

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
DECEMBER 4-5, 2008**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BOISE STATE UNIVERSITY/COLLEGE OF WESTERN IDAHO TEACH OUT MEMORANDUM OF UNDERSTANDING</b>	Motion to Approve
<b>2</b>	<b>FORMATION OF A TASK FORCE TO EXAMINE ALTERNATIVE APPROACHES FOR PLACEMENT OF STUDENTS INTO FIRST-YEAR WRITING COURSES (ENGLISH 90, 101, 102)</b>	Information Item
<b>3</b>	<b>SOUTH CENTRAL LOCAL OPERATIONS COMMITTEE - SUMMARY REPORT</b>	Information Item
<b>4</b>	<b>FEDERAL ACADEMIC COMPETITIVENESS GRANT PROGRAM – IDAHO’S PROPOSAL FOR A RIGOROUS HIGH SCHOOL PROGRAM OF STUDY</b>	Motion to Approve
<b>5</b>	<b>FIRST READING, PROPOSED AMENDMENT TO BOARD POLICY III.D. OFFICIAL CALENDARS</b>	Motion to Approve
<b>6</b>	<b>APPROVAL OF APPOINTMENTS FOR COUNCIL FOR THE EDUCATION OF STUDENTS WHO ARE BLIND/VISUALLY IMPAIRED AND DEAF/HARD OF HEARING</b>	Motion to Approve

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Boise State University/College of Western Idaho Teach-Out Memorandum of Understanding

**REFERENCE**

April 2008

The Board approved the discontinuance and closure of the Selland College effective July 1, 2009.

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho Administrative Code, IDAPA 55.01.02 — Rules Governing Postsecondary Program Reduction or Termination.

State Board of Education Governing Policies and Procedures, Section III.G. Instructional Program Approval and Discontinuance.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) (with the concurrence of the State Division of Professional-Technical Education, the College of Western Idaho and the College of Southern Idaho) requests approval to continue awarding Professional Technical Education (PTE) certificates and select AAS degrees until May 2011 to ensure the “teach out” of existing programs upon the closure of the Selland College.

On February 29, 2008, the Board signed a non-binding memorandum of understanding (“MOU”) with the College of Western Idaho (“CWI”). The MOU preliminarily approved a transfer of BSU’s professional-technical programs to CWI scheduled for July 1, 2009. At the same Board meeting, the Board approved the designation of CWI as the professional-technical college for Region III (pursuant to Idaho Code §33-2201 et. seq.) instead of BSU’s Selland College, pending final recommendation of the State Department of Professional Technical Education. At the April 16, 2008 Board meeting, the Board approved closure of the Selland College at Boise State University and discontinuation of BSU’s PTE programs, both effective July 1, 2009.

Closing the Selland College will result in the closure of all PTE programs and courses offered by BSU. Most of the students currently in the Selland College will be able to seamlessly continue their programs with CWI under this plan. However, due to differences in the College of Western Idaho/College of Southern Idaho (CWI/CSI) certificate and designated AAS degree requirements, certain courses currently offered by the Selland College will not count toward CWI/CSI certificate and select AAS degree requirements.

To remedy the situation, BSU, CWI and CSI have drafted a “teach out” agreement allowing students who have completed at least 50% of their PTE

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coursework while at BSU (by the end of Spring 09 semester) to take their remaining courses at CWI and to transfer those courses back to BSU for the awarding of their certificate and select AAS degree. BSU will continue to award PTE certificates and select AAS degrees to those students through May 2011.

**IMPACT**

CWI will offer the courses needed for a student to complete their BSU certificate and AAS degree requirements under the catalog the student entered under. This means that the required courses taken by a student in the Selland College will count toward their certificate and AAS degree. BSU would continue to award a limited number of PTE certificates and AAS degrees through May 2011 under this plan for students who need such to finalize their program in which they are currently enrolled. Other than this limited area, no professional-technical certificates or degrees will be awarded by BSU after July 1, 2009.

**ATTACHMENTS**

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Attachment 2 – Teach Out Agreement Addendum	Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

IRSA, CAAP, and Board staff recommends approval of BSU's request for a teach-out of professional-technical certificates and select AAS degrees until May 2011.

**BOARD ACTION**

A motion to approve the Teach-Out of PTE certificates and select AAS degrees between Boise State University, the College of Western Idaho, and the College of Southern Idaho, in substantial conformance to the version attached, and to authorize Boise State University to continue to award professional-technical certificates and certain AAS degrees from July 1, 2009 until May 30, 2011 in order to ensure the appropriate degree continuation for eligible Selland College students.

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



*BSU-Selland College of Applied Technology  
College of Western Idaho  
Teach- Out Agreement*

1. Students enrolled in Boise State-Selland College of Applied Technology who complete the required coursework and are awarded their Boise State University (BSU) technical certificate prior to May 2009 will be accepted to College of Western Idaho-College of Southern Idaho (CWI-COI) as continuing students with the understanding that they will have completed BSU's approved general education core for that PT program which is defined by a series of Applied Academics courses required by the technical certificate program. In this instance only, students will be able to continue their studies through the ATC award at CWI-COI without additional academic general education (GE) core course requirements. Students moving into AAS, AS or AA degree programs will be required to take appropriate GE core courses as defined in the CWI-COI catalog.
2. Students enrolled in Boise State-Selland College of Applied Technology who do **not** complete at least 50% of their technical certificate requirements at BSU prior to May 2009 and all those who wish to transfer to CWI will be accepted to CWI-COI as continuing students. These students must complete CWI-COI's approved general education core for certificates and degrees which include general education courses English 101, Communication 101, Math 123 or higher, and human relations courses as defined in CWI-COI catalog and program requirements.
3. Students who are eligible to enroll in classes at BSU-Selland College of Applied Technology who have completed at least 50% of their certificate requirements at Boise State by May 2009, and who do not want to change their program curriculum can complete their program through Boise State University. In such cases, these students will fall under the conditions of the teach-out agreement and will be awarded appropriate certificates according to Northwest Commission on Colleges and Universities (NWCCU) standards (refer to Policy A-12 and Policy A-13). The terms of this agreement are as follows:
  - a. Students with outstanding Applied Academics courses may fulfill these requirements by completing the required Applied Academic courses taught by CWI faculty at the CWI facility. These courses will remain in the BSU catalog under which the student entered.
  - b. Students with outstanding technical program courses may fulfill these requirements by completing the equivalent CWI-COI PT program courses.
  - c. Upon completion of all requirements, the student will send an official CWI-COI transcript to Boise State University, and BSU will award the certificate by waiving the residency requirement.
4. Applied Academics classes will be listed in the CWI course *schedule* with wording indicating the following points:

- a. Applied Academics classes are **only** for students who are actively participating in the BSU teach-out agreement. Such students must have been enrolled in a technical program at Boise State-Selland College of Applied Technology no later than Spring 2009.
  - b. These Applied Academics classes apply only to completion of a BSU TC, PTC and ATC for the transition cohort of students. These courses will not satisfy any general education core requirements for any certificate requirements at CWI-CSI.
  - c. Students completing Applied Academics courses and required PT program classes under the teach-out agreement must notify BSU per point 3.c. to be awarded a certificate.
5. Students enrolling under the teach-out agreement must complete a Boise State Teach-Out Contract and work with a designated Boise State teach-out advisor to ensure they understand the process and requirements outlined in said teach-out agreement.
  6. This teach out agreement will expire May 2011. Students awarded their BSU certificate or degree in the teach-out plan will be then treated as students defined in point #1 above.

Mark E. Andrews  
Provost, Boise State University

10/31/08  
Date

Victor Brubaker  
Executive Vice-President,  
College of Western Idaho

11-05-08  
Date

G. Doa  
Executive Vice-President and  
Chief Academic Officer,  
College of Southern Idaho

11/28/2008  
Date

*Addendum to BSU Selland / CWI Teach-Out Agreement*

7. Students eligible to enroll in classes at BSU-Selland College who, by May 2009, will have completed at least 50% of their A.A.S. degree requirements in Drafting Technology, Electronics Technology, Industrial Electronics Technology, or Manufacturing Systems Technology, may elect to complete their program through Boise State University. These students will fall under the conditions of the "teach-out agreement addendum" and will be awarded appropriate degrees according to Northwest Commission on Colleges and Universities (NWCCU) standards (refer to Policy A-12 and Policy A-13). The terms of this agreement addendum are as follows:
  - a. Students with outstanding technical program courses may fulfill these requirements by completing the equivalent CWI-CSI PT program courses.
  - b. Students with outstanding general education core courses may fulfill these requirements by completing those courses at Boise State or the equivalent CWI-CSI general education core courses.
  - c. Students who have not completed BSU-Selland course ELCTEC 231 Electronics Calculus by May 2009 may fulfill this requirement by completing an equivalent course taught by CWI faculty at the CWI facility. Both the BSU-Selland version and the CWI version of Electronics Calculus will count as an Area III core course in mathematics under the BSU-Selland A.A.S. degree plan.
  - d. Students who have not completed BSU-Selland course MFGTEC 231 Technical Physics by May 2009 may fulfill this requirement by completing an equivalent course taught by CWI faculty at the CWI facility. Both the BSU-Selland version and the CWI version of Technical Physics will count as an Area III core course under the BSU-Selland A.A.S. degree plan.
  - e. MFGTEC 231 and ELCTEC 231 will remain in the BSU catalog under which the student entered.
  - f. Upon completion of all A.A.S. degree requirements, the student will send an official CWI/CSI transcript for any CWI courses taken to Boise State University, and BSU will award the degree by waiving the residency requirement.
8. Special sections of the Electronics Calculus and Technical Physics classes will be listed in the CWI course *schedule* with wording indicating the following points:
  - a. These sections are only for students who are actively participating in the BSU teach-out agreement addendum. Such students must have been enrolled in a

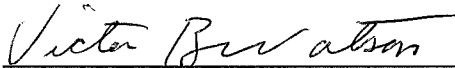
technical program at Boise State-Selland College of Applied Technology no later than Spring 2009.

- b. The special sections of these courses apply only to completion of a BSU A.A.S. degree for the transition cohort of students. They will not satisfy any general education core requirements for any degree requirements at CWI-CSI.
  - c. Students completing special sections of these classes, PT program classes, and general education core classes under the teach-out agreement addendum must notify BSU per point 7.f. to be awarded a degree.
9. Students enrolling under the teach-out agreement addendum must complete a Boise State Teach-Out Contract and work with a designated Boise State teach-out advisor to ensure they understand the process and requirements outlined in said addendum.
10. This teach-out agreement addendum will expire May 2011.



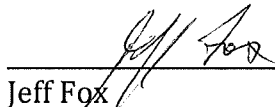
Sona Karentz Andrews  
Provost and Vice President for Academic Affairs  
Boise State University

11/21/08  
Date



Victor B. Watson  
Executive Vice President  
College of Western Idaho

11-21-08  
Date



Jeff Fox  
Executive Vice President and Chief Academic Officer  
College of Southern Idaho

11-21-08  
Date

**COUNCIL ON ACADEMIC AFFAIRS AND PROGRAMS**

**SUBJECT**

Formation of a Task Force to Examine Alternative Approaches for Placement of Students into First-Year Writing Courses (English 90, 101, and 102)

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III Postsecondary Affairs, Subsection Q. Admissions Standards, 4.c.

**BACKGROUND/DISCUSSION**

The present placement practice for incoming students at all Idaho public colleges and universities into English 90, 101, or 102 is based on ACT/SAT scores. Institutions also use COMPASS scores to place students into 101 or 102. Additionally, students can receive credit for English 101 based on their COMPASS and ACT/SAT score.

