 38: The infant/toddler is provided services in the child's natural environment(s) in accordance with the child's IFSP.

### Focus on Authentic Peer Interactions

Standard 39: The child/student has authentic peer interactions and is able to participate in social and academic discussions.

**District Core Curriculum Standards**

Standard 40: Infants, children, and students who are deaf or hard of hearing will be instructed using the early intervention and district core curriculum that are aligned with established state standards.

**Supplemental Specialized Curricula**

Standard 41: In addition to district and state core standards, infants, children, and students who are deaf or hard of hearing will be provided with supplemental specialized, research-based sign language or oral curricula coordinated among service providers, which contains well-defined and relevant instruction in the areas of need as identified on the IFSP/IEP.

**Transitions**

Standard 42: Transitions occur periodically throughout a deaf and hard-of-hearing infant's/child's/student's education: Early intervention to school services, preschool to elementary school, elementary school to middle school/high school, and high school to vocational, independent living, and/or post-secondary education. Planning and implementing support services must occur and be documented in a timely manner prior to each transition.

**Purpose of Assessment**

Standard 43: The program uses appropriate assessment to measure infant's/children's/student's achievement, design effective instruction, and communicate the program's effectiveness. Students who are deaf or hard of hearing are included in statewide and local assessments with the accommodations and adaptations that have been outlined on the IFSP/IEP.

## Section Five: Parent, Family, and Community Involvement

*Outcome: Family and community members are active, involved participants in the education process of children/students who are deaf or hard of hearing.*

### **Parent Training and Support**

Standard 44: The program provides continuous opportunities for parents to acquire the necessary skills and information, especially in communication and language development, to support the implementation of their infant's/child's/student's IFSP/IEP.

### **Adults who are Deaf or Hard of Hearing and Community Development**

Standard 45: The program involves deaf and hard of hearing communities in program development and encourages strong collaboration between school staff, parents, and community members who are deaf or hard of hearing.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY**

**TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION**

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

**TITLE 33  
EDUCATION  
CHAPTER 16  
COURSES OF INSTRUCTION**

33-1612. THOROUGH SYSTEM OF PUBLIC SCHOOLS. The constitution of the state of Idaho, section 1, article IX, charges the legislature with the duty to establish and maintain a general, uniform and thorough system of public, free common schools. In fulfillment of this duty, the people of the state of Idaho have long enjoyed the benefits of a public school system, supported by the legislature, which has recognized the value of education to the children of this state.

In continuing recognition of the fundamental duty established by the constitution, the legislature finds it in the public interest to define thoroughness and thereby establish the basic assumptions which govern provision of a thorough system of public schools.

A thorough system of public schools in Idaho is one in which:

1. A safe environment conducive to learning is provided;
2. Educators are empowered to maintain classroom discipline;
3. The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
4. The skills necessary to communicate effectively are taught;
5. A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
6. The skills necessary for students to enter the work force are taught;
7. The students are introduced to current technology; and
8. The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools and communities is emphasized.

The state board shall adopt rules, pursuant to the provisions of chapter 52, title 67, Idaho Code, and section 33-105(3), Idaho Code, to establish a thorough system of public schools with uniformity as required by the constitution, but shall not otherwise impinge upon the authority of the board of trustees of the school districts. Authority to govern the school district, vested in the board of trustees of the school district, not delegated to the state board, is reserved to the board of trustees. Fulfillment of the expectations of a thorough system of public schools will continue to depend upon the vigilance of district patrons, the dedication of school trustees and educators, the responsiveness of state rules, and meaningful oversight by the legislature.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

TITLE 67  
STATE GOVERNMENT AND STATE AFFAIRS  
CHAPTER 52  
IDAHO ADMINISTRATIVE PROCEDURE ACT

67-5229. INCORPORATION BY REFERENCE. (1) If the incorporation of its text in the agency rules would be unduly cumbersome, expensive, or otherwise inexpedient an agency may incorporate by reference in its rules and without republication of the incorporated material in full, all or any part of:

- (a) A code, standard or rule adopted by an agency of the United States;
- (b) A code, standard or rule adopted by any nationally recognized organization or association;
- (c) A code or standard adopted by Idaho statute or authorized by Idaho statute for adoption by rule; or
- (d) A final rule of a state agency; provided however, that a state agency shall not adopt a temporary rule incorporating by reference a rule of that agency that is being or has been repealed unless the rule providing for the incorporation has been reviewed and approved by the legislature.

(2) The agency shall, as part of the rulemaking:

- (a) Note where copies of the incorporated material may be obtained or electronically accessed; and
- (b) If otherwise unavailable, provide one (1) copy of the incorporated material to the Idaho supreme court law library.

(3) The incorporated material shall be identified with specificity and shall include the date when the code, standard or rule was published, approved or became effective. If the agency subsequently wishes to adopt amendments to previously incorporated material, it shall comply with the rulemaking procedures of this chapter.

(4) Unless prohibited by other provisions of law, the incorporated material is subject to legislative review in accordance with the provisions of section 67-5291, Idaho Code, and shall have the same force and effect as a rule.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**SUBJECT**

Standards for the Blind and Visually Impaired (BVI)

Approval of Pending Rule, 08.02.03.004 – Incorporation by Reference

**REFERENCE**

December 2005	ISDB Committee recommendations were adopted by the Board
February 2006	Board Approval of ISDB committee recommendations
October 2006	Board approval of recommendations of the workgroup for the Blind and Visually Impaired
June 2007	Board approval of Temporary and Proposed Rule, 08.02.03.004, Standards for the Blind and Visually Impaired
Aug 2007	Public Comment on the Standards for the Blind and Visually Impaired

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-105, 33-1612, 67-5229, Idaho Code

**BACKGROUND**

A committee appointed by the State Board of Education (SBOE) has reviewed research regarding education programs for deaf or hard of hearing (DHH) students and blind or visually impaired (BVI) students. The committee also reviewed the report issued by the Office of Performance Evaluation (OPE), which had been requested by the Joint Legislative Oversight Committee. In 2006, with input from various stakeholder groups, including the Council for the DHH, the Idaho Commission for the Blind and Visually Impaired and the State Department of Education, the committee recommended development of standards for the education programs for DHH and BVI students as well as development of a service framework for separate state supported programs for each of these populations.

