

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY FACULTY SENATE CONSTITUTION	Motion to Approve
2	IDAHO STATE UNIVERSITY – APPROVAL OF FULL PROPOSAL: MASTER OF ACCOUNTANCY	Motion to Approve
3	QUARTERLY REPORT: PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR	Information Item
4	HIGHER EDUCATION RESEARCH COUNCIL (HERC) FY 2012 BUDGET	Motion to Approve
5	FIRST READING, PROPOSED AMENDMENTS TO BOARD POLICY III.V.3., ASSOCIATE OF APPLIED SCIENCE DEGREE	Motion to Approve
6	FIRST READING, PROPOSED AMENDMENTS TO BOARD POLICY III.M., ACCREDITATION	Motion to Approve
7	SECOND READING, PROPOSED AMENDMENTS TO BOARD POLICY III.I., ROLES AND MISSIONS	Motion to Approve

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8	INSTITUTIONAL MISSION STATEMENTS	Information Item
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9	SECOND READING, PROPOSED AMENDMENTS TO BOARD POLICY III.Z., DELIVERY OF POSTSECONDARY EDUCATION – PLANNING AND COORDINATION OF ACADEMIC PROGRAMS AND COURSES	Motion to Approve
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10	ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS	Motion to Approve
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11	BLACKBOARD CONSORTIUM AGREEMENT	Motion to Approve
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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

BOISE STATE UNIVERSITY (BSU)

SUBJECT

Boise State University Faculty Senate Constitution

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.C.2

BACKGROUND/DISCUSSION

The Faculty Senate at Boise State University led an effort to revise their constitution, last modified in April 1998, to update language that no longer reflects policy and structural changes to the University, and to update wording related to academic freedom and responsibility, senate leadership and succession, and constituent voting rights. Specifically, the changes include:

- Revision to university policy established new position definitions for Lecturer, Clinical Faculty/Instructor, and Research Faculty positions necessitated updates in Article II of the constitution.
- Creation of College of Western Idaho and departure of Selland College of Applied Technology from Boise State University eliminated the need for Article II, Section 2, Applied Technology Faculty in the constitution.
- Establishment of a dean to the Library eliminates the description of University Librarian in Article II Section 1.
- Establishment of an Honors College Director necessitated updates to Article V, Section 1, a., (3), (d).
- Academic freedom and responsibility language was added in the preamble and referenced to the Idaho State Board of Education policy and the 1940 language provided by the American Association of University Professors to add clarity.
- A faculty senate presidential succession framework has been established to ensure continuity in faculty leadership and governance (Article IV).
- The position of past president has been created to serve as an advisor to the president of the Senate. The vice president position has been redefined to indicate that the progression into the president position in the following year may occur with Senate majority approval. The treasurer and secretary positions are not used and have been considered non-essential; thus, they have been eliminated (Article IV).
- Teaching Faculty and Research Faculty as defined in Article II, Section 2 & 3 will have one voting seat on the Faculty Senate. There are approximately 100 employees in this category that currently do not have representation. A voting seat on the Senate provides a voice to this group.

The Faculty Senate led discussions on the changes and then put them to a vote of all faculty, which was approved in March 2011, with more than 80% voting in favor of the changes. The revisions were submitted to the University President,

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who has also approved them and is submitting them to the Board, per Board policy.

IMPACT

These changes provide for necessary updates based on university structural changes. They also provide changes that will provide for a more efficient leadership structure for the faculty senate itself. Without these changes, the Constitution will not reflect current University structure, and the Faculty Senate will not be able to change its leadership structure.

ATTACHMENTS

Attachment 1 – Final Constitution without markup
Attachment 2 – Redlined Constitution

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends Board approval of the proposed changes as submitted by Boise State University Faculty Senate.

BOARD ACTION

I move to approve the request by Boise State University to adopt revisions as presented to its Faculty Senate Constitution.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Boise State University
Faculty Constitution
Amended: May 2011
Effective Date: Upon Board Approval, June 23, 2011**

Preamble

To facilitate communication, understanding, and cooperation among the officers of Boise State University, and to ensure the orderly development of educational programs and policies committed to our trust, we, the president and faculty of Boise State University, do hereby subscribe to this constitution establishing principles of organization, authority, and responsibility of the Boise State University faculty. In adopting this constitution the president and faculty of Boise State University affirm our belief in academic freedom and responsibility as specified in the Idaho State Board of Education policy (Section III.B, April 2002) and the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

Whereas, institutions of higher education are established for the common good and not to further the interest of either the individual teacher or the institution as a whole, and the common good depends upon the free search for truth and its free exposition through scholarship.

Academic freedom is essential to these purposes and applies to teaching, research, and service. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom in research is fundamental to the advancement of truth. Academic freedom in service is fundamental to the advancement of the common good and the development of educational programs and policies. Academic freedom should not be abridged or abused. Academic freedom carries with it duties correlative with rights.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and development of educational programs and policies.

College and university teachers are citizens, members of a learned profession, and officers of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Article I: Name

The Boise State University faculty as defined by Article II shall be referred to throughout this document as THE FACULTY.

Article II: Membership

THE FACULTY of the University shall comprise four categories of members hereinafter referred to as: 1) Academic Faculty, 2) Teaching Faculty, 3) Research Faculty, and 4) Administrative Faculty. Associated faculties constitute a fifth category: 5) Adjunct, Affiliate, and Visiting Faculty; members have the privilege of participation without vote in meetings of the University faculty.

Section 1: Academic Faculty

The Academic Faculty of the University will include all Tenure-track and Tenured faculty with appointments as Professor, Associate Professor, Assistant Professor, Instructor, Departmental chairpersons and professional librarians other than the Dean of the University Libraries.

Section 2: Teaching Faculty

The Teaching Faculty of the University will include all persons with appointments as Lecturer, Associate Lecturer, Assistant Lecturer, Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor, and Clinical Instructor.

Section 3: Research Faculty

The Research Faculty of the University will include all persons with appointments as Research Professor, Associate Research Professor, and Assistant Research Professor.

Section 4: Administrative Faculty

The Administrative Faculty of the University will include the president of the University; administrative vice-presidents; executive heads of colleges/schools, divisions, supportive services, and the library; and all such permanent administrative officials so designed by the president of the University and the State Board of Education.

Section 5: Adjunct, Affiliate, and Visiting Faculty

The Adjunct, Affiliate, and Visiting Faculty include those faculty with a limited contractual relationship with the University, including part-time (adjunct), non-compensatory (affiliate), and visiting faculty. This category of faculty is not eligible to vote in faculty-wide deliberations or to have interest-group based representation on Faculty Senate. Individuals in this category are not part of THE FACULTY.

Article III: Powers and Authority

Section 1: General; Recommendations are made to the president and the provost and vice president of academic affairs of the University.

- a. THE FACULTY will provide recommendations on matters of educational policy within the limits prescribed by federal and state law and the regulations of the Idaho State Board of Education. Educational policy pertains to such matters as curricula, methods of instruction, facilities and materials for instruction, standards for admission and retention of students, and criteria for the granting of degrees. It also includes those aspects of student life that relate directly to the educational process including the establishment of regulations concerning financial aid, academic performance, extracurricular activities, and freedom of action and expression.
- b. The Academic and Administrative Faculty will recommend policies and procedures governing the performance of research, scholarship and creative activities.
- c. The Academic and Administrative Faculty will recommend policies and procedures governing faculty appointment, tenure, and promotion.
- d. THE FACULTY will normally function through its representative body, the Faculty Senate (see Article V). However THE FACULTY will also have the rights of initiative and referendum, as specified in Article IV: Section 2e, Article V: Section 3d, and in Article VI: Section 1.

Section 2: College, School, Division, Department, and the Library

Within the limits of policies approved by the Idaho State Board of Education, the policies and practices within the particular college, school, division, department, or the library will be determined by the Academic and Administrative Faculty of the specific college, school, division, department, or the library and will normally be implemented by the interested dean or chairperson.