The challenges of the current placement system for English have been of concern for some years to Idaho writing program administrators at all of Idaho's public colleges and universities. These experts agree that Idaho college students can be placed more appropriately into first-year writing courses (English 90, 101, and 102) by research-based, pedagogically-sound placement systems.

On June 5, 2008 a proposal was brought forward to CAAP on behalf of the English Department Chairs and Writing Program Administrators from all of Idaho's public colleges and universities to create a taskforce to explore alternatives or new methods for placing students in first-year writing courses (English 90, English 101, and English 102). The Council on Academic Affairs and Programs (CAAP) approved the formation of a task force to pilot placement options. Based on the findings, CAAP may recommend a policy amendment to the Board.

**Problems with the Current Placement System:**

1. Standardized test scores are not valid or reliable as placement instruments. Research on standardized tests and placement in writing courses has documented, time and again, that placement decisions almost never match with future performance. A recent white paper by a joint National Council of Teachers of English (NCTE) and Council of Writing Program Administrators (C-WPA) task force notes that "A single off-the-shelf or standardized test should never be used to make important decisions about students, teachers, or curriculum." Even the testing agencies for ACT, SAT and COMPASS advise that their test scores be used as only one piece of data on which to determine placement<sup>i</sup>.

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2. Placement based on standardized tests misplaces students. According to a survey of Idaho English department chairs and writing program administrators who have been analyzing the effectiveness of the current system, this placement system allows under-prepared students to take courses for which they are not ready and hinders others from advancing to coursework for which they are prepared. Standardized tests prioritize speed and efficiency; however, they do not take into account either student's reading and writing abilities or the first-year writing curriculum. Students who are inappropriately placed are often frustrated when they are placed into a course for which they are not ready.

3. Standardized test scores have never been intended to be used as a basis for awarding course credit. No standardized test meaningfully represents the experience of a full college writing course. None of the testing agencies claim that their tests are valid or reliable indicators upon which to give course credit.

4. Awarding course credit based on standardized test score (exception AP) inaccurately represents the content of college-level courses. At all colleges in Idaho, first-year writing courses are taken seriously and taught with rigor and care. When students are able to take and re-take a test (e.g., the COMPASS) that has nothing to do with the curriculum, the reputation of Idaho universities is harmed by communicating to students that one \$5 grammar and usage test is equivalent to an entire sixteen-week college-level writing course.

5. Using standardized tests for either placement or course credit does not reflect best practices or current research on writing. Seventy-seven percent of the English department administrators in Idaho universities and colleges are dissatisfied with the ACT/SAT as a placement method, and ninety-two percent are dissatisfied with the use of COMPASS. There are many other robust writing placement methods that better reflect recent understandings of first-year writing courses. Program administrators charged with providing high-quality first-year writing courses for all incoming students view writing placement as an opportunity for positive programmatic development that will directly enhance the educational experience of Idaho college students.

To address these concerns, the task force was given a charge, deliverables, membership, and timeline. See Attachment 1.

The proposal is a way to close that gap between graduation rates at high schools and proper placement at the colleges/universities level because there will be an increased amount of participation and discussion with high school counterparts and the English departments across the state at the college level.

It should be noted that this is only a placement issue and that college admissions will not be affected by the proposal.

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Each institution will participate in a voluntary pilot resulting in a rich dataset that examines different placement models. The institutions will then share this data with each other to form any proposed changes in policy.

On October 17-18, 2008, the English Placement Taskforce held a placement workshop in Boise. The Placement Workshop was designed to begin conversations, enhance the task force's understanding of the issues surrounding placement, and to provide some time for taskforce members to begin planning for pilot placement systems. The workshop was facilitated by assessment experts Dr. Peggy O'Neill of Loyola College and Dr. Diana Kelly-Riley of Washington State University. A report on the outcomes of this workshop was developed and shared with CAAP and is being forwarded to the Board as information.

**ATTACHMENTS**

Attachment 1 – Task Force Charge and Membership	Page 5
Attachment 2 – Report on Placement Workshop	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff and CAAP support the formation of the taskforce and have directed the task force to routinely report to CAAP on its progress. Board staff has also asked the taskforce to consider the larger context surrounding placement tools and procedures so that additional barriers are not created for students trying to determine what they need to do to enroll in and complete degree requirements.

**BOARD ACTION**

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

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<sup>i</sup> [www.act.org](http://www.act.org); [www.collegeboard.com](http://www.collegeboard.com)

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English Placement Task Force  
July 2008

**Charge:** The English Placement Task Force (EPTF) is charged with studying, piloting, and recommending new placement systems at Idaho colleges and universities. The task force is guided by the understanding that all constituents—students, faculty, administrators—will be best served by placement systems that are valid, pedagogically reliable, and responsive both to best practices in writing placement and to local needs and contexts.

The EPTF is charged with

- a) surveying current best practices in English placement at a range of institutions nation-wide;
- b) soliciting the input of writing placement experts to devise new placement systems;
- c) piloting new placement systems at identified volunteer institutions;
- d) assessing and reporting on those placement systems;
- e) presenting recommendations for English placement at Idaho public colleges and universities to CAAP.

**Membership:** The EPTF should have robust representation from a range of institutions and constituents.

Faculty (note that the faculty listed by name have already volunteered):

Heidi Estrem, Director of First-Year Writing; Boise State University  
Tom Peele, Associate Director of First-Year Writing; Boise State University  
Michelle Payne, English Dept. Chair, Boise State University  
Ken Bingham, Professor, Composition Director; College of Southern Idaho  
Jeff Fox, College of Southern Idaho English Department Chair  
Terry Engebretsen, English Dept. Chair, Idaho State University  
Up to 3 faculty representatives each from ISU, UI, LCSC, EITC, NIC and CWI (to be determined by Chief Academic Officer)

Registrars and Academic Advising:

Kimber Shaw, Advising and Academic Enhancement; Boise State University  
Kris Collins, Registrar; Boise State University  
Up to 2 professional staff or faculty representatives each from ISU, UI, LCSC, EITC, NIC and CWI (to be determined by Chief Academic Officer)

Administration:

Sharon McGuire, Associate Provost for Undergraduate Education; Boise State University  
Up to 1 administrative representative each from ISU, UI, LCSC, EITC, NIC and CWI (to be determined by Chief Academic Officer)  
Dana Kelly from Office of State Board of Education  
Liz Smith from Idaho State Department of Education

**Timeline:**

AY 2008-9

Fall 2008:

- Explore benefits of current models for writing placement and related benefits for Idaho schools through written materials and through attending a placement workshop (see attached explanation and budget)
- Consult with writing placement/assessment scholars during the placement workshop on current innovative and reliable models
- Identify the appropriate placement programs for different kinds of institutions in Idaho
- CAAP will inform and brief SBOE at the SBOE October 9-10 meeting in Lewiston
- Establish an appropriate assessment plan for the placement models
- Solicit institutions to host pilot placement programs

Spring 2009:

- Begin implementing pilot placement programs on a voluntary basis for incoming students

AY 2009-10

- Continue implementing pilot placement programs
- Generate and interpret preliminary data on the pilot placement programs
- Report on research and make a proposal for English placement to CAAP

**Deliverables to CAAP:**

January 2009 – Initial Writing Placement Report, detailing:

- The placement programs that are being piloted and an explanation of how that placement model meets the charge for this task force
- The placement programs considered and an explanation of why each institution chose to pilot the program
- Projected benefits and challenges of each pilot placement program
- Projected costs, if any
- The assessment plan for each pilot program

October 2009 – Preliminary Pilot Programs Report, detailing:

- The results from each pilot program
- Assessment of each pilot program
- Actual costs, if any
- Unexpected challenges and/or benefits.

Spring 2010 – Recommendation Report for English Placement in Idaho Colleges and Universities, detailing:

- Proposed recommendations for statewide English placement
- Rationale for each placement program chosen
- Budget proposal, if needed
- Ongoing assessment plan for each placement program

To: Sona Andrews, Boise State University Provost and Jeff Fox, College of Southern Idaho  
CAO

From: Whitney Smith, College of Southern Idaho and Heidi Estrem, Boise State University  
Co-Chairs, English Placement Task Force

Date: October 20, 2008

Re: Report on Placement Workshop, October 17-18, 2008

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With much thanks to CAAP, the English Placement Task Force met recently to discuss issues with placement in writing classes and to design placement pilots for interested institutions. The two workshop facilitators, Peggy O'Neill of Loyola College and Diane Kelly-Riley of Washington State University, led an intensive 1.5 day workshop that built from best practices in writing assessment and that also allowed for significant collaboration and interaction.

### **Results:**

The EPTF carefully considered both the current placement practices in Idaho and models for placement at other universities across the country. In light of concerns about consistency across colleges and universities in Idaho, the EPTF designed and agreed upon a pilot placement program that will enable us to draw from a common framework and then refine that framework in light of each institution's needs. The *evidence-based placement pilot placement program* will use multiple pieces of data, including:

- Robust course information
- Guided student self-assessment
- Advising
- Additional student data (might include writing samples, a diagnostic essay, high school GPA, and/or other test scores)
- Standardized tests currently in use at Idaho colleges and universities (COMPASS, ACT, and/or SAT)

### **The Pilot Program:**

The above model will provide a framework from which each institution will work and adapt as necessary to fit the needs of their students, faculty, and student services providers.

The Evidence-Based Placement model draws from current best practices through expanding the number of data streams available to students as they (with advisors) consider various placement options.

All students who participate in the pilot placement will be placed according to a combination of the various data streams listed above. Initially, students will be given in-depth information about

the courses in question: course descriptions and syllabi, sample assignments, sample responses, and so on. Then, they will complete a self-assessment, complete writing samples, and compile additional information. Students will use this information to reflect on and determine which course best fits with their incoming abilities and tendencies as a student. Finally, students will have the opportunity to be advised about course selection; students will be encouraged to take the course that the majority of assessments indicate as correct.

Course selection will take place after the above measures have been considered. Students will be able to work with their adviser to choose between the course into which they were initially placed by the standardized test score, the course “below” it, or the course “above” it. (For example, a student who initially places into English 090 would not be able to “skip” a course and place in English 102.) For the purposes of the pilot, students will not be forced to “move down”; for example, a student who places into English 101 can be strongly advised to take English 090 if the self-assessment, writing samples, and other data indicate that course is correct, but they will not be made to enroll.

Student participation in the pilot will be voluntary. Student volunteers will be solicited at each institution through contacting students who have already committed to attending that institution. Each institution will aim to have 50 students complete the pilot placement process for students entering in the fall of 2009. This will ensure that there is a reasonable amount of assessment data collected from each institution to guide later decisions.

Institution-specific teams of EPTF members will meet in fall 2008 to develop the Evidence-Based Placement pilot framework more completely for their university. The pilot model aims to provide a cohesive, consistent approach to placement at all Idaho institutions while still encouraging each institution to develop site-specific placement procedures. (As one small example: it is possible to do one-on-one advising sessions at some institutions but not at others. Local pilots of the Evidence-Based Placement framework will take such context-specific differences into consideration.)

**Assessment:**

The effectiveness of the placement pilot will be measured by the following at each institution (to be developed in fall 2008 and early spring 2009):

- A survey of instructors, given in the second to third weeks of the semester, that asks instructors to assess each student's placement;
- A student-satisfaction survey that asks if students feel they have been placed in the appropriate course;
- Follow-up interviews with student pilot participants who have failed or dropped their class.

Each institution will also generate additional assessment measures appropriate to their context and in collaboration with institutional research.