Recommendations from the workgroups have been, or are, in the process of being implemented. Transition coordinators for the BVI and the DHH have been hired by the office of the Office of the State Board of Education. Standards for both BVI and DHH were approved as a proposed and temporary Rule at the June 2007 Board meeting.

Comments were received by the Office of the State Board of Education from August 1 – 22 on the Standards for the Education of Students who are Blind or

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

Visually Impaired. The comments have been reviewed and incorporated into the Standards. The changes are attached.

**DISCUSSION**

The following changes were made to the standards based on comments received during the public comment period:

1. Based on comments and recommendations from Robin Greenfield, Director of the Idaho Deafblind Project, deafblind language was incorporated into the document.
2. Other minor changes were made to the document, including grammar changes. The changes are not substantive and do not change the intent of the standards. All changes are shown in red.

**IMPACT**

N/A

**ATTACHMENTS**

Attachment 1 – Summary and Standards for Education  
of Students who are Blind or Visually  
Impaired

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the SBOE approve the standards for the BVI as presented. Staff also recommends that the SBOE approve the standards being incorporated by reference into 08.02.03.

**BOARD ACTION**

A motion to approve the Pending Rule, IDAPA 08.02.03.004 – Incorporation by Reference of the Standards for the Blind and Visually Impaired.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## Attachment 1

Program *Standards* for Infants, Toddlers, Children, and Youth who are  
Blind or Visually Impaired including those with Additional Disabilities and  
Deafblindness  
**Summary**

**5 sections:**

- 1) Identification and Referral
- 2) Assessment of Child's/Student's Needs
- 3) State Program Design
- 4) Curriculum, Expanded Core Curriculum, and Instruction
- 5) Parent Training and Family and Community Involvement

The Educational Program *Standards* for Infants, Toddlers, Children, and Youth Who Are **Blind or Visually Impaired including those with Additional Disabilities and Deafblindness** incorporate state and federal law and best practice. The five sections are designed to address not only the student but also:

- The family.
- The state program for the blind and visually impaired.
- Professionals providing direct and consultative services.
- The local educational agencies (LEAs).
- Paraeducators.
- Other professionals/teachers.

**The *Standards* address, but are not limited to, the following:**

- Accountability of the state program.
- Involvement of the parent(s) and parent resources.
- Qualifications/roles of professionals.
- Recognizing the need for increasing the number of specifically trained, certified, and/or licensed service professionals.
- Dissemination/production of materials.
- Assessment, screening and referral for initial services.
- Testing and assessment of students.
- Delivery of Expanded Core Curriculum (curriculum specifically designed for students who are blind or visually impaired, such as specific technology and low vision aids/devices, that is delivered in addition to the regular core curriculum, such as math and reading).
- Interactions with peers who are sighted and blind.

**THIS PAGE LEFT INTENTIONALLY BLANK**



## *The Standards ~~at a Glance~~ for the Blind and Visually Impaired*

### **Section One: Identification and Referral**

*Outcome: Children with vision loss are identified and referred as early as possible to enable the best possible educational, social, emotional, and achievement outcomes.*

#### **Identification and Referral**

Standard 1: Procedures exist for locating and referring infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities **and or** deafblindness who may require early intervention and/or special education.

#### **Resources**

Standard 2: An unbiased, comprehensive resource information packet will be given to parents of recently identified children who are blind or visually impaired regardless of the child's age or other disabilities.

#### **Collaboration**

Standard 3: Programs for infants, toddlers, children, and youth, including those with additional disabilities **and or** deafblindness, establish collaborative relationships with health care providers, social services, school districts, child care programs, **and other appropriate agencies (e. g. deafblind project)** in order to ensure that infants, toddlers, preschoolers, and school-age children with identified vision loss receive appropriate referral within two (2) days and are contacted by the appropriate agency within fourteen (14) calendar days.

#### **Vision Screening**

Standard 4: Qualified personnel conduct vision screenings to identify children who may have a vision loss.

#### **Assessment Referral**

Standard 5: Children who fail vision screenings receive appropriate assessment(s).

#### **Additional Screening**

Standard 6: Infants, toddlers, children, and youth, including those with additional disabilities **and or** deafblindness, will be screened for hearing and/or additional impairment(s).

## Section Two: Assessment of Child's/Student's Needs

*Outcome: An individualized intervention or education plan is developed based on assessment that yields valid and reliable information about the child.*

### Persons Conducting the Assessment

Standard 7: Each assessment of infants, toddlers, children, and youth, including those with additional disabilities ~~and~~ or deafblindness, birth – 21, is conducted by qualified personnel who understand the unique nature of vision loss and who are specifically trained to conduct these assessments.

### Domains to be Assessed

Standard 8: Qualified professionals assess children/students and collaborate with parents and other professionals on all relevant areas of functioning to provide a comprehensive profile of the child/student with vision loss.

### Administration of Assessments

Standard 9: Assessments are provided and administered using the student's primary language and in the appropriate medium/media by professionals proficient in that approach.

### Specialized Services, Materials, and Equipment

Standard 10: The assessment report identifies the unique learning needs of the infant, toddler, child, or youth who is blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, related to the vision loss including needs for specialized services, materials and equipment, and accommodations in the unique developmental and learning environment.

### Assessment in the State and District Core Curriculum

Standard 11: Infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, will be assessed using early intervention, state and district core curriculum ~~uma~~ that are aligned with established state and district standards.

### Assessment in the Expanded Core Curriculum

Standard 12: Infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, receive assessment in the expanded core curriculum by qualified personnel. A triennial comprehensive functional vision evaluation and learning media assessment will be conducted by qualified personnel.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**Assessment Team**

Standard 13: Infants, toddlers, children, and youth, including those with additional disabilities ~~and~~ or deafblindness, are referred to a specialized assessment team approved by the State Educational Program for the Blind and Visually Impaired and developed by the local school district or provided by the state program when appropriate.

**Eligibility Criteria**

Standard 14: Eligibility criteria will be defined by the State of Idaho.

**Service/Placement Considerations**

Standard 15: A continuum of service/placement options is reviewed with parents and placement is determined by the Individualized Family Service Plan (IFSP)/IEP team (including parents) based on valid and reliable assessment data and other information that identifies individual needs across developmental, academic, and social domains.

**Appropriate Placement**

Standard 16: Determination of appropriate early intervention or educational setting must be based on the identified needs of infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, throughout their developmental and educational experiences. Any appropriate placement option recommended by the IFSP/IEP team must be made available to the infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness.