Article IV: Organization of THE FACULTY

Section 1: Officers

- a. Presiding Officer

The president of the Faculty Senate or his or her designee will preside at the meetings of the Faculty Senate, and will oversee the reporting and distribution of the non-transcribed summary of the meeting. Upon completion of a one-year term, the president of the Faculty Senate will serve an additional year as past president.*

- b. Vice President to THE FACULTY

The vice president of the Faculty Senate (Article V, Section 3, a.1) will be the presiding officer of the Senate in the absence of the

president of the Faculty Senate, will chair the Nominating Committee, and will be a member of the Steering Committee. In the event the president of the Faculty Senate is unable or unwilling to fulfill his/her duties, the vice president will preside over the Senate until such time as the president is able to resume his/her duties or the president's original term expires. The vice president of the Faculty Senate will administer, record, and report within that period specified in the bylaws of this constitution to THE FACULTY (Article IV, Section 2). Following the completion of a one-year elected term, the vice president will be the successor to the presidency of the Faculty Senate for a period of one year, provided a simple majority of the Senators present and voting are in agreement.* If a simple majority is not obtained, another nominee may be selected and voted into the position of president with a simple majority of the Senate present and voting.

c. Past President to THE FACULTY

The past president to the Faculty Senate will serve as a member of the Steering Committee and as an advisor to the president and vice president. They may be either a current member of the Senate or hold an ex-officio seat on the Senate.

*In the event the president and vice president are nominated, agree to serve, and are voted for by a simple majority of the Senators present and voting, subsequent terms of office will be allowed.

Section 2: Meetings of THE FACULTY

a. Schedule

Meetings of THE FACULTY may be called by the president of the University or the president of the Faculty Senate. The president of the Faculty Senate must call a meeting at the written petition of ten percent of the Academic and Administrative Faculty or a majority vote of the Senate.

b. Notice

Written notice of each meeting shall be circulated to THE FACULTY at least three days prior to the date of the meeting. The agenda for each meeting will be attached to the notice.

c. Quorum

Twenty-five percent of the Academic and Administrative Faculty constitutes a quorum. Members must be physically present at such a meeting. Proxy votes will not be recognized for absent individuals. The Office of the Provost and Vice President for Academic Affairs will provide on September 1 the number of Academic and Administrative Faculty as described in Article II.

d. Procedure

Each member of THE FACULTY will have a free and equal voice in all deliberations. Academic and Administrative Faculty members will be entitled to one vote each. Any member of THE FACULTY may submit agenda items to the Faculty Senate president. Such items must be received at least five days prior to a scheduled meeting. In the absence of special regulations to the contrary, the most recent edition of Robert's Rules of Order as designated by the president of the Faculty Senate shall govern the procedure of all meetings of THE FACULTY.

e. Faculty Review of Senate or Presidential Action

- (1) The Academic and Administrative Faculty may contest an action taken by the Faculty Senate or a failure to act on an initiative petition. To override a specific action of the Faculty Senate, the Academic and Administrative Faculty may conduct a vote. A two-thirds majority among the voters will override a Faculty Senate action. A majority of those present and voting at a meeting may call for a vote of the Academic and Administrative Faculty. According to the provisions of Article V, Section 3d, such ballot will be accompanied by the minutes of the meeting sent to each member of the Academic and Administrative Faculty. The vice president of the Faculty Senate will administer, record and report the vote within that period specified in the bylaws of this constitution.
- (2) The Academic and Administrative Faculty may contest a University presidential action. A two-thirds majority among the voters will be required to contest an action of the University president. The president of the Faculty Senate will communicate the results of a contested action to the Idaho State Board of Education if a two-thirds margin is achieved.

f. Financial Support

Financial support will be provided by the Office of the Provost in negotiation with the president of the Faculty Senate.

Article V: The Faculty Senate

Section 1: Membership

a. Composition

(1) Academic Faculty; Voting Members

- (a) Each college or division will be entitled to at least two Academic Faculty representatives to the Faculty Senate except the library which will be entitled to at least one Academic Faculty representative. Academic Faculty representative will be elected by the Academic Faculty in the unit, college or division of the University.

- (b) Senate representation will be determined on the ratio of one Senator per 25 Academic Faculty in the unit of the University with the exception of the Graduate College which will have no more than two Senators.
 - (c) Every January at the first meeting of the spring semester, the provost will provide the Faculty Senate data on faculty membership. The Faculty Senate will review the apportionment of the faculty from each college, division, or unit and adjust apportionment as necessary to meet constitutional membership.
- (2) Teaching and Research Faculty; Voting Members
 - (a) Teaching and Research Faculty will have one voting representative on the Faculty Senate.
 - (b) Teaching and Research Faculty representatives will serve two-year terms.
- (3) Nonvoting Members
 - (a) The president of ASBSU or his or her designee.
 - (b) The president of the University or his or her designee.
 - (c) The dean of each college, school and library.
 - (d) The director of the Honors College or his or her designee.
- b. Selection
 - (1) Academic Faculty
 - (a) Academic Faculty Senators will be elected by each college, division, or unit of the University.
 - (2) Teaching and Research Faculty
 - (a) The process of electing Teaching and Research Faculty Senators will be established in the Senate bylaws.
- c. Term of Office

Elected members normally will serve for two years. Initially, provision shall be made for rotating terms of office so that one half of the elected chairs will be vacated each year. Recall of any elected members of the Senate will be considered only at a meeting of THE FACULTY from the college or division that elected the Senator called for such a purpose at least one week in advance of the meeting date. Approval will require an affirmative vote of two-thirds of the Academic and Administrative Faculty who are present at that meeting.

- d. Responsibility
All members of the Senate are uninstructed representatives. Having sought the counsel and advice of their colleagues, Senate members will be free to exercise their own judgment on matters of decision and vote.
- e. Restructuring
Newly created colleges and divisions of the University will be represented as provided in Article V, Section 1 a. (1-3). Implementation will be in accordance with the bylaws of the Boise State University FACULTY.

Section 2: Authority and Functions of the Faculty Senate

- a. Authority
The Faculty Senate will have the authority and responsibility to act for and in behalf of THE FACULTY. Actions of the Faculty Senate will be effective without approval of THE FACULTY, except that such actions will be subject to challenge, by the Academic and Administrative Faculty (as specified in Article IV, Section 2, Paragraph e) or by the president of the University.
- b. Functions
Within the framework established by the Idaho State Board of Education, the Faculty Senate will, as the representative body of THE FACULTY:
 - (1) Recommend to the president and provost and vice president of academic affairs requirements for admission and for degrees.
 - (2) Act upon all new courses and curricula, changes in established curricula, and curricular policies involving relationships between colleges, divisions, or units.
 - (3) Recommend to the president and provost and vice president of academic affairs criteria for academic rank, tenure, and professional welfare.
 - (4) Provide for the review and mediation of disputes involving professional ethics and grievances.
 - (5) Recommend to the president and provost and vice president of academic affairs policies and procedures governing the performance of research, scholarship and creative activities.
 - (6) Maintain such committees and councils as are necessary for the implementation of Article III, Section 1, of this constitution.

- (7) Receive and consider reports from committees and councils and take appropriate action thereon.
- (8) Inform THE FACULTY of its actions.

Section 3: Organization of the Senate

a. Officers

- (1) The Senate shall elect annually from among its academic members a president and vice president.

b. Meetings

- (1) Regular and special meetings of the Faculty Senate will be held throughout the academic year at times specified in the bylaws.
- (2) Regular and special meetings of the Faculty Senate are open.
- (3) Non-Senate members may only address the Senate when called upon by the Faculty Senate presiding officer.
- (4) Executive session of the Faculty Senate may be called for by the president of the Faculty Senate. An Executive session is a closed meeting of the Steering Committee.

c. Rules

The Faculty Senate is empowered to make rules governing its own organization and procedure subject to the conditions of this Constitution and the following:

- (1) A simple majority of voting members of the Senate members will constitute a quorum. If quorum is lost, the meeting will be immediately adjourned and the discussion will continue at the next regularly scheduled meeting or special session of the Faculty Senate.
- (2) All actions of the Senate will be by simple majority of members present and voting, unless otherwise specified in the bylaws.
- (3) A digest of the Senate meeting minutes will be distributed to THE FACULTY without delay.

d. Agenda

At least three business days prior to any Senate meeting, the president of the Faculty Senate will have an agenda published and distributed to THE FACULTY. Any Senator may submit items for the agenda. Any item submitted by at least ten percent of THE FACULTY through petition of whose signers half must be Academic or Administrative Faculty must be

placed on the agenda for the next regular Senate meeting. Items not on the agenda of a given meeting may not be brought to formal vote at that meeting without unanimous consent of those present.