**Participation:**

The following institutions have agreed to participate in the placement pilot:

- Boise State University
- College of Southern Idaho
- College of Western Idaho
- Idaho State University
- Lewis Clark State College
- North Idaho College
- University of Idaho

**Timeline (in addition to the timeline outlined on the CAAP-approved English Placement Task Force charge):**

- Currently in progress: EPTF members meet with appropriate campus personnel and offices to begin discussing the pilot; EPTF members meet with institutional research offices to discuss subject participation and data gathering
- November 30: pilot framework finalized
- January 30: Institution-specific pilots drafted
- March 15: Input gathered on proposed institution-specific pilots
- April 1: Institution-specific pilots finalized
- Spring and summer 2009: Recruit students for pilot
- Fall 2009: Implement evidence-based placement pilots at volunteer institutions

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**SUBJECT**

South Central Local Operations Committee – Summary Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures  
Section III.G. Program Approval and Discontinuance  
Idaho State Board of Education Governing Policies and Procedures  
Section III.Z. Delivery of Postsecondary Education

**BACKGROUND/DISCUSSION**

Higher education delivery in Idaho has been addressed through a series of academic partnerships with sister institutions. The University of Idaho, Idaho State University, Boise State University, and the College of Southern Idaho (CSI) 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 was signed on January 31, 2007.

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 responsibilities included 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.

The South Central Local Operations Committee has provided a progress report on each institution's collaborative efforts and services. A summary of cooperative efforts of the universities with the College of Southern Idaho and among each other are highlighted in Attachment 1.

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.

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.

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**ATTACHMENTS**

Attachment 1 – South Central Highlights

Page 3

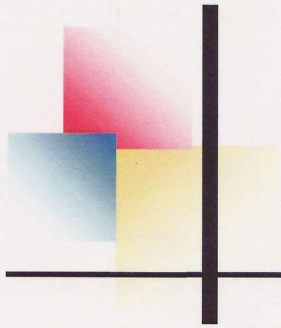
**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has no comments or recommendations.

**BOARD ACTION**

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





# Twin Falls

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Local Operation  
Committee Report to CAAP

University of Idaho

BOISE  STATE  
U N I V E R S I T Y

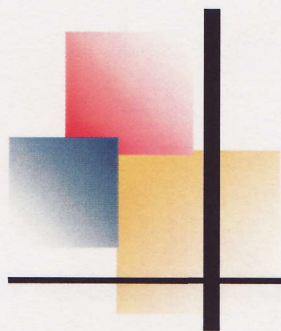


COLLEGE OF  
SOUTHERN  
IDAHO



November 6, 2008

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University of Idaho



COLLEGE OF  
SOUTHERN  
IDAHO



# Collaborative Higher Education Regional Governance

## History

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 work together to serve Idaho Falls educational needs. The University Place was established. Later Eastern Idaho Technical College joined the agreement. The structure includes a Memorandum of Agreement for the delivery of Educational Services. 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.

Through strong leadership by the presidents the centers are moving beyond historical “turf wars” among institutions. Overall, the centers are operating effectively and enjoy strong support from the local communities. They share governance and oversight while remaining closely aligned and integrated with on-campus colleges and departments.

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 handles program recommendations to the Oversight Council. In the past, the Oversight Council was comprised of the institutional presidents. In the spring of 2006 the Oversight Council was handed to the Vice Presidents and is now governed by CAAP (Council on Academic Affairs and Programs). 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 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 with an objective to have a common reception area with offices for each of the universities. The College of Southern Idaho Foundation has pledged to support the remodeling of the Aspen Building with a goal having the project complete in 2010.



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

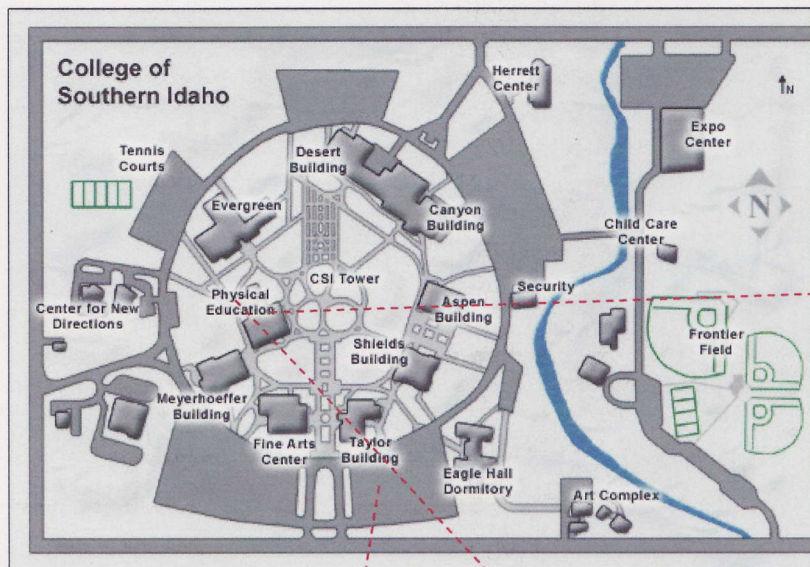
The University of Idaho, Idaho State University, Boise State University, and the College of Southern Idaho have enjoyed partnership on the CSI campus for over a decade. In 2004 the south central Idaho operations committee was formed. A formal memorandum of agreement is in place and was signed on January 31, 2007. This committee meets monthly and includes representatives who have a mutual interest in the commitment to the educational programs and services offered through out 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 institutions 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, Chief Academic Officers of the local partnership will meet to set agendas, resolve issues, plan future directions. The Executive Committee as appropriate will establish Management Councils and Operating Teams.



# Bachelor's and Master's Degree Programs Available In Twin Falls



## **CHRIS VAAGE, DIRECTOR**

(208) 736-2101  
Evergreen Building  
vaagchri@isu.edu

## **ASSOCIATE OF SCIENCE**

Respiratory Therapy

## **BACHELOR OF ARTS/SCIENCE**

General Studies  
Early Childhood Education (BA or BS)  
Elementary Education  
(BA or BS or certification)  
Secondary Education (certification)  
Special Education (certification)  
Human Resource Training and  
Development (BS)  
Nursing (BS) completion program  
Coursework leading to a degree in  
Psychology

## **MASTER OF EDUCATION**

Educational Administration (M.Ed)  
Instructional Technology (M.Ed)

## **MASTER OF SCIENCE**

Nursing (MSN)\*

## **MASTER OF TRAINING & DEVELOPMENT**

Human Resource Training &  
Development (MTD)

## **DOCTOR OF EDUCATION**

Educational Leadership (Ed.D)

*\*Online programs*



## University of Idaho

## **AMANDA MOORE-KRIWOX, COORDINATOR**

(208) 736-3624  
Evergreen Building  
akriwox@uidaho.edu

## **BACHELOR OF SCIENCE**

Agricultural Science & Technology

## **DISTANCE DELIVERED PROGRAMS**

Psychology (B.S.)  
Adult and Organizational Learning & Leadership  
(M.S., Ed. Specialist)  
Administrative Endorsement -Principalship,  
Superintendency  
Business & Marketing Education (Secondary Teaching  
Certification, M.Ed.)  
Educational Leadership (M.S., M.Ed., Ed. Specialist)  
Education (Ed.D., Ph.D)  
Professional-Technical & Technology Education  
(Professional-Technical Education Certification, M.S.,  
M.Ed., Ed. Specialist)  
Environmental Science (M.S.)\*  
Natural Resources (MNR)\*  
Fire Ecology Certificate\*  
Restoration Ecology Certificate\*  
Engineering Management (M.Engr)\*

## **SHARI STROUD, COORDINATOR**

(208) 732-6284  
Taylor Building, Room 202  
sstroud@boisestate.edu

## **BACHELOR OF BUSINESS ADMINISTRATION**

General Business  
Accounting

## **BACHELOR OF ARTS/SCIENCE**

Criminal Justice  
Social Work

## **MASTER OF SOCIAL WORK**

Full Program MSW  
Advanced Standing MSW

## **MASTER OF EDUCATION**

Bilingual Education



## **Collaborative Marketing Efforts**

- Joint advertising billboard Campaign
- Joint advertisement in Images Magazine sponsored by the Chamber of Commerce.
- Joint advertisement on local Twin Falls television stations emphasizing the slogan of “Stay Near, Go Farther.”
- Joint presentations describing programs and higher education opportunities in South Central Idaho at local service organizations including Blue Lakes Rotary, Kiwanis, Optimists, Twin Falls Rotary, Lions, Castleford Men’s Club.
- Mousepads with “Stay Near, Go Farther” slogan.

Examples of the marketing efforts follow:



Billboards:

 <p><b>Travis Kundt</b> B.S. Criminal Justice Administration Boise State University</p> <p><b>Stay Near, Go Further!</b></p> <p>Get 4-Year Degrees at CSI from</p> <p>IDAHO STATE UNIVERSITY ISU</p> <p>University of Idaho</p> <p>BOISE STATE UNIVERSITY</p>	 <p><b>Bev &amp; Bret Hall</b> B.A., B.S.N. Idaho State University</p> <p><b>Stay Near, Go Further!</b></p> <p>Get 4-Year Degrees at CSI from</p> <p>IDAHO STATE UNIVERSITY ISU</p> <p>University of Idaho</p> <p>BOISE STATE UNIVERSITY</p>
 <p><b>Abbie Severa</b> Agriculture Science &amp; Technology Degree University of Idaho</p> <p><b>Stay Near, Go Further!</b></p> <p>Get 4-Year Degrees at CSI from</p> <p>IDAHO STATE UNIVERSITY ISU</p> <p>University of Idaho</p> <p>BOISE STATE UNIVERSITY</p>	 <p><b>Stay Near Go Far</b></p> <p>COLLEGE OF SOUTHERN IDAHO <b>CSI</b></p>

Mousepads:

**What will you do when you complete  
your CSI Degree?**

**Stay Near,  
Go Farther!**

**Earn one of 29 advanced degrees  
without leaving Twin Falls!**

<p><b>BOISE STATE</b> UNIVERSITY EXTENDED STUDIES <a href="http://www.boisestate.edu/extendedstudies/twinfalls">www.boisestate.edu/extendedstudies/twinfalls</a> <b>208.732.6284</b></p>	<p><b>Idaho State</b> UNIVERSITY Twin Falls <a href="http://www.isu.edu/tfctr/">www.isu.edu/tfctr/</a> <b>208.736.2101</b></p>
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**University of Idaho**  
A LEGACY OF LEADING  
[www.uidaho.edu/boise](http://www.uidaho.edu/boise)  
**208.736.3624**



Earn one of 29 university degrees without leaving the Magic Valley.

Boise State University, the University of Idaho and Idaho State University are working together to expand your local educational options.

We now offer the following in Twin Falls: 14 Bachelor's, 13 Master's and 2 Doctorate programs. Over 100 accredited university-level classes, many with on-site instructors and classrooms.

For more information, contact one of our local offices.