## Section Three: State Program Design

*Outcome: Infants, toddlers, children, and youth, including those with additional disabilities ~~and~~ or deafblindness share the same learning opportunities as their sighted peers and benefit from programs that support and provide equal opportunities.*

### Policy on Literacy and Communication

Standard 17: The State Educational Program for the Blind and Visually Impaired has a written policy on the central role of literacy and communication as it relates to the cognitive, academic, social, and emotional development of infants, toddlers, children, and youth, including those with additional disabilities ~~and~~ or deafblindness.

### Students with Additional Disabilities ~~and~~ Deafblindness

Standard 18: Provision is made for appropriate services for infants, toddlers, children, and youth, including those with additional disabilities ~~and~~ or deafblindness.

### State Educational Program for the Blind and Visually Impaired

Standard 19: The State Educational Program for the Blind and Visually Impaired ~~consists~~ will have the oversight of the Idaho State Board of Education and the program administration will be advised and assisted by an advisory council appointed by the Idaho State Board of Education.

### State Oversight

Standard 20: The State Educational Program for the Blind and Visually Impaired adopts policies that are consistent with the guidelines put forth in this document, delegates implementation of these policies to the administrative staff, and monitors results. These policies support the expected learning outcomes for children/students. These policies are initially reviewed annually for the first five (5) years and at least every five (5) years thereafter.

### Continuum of Options

Standard 21: The State Educational Program for the Blind and Visually Impaired provides access to a full continuum of placement, program, service, and literacy options. The agency collaborates with the early intervention and local educational agencies, institutes of higher education, and other agencies to ensure ~~that provision of~~ appropriate services for infants, toddlers, children, and youth, including those with additional disabilities ~~and~~ or r deafblindness are provided.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**Instructional Delivery System**

Standard 22: The instructional delivery system supports infants, toddlers, children and youth, including those with additional disabilities ~~and~~ or deafblindness, learning in a developmentally appropriate context and focuses on the unique learning needs and literacy medium/media in order to support success.

**Program Administrator**

Standard 23: The Program Administrator is an experienced educator of students who are blind or visually impaired, with skills to ensure that infants, toddlers, children and youth, who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, are provided with appropriate instruction and designated services. The Program Administrator has the skills necessary for facilitating participation of staff, parents, and the blind or visually impaired community in program development related to a continuum of services.

**Staff Qualifications**

Standard 24: Infants, toddlers, children and youth, who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, birth-21, are instructed by early intervention providers, teachers, and/or specialists who are specifically trained, certified, and/or licensed to teach academic, expanded core curriculum, communication, social, emotional, assistive technology, and transition skills to these individuals.

**Paraprofessionals**

Standard 25: State Educational Program for the Blind and Visually Impaired and local educational agencies will work collaboratively to train and support paraprofessionals who are providing services to infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness.

**Professional Preparation**

Standard 26: The Idaho State Board of Education will work toward ensuring that programs are provided through state public post-secondary institutions to prepare specifically trained, certified, and/or licensed early intervention providers, teachers, paraprofessionals, and related service professionals in the continuum of educational options for infants, toddlers, children and youth, who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness.

**Caseload Management**

Standard 27: Class size and/or caseloads of staff support the provision of specialized instruction and services based on the unique educational needs of infants, toddlers, children and youth, who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**Staff Development**

Standard 28: The State Educational Program for the Blind and Visually Impaired provides ongoing training and mentoring for all staff to enhance achievement of infants, toddlers, children and youth, who are blind or visually impaired, including those with additional disabilities ~~and or~~ deafblindness. Teachers of the blind or visually impaired ~~will provide or~~ ensure ~~that~~ appropriate mentoring and professional development opportunities ~~are available~~ for teachers of the blind or visually impaired and certified orientation and mobility specialists.

**Training for Education Personnel**

Standard 29: The State Educational Program for the Blind and Visually Impaired provides training to education personnel serving its infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and or~~ deafblindness regarding accommodations, modifications of the curriculum, and understanding the impact of vision loss on development and learning.

**~~New and Existing~~ Facilities**

Standard 30: ~~New f~~Facilities are designed and ~~existing facilities are~~ maintained to enhance the provision of instruction and services to meet the unique academic, expanded core curriculum, communication, social, emotional, assistive technology, and transition needs of infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and or~~ deafblindness.

**Safe School Environment**

Standard 31: The school environment will be a safe and secure setting in which ~~all~~ accommodations can be met. ~~The school environment includes the home, school, and community in which the education and related services are provided.~~

**Program Assessment**

Standard 32: The school leadership, program administrators, and staff regularly assess infant's, toddler's, children's, and youth's progress toward accomplishing the expected federal, state, and school-wide learning results, and report program wide progress to the rest of the school community, including parents, and related agencies and organizations.

**Program Accountability**

Standard 33: As part of the state monitoring process, the program administration conducts a comprehensive ~~triennial~~ assessment for the State Educational Program for the Blind and Visually Impaired using these standards for all areas of program quality, and provides written progress reports to parents, staff, the public, and interested parties.

**Compliance**

Standard 34: The State Board of Education will adopt an accountability system, including corrective action plans and sanctions for ~~programs LEAs and other agencies~~ that are out of compliance.

**THIS PAGE LEFT INTENTIONALLY BLANK**

## Section Four: Curriculum, Expanded Core Curriculum, and Instruction

*Outcome: Infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, are provided with equal access to educational opportunities that meet their individual developmental, academic, and social needs.*

### Curriculum and Instruction—Birth to Three

Standard 35: Curriculum and instruction for infants, toddlers, and preschoolers who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, are family focused and developmentally appropriate to ensure later academic, social, and vocational success.

### Curriculum and Instruction—Three to Twenty One

Standard 36: School-aged children, who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, are provided with a challenging, coherent, and relevant core curriculum. ~~An~~ The expanded core curriculum for students with visual impairments is necessary and should be provided to ensure an equal opportunity for learning in general education. Infants, toddlers, children and youth who are blind or visually impaired, including those with additional disabilities, receive instruction by qualified personnel in the expanded core curriculum as appropriate in the home, school, and community.