Article VI: Amendment

Section 1: Of the Constitution

Amendments may be proposed by either:

- a. A two-thirds vote of the Senate present and voting, or
- b. Twenty percent of the Academic and Administrative Faculty through initiative petition presented to the president of the Senate.

The proposed amendment to the constitution will be placed on the agenda on the next regular meeting of the Senate for open discussion, a written copy of the proposed amendment, including explanation and justification, will be distributed to each member of THE FACULTY, after which it will be submitted to a special meeting of THE FACULTY. An amendment thus submitted will become part of the constitution when approved by secret ballot by a two-thirds majority vote of the Academic and Administrative Faculty.

Section 2: Of the Bylaws

The bylaws may be amended by a two-thirds vote of the Senate, present and voting.

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Constitution**Amended: ~~April, 1998~~FebruaryMay, 2011****Preamble**

To facilitate communication, understanding, and cooperation among the officers of Boise State University, and to ensure the orderly development of educational programs and policies committed to our trust, we, the ~~p~~President and ~~f~~Faculty of Boise State University, do hereby subscribe to this ~~c~~Constitution establishing principles of organization, authority, and responsibility of the Boise State University ~~f~~Faculty. In adopting this constitution the president and faculty of Boise State University affirm our belief in academic freedom and responsibility as specified in the Idaho State Board of Education policy (Section III.B, April 2002) and the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

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Academic freedom is essential to these purposes and applies to teaching, research, and service. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom in research is fundamental to the advancement of truth. Academic freedom in service is fundamental to the advancement of the common good and the development of educational programs and policies. Academic freedom should not be abridged or abused. Academic freedom carries with it duties correlative with rights.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

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~~4.~~Article I: Name

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~~2.~~Article II: Membership

~~1.~~The ~~Official~~ HE FACULTY ~~aeulty~~ of the University shall comprise four categories of members hereinafter referred to as: 1) Academic Faculty, 2) Teaching Faculty, 3) Research Faculty, and 4) Applied Technology Faculty, Administrative Faculty, ~~and President of the University~~. Associated faculties constitute a fifth category: 5) Adjunct, Affiliate, and Visiting Faculty; members have the privilege of participation without vote in meetings of the University faculty.

~~1.~~Section 1: Academic Faculty

~~1.~~The Academic Faculty of the University ~~wi~~shall include all Tenure-track and Tenured faculty ~~persons~~ with ~~full-time~~ appointments as Professor, Associate Professor, Assistant Professor, Instructor, ~~to do teaching, research, and counseling, and~~ Departmental chairpersons and professional librarians other than the Dean of the University Libraries. ~~an~~

Section 2: Teaching Faculty

~~2.~~

The Teaching Faculty of the University will include all persons with appointments as Lecturer, Associate Lecturer, Assistant Lecturer, Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor, and Clinical Instructor.

~~The Applied Technology Faculty of the University shall include all persons with appointments as Interim Instructor, Standard Instructor, Advanced Instructor, and Senior Instructor, to do teaching.~~

~~3.~~Section 3: Research Faculty

The Research Faculty of the University will include all persons with appointments as Research Professor, Associate Research Professor, and Assistant Research Professor.

Section 4: Administrative Faculty

~~1.~~The Administrative Faculty of the University ~~wi~~shall include the president of the University; administrative vice-presidents; executive heads of colleges/schools, divisions, supportive services, and the Library; and all such permanent administrative officials so designed by the ~~p~~President of the University ~~as provided in Section 4 of this Article~~ and the State Board of Education.

~~4.~~Section 4:

~~1.~~The President of the University.

~~5.~~Section 5: Adjunct, Affiliate, and Visiting Faculty

~~1. Contracts or letters of appointment shall contain an entry identifying Official Faculty, and a list of Official Faculty shall be kept on record in the Administrative Offices. The Adjunct, Affiliate, and Visiting Faculty include those faculty with a limited contractual relationship with the University, including part-time (adjunct), non-compensatory (affiliate), and visiting faculty. This category of faculty is not eligible to vote in faculty-wide deliberations or to have interest-group based representation on Faculty Senate. Individuals in this category are not part of THE FACULTY.~~

~~3.~~ Article III: Powers and Authority

~~1.~~ Section 1: General; Recommendations are made to the president and the provost and vice president of academic affairs of the University.

~~1.a.~~ ~~THE FACULTY~~ wishall provide recommendations on matters of educational policy within the limits prescribed by federal and state law and the regulations of the Idaho State Board of Education. Educational policy pertains to such matters as curricula, methods of instruction, facilities and materials for instruction, standards for admission and retention of students, and criteria for the granting of degrees. It also includes those aspects of student life that relate directly to the educational process including the establishment of regulations concerning financial aid, academic performance, extracurricular activities, and freedom of action and expression.

~~2.b.~~ ~~_____THE FACULTY~~ he Academic and Administrative Faculty shawill recommend policies and procedures governing ~~faculty appointment, tenure, and promotion~~ the performance of research, scholarship and creative activities.

c. The Academic and Administrative Faculty will recommend policies and procedures governing faculty appointment, tenure, and promotion.

~~3.de.~~ ~~_____THE FACULTY~~ wishall normally function through its representative body, ~~t~~The Faculty Senate (see Article V). However THE FACULTY wishall also have the rights of initiative and referendum, as specified in Article IV: Section 2e, Article V: Section 3d, and in Article VI: Section 1, ~~in Article IV: Section 2e, and in Article V: Section 3d.~~

~~2.~~ Section 2: College, ~~s~~/Schools, Division, Department, and the Librarys

~~1.~~ Within the limits of policies approved by the Idaho State Board of Education, the policies and practices within the particular ~~the college, /school, division, or department, or the library shawill~~ be determined by the Academic and Administrative Faculty~~THE FACULTY~~ of the specific college, /school, division, ~~or department, or the library~~ and wishall normally be implemented by the interested deans or chairpersons.

4. Article IV: Organization of THE FACULTY

1. Section 1: Officers

1.a. Presiding Officer

The ~~p~~President of the ~~Faculty Senate~~University or his or her designee ~~wi~~shall preside at the meetings of ~~THE FACULTY~~the Faculty Senate, and will oversee the reporting and distribution of the non-transcripted summary of the meeting. Upon completion of a one-year term, the president of the Faculty Senate will serve an additional year as past president.*

2.b. Vice President to ~~Secretary to~~ THE FACULTY

The vice president of the Faculty Senate (Article V, Section 3, a.1) will be the presiding officer of the Senate in the absence of the president of the Faculty Senate, will chair the Nominating Committee, and will be a member of the Steering Committee. In the event the president of the Faculty Senate is unable or unwilling to fulfill his/her duties, the vice president will preside over the Senate until such time as the president is able to resume his/her duties or the president's original term expires. The vice president of the Faculty Senate will administer, record, and report within that period specified in the bylaws of this constitution to THE FACULTY (Article IV, Section 2). Following the completion of a one-year elected term, the vice president will be the successor to the presidency of the Faculty Senate for a period of one year, provided a simple majority of the Senators present and voting are in agreement.* If a simple majority is not obtained, another nominee may be selected and voted into the position of president with a simple majority of the Senate present and voting. The ~~Secretary to The Faculty Senate (Article V, Section 3, a.2)~~ shall be the Secretary to THE FACULTY. The Secretary shall record minutes and circulate copies to all members within one week following each meeting.

c.- Past President to THE FACULTY

The past president to the Faculty Senate will serve as a member of the Steering Committee and as an advisor to the president and vice president. They may be either a current member of the Senate or hold an ex-officio seat on the Senate.

*In the event the president and vice president are nominated, agree to serve, and are voted for by a simple majority of the Senators present and voting, subsequent terms of office will be allowed.