# Stay Near, Go Further!

For more information on higher educational opportunities available in Twin Falls, please contact one of the following:

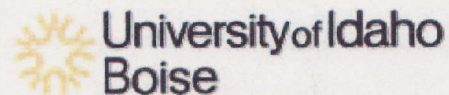


Shari Stroud, Coordinator — Twin Falls Program  
208-732-6284 • sstroud@csi.edu

IRSA



Chris Vaage, Director — ISU Twin Falls Center  
208-736-2101 • vaagchri@isu.edu



Amanda Moore-Kriwox, Coordinator — Twin Falls Program  
208-736-3600 or 866-BOISE-UI • www.uidaho.edu

**TAB 3 Page 10**



# Four-Year Degrees And Beyond Right Here At Home!



**Earn one of 18 degrees without leaving the Magic Valley.**

**Subject areas include:**

Accounting • Agricultural Science and Technology  
Bilingual Education • Criminal Justice • Education  
General Business Management • Nursing • Psychology  
Respiratory Therapy • Training and Development

**Available in Twin Falls:**

- 9 Bachelor's Degrees
- 8 Master's Degrees
- 1 Doctorate Program
- Over 100 accredited university-level classes
- On-site instructors and classrooms

Boise State University, the University of Idaho and Idaho State University, along with the College of Southern Idaho are working together to expand your local educational options.

## Stay Near, Go Further!


**For more information, contact one of our local offices located on the College of Southern Idaho campus.**

**BOISE STATE**  
UNIVERSITY

Shari Stroud, Coordinator  
208-732-6284 • sstroud@csi.edu

**Idaho State**  
UNIVERSITY

Chris Vaage, Director  
208-736-2101 • vaagchri@isu.edu

 **University of Idaho  
Boise**

Amanda Moore-Kriwox, Coordinator  
208-736-3600 or 866-BOISE-UI • uidaho.edu



## **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 year academic year (2007-2008) 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.
- 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
  - 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



University of Idaho



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

### **Program Information:**

- Classes offered in Twin Falls since 1995
- Four bachelor's degree programs offered:
  - Accountancy (BBA)
  - General Business (BBA)
  - Criminal Justice (BS or BA)
  - Bachelor of Social Work (BSW)
- Two Graduate Programs
  - Bilingual/ESL Education (MEd)
  - Master of Social Work (MSW)
- Total Enrollments in all programs—Fall 2008: Total Enrollments---386, Headcount---153
- Graduates 2008: 26 Bachelor's Degree Graduates (4 Accountancy, 10 General Business, 12 CJ)
- Total Bachelor's Degree Graduates since 1998---233

### **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 Monday-Thursday.



**BOISE STATE EXTENDED STUDIES  
TWIN FALLS PROGRAM  
SCHEDULE OF COURSES—FALL 2008**

# Earn a degree from Boise State, ... without leaving the Magic Valley!

After getting started at the College of Southern Idaho, you can complete a degree through Boise State University's Program at CSI.

**Bachelors' Degrees:**

- General Business Management
- Accounting
- Criminal Justice
- Social Work – Begins Spring 2009

**Other Programs:**

- Master's Degree in Instructional & Performance Technology (online)
- Graduate Certificate or Master's Degree in Education Technology (online)
- Master's Degree in Bilingual Education
- Master's Degree in Social Work – NEW this Fall!

## Boise State's Fall 2008 Classes in Twin Falls

Fall semester begins Monday, August 25, 2008

**BUSINESS MANAGEMENT AND ACCOUNTING**

ACCT 350, Analysis Design, and Audit of AIS, Tuesdays, 6-9 p.m.  
ACCT 308, Intermediate Accounting III, Mondays, 6-9 p.m.  
FINAN 410, Working Capital Management, Mondays, 6-9 p.m.  
GENBUS 304, Law for Accountants I, Thursdays, 6-9 p.m.  
GENBUS 441, Business, Government, and Society, Tuesdays, 6-9 p.m.  
MGMT 301, Leadership Skills, Internet  
MKTG 301, Principles of Marketing, Wednesdays, 6-9 p.m.  
MKTG 420, Marketing Management, Wednesdays, 6-9 p.m.

**CRIMINAL JUSTICE**

CJ 350, Methods of Legal Research, Wednesdays, 6-9 p.m.  
CJ 363, Criminal Justice Management, Internet  
CJ 491 & 492, Field Work I & II, Arranged

**BILINGUAL EDUCATION MASTER'S DEGREE**

ED-BLES1 500, Bilingual/ESL Curriculum, 3 weekends (Oct. 17-Dec. 6)  
ED-BLES1 502, Methods of Teaching ESL, 3 weekends (Sept. 5-Oct. 11)  
ED-CIFS 506, Issues in Education, 4 weekends (Aug. 29-Nov. 2)

**SOCIAL WORK MASTER'S DEGREE**

SOCWRK 502, Social Welfare & Social Work, Wednesdays, 6-9 p.m.  
SOCWRK 503, Foundation Practice I (Small Systems, Micro), 8 Saturdays, 9 a.m.-3 p.m.  
SOCWRK 512, Human Development Through the Life Cycle, Tuesdays, 6-9 p.m.  
SOCWRK 514, Ethnicity, Gender, and Class, Tuesdays, 4:30-5:30 p.m.  
SOCWRK 526, Mental Disorders, Tuesdays, 6-9 p.m.  
SOCWRK 532, Research II: Evaluation, 8 Saturdays, 9 a.m.-3 p.m.  
SOCWRK 550, Advanced Interventions I, Mondays, 6-9 p.m.  
SOCWRK 575, Advanced Social Work Practicum I, Arranged

For more information contact Shari Stroud, Twin Falls Coordinator.

**Call**

208-732-6284

**Visit**

Taylor 202 at CSI

**Write**

sstroud@boisestate.edu

**Click**

boisestate.edu/extendedstudies/  
and click "Other Campus Sites"



# Idaho State

## UNIVERSITY

### *Twin Falls*



Jennifer Stevens '06, B.A.  
Elementary Education, ISU-Twin Falls

#### Programs

- Classes offered in Twin Falls since 1960's
- ISU offices established on CSI main campus in 1992
- 81 ISU-Twin Falls students graduated May 2008
- 1000+ graduates from Twin Falls programs since 1992
- 265 unduplicated headcount for Fall 2008 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 4 rooms for administrative offices  
2 Distance Learning Classrooms  
20 station computer lab  
Education Faculty office  
2 TRiO offices

Idaho State University—Twin Falls

Evergreen B40

P.O. Box 1238

Twin Falls, ID 83303

Phone: 208-736-2101

Fax: 208-736-2185

ISU Ext.: 4840/4845

CSI Ext.: 6449



## NURSING

114490	BIOL 305	.....	INTRO. TO PATHOBIOLOGY	
110782	TBA; 3 cr.		Bunde, C.	Website
111306	NURS 405	.....	SOCIALIZATION INTO NURSING	
	TBA; 1 cr.		TBA	Website
110574	NURS 424	.....	RN LEADERSHIP IN COMMUNITY	
	TBA; 3 cr.		Renn, N.	TBA
156081	NURS 425	.....	RN LEADERSHIP IN COMM PRACT.	
	TBA; 3 cr.		Renn, N.	TBA
156040	PHIL 230	.....	BIOETHICS	
	T,H 4:00P-5:15; 3 cr.		Skidmore, J.	Evgrn C-91

## COLLEGE OF TECHNOLOGY

110511	DENT 201	.....	ESSENTIALS OF SURVEYING	
	TBA; 2 cr.		Long, M.	Website
111442	FSA 102	.....	FIRE BEHAVIOR & COMBUSTION	
	TBA; 2 cr.		Mikitish, M.	Web Conf
111452	FSA 106	.....	PRINCIPLES OF EMERGNCY SVC	
	TBA; 2 cr.		Mikitish, M.	Web Conf
156020	GEMT 400	.....	ESSENTIALS OF SURVEYING	
	F 3:00P-6:50; 3 cr.		Wissa, M.	Evgrn C-89
156549	HRD 404/504	.....	EVALUATION IN CT AND PTE	
156588	M 7:00P-9:50; 3 cr.		Buffaloe, D.	Evgrn C-91
156001	HRD 405/505	.....	LEARNING STYLES FNDAMENTLS	
156002	T 6:30P-9:20; 3 cr.		Croker, R.	Shields 109
110416	HRD 409/509	.....	PROF READINGS AND WRITING	
110446	TBA; 3 cr.		Kolody, R.	Website
156509	HRD 457/557	.....	FACILITATING ADULT LEARNING	
156531	F 6:00P-8:50; 3 cr.		Wilson-Scott, K.	Evgrn C-91
156032	HRD 461/561	.....	DIRECTED STUDIES	
156035	TBA; 1-4 cr.		Croker, R.	TBA
158475	HRD 465	.....	PRACTICUM IN CORP TRNG	
	TBA; 3 cr.		Wilson-Scott, K.	TBA
156062	HRD 632	.....	RESEARCH METHODS IN HRD	
	H 6:30P-9:20; 3 cr.		Wilson-Scott, K.	Evgrn A-21
145630	HRD 635	.....	GRADUATE PRACTICUM IN HRD	
	TBA; 3 cr.		Wilson-Scott, K.	TBA
156033	HRD 645	.....	FIELD RESEARCH PROJECT	
	TBA; 1-3 cr.		Croker, R.	TBA

## COLLEGE OF TECH., cont.

156034	HRD 650	.....	THESIS	
	TBA; 1-3 cr.		Croker, R.	TBA
156000	RESP 200	.....	INTRO TO RESP. CARE & LAB	
	M 1:00P-3:50; 4 cr.		Swope, S.	Evgrn C-89
156018	RESP 211	.....	PHARMACOTHERAPY RESP THERA	
	T 1:00P-2:50; 2 cr.		Swope, S.	Evgrn C-89
156059	RESP 232	.....	PATIENT ASSESSMENT II	
	M 9:00-10:50; 2 cr.		Swope, S.	Evgrn C-89
156060	RESP 280	.....	CASE MANAGEMENT I	
	T 9:00-10:50; 2 cr.		Wood, L.	Evgrn C-89
156063	RESP 330	.....	CLIN. PRACT THERAP PROCED III	
	TBA; 5 cr.		Wood, L.	TBA

**REGISTRATION:** By phone, 736-2101; at ISU-Twin Falls, CSI Evergreen Bldg. #B40; or on the ISU website, [www.isu.edu](http://www.isu.edu).

**FEES:** 1-7 credits: \$236/undergraduate credit; \$276/grad. credit.

8+ credits (full time): \$2,332 for undergrads, \$2,737 for graduates.

The full-time fees do not include the health insurance premium of \$578 (may be waived with proof of existing insurance.)

Reduced fees for employees and students over 60; additional fees for non-residents.

### PAYMENTS/LATE FEES:

#### FEES DUE BY 8/25/08

A \$50 late fee will be charged August 26. A \$100 late fee will be charged if not paid by the 10th day of class. Pay with TranPay, check or cash at the ISU-Twin Falls office. To pay with credit card, call 282-2900.

**ADVISING & BENGAL CARD PHOTO ID:** For an appointment with an advisor or for more information, call 736-2101. Bengal ID photos can be taken in the ISU-Twin Falls office.

**DEGREE OPTIONS\*\*:** Bachelor's degrees are offered in Early Childhood and Elementary Education, General Studies, Human Resource Training & Development, and Nursing. Master's Degrees offered in Training & Development, and Nursing. Associates Degrees in Respiratory Therapy and First Services Administration. Courses are offered toward degrees in Psychology, Special Education and Masters' in Education.

\*\*Classes can be cancelled at any time for lack of enrollment

08/18/08



# 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 since 1994
- 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**
  - **Engineering Management** (M. Engr)
- Undergraduates- Fall 2008: 29
- Graduates- Fall 2008: 39
- Non-degree- Fall 2008: 37
- 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 videoconferencing. 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.