### State and District Core Curriculum Standards

Standard 37: Children and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, will be instructed using the state and district core curriculum that are aligned with established state and district standards. Infants and toddlers will be instructed using early intervention, developmentally appropriate curriculum specially designed for the blind or visually impaired.

### Expanded Core Curriculum

Standard 38: In addition to state and district core standards, infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness, will be provided with the expanded core curriculum for the blind or visually impaired coordinated among service providers, which contains well-defined and relevant instruction in the areas of need as identified on the IFSP/IEP.

### Multidisciplinary Team

Standard 39: All persons identified on the IFSP/IEP who provide services, including parents, will form a multidisciplinary team that works collaboratively and flexibly to meet the individual needs of infants, toddlers, children, and youth, recognizing the roles and responsibilities of each team member.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**Curricular and Extracurricular Activities**

Standard 40: The State Educational Program for the Blind and Visually Impaired, in collaboration with early intervention programs and local educational agencies, seeks to provide equal access to all infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities **and or** deafblindness, in curricular and extracurricular activities, and designated and related services in the home, school, and community. Educators and early interventionists ensure that children/students receive appropriate opportunities to participate with peers who are blind or visually impaired as well as those who are sighted.

**Natural Environment**

Standard 41: The infant/toddler who is blind or visually impaired, including those with additional disabilities **and or** deafblindness, is provided services in the child's natural environment(s) in accordance with the child's IFSP.

**Focus on Authentic Peer Interactions**

Standard 42: The infant, toddler, child, or youth who is blind or visually impaired, including those with additional disabilities **and or** deafblindness, has authentic peer interactions and is able to participate in social and academic activities. Educators will teach the child/student social skills to facilitate independence, self-advocacy, and interaction with peers, through direct instruction, modeling, and peer coaching.

**Student Achievement Standards**

Standard 43: The State Educational Program for the Blind and Visually Impaired will facilitate the development of student achievement standards and expanded core curriculum standards that will be reviewed and revised at least every five (5) years.

**Equal Access**

Standard 44: Educators must provide equal access to materials and resources to ensure equal education opportunities for infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities **and or** deafblindness, in a timely manner.

**Transitions**

Standard 45: Transitions occur periodically throughout a blind or visually impaired infant's, toddler's, child's, or youth's education: early intervention to school services, preschool to elementary school, elementary school to middle school/high school, and high school to vocational, independent living, and/or post-secondary education. Planning and implementing support services must occur and be documented in a timely manner prior to each transition.

**Assistive Technology**

Standards 46: Early interventionists and educators must ensure the availability and use of assistive technology for infants, toddlers, children, and youth who are blind or visually impaired, including those with additional disabilities ~~and~~ or deafblindness. Trained and qualified personnel will provide training and support to personnel and children/students.

**Assessment of Instructional Design**

Standard 47: The State Educational Program for the Blind and Visually Impaired uses appropriate assessment to measure the achievement of each individual infants, toddlers, children, or youth to determine the efficacy of instructional design.

## Section Five: Parent Training and Family and Community Involvement

*Outcome: Family and community members are active, informed, and involved participants in the education process of children and youth who are blind or visually impaired.*

### Parent Training and Support

Standard 48: The State Educational Program for the Blind and Visually Impaired, local educational agencies, and/or other agencies provide orientation and a continuum of training opportunities for parents to acquire the necessary skills/information to support the implementation of their infant's, toddler's, child's, or youth's developmental, educational, vocational, and social achievement.

### Community Involvement

Standard 49: The State Educational Program for the Blind and Visually Impaired has an ongoing process for involving parents and the blind or visually impaired community in program development and encourages strong collaboration between school staff, parents, members of the blind or visually impaired community, and the business community. The program leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the program's established support system for students.

**THIS PAGE LEFT INTENTIONALLY BLANK**



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

**SUBJECT**

Registration of Postsecondary Educational Institutions and Proprietary Schools

**REFERENCE**

N/A

**APPLICABLE STATUTE, RULE, OR POLICY**

Section, 33-107, Idaho Code

Sections 33-2401 thru 33-2409 (inclusive), Idaho Code

**BACKGROUND**

A reorganization of state government prompted changes within the Department of Professional-Technical Education which provided an opportunity to address the entire board registration process to improve protection for students pursuing educational opportunities and enhance the quality of educational opportunities.

The Department of Professional Technical Education contracted with Dr. Jerry Gee to conduct an analysis of registration systems in Idaho and surrounding states, facilitate a series of meetings with stakeholders on issues and opportunities to improve Idaho's registration system, and propose statutory and administrative rule changes.

Efforts to implement the temporary rules on registration of post secondary educational institutions identified educational entities currently offering degrees that do not meet the rule requirements for "fast track" registration, and could not meet the detailed requirements under "full" registration process. This leaves the entities with the choices of petitioning to be registered as a propriety school, to stop offering degrees, or go out of business. The proposed legislation adds a new category of proprietary school: Degree granting Proprietary School. This change will provide a structure that may be equitably administered by rule.

The results were reviewed and compiled into the draft presented today for statutory changes.

**DISCUSSION**

The current regulatory structure divides registration into two categories; Post secondary educational institutions and Proprietary Schools. The central determinant between these categories is whether or not the entity granted a degree. Any entity granting a degree was required to register as a post secondary educational institution unless the entity petitioned the board to register as a Proprietary School. This structure created a situation in which an entity could provide degrees with no more accountability than a non-degree granting proprietary school. The proposed legislative change creates a third category: Degree granting proprietary school. This category provides a realistic reflection of the work conducted by such entities while setting an achievable level for

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

academic quality. Degree granting proprietary schools may petition to be reviewed under the standards set for post secondary educational institutions.

Proprietary Schools Guidelines

This legislation addresses concerns raised by the board and proprietary schools about the registration requirements of proprietary schools in Idaho.

This legislation removes the dollar amount for registration fees from code and establishes it in board rule. It requires all schools registered, licensed, or regulated by other agencies be listed with the State Board so there is one place a person can go to get a list of all schools in the state. It transfers the responsibility for registration of agents from the state to the schools with guidelines established by board rule including criminal history checks. It discontinues the current surety bond that purports to protect the consumer against fraud and discontinues the maintenance of a separate student tuition recovery fund by the state. In their place it requires a new surety bond that provides protection for the consumer against fraud and misrepresentation and also provides financial resources for the reimbursement to students who suffer an economic loss if a school closes without completing its training obligation to the students. It expands the requirement for this surety bond to include those that are registered, licensed, or regulated by other agencies.