3. Treasurer of THE FACULTY

1. The Treasurer of The Faculty Senate (Article V, Section 3, a.3) shall be the Treasurer of THE FACULTY. Funds for specific projects or emergencies as approved by THE FACULTY shall be collected by the Treasurer. The Treasure shall establish a Faculty Account and disburse Faculty Account Funds upon approval of The Faculty Senate, and shall

~~keep an accurate record of THE FACULTY Account according to approved business practice, which account may be audited by an ad hoc committee of the Senate whenever necessary.~~

~~2.~~Section 2: Meetings of THE FACULTY

~~1.~~a. ~~Schedule~~

~~1.~~Meetings of THE FACULTY may be called by the ~~p~~President of the University or the president of the Faculty Senate. The president of the Faculty Senate ~~He or she~~ must call a meeting at the written petition of ten percent of ~~t~~The Academic and Administrative Faculty~~HE FACULTY~~ or ~~on~~ a majority vote of the Senate.

~~2.~~b. ~~Notice~~

~~1.~~Written notice of each meeting shall be circulated to THE FACULTY ~~all faculty members~~ at least three days prior to the date of the meeting. The agenda for each meeting ~~wi~~shall be attached to the notice.

~~3.~~c. ~~Quorum~~

~~1.~~Twenty-five percent of ~~t~~The Academic and Administrative Faculty~~HE FACULTY in person shall~~ constitutes a quorum. Members must be physically present at such a meeting. No proxy votes shall not be recognized for absent individuals. The ~~Administrative Offices of the Provost and Vice President for Academic Affairs sh~~will provide on September 1 ~~an indication of the number of full-time Academic and Administrative Faculty personnel~~ as described in Article II.

~~4.~~d. ~~Procedure~~

~~1.~~Each member of THE FACULTY ~~wi~~shall have a free and equal voice in all deliberations ~~and each shall be entitled to one vote.~~ Academic and Administrative Faculty~~Any~~ members will be entitled to one vote each. Any member of THE FACULTY may submit agenda items to the ~~presiding officer of THE FACULTY~~aculty Senate president. Such items must be received at least five days prior to a scheduled meeting. In the absence of special regulations to the contrary, the most recent edition of Robert's Rules of Order as designated by the ~~p~~President of the Faculty Senate shall govern the procedure of all meetings of THE FACULTY.

~~5.~~e. ~~Faculty Review of Senate or Presidential Action~~

~~1.~~(1) ~~The Academic and Administrative Faculty~~HE FACULTY may contest an action taken by ~~t~~The Faculty Senate or a failure to act on an initiative petition ~~(Article V, Section 3d). Overriding of the Senate shall require a two-thirds vote of the total membership of THE FACULTY. To override a specific action of the Faculty Senate, the Academic and Administrative Faculty may conduct a vote. A two-thirds majority among the voters will override a~~

Faculty Senate action. A majority of those present and voting at a meeting may call for a vote of the Academic and Administrative Faculty. ~~written ballot of the entire faculty.~~ According to the provisions of Article ~~IV~~, Section ~~34bd~~, such ballot ~~wish~~all be ~~accompanied attached to a copy by of~~ the minutes of the meeting sent to each member of ~~tThe Academic and Administrative FacultyHE FACULTY.~~ The vice president of the Faculty Senate will administer, record and report the vote ~~Ballots must be returned to the Secretary of The Faculty Senate and the vote counted and announced~~ within that period specified in the ~~bylBy~~ Laws of this ~~c~~Constitution.

~~2.(2)~~ Using this same procedure, THE FACULTY The Academic and Administrative Faculty may contest a University p~~Presidential~~ action. A two-thirds majority among the voters will be required to contest an action of the University president. The ~~If the contesting action is successful, the P~~resident of the Faculty Senate will shall communicate the results of a contested action ~~it~~ to the Idaho State Board of Education if a two-thirds margin is achieved.

f. Financial Support

Financial support will be provided by the Office of the Provost in negotiation with the president of the Faculty Senate.

~~5.~~Article V: The Faculty Senate

~~1.~~Section 1: ~~_____~~-Membership

~~1.~~a.-Composition

~~1.~~(1) ~~_____~~-Academic Faculty; Voting Members

~~1.~~(a) Each college/~~school~~ or division ~~wish~~all be entitled to at least two Academic Faculty representatives to ~~tThe Faculty Senate except the library which will be entitled to at least one Academic Faculty representative. Academic Faculty representative who sha~~ will be elected by the Academic ~~or Applied Technology~~ Faculty in the unit, college/~~school~~ or division of the University~~represented.~~

~~2.~~(~~b2~~) ~~_____~~-Senate representation ~~wish~~all be determined on the ratio of one Senator per 25 ~~Official Academic~~ Faculty in the unit of the University with the exception of the college/school represented with the exception of the Graduate College which ~~wish~~all have no more than two Senators.

(c) Every January at the first meeting of the spring semester, the provost will provide the Faculty Senate data on faculty membership. The Faculty Senate will review the apportionment of the faculty from each college, division, or

unit and adjust apportionment as necessary to meet constitutional membership.

(2) Teaching and Research Faculty; Voting Members

(a) Teaching and Research Faculty will have one voting representative on the Faculty Senate.

(b) Teaching and Research Faculty representatives will serve two-year terms.

~~3.~~(3) Nonvoting Members

(a) The ~~p~~President of ~~the University or his or her designee, the President of ASBSU~~ or his or her designee.

(b) The president of the University or his or her designee.

(c) T, the ~~d~~Dean of each college, /school and ~~the University Librarian~~.

(d) The director of the Honors College or his or her designee.

~~2.(b) Two adjunct faculty members appointed from a list of self-nominees by the President of the Faculty Senate. Candidates would need to teach at least half-time for one academic year.~~

b. Selection

(1) Academic Faculty

(a) Academic Faculty Senators ~~wish~~all be elected by each college/school, or division, or unit of the University.

(2) Teaching and Research Faculty

(a) The process of electing Teaching and Research Faculty Senators will be established in the Senate bylaws.

c. Term of Office

Elected members normally ~~wish~~all serve for two years. Initially, provision shall be made for rotating terms of office so that one half of the elected chairs ~~wish~~all be vacated each year. Recall of any elected members of the Senate ~~wish~~all be considered only at a meeting of THE FACULTY from the college or division that elected the Senator called for such a purpose at least one week in advance of the meeting date. Approval ~~wish~~all require an affirmative vote of two-thirds of the Academic and ~~Applied Technology~~administrative Faculty who are present at that meeting.

d. Responsibility

~~All~~ members of the Senate are uninstructed representatives. Having sought the counsel and advice of their colleagues, Senate members ~~wish~~all be free to exercise their own judgment on matters of decision and vote.

e.- Restructuring

Newly created ~~c~~Colleges/Schools and ~~d~~Divisions Newly created colleges/schools and divisions of the University ~~wi~~shall be represented as provided in Article V, Section 1 a. (1-3). ~~and (2).~~ Implementation ~~wi~~shall be ~~in accordance with the by~~ by ~~By~~ Laws of the Boise University ~~FACULTY~~ aculty.

2. Section 2: Authority and Functions of ~~t~~the Faculty Senate

1.a. Authority

~~1.~~The Faculty Senate ~~wi~~shall have the authority and responsibility to act for and in behalf of THE FACULTY. Actions of ~~t~~the Faculty Senate ~~wi~~shall be effective without approval of THE FACULTY, except that such actions ~~wi~~shall be subject to challenge, by ~~t~~The Academic and Administrative ~~HE~~ Faculty ~~ACULTY~~ (as specified in Article IV, Section 2, Paragraph e) or by the ~~p~~President of the University.

2.b.- Functions

~~1.~~Within the framework established by the Idaho State Board of Education, ~~t~~the Faculty Senate ~~wi~~shall, as the representative body of THE FACULTY:

~~1.~~(1) Recommend to the president and provost and vice president of academic affairs requirements for admission and for degrees.

~~2.~~(2) Act upon all new courses and curricula, changes in established curricula, and curricular policies involving relationships between colleges/schools or, divisions, or units.

~~3.~~(3) Recommend to the president and provost and vice president of academic affairs criteria for academic rank, tenure, and professional welfare.

~~4.~~(4) Provide for the review and mediation of disputes involving professional ethics and grievances.

(5) Recommend to the president and provost and vice president of academic affairs policies and procedures governing the performance of research, scholarship and creative activities.