## Fall 2008- Courses offered in Twin Falls

*(Fall semester begins August 25, 2008 and ends December 19, 2008)*

- ADOL 410- Foundations of Human Resource Development (WWW)- CRN 32830
- ADOL 501- SEM: Foundations of Adult Basic Education (WWW)- CRN 27938
- ADOL 510- Foundations of Human Resource Development (WWW)- CRN 32660
- ADOL 573- Adult Learners: Foundations and Characteristics (WWW)- CRN 27316
- ADOL 575- Strategies for Facilitating Adult Learning (WWW)- CRN 30743
- ADOL 589- Critical Thinking (M 6:00 PM-9:00 PM, Evergreen A-21)- CRN 32882
- ACCT 201- Introduction to Financial Accounting (WWW) Karin Diane Hatheway Dial- CRN 32763
- ACCT 202- Introduction to Managerial Accounting (WWW) Karin Diane Hatheway Dial- CRN 10004
- AGECE 411- The World of International Agribusiness M 3:30-5:20, Evergreen A-21, Robert Haggerty, (Videoconferencing)- CRN 26726
- AVS 330- Genetics of Livestock Improvement, TR 9:00-10:15, Evergreen A-21, Benton Glaze, (Videoconferencing)- CRN 27576
- AVS 472- Dairy Cattle Management, MWF 8:30-9:20, UI Library, Amin Ahmadzadeh, (Videoconferencing)- CRN 21251
- BUS 301- Financial Management, Thomas J. Liesz, (WWW)- CRN 10548
- BUS 311- Introduction to Management, Jan Mason Rank, (WWW)- CRN 10511
- BUS 321- Marketing, Michael L. Ahlstrom, (WWW)- CRN 10553
- CASP 509- Psychometrics (Sept 11<sup>th</sup> and Sept 12<sup>th</sup> 8:30 AM- 5:20 PM TBA)- CRN 32854
- CASP 510- Individual Appraisal I (Sept 13<sup>th</sup>, Nov 27<sup>th</sup>, Nov 29<sup>th</sup> 8:00 AM-5:30 PM)- CRN 32855
- Ed 510- Schools in Context (WWW)- CRN 28193
- Ed 574- Introduction to Qualitative Research (WWW)- CRN 30919
- EdAd 513- Administration of Special Education Law (WWW)- CRN 26157 and 31284
- EdAd 525- Higher Education Accounting, Budgeting, and Finance (W 6:00 PM-9:00 PM, Evergreen Room A-21)- CRN 32696
- EdAd 533- Multicultural Diversity and Educational Leadership (WWW)- CRN 26607
- EdAd 586- Advanced School Finance (WWW)- CRN 28573
- EdAd 589- Critical Thinking (M 6:00 PM-9:00 PM, Evergreen A-21)- CRN 32859
- EdAd 594- Theory in Educational Administration (WWW)- CRN 27731
- FCS 435- Feeding Young Children in a Group Setting, Janice W. Fletcher & Laurel J. Branen,, (Video)- CRN 24320
- FCS 462- Eating Disorders, Laurel J. Branen, (WWW)- CRN 29315
- PLSC 302- Golf and Sports Turf Management, TR 1:30-3:00, Evergreen A-21, Thomas A. Salaiz,



(Videoconferencing)- CRN 29620

- PLSC 334- Controlled Environment for Horticultural Production, MWF 9:10-10:00, Evergreen A-21, 3 credits, James Wilson Holden, (Videoconferencing)- CRN 31246
- PTTE 299- DS:Keyboarding and Document Preparation (WWW)- CRN 29262
- PTTE 404- ST:Biohazards (WWW)- CRN 29310
- PTTE 404- ST:Using Microsoft Office 2007 (WWW)- CRN 32232
- PTTE 404- ST:Knowledge Management and Transfer (WWW)- CRN 32567
- PTTE 412- Web Design using Dreamweaver (WWW)- CRN 28014
- PTTE 415- Microcomputer Applications (WWW)- CRN 28003
- PTTE 426- Occupational Analysis and Curriculum Development (W 5:00 PM-8:00 PM TBA)- CRN 28021
- PTTE 434- Quality Assurance Organization and Management (WWW)- CRN 31081
- PTTE 447- Diverse Populations and Individual Differences (WWW)- CRN 27424
- PTTE 461- Using Internet-Based Career Information in the Classroom (WWW)- CRN 27427
- PTTE 464- Career Guidance and Transitioning to Work (WWW)- CRN 27436
- PTTE 472- Teaching and Learning in Occupation Education (T 5:00PM-8:00PM, TBA)- CRN 27677
- PTTE 495- Administrative Technology Management and Procedures (WWW)- CRN 28469
- PTTE 499- DS:Consumer Econ/Persnl Financ (WWW)- CRN 30002
- PTTE 499- DS:Retail Merchandising (WWW)- CRN 30003
- PTTE 504- ST:Biohazards (WWW)- CRN 30091
- PTTE 504- ST:Knowledge Management and Transfer (WWW)- CRN 32568
- PTTE 504- ST: Emergency Planning and Preparedness (WWW)- CRN 32964
- PTTE 507- The Future of Education and Work (WWW)- CRN 29615
- PSYC 305- Developmental Psychology, Jamie Christel Nekich, (WWW)- CRN 26227
- PSYC 311- Abnormal Psychology, Lori Lynn Meier & Richard Reardon, (WWW)- CRN 27863
- PSYC 320- Introduction to Social Psychology, Traci Yvon Craig, (WWW)- CRN 27578
- RNGE 221- Ecology -Rangeland Ecology (WWW)- CRN 32502
- RNGE 459- Rangeland Ecology (WWW)- CRN 32525

**Undergraduate Admissions**

P.O. Box 444264

Moscow, ID 83844-4264 phone: (208) 885-6326

toll free: 1-88-88-UIDAHO

fax: (208) 885-9119

e-mail: [admappl@uidaho.edu](mailto:admappl@uidaho.edu)

Website:

<http://www.uidaho.edu/futurestudents/admissions.aspx>

**Graduate Admissions Office**

PO Box 444266

Moscow, ID 83844-4266

Phone: (208) 885-4001

Fax: (208) 885-4406

Email: [gadms@uidaho.edu](mailto:gadms@uidaho.edu)

Website:

<http://www.students.uidaho.edu/gradadmissions>

**Amanda Moore-Kriwox**

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CSI Campus, Evergreen Building, Room B-56

Phone: 208-736-3624

Fax: 208-736-0843

E-mail: [akriwox@uidaho.edu](mailto:akriwox@uidaho.edu)

## University of Idaho

*A complete listing of all University of Idaho classes can  
be found at: <http://www.uidaho.edu/schedule/>*

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
DECEMBER 4-5, 2008**

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**SUBJECT**

Federal Academic Competitiveness Grant Program – Idaho's proposal for a rigorous high school program of study.

**REFERENCE**

June 14-16, 2006	Board approved Idaho's proposal for a rigorous high school program of study.
December 2007	Board ratified the proposal submitted to the Federal Department of Education in 2006 as Idaho proposal for a rigorous high school program of study.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code 33-110.1. Agency to Negotiate and Accept, Federal Assistance.  
Idaho State Board of Education Governing Policies and Procedures Section III.  
Postsecondary Affairs. Q. Admission Standards.

**BACKGROUND/DISCUSSION**

The U.S. Department of Education (DOE) implemented two new student grant programs titled the Academic Competitiveness Grant Program (AC Grants) and the National Science and Mathematics Access to Retain Talent (SMART) Grants in February 2006 for implementation beginning with the 2006-2007 academic years. These federal programs are funded at \$4.5 billion between 2006 and the 2011 years. These programs provide aid to low-income college students who meet general Pell Grant program guidelines, as well as additional specified criteria. AC Grants are awarded to first and second-year college students who have successfully completed a rigorous secondary school program. The SMART grants are awarded to third and fourth-year college students enrolled in eligible science, mathematics, and foreign language majors.

The U.S. Department of Education identified four existing programs that they will accept as evidence of rigor in a secondary school program of study for the AC Grants. The DOE allows the State Educational Agency (SEA) to request recognition for an alternative rigorous secondary school program of study for the 2006-07 and 2007-08 school years. The DOE provided states with an additional opportunity to make changes to the program of study identified as rigorous for the purposes of qualifying for AC Grants in 2007. This opportunity was again provided in November 2008. States may chose to add programs per federal guidelines, delete programs, or retain the existing programs with no changes.

A review of the student participation for the 2006-2007 academic year shows that students attending Idaho public and private institutions were awarded more than five million dollars in additional federal aid. Attachment 1 shows the distribution and participation of students in Idaho, and the data for the United States.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
DECEMBER 4-5, 2008**

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The Board, Admission Policy for Idaho's Public College and Universities (Regular Admission Policy) assists students in preparing for college by providing the minimum admission guidelines for Idaho's public four-year institutions. The courses required by the Regular Admission Policy are more rigorous than current high school graduation requirements for Idaho. In addition, the course requirements in Idaho's Regular Admission Policy are similar to the "Set of course requirements similar to the State Scholars Initiative" approved by Secretary Spellings for the 2006-07 school year.

Idaho made an alternative proposal based upon the Idaho College Admission Core. This was approved by the Secretary of Education in 2006. Attachment 2 shows Idaho's Approved Program of Study. In order for Idaho students to benefit from an alternate proposal for Idaho, a proposal was developed, and presented to the Council on Academic Affairs and Programs (CAAP) for the June 1, 2006 meeting. Once approved by CAAP the proposal was submitted electronically to DOE. SBOE approved the proposal at the June 14-16, 2006 meeting. DOE has provided the opportunity for states to alter their initial proposal by adding programs, removing programs, or maintaining the current state proposal. At the November 6, 2008 CAAP meeting the Provosts discussed this issue and determined that it is currently in the best interest of Idaho students to retain the existing approved proposal. Using the Idaho Admissions Core as the basis for Idaho's alternative proposal for the AC Grants is the minimum level of rigor that is acceptable.

**IMPACT**

These U.S. Department of Education grant programs provide funding to eligible students through the 2011 academic year. Based on 2006 data from the U.S. Department of Education, 42% of undergraduates in Idaho are Pell recipients. First and second-year Pell students who meet the eligibility requirements may benefit from this additional federal grant. A qualifying first-year student will receive \$750 and second-year students will receive \$1,300. Many of these college bound students may qualify under Idaho's alternative proposal that might not otherwise qualify. No additional state funds are required for Idaho students to participate in this federal program. Institution staff makes determinations and monitors student eligibility as part of their federal financial aid program. Eligible students receive additional federal funds to be used toward the cost of their postsecondary education. Staff recommends no changes to Idaho's proposal.

**ATTACHMENTS**

Attachment 1 –Academic Competitiveness Grant and National SMART Grant Program summary for Idaho and the United States	Page 5
Attachment 2 –Proposal for Idaho Alternative Rigorous Secondary	Page 13
Attachment 3 –Comparison of ACG/SMART and Pell Eligibility	Page 15
Attachment 4 – Board Policy III.Q. Admission Standards	Page 17

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
DECEMBER 4-5, 2008**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends that the Board support retaining the Idaho Admission Policy for consideration of a rigorous program of study for the Federal Academic Competitiveness Grant program.

**BOARD ACTION**

A motion to retain the Idaho State Board of Education Governing Policies and Procedures Section III.Q., Admissions Standards as the rigorous secondary school program of study for Idaho to meet the requirements for the Academic Competitiveness Grant program.