**IMPACT**

The proposed legislative changes will allow the Office of the State Board and Professional-Technical Education to implement new registration procedures for postsecondary educational institutions, degree granting proprietary schools, and proprietary schools beginning with the July 1, 2008 registration year (fiscal year). Lack of approval will lead to current degree granting proprietary schools being forced to meet the same standards as public post secondary educational institutions or stop offering degrees. This will likely cause them to cease operations in Idaho.

Students enrolled in degree granting proprietary and proprietary schools under this change will have greater protection from the impact of school closure than currently exists.

If the proposed legislation is approved by the Board and enacted by the Idaho Legislature, the administrative rules governing registration will need to be revised.

**ATTACHMENTS**

Attachment 1 – Draft amendments to Section 33-107, Idaho Code	Page 5
Attachment 2 – Draft amendments to Section 33-2401, Idaho Code	Page 7

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff from both OSBE and PTE recommends moving the proposed changes forward.

**BOARD ACTION**

A motion to approve the draft legislation relating to registration of postsecondary educational institutions, degree granting proprietary schools, and proprietary schools, and to direct staff to make revisions as necessary and to continue with the Governor's legislative process.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**THIS PAGE LEFT INTENTIONALLY BLANK**

Attachment 1

# Idaho Statutes

TITLE 33  
EDUCATION  
CHAPTER 1  
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;
- (5) Through its executive departments and offices:
  - (a) Enforce the school laws of the state,
  - (b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
  - (a) ~~Maintain a R~~register of postsecondary educational institutions approved to provide programs and courses or courses of study that lead to a degree or which provide, offer ~~and sell or confer~~ degrees, in accordance with the procedures established in chapter 24, title 33, Idaho Code,
  - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity registered as such that is not accredited by an organization recognized by the board,
  - (c) Register degree-granting proprietary schools recognized to provide a course or courses of study that lead to a degree, or which provide, offer or confer degrees, in accordance with the procedures established in chapter 24, title 33, Idaho Code.
  - (ed) ~~Maintain a R~~register of proprietary schools ~~approved to that~~ conduct, provide or offer ~~or sell~~ a course or courses of study, in accordance with the procedures established in chapter 24, title 33, Idaho Code;
- (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
- (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

**THIS PAGE LEFT INTENTIONALLY BLANK**

Attachment 2

REVISED

TITLE 33 EDUCATION

CHAPTER 24 PROPRIETARY SCHOOLS

33-2401 DEFINITIONS

33-2402 REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS

33-2403 REGISTRATION OF DEGREE-GRANTING PROPRIETARY SCHOOLS

~~33-2404~~ 3 REGISTRATION OF PROPRIETARY SCHOOLS

~~33-2404~~ 5 AGENT'S ~~PERMIT~~ CERTIFICATE OF IDENTIFICATION

~~33-2405~~ 6 PURCHASE STATEMENT

~~33-2406~~ SURETY BOND

33-2407 STUDENT TUITION RECOVERY ACCOUNT -- CONDITIONS FOR  
RECOVERY

33-2408 ASSESSMENT FOR STUDENT TUITION RECOVERY ACCOUNT

33-2409 ENFORCEMENT

REVISED IDAHO STATUTE

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-2401. DEFINITIONS.**

For the purposes of chapter 24, title 33, Idaho Code, the following words have the following meanings:

(2 1) "Agent" means any individual within the state of Idaho who solicits students for or on behalf of a ~~proprietary~~ school

(1 2) "~~Accredited~~ Approved" means that a postsecondary educational institution or a degree-granting proprietary school ~~has been recognized or approved as meeting~~ the standards established by an accrediting agency recognized by the board.

(4 3) "Board" means the state board of education.

(3 4) "Certificate of identification ~~Agent's permit~~" means a nontransferable written document issued to an agent by the school that they agent represents ~~board~~.

(5) "Course" means instruction imparted in a series of lessons or class meetings to meet an educational objective.

(6) "Course or courses of study" means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise.

(7) "Degree" means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers or words such as, but



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

not limited to, "bachelor's," "master's," "doctorate," or "fellow," which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition and an associate of arts or associate of science degree awarded by a community college or other public or private postsecondary educational institution or other entity which may be used for any purpose whatsoever.

(8) "Degree-granting proprietary school" means an individual, or educational, business or other entity that operates for profit, whether legally constituted or otherwise, and which maintains a presence within, or which operates or purports to operate from a location within, the state of Idaho, and which provides a course or courses of study that lead to a degree, or which provides, offers or confers degrees.

(8 9) "Postsecondary educational institution" means an ~~public or other nonprofit entity, individual, or educational, business or other entity, whether legally constituted or otherwise,~~ which maintains a presence within, or which operates or purports to operate, from a location within, the state of Idaho, and which provides a courses or courses of study programs that lead to a degree, or which provides, or offers, or confers ~~sells~~ degrees.

(910) "Proprietary school" means an individual, or educational, business or other entity that operates for profit, whether legally constituted or otherwise, and which maintains a presence within, or which operates or purports to operate, from a location within, the state of Idaho, and which conducts, provides, or offers ~~or sells~~ a course or courses of study, but which does not provide, or offer ~~or sell~~ degrees.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(11) "Recognized" means that a degree-granting proprietary school meets the standards established by an accrediting agency which is recognized by either the United States Department of Education or the Council for Higher Education Accreditation.

(12) "School" means either a degree granting proprietary school or a proprietary school.