(6) Maintain such committees and councils as are necessary for the implementation of Article III, Section 1, of this ~~c~~Constitution.

~~6.(76)~~__Receive and consider reports from committees and councils and take appropriate action thereon.

~~7.(87)~~__Inform THE FACULTY of its actions.

~~3.~~Section 3: Organization of the Senate

~~1.~~a. Officers

~~1.~~(1) __The Senate shall elect annually from among its academic members a ~~p~~President and ~~v~~Vice ~~p~~President..

~~2.(2) A Secretary to the Senate shall be selected by the Senate. The Secretary shall not be a member of the Senate.~~

~~3.(3) A Treasurer to the Senate shall be selected by the Senate. The Treasurer shall not be a member of the Senate~~

~~2.~~b. Meetings

~~1.~~(1) __Regular and special meetings of the Faculty Senate ~~wi~~shall be held throughout the academic year at times specified in the ~~byl~~By-Laws.

(2) __Regular and special meetings of ~~the~~the Faculty Senate are open.

~~(3) Non-Senate to all members of THE FACULTY. Visitors at meetings may enter into the discussion by permission of the Senate may only address the Senate when called upon by the Faculty Senate presiding officer.~~

~~(4) Executive session of the Faculty Senate may be called for by the president of the Faculty Senate. An Executive session is a closed meeting of the Steering Committee.~~

~~3.~~c. Rules

~~1.~~The Faculty Senate is empowered to make rules governing its own organization and procedure subject to the conditions of this Constitution and the following:

~~1.~~(1) __A simple majority of voting members of the Senate members ~~wi~~shall constitute a quorum. If quorum is lost, the meeting will be immediately adjourned and the discussion will continue at the next regularly scheduled meeting or special session of the Faculty Senate.

~~2.~~(2) __All actions of the Senate ~~wi~~shall be by simple majority of members present and voting, unless otherwise specified ~~in~~by the ~~byl~~By-Laws.

~~3.~~(3)___-A digest of the Senate meeting minutes ~~wi~~shall be distributed to THE FACULTY without delay.

4.d._____-Agenda

~~1.~~At least three ~~business~~ days prior to any Senate meeting, the ~~p~~President of the Faculty Senate ~~wi~~shall have an agenda published and distributed to THE FACULTY. Any Senator may submit items for the agenda. Any item submitted by at least ten percent of THE FACULTY through petition of ~~whose signers half must be Academic or Administrative Faculty~~ must be placed on the agenda ~~for~~of the next regular Senate meeting. Items not on the agenda of a given meeting may not be brought to formal vote at that meeting without unanimous consent of those present.

~~6.~~Article VI: Amendment

~~1.~~Section 1: Of the Constitution

~~1.~~Amendments may be proposed by either:

~~1.(a.)~~___A two-thirds ~~vote~~ of the Senate present and voting, or

~~2.(b.)~~___Twenty percent ~~20 percent~~ of ~~t~~THE ~~Academic and Administrative~~ FACULTY ~~aculty~~ through initiative petition presented to the ~~p~~President of the Senate.

~~2.~~The proposed amendment to the ~~c~~Constitution ~~wi~~shall be placed on the ~~a~~Agenda on the next regular meeting of the Senate for open discussion. ~~Following that discussion,~~ a written copy of the proposed amendment, including explanation and justification, ~~wi~~shall be distributed to each ~~member of THE FACULTY, faculty member~~ after which it will be submitted to a special meeting of THE FACULTY. An amendment thus submitted ~~wi~~shall become part of the ~~c~~Constitution when approved by secret ballot by a two-thirds majority ~~vote~~ of ~~t~~The ~~Academic and Administrative~~ ~~HE~~ FACULTY ~~aculty, voting.~~

~~2.~~Section 2: Of the ~~By~~ ~~L~~aws

~~1.~~The ~~by~~ ~~By~~ ~~L~~aws may be amended by a two-thirds vote of the Senate, present and voting.

IDAHO STATE UNIVERSITY (ISU)

SUBJECT

Approval of the Full Proposal for Master of Accountancy

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

This is a request for a new masters program that will be delivered initially at the ISU Idaho Falls campus and, when possible, later expanded to the ISU Pocatello campus. While many of the classes for this degree will initially be offered only on the Idaho Falls campus, classes will be scheduled so that both Pocatello and Rexburg students will be able to take the course as commuter students.

The ISU Master of Accountancy program will be offered to meet an underserved market in SE Idaho, drawing students from BYU-Idaho who by necessity or desire want a quality graduate program in accounting within commuting distance from Rexburg, ID.

While on-line courses are available for lower division introductory accounting courses, they do not currently exist in an effective on-line environment. The ISU College of Business explored opportunities with both Boise State University (BSU) and the University of Idaho (UI) for joint programs (see letters of support from BSU and UI College of Business Deans attached to NOI on page 15). However, because the program requires in-person courses in Idaho Falls every evening for a one year period, there is no effective way that coursework can be shared among the universities.

BYU Idaho offers only an undergraduate degree to its over 400 accounting majors. The accounting profession requires extra education (30 credits) beyond the undergraduate degree to practice as a CPA in 48 states, including Idaho. Consequently, most BYU-ID graduates leave Idaho to seek a graduate degree (usually at Utah State University).

A Master of Accountancy provides students with advanced analytical and technical skills and tools required for success in the complex world of accounting today. This program develops skills and competencies well beyond that of an undergraduate accounting degree and will provide ISU graduates with a competitive advantage that is typically rewarded with a higher starting salary for entry-level positions. Moreover, upon completing this program, students will typically have passed or be ready to pass the rigorous CPA professional examination.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

IMPACT

The coursework necessary for this degree is already taught at ISU as part of its MBA with emphasis in Accounting. This new degree merely repackages the ISU coursework to meet the needs of a different group of students. The cost of the program is less than \$150,000 of new funding. Faculty resources for years one and two will be reallocated within the ISU College of Business. In year three, an additional faculty position will be required to expand the program to the Pocatello campus. The cost of the new position is estimated to be \$155,600 including benefits. New revenue from the program will exceed new costs.

ATTACHMENTS

Attachment 1 – Full Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's (ISU) proposes to offer a new Master of Accountancy to be offered at ISU/UI University Place in Idaho Falls as part of a partnership formed with BYU-Idaho and expects a cohort of approximately 10-20 BYU-Idaho students for fall. ISU also has plans to potentially expand the program to ISU's main campus in Pocatello in the future.

All three universities offer undergraduate programs in accounting at their respective campuses with the exception of Boise State University who also offers undergraduate programs in Twin Falls through their Division of Extended Studies (see table below). Each university also offers graduate programs in Accounting. ISU offers a Master of Business Administration with an Accounting emphasis; Boise State University offers a Master of Science in Accountancy with a Tax emphasis; and the University of Idaho offers a Master of Accountancy. Each program is offered at respective main campuses.

Institution	Region	Location	City	Program	Degree
UI	2	UI Campus	Moscow	Accounting	BS Bus
UI	2	UI Campus	Moscow	Accountancy	M Acct
BSU	3	BSU Campus	Boise	Accountancy	BBA, BA, BS, MS
BSU	3	BSU Campus	Boise	Accountancy Taxation	MS
BSU	3	BSU Campus	Boise	Accountancy/Finance	BA, BS, BBA
BSU	4	BSU Campus	Twin Falls	Accountancy	BBA, BA, BS
BSU	4	BSU Campus	Twin Falls	Accountancy & Finance	BA, BS, BBA
ISU	5	ISU Campus	Pocatello	Accounting	BBA
ISU	5	ISU Campus	Pocatello	Business Administration	MBA Emph Acct

Consistent with Board policy III.G.4.a.i.(2), new graduate programs require Board approval regardless of fiscal impact. ISU's request for a new Master of Accountancy is consistent with Board policy III.Z. for their delivery of academic programs in the southeastern region. No institution currently has a statewide program responsibility for Accountancy. Board staff and the Council on Academic Affairs and Programs (CAAP) have reviewed the proposal and recommends approval as presented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

BOARD ACTION

I move to approve the request by Idaho State University to implement the Master of Accountancy.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

FULL PROPOSAL

to initiate a

NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL
PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT

Submitted by:

Idaho State University

Institution Submitting Proposal

College of Business

Name of College, School, or Division

Department of Accounting

Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

Master of Accountancy

Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

Fall 2011

Proposed Starting Date

This proposal has been approved by:

Keith A. Smith 2/3/11
College Dean (Institution) Date

Sam Jackson 2-3-11
VP Research & Graduate Studies Date

James C. Fletcher 2/28/11
Chief Fiscal Officer (Institution) Date

State Administrator, SDPTE Date

Shirley A. Olson 2-28-11
Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

Patricia A. Smith 2/28/11
President Date

SBOE/OSBE Approval Date

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance."