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

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Idaho  
2006-2007

Academic Competitiveness Grant and  
National SMART Grant Programs

<p><b>IDAHO</b></p> <p><b>\$1,474,914 in Academic Competitiveness (AC) Grants awarded to 1,916 students</b></p> <p><b>\$3,592,053 in National Science and Mathematics Access to Retain Talent (SMART) Grants awarded to 1,088 students</b></p>
<p>For AC and National SMART Grants, students must 1) apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) and be determined to be eligible for a Federal Pell Grant; 2) be a U.S. citizen; 3) be enrolled in a two- or four-year degree program; and 4) be enrolled full-time.</p>
<p>The following are Idaho's pre-approved rigorous high school programs of study students must complete to earn an Academic Competitiveness Grant:</p> <ul style="list-style-type: none"> <li>• A set of courses similar to the State Scholars Initiative;</li> <li>• Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores;</li> <li>• Idaho College Admission Core.</li> </ul> <p>For more information about these programs visit: <a href="http://www.ed.gov/admins/finaid/about/ac-smart/2007/id07.doc">http://www.ed.gov/admins/finaid/about/ac-smart/2007/id07.doc</a></p> <p><b>STUDENTS SHOULD SELF-IDENTIFY ON THE FAFSA THAT THEY TOOK ONE OF THESE PROGRAMS</b></p>

Academic Competitiveness and National SMART Grants were created by the Deficit Reduction Act of 2005. Congress appropriated \$4.5 billion for the programs between 2006 and 2011.

**The Department of Education has set a goal to double the number of students receiving AC and National SMART Grants by 2010-11.** States, colleges, and high schools should promote AC and National SMART Grants because completing a rigorous high school program is the best way to increase college readiness, reduce remediation, and increase college completion rates for low-income students. Increased postsecondary attainment will help the United States compete in the 21<sup>st</sup> century.

In addition to the Pell Grant amount, **up to \$750** will be awarded to eligible first-year AC Grant students, and **up to \$1,300** to second-year AC Grant students. **Up to \$4,000** will be awarded to eligible National SMART grant students for each year in addition to the Pell Grant funds. *States and colleges can package these grants with the Pell Grant and state and institutional awards to provide low-income students an early commitment that if they complete high school and take challenging courses, college expenses can be fully paid.*



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Idaho  
2006-2007

Academic Competitiveness Grant and  
National SMART Grant Programs

Top five schools in Idaho with the highest number of AC Grant recipients	
1. Brigham Young University - Idaho	674
2. University of Idaho	478
3. Boise State University	384
4. Idaho State University	196
5. Lewis-Clark State College	74

Top five schools in Idaho with the highest number of National SMART Grant recipients	
1. Brigham Young University - Idaho	537
2. Idaho State University	184
3. University of Idaho	152
4. Boise State University	147
5. Lewis-Clark State College	35

Idaho's Top National SMART Grant majors	Top Foreign Languages
1. Biological and Biomedical Sciences	1. N/A
2. Engineering	2. N/A
3. Computer Science	3. N/A

High schools need to do a better job graduating more students on-time and ready for college and work. Nationally, 4% of low-income high school students complete a rigorous course of study.

- 28.4% of first-time, full-time Pell recipients in Idaho received an AC Grant compared to 25.6% nationally. States with the highest rates of AC Grant participation among the eligible population include Nebraska (36.5%), Minnesota (34.1%), and Arkansas (31.1%).
- 5% of Idaho's recent high school graduates received an AC Grant compared to about 5.3% nationally.

The effort in the first year of implementation can be improved upon going forward. To do this, high school and postsecondary personnel, state policymakers, and access advocates should:

1. Know your state's approved programs of rigorous study.
2. Accept the challenge to double the number of students in Idaho receiving AC and National SMART Grants by 2010-11.
3. Advocate for low-income students' access to rigorous, college preparatory classes, and pursuit of high-demand, high-wage majors in the National SMART Grant program.



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United States  
2006-2007

Academic Competitiveness Grant and  
National SMART Grant Programs

UNITED STATES
\$233,038,410 in Academic Competitiveness (AC) Grants awarded to 299,089 students
\$195,544,735 in National Science and Mathematics Access to Retain Talent (SMART) Grants awarded to 60,976 students
<p>For AC and National SMART grants, students must 1) apply for financial aid by submitting the Free Application for Federal Student Aid (FAFSA) and be determined to be eligible for a Federal Pell Grant; 2) be a U.S. citizen; 3) be enrolled in a two- or four-year degree program; and 4) be enrolled full-time.</p> <p>The following are the Secretary's pre-approved rigorous high school programs of study students can complete to earn an Academic Competitiveness Grant:</p> <ul style="list-style-type: none"> <li>• The State Scholars Initiative requirements.</li> <li>• The student has completed a high school course of study with at least—               <ul style="list-style-type: none"> <li>○ Four years of high school English;</li> <li>○ Three years of high school math, including Algebra I and another higher level math course;</li> <li>○ Three years of high school science, which must include two years of biology, chemistry or physics;</li> <li>○ Three years of high school social studies; and</li> <li>○ One year of high school foreign language.</li> </ul> </li> <li>• At least two Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores.</li> </ul> <p>States may also submit additional programs of study for approval. For your state's approved programs visit: <a href="http://www.ed.gov/admins/finaid/about/ac-smart/2007/al07.doc">http://www.ed.gov/admins/finaid/about/ac-smart/2007/al07.doc</a></p> <p><b>STUDENTS SHOULD SELF-IDENTIFY ON THE FAFSA THAT THEY TOOK ONE OF THESE PROGRAMS</b></p>

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In addition to the Pell Grant amount, up to \$750 will be awarded to eligible first-year AC Grant students, and up to \$1,300 to second-year AC Grant students. Up to \$4,000 will be awarded to eligible National SMART grant students for each year in addition to the Pell Grant funds. *States and colleges can package these grants with the Pell Grant and State and institutional awards to provide low-income students an early commitment that if they complete high school and take challenging courses, college expenses can be fully paid.*



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Academic Competitiveness Grant and  
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STATE	ACG Program		SMART Grant Program	
	RECIPIENTS	TOTAL DISBURSED	RECIPIENTS	TOTAL DISBURSED
Alabama	3,697	\$2,835,803	1,007	\$3,098,359
Alaska	60	\$43,373	63	\$204,327
Arizona	1,448	\$1,095,388	2,460	\$7,591,975
Arkansas	4,049	\$3,063,658	496	\$1,489,899
California	29,808	\$23,376,675	7,162	\$22,532,651
Colorado	2,981	\$2,314,696	1,375	\$4,390,894
Connecticut	1,836	\$1,531,646	292	\$967,104
Delaware	234	\$176,179	53	\$181,813
District of Columbia	1,083	\$958,091	133	\$485,063
Florida	16,270	\$11,948,147	2,644	\$8,085,749
Georgia	9,782	\$7,453,213	1,557	\$4,948,483
Hawaii	345	\$230,317	204	\$650,964
Idaho	1,916	\$1,474,914	1,088	\$3,592,053
Illinois	9,353	\$7,426,655	2,709	\$8,994,836
Indiana	8,521	\$6,656,111	1,215	\$3,737,577
Iowa	4,343	\$3,584,210	832	\$2,701,519
Kansas	2,997	\$2,463,473	688	\$2,128,485
Kentucky	5,405	\$4,093,931	826	\$2,725,227
Louisiana	6,446	\$4,816,553	954	\$3,034,635
Maine	1,694	\$1,373,295	227	\$786,557
Maryland	3,466	\$2,750,844	584	\$1,974,145
Massachusetts	8,438	\$7,165,041	1,336	\$4,775,424
Michigan	6,469	\$5,299,151	2,082	\$6,632,723
Minnesota	5,591	\$4,610,427	1,059	\$3,487,519
Mississippi	3,900	\$2,977,060	546	\$1,720,030
Missouri	5,325	\$4,242,149	1,163	\$3,699,162
Montana	1,003	\$786,501	384	\$1,247,635
Nebraska	3,071	\$2,461,156	367	\$1,134,082
Nevada	522	\$389,096	203	\$604,500
New Hampshire	1,195	\$1,009,072	195	\$676,663
New Jersey	5,867	\$4,164,988	835	\$2,854,029
New Mexico	1,083	\$797,187	499	\$1,448,334
New York	24,916	\$19,996,284	4,202	\$13,143,354
North Carolina	11,510	\$8,885,508	1,319	\$4,321,772
North Dakota	1,351	\$1,052,734	316	\$993,153
Ohio	14,467	\$11,114,321	1,877	\$5,857,850
Oklahoma	4,754	\$3,567,533	970	\$2,941,144
Oregon	2,318	\$1,836,362	1,106	\$3,423,172
Pennsylvania	18,944	\$14,963,404	2,856	\$9,500,360
Rhode Island	1,921	\$1,625,118	174	\$638,001
South Carolina	5,440	\$4,318,960	701	\$2,298,277
South Dakota	1,422	\$1,151,029	339	\$1,090,490
Tennessee	6,707	\$5,089,237	1,035	\$3,354,357
Texas	27,668	\$20,204,037	3,027	\$9,913,929
Utah	744	\$612,117	3,450	\$11,397,721
Vermont	896	\$756,858	142	\$511,981
Virginia	6,020	\$4,681,345	971	\$3,251,321
Washington	3,346	\$2,710,765	1,566	\$4,833,023
West Virginia	2,065	\$1,722,322	474	\$1,564,095
Wisconsin	6,049	\$4,926,247	1,129	\$3,669,905
Wyoming	353	\$257,227	84	\$258,417
<b>Total</b>	<b>299,089</b>	<b>\$236,038,410</b>	<b>60,976</b>	<b>\$193,544,735</b>



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United States  
2006-2007

Academic Competitiveness Grant and  
National SMART Grant Programs

The Department of Education has set a goal to double the number of students receiving AC and SMART grants by 2010-11. To do this, the Department has compiled descriptions of common issues faced during the first year of implementation and how some innovative states and institutions addressed them.

**Issue:** It is difficult for institutions to identify students who have taken a rigorous high school curriculum.

**Solution:** Institutions and states can establish a branded core curriculum for college admissions.

- University of California system: Four campuses of the University of California system are among the top 10 schools receiving AC Grants nationally. The University of California's A-G coursework requirements for admissions are well-known by high schools and students throughout the State. The A-G subject area requirements are approved as a course of study for Californian students to receive AC Grants and are also used for admissions by the California State University system.

For more information visit: <http://www.ucop.edu/a-gGuide/ag/faq.html>

**Solution:** The State can certify AC Grant eligibility by sending reports of eligible students to postsecondary institutions.

- Florida: Students graduating from eligible high schools in Florida who have earned the Bright Futures Scholarship have completed requisite test scores and GPA in the designated college preparatory curriculum. This curriculum portion of their award is an approved course of study in Florida to receive an AC Grant. The State informs colleges which students are scholarship recipients and maintains a website where institutions can identify Florida Bright Futures Scholars and therefore students who are potentially eligible for AC Grants.

For more information visit: <http://www.floridastudentfinancialaid.org/ssfad/bf/>

**Solution:** Institutions can reach out to all Pell Grant recipients, not just students who self-identify as eligible.

- Brigham Young University (BYU)—Idaho: BYU Idaho had 596 AC Grant recipients. To accomplish this, BYU Idaho conducted an exhaustive evaluation to identify AC Grant-eligible students by contacting all students who self-certified on their FAFSA and by contacting other students who appeared to be potentially eligible based on a review of transcripts and financial aid records.