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.**

(1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to, operate from a location within the state of Idaho, shall register annually with be approved, and hold a valid certificate of registration issued by the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt ~~a nonprofit~~ other postsecondary educational institutions from the registration requirement in accordance with standards and criteria established in rule by the board. ~~The board may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.~~

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, and the course or courses of study program, for academic credit or otherwise, that a postsecondary educational institution intends ~~to conduct, provide, offer or sell~~. Such rule shall also prescribe the standards and criteria to be utilized by the board for recognition of approved accreditation organizations.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section. Postsecondary educational institutions which intend to conduct, provide, or offer degrees at, or below, the baccalaureate level will be assessed an annual registration fee of seven hundred fifty dollars (\$750.00). Postsecondary educational institutions which intend to conduct, provide, or offer degrees at, or below, the master level will be assessed an annual registration fee of one thousand two hundred fifty dollars (\$1,250.00). Postsecondary educational institutions which intend to conduct, provide, or offer degrees at, or below, the doctoral level will be assessed an annual registration fee of two thousand dollars (\$2,000.00) ~~based on the respective degrees, courses or programs that each such postsecondary educational institution intends to conduct, provide, offer, or sell, not to exceed one hundred dollars (\$100) for each degree, course or program.~~ Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2403. REGISTRATION OF DEGREE-GRANTING PROPRIETARY SCHOOLS**

(1) Unless exempted as provided herein, each degree-granting proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with, be recognized, and hold a valid certificate of registration issued by the board or its designee. The board may permit a degree-granting proprietary school required to register under this section to instead register as a postsecondary educational institution under section 33-2404-2, Idaho Code, in accordance with standards and criteria established in rule by the board.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, and the course or courses of study, for academic credit or otherwise, that a degree-granting proprietary school intends to offer. Such rule shall also prescribe the standards and criteria to be utilized by the board for recognition of recognized accreditation organizations.

(3) The board or its designee may deny the registration of a degree-granting proprietary school that does not meet accreditation requirements or other standards and criteria

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each degree-granting proprietary school required to be registered under this section based on the gross tuition generated by the school in the previous fiscal year, or the anticipated tuition for a school that is just starting, as established in rule by the board. Such annual registration fee shall be collected by the board or its designee and shall be designated for use by the board or its designee in connection with its responsibilities under this chapter.

IDAHO STATUTES

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-24034. REGISTRATION OF PROPRIETARY SCHOOLS.**

(1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of ~~each~~ the course or ~~program~~ courses of study, for academic credit or otherwise, that a proprietary school intends to conduct, or provide, or offer ~~or sell~~.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

- (a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.
- (b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.
- (c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.
- (d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code. These agencies must provide a list of regulated, licensed, or registered schools to the board annually.
- (e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.
- (f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.
- (g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.
- (h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.
- (i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be ~~composed of a fixed portion in an amount not to exceed one hundred dollars (\$100) for each proprietary school, and a variable portion based on the respective course or courses of study that each such proprietary school intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each course or courses of study based on the gross tuition generated by the school in the previous year, or the~~ anticipated tuition for a school that is just starting, as established in rule by the board.

Such annual registration fee shall be collected by the board or its designee, and shall be dedicated for use by the board in connection with its responsibilities under this chapter.-

REVISED IDAHO STATUTES

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-24045. AGENT'S ~~PERMIT~~ CERTIFICATE OF IDENTIFICATION.**

No individual may act as an agent of a ~~proprietary~~ school required to be registered under the provisions of this chapter unless that individual holds a valid agent's ~~permit certificate of identification~~ issued by the school that the agent represents ~~board and maintains at all times a surety bond as described in section 33-2406, Idaho Code.~~

~~The application for an agent's permit shall be furnished by the board and shall include the following:~~

~~—(1) A statement signed by the applicant that he or she has read the provisions of this chapter and the rules promulgated pursuant thereto.~~

~~(2) An annual fee for each permit not to exceed fifty dollars (\$50.00).~~

~~All~~ Each agent's certificate of identification ~~permits~~ shall be reissued annually by the school that the agent represents ~~renewed annually upon reapplication and proper qualifications on the first day of July. If courses are solicited or sold by more than one~~

~~(1) agent, a separate~~ certificate of identification ~~permit~~ is required for each agent.

~~(3) The agent's~~ certificate of identification ~~permit~~ shall consist of a pocket card and shall bear:

(a) the name and address of the agent,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

- (b) the name and address of the ~~proprietary~~ school that they represent, and
- (c) a statement that the bearer is an authorized agent of the ~~proprietary~~ school, and may solicit ~~and sell courses~~ students for the ~~proprietary~~ school.
- (4) The agent shall surrender the agent's certificate of identification ~~permit~~ to the ~~proprietary~~ school upon termination of employment.
- (5) An agent representing more than one (1) ~~proprietary~~ school shall obtain a separate agent's certificate of identification ~~permit~~ for each ~~proprietary~~ school represented.
- (6) No individual shall be issued an agent's certificate of identification prior to completing a criminal history check that includes the State Bureau of Identification, Federal Bureau of Investigation and Statewide Sex Offender Registry and other guidelines established in rule by the board. ~~permit~~ No agent shall be issued an agent's certificate of identification if he or she has been previously found in any judicial or administrative proceeding to have violated this chapter.
- (7) An agent's certificate of identification ~~permit~~ shall be valid for the state's fiscal year in which it is issued, unless sooner revoked or suspended by the school ~~board for fraud or misrepresentation in connection with the solicitation for the sale of any course of study, for any violation of the provisions of this chapter or rules promulgated pursuant to this chapter, or for the existence of any condition in respect to the agent or the proprietary school he or she represents, which if in existence at the time the agent's permit was issued, would have been grounds for denial for the agent's permit.~~
- (8) The agent shall carry the agent's certificate of identification ~~permit~~ with him or her for identification purposes when engaged in the solicitation of students ~~for the sale and the~~

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

~~selling of courses of study~~ away from the premises of the ~~proprietary~~ school, and shall produce the agent's certificate of identification ~~permit~~ for inspection upon request.

~~The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of an agent's permit or proceeding to revoke or suspend an agent's permit of the board conducted pursuant to this section.~~

(9) The issuance of an agent's certificate of identification ~~permit~~ pursuant to this section shall not be interpreted as, and it shall be unlawful for any individual holding any agent's certificate of identification ~~permit~~ to expressly or impliedly represent by any means whatever, that the board has made any evaluation, recognition, accreditation or endorsement of any ~~proprietary~~ school or of any course of study being offered ~~for sale~~ by the agent of any such ~~proprietary~~ school. Any oral or written statement, advertisement or solicitation by any ~~proprietary~~ school or agent which refers to the board shall state: "(Name of school) is registered with the State Board of Education in accordance with Section 33-2403 or 33-2304, Idaho Code."