1. Describe the **nature of the request**. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$250,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

This is a request for a new masters program that will be delivered initially at the ISU Idaho Falls campus and then expanded to the ISU Pocatello campus. The cost of the program is less than \$150,000 of new funding. Faculty resources for years one and two will be reallocated within the ISU College of Business. In year three, an additional faculty position will be required to expand the program to the Pocatello campus. The cost of the new position is estimated to be \$155,600 including benefits. New revenue from the program will exceed new costs.

Current AACSB accounting accreditation standards are attached. AACSB business accreditation standards can be accessed at <http://www.aacsb.edu/accreditation/business/standards>

2. **Quality** – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.

Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel. A copy of their report/recommendations must be attached.

The ISU College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International). Moreover, the ISU accounting program is separately accredited by AACSB International. AACSB International accounting accreditation represents the highest standard worldwide. It confirms an accounting program's commitment to quality and continuous improvement through rigorous self- evaluation and comprehensive peer review processes. Additionally, AACSB accredited accounting programs commit to a continuous process of review and feedback that insures the programs remain at the cutting edge of the accounting discipline. Accreditation is granted at the academic unit level so the new degree will be accredited immediately. All programs offered by the ISU Department of Accounting are automatically covered by AACSB accreditation. The MAcc program will be included in the maintenance of accreditation review in 2016.

The goal of the MACC program is to further develop students' professional knowledge, competency, skills and values for a career in accountancy with an emphasis on public accountancy. Advanced content and application in the graduate program is focused on enhancing students' technical competency, and critical thinking, interpersonal, communication, and judgment skills beyond that of an undergraduate program. Specifically, our MAcc program learning goals and objectives include:

1. Technical Competency and Professional Knowledge

ISU MAcc graduates will demonstrate technical competency and possess appropriate professional knowledge. Each student will:

- A. Apply knowledge of relevant professional standards and the regulatory environment to resolve financial reporting issues of U.S. and multinational business entities.*
- B. Apply knowledge of tax laws for planning and compliance purposes.*
- C. Recognize and evaluate areas of potential legal concern in the business environment and demonstrate understanding of the role of legal issues in risk assessment.*
- D. Recognize and evaluate areas of potential risk in an entity's business processes and information technology environment.*

2. Critical Thinking and Communication Skills

ISU MAcc graduates will demonstrate problem solving and critical thinking skills. Each student will:

- A. Gather, interpret, evaluate, analyze and apply relevant professional standards to complex accounting-related issues, and come to well-reasoned conclusions.*
- B. Apply analytical and quantitative techniques to analyze financial statements within the context of risk assessment and firm valuation.*
- C. Communicate complex ideas effectively both orally and in writing.*

3. Group/Interpersonal Skills

ISU MAcc graduates will demonstrate group/interpersonal skills. Each student will:

- A. Work effectively in teams toward a common goal.

4. Professional Values and Ethics

ISU MAcc graduates will demonstrate the ability to recognize and appropriately respond to ethical issues in the practice of accounting. Each student will:

- A. Identify ethical issues and decision alternatives by incorporating appropriate professional codes of conduct and social responsibility.

Demonstrate professional conduct and demeanor in class and business settings.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Course	Curr./New	Cr. Hrs.
ACCT 5531 Advanced Tax Concepts/Research	Current	3
ACCT 5533 Legal Environment of Accounting	Current	3
ACCT 5557 Advanced Auditing	Current	3
ACCT 5561 Advanced Accounting	Current	3
ACCT 5571 Accounting Capstone 1	New	1
ACCT 5572 Accounting Capstone 2	New	1
ACCT 5573 Accounting Capstone 3	New	1
ACCT 5574 Accounting Capstone 4	New	1
ACCT 6625 Managerial Control Systems and Corporate Social Responsibility	New	3
ACCT 6631 Accounting Theory	Current	3
ACCT 6634 Seminar in Accounting	Current	3
ACCT 6660 Governmental and Global Accounting	New	3
MBA 6622 Finance in an Integrated Environment	Current	3
Total Credits		31

Course descriptions attached.

- b. Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

Boes, Richard, Ph.D., Professor, Financial accounting and taxation (16.7%)

Frischmann, Pete, Ph.D., Professor, Taxation, financial accounting, managerial accounting (16.7%)

Picard, Robert, Ph.D., Professor, Auditing, managerial accounting, management control systems (16.7%)

Plewa, Frank, Ph.D., Professor, Financial accounting (16.7%)

Pumphrey, Lela, Ph.D., Visiting professor, financial accounting, governmental accounting, international accounting, auditing (16.7%)

Reis, Priscilla, Ph.D., Associate professor, managerial accounting, management control systems (16.7%)

Smith, Ken, Ph.D., Professor, financial accounting, auditing, managerial accounting (33.3%)

Reallocated line – new hire, Assistant professor, financial accounting, auditing (22%)

New hire (2014) – Assistant professor, financial accounting, auditing (16.7%) A new faculty member, hired in year three will allow us to expand the program to the Pocatello campus. The new faculty hire will be academically qualified to teach and research in the field of accounting and will teach at both the undergraduate and graduate levels. It is our understanding that a search for this position will only be approved if revenues from the MAcc program are sufficient to cover the cost of the line.

- c. Student – briefly describe the students who would be matriculating into this program.

Students would have earned an undergraduate accounting degree or its equivalent. A large part of the demand for this program comes from graduates of BYU-I. The second largest group of students will be those continuing on after earning an undergraduate degree from ISU. Other markets include business graduates

from other schools in the intermountain west, international students, and business professionals currently working in southeast Idaho.

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Additional electronic data base media will be required so that tax and accounting standards data bases will be available at both the Idaho Falls and Pocatello campuses. The related cost of that media is relatively small (\$5,000 with additional inflation adjustment – included in budget section). Additionally, we anticipate the need for an additional laptop computer for a new faculty hire in the event we receive an additional position in year 3. Finally, if revenues warrant, we intend to incorporate additional graduate assistantships into the program to help us attract high potential students. We recently have secured scholarship donations to help attract new students. Library resources and staff support are currently adequate to support this program in both IF and Pocatello locations.

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

In years one and two, this program will be exclusively offered at the Idaho Falls campus. In year three it will expand to the Pocatello campus.

3. **Duplication** – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication..

Please see attached letters from Dr. Gary Olson, ISU Provost and the deans of Idaho State University, Boise State University and the University of Idaho addressing the necessity for duplication of this program.

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

The University of Idaho offers a Master of Accountancy degree. Boise State University offers of Master of Science with an optional taxation emphasis. The Master of Science without the tax emphasis would be similar to our Master of Accountancy program. Additionally, this program is similar to programs offered by neighboring states (Utah State University and Weber State University for example) and therefore we are at a competitive disadvantage by not offering a Master of Accountancy. However, this program differs from programs offered by neighboring states in that the ordering and scheduling of courses and the inclusion of four one-credit capstone courses will facilitate success on the CPA exam and most likely result in students having passed the exam by the time they graduate from ISU with a Master of Accountancy (MAcc).

Many of the classes for this degree will be offered only on the Idaho Falls campus. Classes will be scheduled so that both Pocatello and Rexburg students will be able to take the course as commuter students. Since the ISU Master of Accountancy program will be offered primarily on the Idaho Falls campus, this program will serve an underserved market in SE Idaho and provide enrollment opportunities not available to either U of I or BSU in drawing students from BYU-I who by necessity or desire want a quality graduate program in accounting within commuting distance from Rexburg, ID. If resources ever became available that would allow us to offer multiple sections of these courses, then we would schedule sections on the Pocatello campus.