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United States  
2006-2007

Academic Competitiveness Grant and  
National SMART Grant Programs

**Issue:** It's a new program. How do we get the word out?

**Solution:** Include AC Grants in existing state, local, and school-level outreach

- o Indiana Commission on Higher Education: Indiana provides an extensive college outreach program to every student in the state. The initiative, called Learn More Indiana, includes sending out magazines starting in eighth grade, a comprehensive website dedicated to information on going to college, and publications on paying for college. AC Grant and National SMART grants are presented as options in every contact with students and high school counselors.  
For more information visit: <http://www.learnmoreindiana.org/Pages/default.aspx>

**Issue:** Too few low income students are encouraged to take, or have the opportunity to take rigorous, college preparatory courses.

**Solution:** Make a college preparatory course of study the default requirement for high school graduation

- o Arkansas Department of Education: Arkansas requires its high school graduates complete a college preparatory curriculum, branded as Smart Core. The Arkansas Department of Education hosted five regional summits across the State to explain the benefits of completing the Smart Core, including receiving additional federal financial aid through the Academic Competitiveness Grant program.  
For more information visit: [http://www.nextsteparkansas.org/educators/educators\\_what.html](http://www.nextsteparkansas.org/educators/educators_what.html)

**Solution:** Amplify the incentive, and/or tie to a similar State financial aid program

- o Minnesota's new ACHIEVE scholarship: In 2007, Minnesota piggy-backed on the federal Academic Competitiveness Grant program and created the ACHIEVE Scholarship. The ACHIEVE scholarship provides low-income students who take a rigorous high school curriculum an extra \$1,200 to attend a college in Minnesota. The additional money serves to greatly increase the incentive to take a rigorous high school course of study.  
For more information visit: <http://www.getreadyforcollege.org/gPg.cfm?pageID=1789>

*Did you know students need to self-identify on the electronic FAFSA as having taken an approved rigorous course of study in high school? Make sure your high school students know which approved course of study they've completed and indicate it on the FAFSA.*



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**United States**  
2006-2007

Academic Competitiveness Grant and  
National SMART Grant Programs

Top five schools in the nation with the highest number of AC Grant recipients:	
1. Pennsylvania State University	4,128
2. University of California – Davis	1,926
3. University of Texas – Austin	1,718
4. University of California – Los Angeles	1,686
5. Ohio State University	1,620

Top five schools in the nation with the highest number of National SMART Grant recipients:	
1. Brigham Young University	1,584
2. University of Phoenix	1,326
3. University of California – San Diego	921
4. DeVry University	789
5. Pennsylvania State University	715

The Nation's Top National SMART Grant majors:	Top Foreign Languages:
1. Biological and Biomedical Sciences	1. Russian
2. Engineering	2. Japanese
3. Computer Science	3. Chinese

The effort in the first year of implementation can be improved upon going forward. To do this, high school and postsecondary personnel, State policymakers, and access advocates should:

1. Know your State's approved programs of rigorous study.
2. Accept the challenge to double the number of students in your state receiving AC and National SMART grants by 2010-2011.
3. Advocate for low-income students' access to rigorous, college preparatory classes, and pursuit of high-demand, high-wage majors in the National SMART program. High schools need to do a better job graduating more students on-time and ready for college and work.
  - 4% of low-income high school students complete rigorous college preparatory courses.
  - 25% of first-time, full-time Pell recipients nationally received an AC Grant.



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**Idaho**  
**Recognized Rigorous Secondary School Programs of Study**

The eligibility options for a student graduating from secondary school in Idaho during the 2007 calendar year are:

- ***A set of courses similar to the State Scholars Initiative.*** This program of study requires passing grades in the following:
  - Four years of English;
  - Three years of math (including Algebra I and a higher level course such as Algebra II, geometry, or data analysis and statistics);
  - Three years of science (including at least two courses from biology, chemistry or physics);
  - Three years of social studies; and
  - One year of a foreign language.
- ***Advanced Placement (AP) or International Baccalaureate (IB) courses and test scores.*** This program requires a minimum of two Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and a minimum passing score on the exams for those classes. Students must score 3 or higher on AP exams and 4 or higher on IB exams.
- ***Idaho College Admission Core.*** This program requires:
  - Four years of English (composition, literature);
  - Three years of math (Algebra I and a higher level course such as Algebra II, Analytic Geometry, Calculus, Statistics and Trigonometry);
  - Three years of science (including at least two laboratory science classes from anatomy, biology, chemistry, earth science, geology, physiology, physics, physical science or zoology);
  - Two and one-half years of social studies;
  - One year of humanities or foreign language (inter-disciplinary humanities including literature, history, philosophy, and fine art). History courses beyond those required for the minimum social studies requirements may also count towards this category; and
  - One and one-half years of college preparation (including speech or debate, studio/performing arts or state approved professional-technical education classes). Foreign Language courses beyond those applied to the humanities/foreign language category may also count towards this category.

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ACG and SMART grants for 2006-07													
Recipients of New Academic Competitiveness and SMART Grants, by State													
State	ACG Program		SMART Grant Program		total ACG and SMART recipients	Number of Pell Recipients 2006-07	2006-07 # undergraduates	Percent of undergrads who got Pell	percent of undergrads who got ACG and SMART awards	percent of Pell recipients who got ACG or SMART	percent poverty in state	percent full time	
	Recipients	Total Disbursed	Recipients	Total Disbursed									
Alabama	3,697	\$2,835,803	1,007	\$3,098,359	4,704	96,204	218,372	44.1%	2.2%	4.9%	16.0%	67.5%	
Alaska	60	\$43,373	63	\$204,327	123	4,827	28,563	16.9%	0.4%	2.5%	9.4%	42.5%	
Arizona	1,448	\$1,095,388	2,460	\$7,591,975	3,908	221,972	410,416	54.1%	1.0%	6.9%	13.9%	61.9%	
Arkansas	4,049	\$3,063,658	496	\$1,489,899	4,545	56,705	125,636	45.1%	3.6%	8.0%	16.4%	66.3%	
California	29,808	\$23,376,675	7,162	\$22,532,651	36,970	554,452	2,107,426	26.3%	1.8%	6.7%	13.2%	50.7%	
Colorado	2,981	\$2,314,698	1,375	\$4,390,894	4,356	79,844	248,396	32.1%	1.8%	5.5%	9.9%	58.5%	
Connecticut	1,836	\$1,531,646	292	\$967,104	2,128	39,725	139,071	28.6%	1.5%	5.4%	9.1%	62.9%	
Delaware	234	\$176,179	53	\$181,813	287	8,936	41,907	21.3%	0.7%	3.2%	8.2%	64.1%	
District of Columbia	1,083	\$958,091	133	\$485,063	1,216	19,072	59,930	31.8%	2.0%	6.4%	16.7%	61.1%	
Florida	16,270	\$11,948,147	2,644	\$8,085,749	18,914	288,408	761,390	37.9%	2.5%	6.6%	12.2%	55.9%	
Georgia	9,782	\$7,453,213	1,557	\$4,948,483	11,339	176,230	377,266	46.7%	3.0%	6.4%	12.5%	67.2%	
Hawaii	345	\$230,317	204	\$650,964	549	10,739	58,025	18.5%	0.9%	5.1%	8.9%	60.0%	
Idaho	1,916	\$1,474,914	1,088	\$3,592,053	3,004	28,799	68,613	42.0%	4.4%	10.4%	10.0%	69.1%	
Illinois	9,353	\$7,426,655	2,709	\$8,994,836	12,062	208,086	667,249	31.2%	1.8%	5.8%	12.4%	56.1%	
Indiana	8,521	\$6,656,111	1,215	\$3,737,577	9,736	140,547	308,358	45.6%	3.2%	6.9%	10.8%	69.1%	
Iowa	4,343	\$3,584,210	832	\$2,701,519	5,175	84,022	193,908	43.3%	2.7%	6.2%	9.9%	66.8%	
Kansas	2,997	\$2,463,473	688	\$2,128,485	3,685	49,601	168,160	29.5%	2.2%	7.4%	11.1%	59.1%	
Kentucky	5,405	\$4,093,931	826	\$2,725,227	6,231	82,165	210,589	39.0%	3.0%	7.6%	16.0%	63.7%	
Louisiana	6,446	\$4,816,553	954	\$3,034,635	7,400	84,616	211,901	39.9%	3.5%	8.7%	16.8%	72.7%	
Maine	1,694	\$1,373,296	227	\$786,557	1,921	19,425	57,394	33.8%	3.3%	9.9%	11.6%	61.3%	
Maryland	3,466	\$2,750,844	584	\$1,974,145	4,050	67,633	252,340	26.8%	1.6%	6.0%	9.2%	53.0%	
Massachusetts	8,438	\$7,165,041	1,336	\$4,775,424	9,774	77,526	328,335	23.6%	3.0%	12.6%	9.7%	68.2%	
Michigan	6,469	\$5,299,151	2,082	\$6,632,723	8,551	186,371	529,083	35.2%	1.6%	4.6%	12.3%	57.9%	
Minnesota	5,591	\$4,610,427	1,059	\$3,487,519	6,650	79,355	280,739	28.3%	2.4%	8.4%	7.2%	64.5%	
Mississippi	3,900	\$2,977,060	546	\$1,720,030	4,446	73,495	135,449	54.3%	3.3%	6.0%	17.3%	76.5%	
Missouri	5,325	\$4,242,149	1,163	\$3,699,162	6,488	104,111	296,969	35.1%	2.2%	6.2%	11.5%	60.3%	
Montana	1,003	\$786,501	384	\$1,247,635	1,387	15,612	42,743	36.5%	3.2%	8.9%	14.6%	76.2%	
Nebraska	3,071	\$2,461,156	367	\$1,134,082	3,438	28,156	103,765	27.1%	3.3%	12.2%	9.6%	65.7%	
Nevada	522	\$389,096	203	\$604,500	725	16,139	95,563	16.9%	0.8%	4.5%	10.9%	47.4%	
New Hampshire	1,195	\$1,009,072	195	\$676,663	1,390	13,053	59,199	22.0%	2.3%	10.6%	5.6%	66.8%	
New Jersey	5,867	\$4,164,988	835	\$2,854,029	6,702	102,008	321,494	31.7%	2.1%	6.6%	8.3%	59.4%	
New Mexico	1,083	\$797,187	499	\$1,448,334	1,582	39,462	114,794	34.4%	1.4%	4.0%	17.3%	52.3%	
New York	24,916	\$19,996,284	4,202	\$13,143,354	29,118	364,965	914,620	39.9%	3.2%	8.0%	14.6%	70.0%	
North Carolina	11,510	\$8,885,508	1,319	\$4,321,772	12,829	144,063	417,786	34.5%	3.1%	8.9%	15.1%	63.4%	
North Dakota	1,351	\$1,052,734	316	\$993,153	1,667	12,661	44,774	28.3%	3.7%	13.2%	9.7%	76.5%	
Ohio	14,467	\$11,114,321	1,877	\$5,857,850	16,344	203,802	526,569	38.7%	3.1%	8.0%	11.3%	67.0%	