(10) It shall be unlawful for any agent holding an agent's certificate of identification ~~permit~~ under the provisions of this section to expressly or impliedly represent, by any means whatsoever, that the issuance of the agent's certificate of identification ~~permit~~ constitutes an assurance by the board that any course of study being offered ~~for sale~~ by the agent or ~~proprietary~~ school will provide and require of the student a course of education or training necessary to reach a professional, education, or vocational objective, or will result in employment or personal earning for the student, or that the board has made any evaluation, recognition, accreditation, or endorsement of any course of study being offered ~~for sale~~ by the agent or ~~proprietary~~ school.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(11) No agent shall make any untrue or misleading statement or engage in sales, collection, credit, or other practices of any type that are illegal, false, deceptive, misleading or unfair.

(12) The ~~school board~~ shall maintain records for five (5) years of each application for an agent's certificates of identification permit, ~~each bond~~, and each issuance, denial, termination, suspension and revocation of an agent's certificate of identification permit.

(13) The school will provide as part of the annual registration process the names and outcomes of the criminal history check for each agent to whom it has issued a certificate of identification. The criminal history check will be valid for five years.

(14) The board or a student may bring an action pursuant to the Idaho rules of civil procedure for an agent's violation of the provisions of this chapter or any rule promulgated pursuant to this

chapter, or any fraud or misrepresentation. The court shall determine which party is the

"prevailing party" and the prevailing party shall be entitled to the recovery of damages,

reasonable attorney's fees and costs both at trial and on appeal.

(15) Any agent who violates the provisions of this section shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.

REVISED IDAHO STATUTES

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-2405~~6~~** **PURCHASE STATEMENT.** At the time of depositing any moneys to

purchase the product of any ~~proprietary~~ school, the ~~proprietary~~ school shall

require the student to execute the following statement on an appropriate form

which shall be maintained on record by the ~~proprietary~~ school in the

individual student's file:

"I understand that (Name of ~~proprietary~~ school) is registered with the

State Board of Education in accordance with Section 33-2403 or 2404, Idaho Code. I  
also

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

understand that the State Board of Education has not accredited or endorsed any course of study

being offered by (Name of proprietary school), and that these courses will not be

accepted for transfer into any Idaho public postsecondary institution."

REVISED IDAHO STATUTES

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

~~33-2406. SURETY BOND.~~

~~A surety bond issued by an insurer duly authorized to do business in this state in favor of the for the indemnification of any student for any loss suffered as a result of the occurrence, during the period of coverage, of any fraud or misrepresentation used in connection with the solicitation for the sale or the sale of any course of study, or as a result of any violation of this chapter or the rules promulgated pursuant to this chapter shall be required of an agent. The term of the bond shall extend over the period of the permit. The bond shall be supplied by the proprietary school.~~

~~—The bond shall provide for liability in the penal sum of one hundred thousand dollars (\$100,000) for a proprietary school with one hundred (100) or more students; fifty thousand dollars (\$50,000) for a proprietary school with fifty (50) to ninety-nine (99) students; twenty-five thousand dollars (\$25,000) for a proprietary school with less than fifty (50) students.~~

~~Notwithstanding the above, for a proprietary school that submits evidence acceptable to the board that the total unearned tuition of the proprietary school will not exceed ten~~



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 11-12, 2007**

---

~~thousand dollars (\$10,000) at any given time during the period of registration, a bond in the penal sum of ten thousand dollars(\$10,000) may be provided, regardless of the number of students.~~

~~—The board may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to fraud or misrepresentation used in connection with the solicitation for the sale or the sale of any course of study, or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.~~

~~—Neither the principal nor surety on the bond may terminate the coverage of the bond, except upon giving one hundred twenty (120) days' prior written notice to the board, and contemporaneously surrendering all agents' permits.~~

~~—Each proprietary school shall certify, at the time of registration, the number of students presently enrolled at the proprietary school and shall make available, upon request of the board, proof of enrollment numbers.~~

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-2407. STUDENT TUITION RECOVERY ACCOUNT -- CONDITIONS FOR RECOVERY.**

(1) There is hereby created in the state treasury the student tuition recovery account to be administered by the board or its designee for the purpose of relieving or mitigating pecuniary losses suffered by any student of a ~~proprietary~~ school registered under provisions of this chapter and who meets either of the following conditions:

(a) The student was enrolled in a ~~proprietary~~ school prior to that school's closure, had prepaid tuition, and suffered loss as a result of:

- (i) The closure of the ~~proprietary~~ school; or
- (2) (ii) The ~~proprietary~~ school's breach or anticipatory breach of the agreement for the course or courses of study or used for the indemnification of any student for any loss suffered as a result of the occurrence, during the period coverage, of any

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

fraud or misrepresentation used in connection with the solicitation for enrollment in a course of study, and who meets either of the following conditions:

(a) The student was enrolled in a school prior to that school's closure, had prepaid tuition, and suffered loss as a result of:

(i) The closure of the school; or

(ii) The school's breach or anticipatory breach of the agreement for the course or courses of study.

For the purpose of this section, "closure" includes closure of a branch or satellite campus, the termination of either the correspondence or residence portion of a home study or correspondence course, and the termination of a course of study for some or all of the students enrolled in the course before the time the students have satisfactorily completed the program, or before a student who has been continuously enrolled in a course of study had been permitted to complete all the educational services and classes that comprise the course.

(b) The student obtained a judgment against the ~~proprietary~~ school for any violation of the provisions of this chapter or rules promulgated pursuant to this chapter, and the student certifies that the judgment cannot be collected after diligent collection efforts.

(2) Payments from the account to any student shall be subject to rules and conditions as the board shall prescribe.

(a) The ~~proprietary~~ school shall provide to the board or its designee at the time of the ~~proprietary~~ school's closure the names and addresses of persons who were students of the ~~proprietary~~ school within sixty (60) days prior to its closure, and shall notify these

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

students within thirty (30) days prior to the ~~proprietary~~ school's closure, of their rights under the student tuition recovery account and how to apply for payment. Failure to do so shall result in a penalty not exceeding \$1,000.

(b) If the ~~proprietary~~ school fails to comply with the provisions of this section, the board or its designee shall attempt to obtain the names and addresses of these students and shall notify them, within ninety (90) days of the ~~proprietary~~ school's closure, of their rights under the student tuition recovery account and how to apply for payment. The board or its designee may require the ~~proprietary~~ school to reimburse the board or its designee for all reasonable costs and expenses incurred in notifying students.

(c) The board or its designee shall develop a form fully explaining a student's rights, which shall be used by the ~~proprietary~~ school or the board or its designee to comply with the notice requirement. The form shall include or be accompanied by a claim application form and an explanation of how to complete the application.