4. **Centrality** – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

The ISU mission statement:

Section 1 reads "Idaho State University will give continuing emphasis in the areas of business..."

Section 2 reads "Graduate: Offers a wide range of masters, doctoral and professional programs consistent with state needs."

Section 3 reads “The institution serves students, business and industry, the professional and public sector groups throughout the state and region as well as diverse and special constituencies.”

This program is consistent with each of these sections outlining the role and mission of Idaho State University.

This program is included in ISU’s regional 8-year plan.. This opportunity to work with BYU-Idaho recently materialized. While we are exploring various opportunities with BYU-I administration, this program offers perhaps the highest potential for new graduate enrollment of all the opportunities that we have explored. Through this program we are working with with BYU-I to provide course work in Idaho Falls that will help BYU-I students complete an ISU graduate degree in an area that they deem important. The fact that we will offer this degree reduces the need and likelihood that BYU-I will offer a similar program anytime in the near future. This program consists of courses that are already in the ISU College of Business catalog although some have not been offered for some time due to resource constraints. These courses will now be offered consistently in Idaho Falls as part of this degree. In addition to serving the Idaho Falls and Rexburg markets, ISU Pocatello students will have the option to travel to Idaho Falls to take courses that are now not available to them.

5. Demand – address student, regional and statewide needs.

- a. Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See Board policy III.X., Outcomes Assessment.)

Due to the 150 credit requirement for CPA licensure, we have been monitoring the need and demand for a MAcc for the past several years. Two years ago we were approached by BYU-Idaho about offering graduate education in the area of accounting. BYU-I enrollments were climbing and their accounting students needed additional options for meeting the 150 credit hours required for the field of public accounting. We have met with BYU-I officials several times over the last two years to assess enrollment potential and to ensure a curriculum from both institutions that would result in a smooth transition for BYU-I students by having them well prepared for our MAcc program. Through these meetings and through several meetings with student groups we determined that initially offering the program in Idaho Falls would result in early success of the program. We expect 10 – 20 BYU-I students in the initial fall cohort with enrollments increasing to 30 – 60 in the first three years.

Students who graduate from the Masters of Accountancy programs at each of the Idaho universities will easily find placement in careers directly related to their degrees. Specifically, the report entitled “Comparative Analysis of Education and Labor Data in Idaho, 2009” prepared for the Idaho Division of Professional-Technical Education and the Idaho State Board of Education, indicates that Accounting is one of four programs “with the most substantial unmet demand for graduates.” Indeed, Economic Modeling Specialists, Inc., (EMSI) reports that Accounting and Finance programs “qualify as high-wage/high-growth and [will] need 400-1,900 new trained workers per year.”

Program quality and effectiveness will be monitored through an extension of our systematic assurance of learning program that was implemented as part of our ongoing AACSB accreditation process. Assessment data will primarily be course embedded but will also include data collected through exit interviews and self-report data collected on CPA exam pass rates. The overarching MAcc program learning goals are to further develop students' professional knowledge, competency, skills and values for a career in accountancy with an emphasis on public accountancy. Advanced content and application in the graduate program is focused on enhancing students' technical competency, and critical thinking, interpersonal, communication, and judgment skills beyond that of an undergraduate program.

- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

Student and State Need

A Master of Accountancy provides students with advanced analytical and technical skills and tools required for success in the complex world of accounting today. This program develops skills and competencies well beyond that of an undergraduate accounting degree and will provide ISU graduates with a competitive advantage that is typically rewarded with a higher starting salary for entry-level positions. Moreover, upon completing this program, students will typically have passed or be ready to pass the rigorous CPA professional examination. Many firms require students to have or acquire 150 hours/credits of education because 48 states require 150 hours/credits for licensure.

Current students can achieve 150 hours by double majoring or completing our MBA program. While a double major achieves the credits the Master of Accountancy is much more marketable and attractive to potential employers. The MBA program is designed to benefit students with some management experience and is more of a generalist degree than the Master of Accountancy.

Demand

Our preliminary research with our own students and with students from BYU-I indicates a strong demand for this program. Conversations with BYU-I administrators and students indicate that BYU-I demand would initially be 10 – 20 students in the initial fall cohort and grow to an annual enrollment of 30 - 60 students in the program. Additionally, many of our own undergraduate students who choose other schools (Utah State is a top choice among our students) would stay at ISU for the MAcc.

Employment Potential

According to the U.S. Bureau of Labor Statistics, “employment of accountants and auditors is expected to grow by 18 percent between 2006 and 2016, which is faster than the average for all occupations. This occupation will have a very large number of new jobs arise, almost 226,000 over the projections decade. An increase in the number of businesses, changing financial laws, and corporate governance regulations, and increased accountability for protecting an organization’s stakeholders will drive growth.” Also, based on ISU accounting placement history and current experience, employment potential for ISU accounting graduates is excellent. Feedback from our Accounting Program Advisory Board also indicated that for students graduating from an ISU MAcc program employment opportunities would be excellent. Moreover, adding this program and the anticipated enrollment increases would undoubtedly result in an increase in the number of firms and companies recruiting on campus.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

The only potential shift from other programs within the institution would be from our Accounting Emphasis MBA Program to the MAcc program. That potential shift would entail a maximum of five students(based on current enrollments) since our undergraduates tend to leave ISU for a MAcc or Masters of Taxation program or for employment (those who already have 150 hours) after receiving their undergraduate degree.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

The program will initially be delivered only at the Idaho Falls campus in an attempt to meet the needs of the Rexburg, Idaho Falls and Pocatello markets.

6. Resources – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	FY <u>12</u>		FY <u>13</u>		FY <u>14</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>10</u>	<u>10</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>75</u>
B. Shifting enrollments	<u>0</u>	<u> </u>	<u>0</u>	<u> </u>	<u>0</u>	<u> </u>

II. EXPENDITURES

	FY <u>12</u>		FY <u>13</u>		FY <u>14</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Faculty	<u>0</u>	<u>0</u>	<u>1</u>	<u>120,000</u>	<u>2¹</u>	<u>240,000</u>
2. Administrators						
3. Adjunct faculty						
4. Graduate/instructional assistants						
5. Research personnel						
6. Support personnel						
7. Fringe benefits			<u>1</u>	<u>35,600</u>	<u>2</u>	<u>71,200</u>
8. Other: _____						
Total FTE Personnel And Costs;		<u>0</u>		<u>155,600</u>		<u>315,868</u>
	FY <u>12</u>		FY <u>13</u>		FY <u>14</u>	
B. Operating expenditures						
1. Travel	<u>8,000</u>		<u>9,500</u>		<u>11,000</u>	
2. Professional services						
3. Other services						
4. Communications						
5. Utilities						
6. Materials & supplies						
7. Rentals						
8. Repairs & maintenance						
9. Materials & goods for manufacture & resale						
10. Miscellaneous						
Total Operating Expenditures:	<u>8,000</u>		<u>9,500</u>		<u>11,000</u>	

¹ Cumulative (i.e. one CoB reallocated line in 2013 and one additional line in 2014 = two lines total)

	FY <u>12</u>	FY <u>13</u>	FY <u>14</u>
C. Capital Outlay			
1. Library resources	<u>5,000</u>	<u>5,250</u>	<u>5,513</u>
2. Equipment	<u>2,000</u>	<u>2,000</u>	<u>2,000</u>
Total Capital Outlay:	<u>7,000</u>	<u>7,250</u>	<u>7,513</u>
D. Physical facilities Construction or major Renovation	<u></u>	<u></u>	<u></u>
E. Indirect costs (overhead)	<u></u>	<u></u>	<u></u>
GRAND TOTAL EXPENDITURES:	<u>15,000</u>	<u>172,350</u>	<u>334,381</u>

III. REVENUES

	FY <u>12</u>	FY <u>13</u>	FY <u>14</u>
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	<u></u>	<u></u>	<u>155,600</u>
2. Appropriated funds -- New – MCO	<u></u>	<u></u>	<u></u>
3. Federal funds	<u></u>	<u></u>	<u></u>
4. Other grants	<u></u>	<u></u>	<u></u>
5. Tuition	<u>55,970</u>	<u>340,840</u>	<u>511,260</u>
6. Other: <u></u>	<u></u>	<u></u>	<u></u>
GRANT TOTAL REVENUES:	<u>55,790</u>	<u>340,840</u>	<u>666,860</u>