Oklahoma	4,754	\$3,567,533	970	\$2,941,144	5,724	71402	182,767	39.1%	3.1%	8.0%	11.8%	65.6%
Oregon	2,318	\$1,836,362	1,108	\$3,423,172	3,424	59418	174,619	34.0%	2.0%	5.8%	12.1%	61.1%
Pennsylvania	18,944	\$14,963,404	2,856	\$9,500,360	21,800	191527	571,322	33.5%	3.8%	11.4%	10.9%	71.8%
Rhode Island	1,921	\$1,625,118	174	\$638,001	2,095	21463	69,674	30.8%	3.0%	9.8%	11.5%	71.5%
South Carolina	5,440	\$4,316,960	701	\$2,298,277	6,141	74585	184,413	40.4%	3.3%	8.2%	13.8%	67.3%
South Dakota	1,422	\$1,151,029	339	\$1,090,490	1,761	16806	43,202	38.9%	4.1%	10.5%	13.0%	67.6%
Tennessee	6,707	\$5,089,237	1,035	\$3,354,357	7,742	104335	239,918	43.5%	3.2%	7.4%	15.0%	72.4%
Texas	27,668	\$20,204,037	3,027	\$9,913,929	30,695	406345	1,082,667	37.5%	2.8%	7.6%	16.7%	55.9%
Utah	744	\$612,117	3,450	\$11,397,721	4,194	56555	176,909	32.0%	2.4%	7.4%	9.5%	61.1%
Vermont	896	\$756,858	142	\$511,981	1,038	8620	33,313	25.9%	3.1%	12.0%	8.2%	72.0%
Virginia	6,020	\$4,681,345	971	\$3,251,321	6,991	98653	360,484	27.4%	1.9%	7.1%	9.7%	60.5%
Washington	3,346	\$2,710,765	1,566	\$4,833,023	4,912	82050	310,944	26.4%	1.6%	6.0%	12.0%	62.4%
West Virginia	2,065	\$1,722,322	474	\$1,564,095	2,539	36468	85,388	42.7%	3.0%	7.0%	15.8%	74.6%
Wisconsin	6,049	\$4,926,247	1,129	\$3,669,905	7,178	68145	293,127	23.2%	2.4%	10.5%	11.0%	63.9%
Wyoming	353	\$257,227	84	\$258,417	437	7508	30,337	24.7%	1.4%	5.8%	9.9%	57.5%
Total:	299,089	\$233,038,410	60,976	\$195,544,735								
Source: U.S. Education Department column A through H												
Source Chronicle of Higher Education Almanac 2006-07 columns I and M and N												

## **Q. Admission Standards**

### **1. Coverage**

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

### **2. Purposes**

The purposes of the admission policies are to:

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

### **3. Policies**

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

### **4. Academic College and University Regular Admission**

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

- a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution.

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These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.

- b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select from These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.</p> <p>Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.</p>
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>

Subject Area	Minimum Requirement	Select from These Subject Areas
Humanities Foreign Language	2 credits	Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary

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		<p>humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>Foreign Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>

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

**Placement Scores for English**

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

**Placement Scores for Math**

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

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

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

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

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

**5. Academic College and University Conditional Admission**

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

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

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

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

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

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from



high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

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

**6. Accelerated Learning Program Students**

Those secondary students who wish to be admitted under the Accelerated Learning Program (e.g., dual enrollment, Tech Prep, etc.) must follow the procedures outlined in the Board's Policy on Accelerated Learning Programs. See Section III, Subsection Y.

**7. Transfer Admission**

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

**8. Compliance and Periodic Evaluation**

The Board will establish a mechanism for:

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

9. Technical Education Admissions

a. Open Enrollment.

Idaho's postsecondary institutions that deliver professional-technical education practice open enrollment in the technical programs. Anyone who needs education services that can be provided by the institution is allowed to enter the system at some level.

b. Admission Standards

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

c. Placement Tests

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

d. Professional-Technical Educational System

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

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

e. Purposes

- (1) Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
- (2) Emphasize that professional-technical courses in high school, including tech prep and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.

- (3) Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- (4) Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

f. Professional Technical Regular Admission

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

(1) Standards for high school graduates of 1997 and thereafter

- (a) High School diploma with a minimum 2.0 GPA<sup>1</sup>; and,
- (b) Placement examination<sup>2</sup> (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,
- (c) Satisfactory completion of high school coursework that includes at least the following:
  - (i) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades 10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)
  - (ii) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in

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

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

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laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

(iii)*English -- 8 credits.* Applied English in the Workplace may be counted for English credit.

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

(2) Standards for others Seeking Regular Admission

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

- (a) High School diploma with a minimum 2.0 GPA
- or -
- (b) General Educational Development (GED) certificate<sup>3</sup>
- and -
- (c) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission

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

- a. High School diploma or GED certificate<sup>3</sup>

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



- and -

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

**11. Professional Technical Early Admission**

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

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

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

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

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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**SUBJECT**

First Reading, Proposed Amendment to Board Policy III.D. Official Calendars

**REFERENCE**

December 6-7, 2007

The Board reviewed the First Reading, Deletion of Board Policy III.D. Official Calendars and asked that the policy be revised rather than deleted to require calendars be posted electronically.

**BACKGROUND/DISCUSSION**

The Board's Governing Policies and Procedures Section *III.D., Official Calendars* currently requires that institutions submit to the Board office and share with Idaho institutions a copy of their official calendar. The schedule is reviewed and approved by the Chief Executive Officer of the institution "no later than October preceding the start of the planned academic year." Changes made by the Chief Executive Officer in the Official Calendar are also distributed to Idaho institutions.

The Council on Academic Affairs and Programs (CAAP) committee discussed at previous meetings, the purpose of the policy and whether the requirement to submit the official calendar was still needed given that the calendars are now posted to respective institution websites. CAAP had determined at that time to recommend deletion of the policy because institutions are already required to have calendars publicly available and easily accessible per accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU). When the proposal was presented to the Board in December 2007, the Board elected not to delete the policy and rather requested that current policy be amended to require calendars be posted electronically so that the public has access to the information in a timely manner.

The proposed amendments include language to require Idaho's public institutions to post their official calendars to their respective websites prior to the start of the planned academic year. In addition, language was amended to require institutions to notify the Office of the State Board of Education and Idaho institutions via email when official calendars have been posted to websites.

**IMPACT**

The Board will no longer require paper copies of the institutional calendars be filed at the Board office.

**ATTACHMENTS**

Attachment 1 – First Reading - Board Policy III.D

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**STAFF COMMENTS AND RECOMMENDATIONS**

IRSA, CAAP, and Board staff recommends approval of the proposed amendments to Board Policy III.D. Official Calendars as presented.

**BOARD ACTION**

A motion to approve the first reading of the proposed amendments to Board Policy III.D. Official Calendars as presented.

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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**Attachment 1**

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

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: D. Official Calendars

April 2005

**D. Official Calendars**

Each institution ~~will~~ shall prepare on an ongoing basis a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with each institution's ~~the~~ fall term. This schedule must be presented to the chief executive officer of the institution for "review and action" ~~no later than October~~ preceding the start of the planned academic year. This schedule will be designated the Official Calendar for the institution and ~~will~~ shall ~~be distributed in October~~ posted by each institution on its official website. ~~to~~ † ~~The Office of the State Board of Education and the Idaho institutions specified in Subsection A shall be notified promptly via e-mail when official calendars have been posted to respective websites, but not later than the beginning of an institution's fall term. Changes made by the chief executive officer in the Official Calendar also will be distributed as specified above~~ will also be posted and institutions promptly notified as specified above.

Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.

Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.

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**SUBJECT**

Approval of Appointments for the Council for the Education of Students who are Blind/Visually Impaired and Deaf/Hard of Hearing

**REFERENCE**

December 2005	IDSBS Committee Recommendations Action: Accepted by the Board
February 2006	Idaho School for the Deaf and the Blind Committee Recommendations Action: Approved by the Board
October 2006	Deaf/Blind Education Workgroup Recommendations Action: Approved by the Board; Staff directed to develop standards
June 2007	Standards for the Deaf/Hard of Hearing and Standards for the Blind/Visually Impaired Action: Approved by the Board
August 2007	A service delivery model for the education of Blind or Visually Impaired Students was proposed to the Board on August 9, 2007. The Board unanimously agreed to postpone voting on the service delivery model.
October 2007	Pending Rule 08.02.03.004 Regarding Standards for the Deaf and Hard of Hearing and Pending Rule 08.02.03.004 Regarding Standards for the Blind and Visually Impaired Action: Approved
June 2008	The State Board of Education approved the organization of a summit for the education of the blind or visually impaired or deaf or hard of hearing for July 30-31 and Aug 1.
August 2008	The State Board of Education was updated on the outcome and recommendations from the summit for the education of the blind or visually impaired or deaf or hard of hearing held July 30-31 and Aug 1.
October 2008	The State Board of Education approved a motion to create an Advisory Council and a motion to develop a proposal for each of the summit recommendations for review by the State Board of Education.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-101; 33-3401-3409, Idaho Code

**BACKGROUND/DISCUSSION**

At the October 2008 Regular Board meeting, the Board moved to create an ad-hoc Advisory Council for the Education of Students who are blind/visually impaired or deaf/hard of hearing. The Transition Coordinator of the Office of the State Board of Education collected nominations from summit participants. Nominations were accepted from individuals, groups, and self-nominations. All nominations were submitted to the Executive Committee of the State Board of Education on November 7, 2008. The Executive Committee and the Board Transition Coordinator have reviewed the application and make the following recommendations.

The Advisory Council will work under the direction of the Board. The staff of Idaho School for the Deaf and the Blind will play a close and vital role in the process as well.

Nominees were chosen for appointment based on qualifications and overall Council composition. Consideration was taken to maximize diversity and representation of populations, issues, and needs of students.

**IMPACT**

The Advisory Council will develop a proposal for each of the summit recommendations as directed by the State Board of Education.

**ATTACHMENTS**

Attachment 1 – Advisory Council Appointment

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends the Board approve the Advisory Council for the Education of Students who are blind/visually impaired or deaf/hard of hearing appointments as detailed.

**BOARD ACTION**

A motion to appoint the following individuals, listed in attachment 1, to the Advisory Council for the Education of Students who are blind/visually impaired or deaf/hard of hearing.

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

**Advisory Council for the Education of Students who are Blind/VI or Deaf/HH**

Total Council Appointments: 22

**Parents – 4 Total**

2 Parents of children who are Deaf/Hard of Hearing

1. Jennifer Hirai
2. Renee Higbee

2 Parents of children who are Blind/Visually Impaired

3. Deborah Stengel
4. Sarah Sims

**Educators – 4 Total**

2 - for the Deaf/HH (Teacher of the Deaf)

5. Sheila Robertson
6. Patty Evans

2 - for the Blind/VI (Teacher of the Visually Impaired)

7. Susan McCoy
8. Kim Thomas

**Related Service Providers – 2 Total**

1 - for the Deaf/HH (e. g. Audiologist, Speech-Language Pathologist)

9. Kristin Negilski

1 - for the Blind/VI (e. g. Certified Orientation and Mobility Specialist, Certified Vision Rehabilitation Therapist, or Low Vision Therapist, Certified Assistive Technology Specialist)

10. Dusty Bauman

**Agencies – 6 Total**

Agencies for the Deaf/HH

1 - representative of the *Council for the Deaf and Hard of Hearing*

11. Steven Snow

1 - representative of the *Idaho Division of Vocational Rehabilitation*

12. Dr. Michael Graham

Agencies for the Blind/VI

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1 - representative of the *Idaho Commission for the Blind and Visually Impaired*

13. Mary Ellen Halverson

Agencies Representing Both

1 - representative of the *Department of Health and Welfare*

14. Mary Jones

1 - representative of the *Idaho Project for Infants and Youth with Deafblindness*

15. Robin Greenfield

1 – *Other*

16. Jason Hancock - State Department of Education

**Advocates – 4 Total**

2 for the Deaf/HH:

17. Steven Stubbs

18. Ron Schow

2 for Blind/VI:

19. Dr. Jim Solem

20. Mike Gibson

**University Preparation Program/Professional Preparation – 2 Total**

1 for the Deaf/HH:

21. Emily Turner – Director of Teacher of the Deaf and Interpreter program, ISU

1 Blind/VI:

22. Mark Falconer