(d) Students filing for payment from the student tuition recovery account as a result of the closure of a ~~proprietary~~ school must submit the claim within one (1) year from the ~~proprietary~~ school's or board's service of notice on the student or within two (2) years of the closure of the ~~proprietary~~ school, whichever is earlier.

(3) Students entitled to payment shall file with the board or its designee a verified application including, but not limited to each of the following:

(a) The student's name, address, telephone number and social security number.

(b) If any portion of the tuition was paid from the proceeds of a loan, the name of the lender and any state or federal agency that guaranteed the loan.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

- (c) The amount of the prepaid tuition.
- (d) The dates the student started and ceased attending the ~~proprietary~~ school.
- (e) A description of the reasons the student ceased attending the ~~proprietary~~ school.
- (f) If the student ceased attending because of a breach or anticipatory breach, a statement describing in detail the nature of the economic loss incurred.

(4) Students entitled to payment based on a judgment shall file with the board or its designee a verified application indicating the student's name, address, telephone number and student identification, the amount of the judgment obtained against the ~~proprietary~~ school, a statement that the judgment cannot be collected, and a description of the efforts attempted to enforce the judgment. The application shall be accompanied by a certified copy of the judgment and any other documents indicating the student's efforts made to enforce the judgment.

The application shall be filed with the board or its designee within two (2) years after the date upon which the judgment became final.

(5) If the board or its designee pays the claim, the amount of the payment shall be the total amount of the student's economic loss, although the amount of the payment shall in no event exceed the amount of the student's tuition and cost of equipment and materials related to the course of study plus interest on all student loans used to pay tuition, equipment and materials. Upon payment of the claim, the board or its designee shall be subrogated to all of the student's rights against the ~~proprietary~~ school to the extent of the amount of the payment. If the board or its designee receives several claims from students, the payment of which cannot be totally covered by the student tuition recovery account, the claims shall receive a pro rata share of the account.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

(6) If the board or its designee denies a claim, the board or its designee shall notify the student of the denial and of the student's right to request a hearing within thirty (30) days. The hearing shall be held pursuant to the administrative procedure act, chapter 52, title 67, Idaho Code. If a hearing is not requested the board's or its designee's decision shall be final.

(7) It is the intent of the legislature that, when a student is enrolled in a ~~proprietary~~ school that closes prior to the completion of the student's program, the student shall have the option for a teach-out at another ~~proprietary~~ school with a comparable course of study. The board or its designee shall seek to promote teach-out opportunities whenever possible, with the student to be informed by the board or its designee that he or she has the option of either payment from the account or a teach-out which shall be funded from the account.

(8) No liability accrues to the state of Idaho from claims made against the student tuition recovery account.

REVISED IDAHO STATUTES

TITLE 33

EDUCATION

CHAPTER 24

PROPRIETARY SCHOOLS

**33-2408. ASSESSMENT FOR STUDENT TUITION RECOVERY ACCOUNT.**

The board or its designee shall assess each registered ~~proprietary~~ school which collects any moneys in advance of rendering services, an amount ~~equal to one-tenth of one percent (.1%) of the total course cost for each student enrolled. The assessment per student shall not be less than one dollar (\$1.00), and not more than four dollars (\$4.00).~~ In addition, for each student who prepays a proprietary school an amount in excess of four thousand dollars (\$4,000), ~~the board shall assess the proprietary school one-half of one percent (.5%) of the prepaid amount which exceeds four thousand dollars (\$4,000).~~ established in rule by the board that utilizes a percentage of the gross tuition for the previous year, or anticipated tuition for a school in its first year of operation. ~~The board shall promulgate rules regarding collection and administration of the student tuition account. The method of payment will be in the form of a surety bond.~~ The surety bond is to be issued by an insurer duly authorized to do business in this state in favor of the state of Idaho for the indemnification of any student for any loss suffered as a result of the occurrence, during the period of coverage, of closure of the school or any fraud or misrepresentation used in connection with the solicitation for

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

enrollment in a course of study. The term of the bond shall extend over the period of registration with the board or its designee. The bond shall be supplied by the school.

The bond shall provide for liability in the amount established in rule by the board to fund the student tuition recovery account.

The board or its designee may submit a demand upon the surety on the bond on behalf of a student or students when it is reasonably believed that a loss has occurred due to closure of the school or any fraud or misrepresentation used in connection with the solicitation for enrollment in a course of study or as a result of any violation of the provisions of this chapter or the rules promulgated pursuant to this chapter.

Neither the principal nor surety on the bond may terminate the coverage of the bond, except upon giving one hundred twenty (120) days prior written notice to the board or its designee.

~~At any time that the balance is in excess of fifty thousand dollars (\$50,000), the board shall suspend collection, except as provided in the event of a newly registered proprietary school or the transfer of ownership of a proprietary school as provided in this section, until such time as the balance is again below fifty thousand dollars (\$50,000).~~

~~—Newly registered proprietary schools shall, regardless of the balance in the account, contribute the assessment set forth in this section for two (2) consecutive years.~~

~~—If fifty-one percent (51%) or more of the ownership interest in a proprietary school is conveyed through sale or other means into different ownership, the new owner shall commence contributions under the provisions applying to a new applicant.~~



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 11-12, 2007**

---

~~—No more than ten percent (10%) per fiscal year shall be used for the administration of the tuition recovery program. The interest earned on money in the account shall be credited to the account.~~

~~—In the event of a closure of a proprietary school registered under the provisions of this chapter, any assessments which have been made against those proprietary schools, but have not been paid into the account, shall be recovered to the extent feasible, or any payments from the student tuition recovery account made to students on behalf of any proprietary school may be recovered from that proprietary school by appropriate action taken by the board. The moneys so deposited in the student tuition recovery account shall be exempt from execution and shall not be the subject of litigation or liability on the part of creditors of those proprietary schools or students.~~

Schools regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code will participate in the student tuition recovery account in accordance with this section and established in rule by the board.

**REVISED IDAHO STATUTES**

**TITLE 33**

**EDUCATION**

**CHAPTER 24**

**PROPRIETARY SCHOOLS**

**33-2409. ENFORCEMENT.**

Any violation of the provisions of this chapter shall be referred to the attorney general by the board for appropriate action including, but not limited to, injunctive relief.