	FY <u>12</u>	FY <u>13</u>	FY <u>14</u>
B. Nature of Funds			
1. Recurring*	<u>55,970</u>	<u>340,840</u>	<u>666,860</u>
2. Non-recurring**	<u></u>	<u></u>	<u></u>
GRANT TOTAL REVENUES:	<u>55,970</u>	<u>340,840</u>	<u>666,860</u>

* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Year 1

	Annual	FTE	Program	Projected	FTE
<u>Name, Position,</u>					
<u>Rank</u>	<u>Salary</u>	<u>Assignment</u>	<u>Salary</u>	<u>Cr. Hrs.</u>	<u>Students</u>
R. Boes, Prof.	100,000	0.167	16700	30	10
P. Frischmann, Prof.	102,000	0.167	17034	30	10
R. Picard, Prof.	102,000	0.167	17034	30	10
F. Plewa, Prof.	95,000	0.167	15865	30	10
Pumphrey, visiting	95,000	0.167	15865	30	10
P. Reis, Assoc. Prof.	90,000	0.167	15030	30	10
K. Smith, Prof.	105,000	0.333	34965	60	20
Reallocated line	115,000	0.167	19205	30	10
Law adjunct	5,000	n/a	5000	30	10

Year 2

	Annual	FTE	Program	Projected	FTE
<u>Name, Position,</u>					
<u>Rank</u>	<u>Salary</u>	<u>Assignment</u>	<u>Salary</u>	<u>Cr. Hrs.</u>	<u>Students</u>
R. Boes, Prof.	100,000	0.167	16700	120	40
P. Frischmann, Prof.	102,000	0.167	17034	120	40
R. Picard, Prof.	102,000	0.167	17034	120	40
F. Plewa, Prof.	95,000	0.167	15865	120	40
Pumphrey, visiting	95,000	0.167	15865	120	40
P. Reis, Assoc. Prof.	90,000	0.167	15030	120	40
K. Smith, Prof.	105,000	0.333	34965	240	80
Reallocated line	115,000	0.167	19205	120	40
Law adjunct	5,000	n/a	5000	120	40

Year 3

	Annual	FTE	Program	Projected	FTE
<u>Name, Position,</u>					
<u>Rank</u>	<u>Salary</u>	<u>Assignment</u>	<u>Salary</u>	<u>Cr. Hrs.</u>	<u>Students</u>
R. Boes, Prof.	100,000	0.167	16700	180	60
P. Frischmann, Prof.	102,000	0.167	17034	180	60
R. Picard, Prof.	102,000	0.167	17034	180	60
F. Plewa, Prof.	95,000	0.167	15865	180	60
Pumphrey, visiting	95,000	0.167	15865	180	60
P. Reis, Assoc. Prof.	90,000	0.167	15030	180	60
K. Smith, Prof.	105,000	0.333	34965	360	120
Reallocated line	115,000	0.167	19205	180	60
Law adjunct	5,000	n/a	5000	180	60

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program
Sam Peterson, Asst. Dean	\$60,000	.10	\$6,000	10%
Karma Morrison, Admin. Asst.	\$28,000	.30	\$8,400	30%

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

The increase in operating expenditures relates to travel costs to support research/professional development conferences for new faculty lines, and for student recruiting.

d. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

Library resources are adequate for this program. The additional resources indicated in the budget section relate to section (b).

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

Additional electronic media is required in the amount of \$5,000/year with inflation adjustment. This media would be available online and so would serve both the Idaho Falls and Pocatello campus communities.

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are currently supporting our MBA program in Idaho Falls and, with the addition of the electronic media specified above, would be adequate to support the program.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Laptop for new hire (must be obtained).

e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The reallocated faculty line will come from within the College of Business. We are restructuring curriculum and majors to make that happen.

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

A request for a new faculty line will be made once we collect actual enrollment evidence to support the request based on new tuition dollars that materialize because of the program. We anticipate that will be 2013.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

n/a

Idaho State UNIVERSITY

Master of Accountancy (MAcc) Program Curriculum Course Descriptions

ACCT 5531 Advanced Tax Concepts 3 credits. Specialized federal tax concepts and tax research principles for individuals, businesses, estates, and trusts. Elaborates on basic principles discussed in Principles of Taxation.

ACCT 5533 Legal Environment of Accounting 3 credits. Study of legal issues facing accountants, including business law, forms of organizations, and regulatory requirements.

ACCT 5557 Advanced Auditing 3 credits. Integration of financial statement auditing concepts in case discussions. Research into contemporary auditing literature.

ACCT 5560 Governmental and Global Accounting 3 credits. Reporting principles, standards and procedures applicable to governmental units and not-for-profit institutions and an examination of global accounting issues including international financial reporting standards.

ACCT 5561 Advanced Accounting 3 credits. Study of accounting problems arising in connection with partnerships, corporate affiliation; institutional, social, and fiduciary accounting; consignments; installment sales; and foreign exchange.

ACCT 5571 Accounting Capstone 1. 1 credit. Capstone course integrating financial accounting and reporting topics. Emphasis on analytical, problem-solving and communication skills.

ACCT 5572 Accounting Capstone 2. 1 credit. Capstone course integrating accounting regulation topics. Emphasis on analytical, problem-solving and communication skills.

ACCT 5573 Accounting Capstone 3. 1 credit. Capstone course integrating auditing and attestation topics. Emphasis on analytical, problem-solving and communication skills.

ACCT 5574 Accounting Capstone 4. 1 credit. Capstone course integrating business environment and concepts topics. Emphasis on analytical, problem-solving and communication skills.

ACCT 6631 Accounting Theory 3 credits. Study of accounting conceptual framework and accounting principles. Case discussions and research into contemporary accounting literature.

ACCT 6634 Seminar in Accounting 3 credits. Reading, discussion, and preparation of reports on selected topics. Restricted to senior and graduate students in business who have the consent of the instructor. Specialized evaluated graduate level activities and performances are identified in the course syllabus. May be repeated for up to 6 credits with permission of instructor.

MBA 6622 Finance in an Integrated Environment 3 credits. Integrated analysis of a firm's decisions with emphasis on the financial aspects of these decisions.

ACCT 6625 Managerial Control Systems and Corporate Social Responsibility 3 credits. The managerial and strategic use of control systems. Current practices in Corporate Social Responsibility management and reporting practices. The interrelationship between Management Control Systems and Corporate Social Responsibility.



College of
Business
Campus Stop 8020
Pocatello, Idaho
83209-8020



Answers to questions from Patty Sanchez about the NOI for a Masters of Accountancy at ISU.

Duplication of programs and collaboration with BSU and U of I:

This degree is designed to fulfill demand in Idaho Falls and Rexburg for individuals who have an undergraduate degree in business and are place bound because they live and work in southeast Idaho. BYU Idaho offers only an undergraduate degree to its over 400 accounting majors. The accounting profession requires extra education (30 credits) beyond the undergraduate degree to practice as a CPA in 48 states, including Idaho. Consequently, most BYU-I graduates leave Idaho to seek a graduate degree (usually at Utah State University). Most of them would elect to stay in Idaho if a comparable quality degree were offered nearby. For example, an informal survey of this year's graduating class indicated that between 40 and 60 individuals would have enrolled in this Idaho Falls program if it were offered.

Graduate programs in accounting are live classroom experiences. While on-line courses are available for lower division introductory accounting courses, they do not currently exist in an effective on-line environment. The ISU College of Business did explore opportunities with both Boise State University and the University of Idaho for joint programs (see the letters of support from the BSU and UI College of Business deans attached to the NOI). Because the program requires live courses in Idaho Falls every evening for a one year period, there is no effective way that coursework can be shared among the universities.

In addition, all three universities are accredited at the accounting program level by the Association to Advance Collegiate Schools of Business (AACSB International). The standards of accreditation require coursework leading to the five year qualification for entry into the accounting profession. Consequently, the coursework necessary for this degree is already taught at ISU as part of its MBA with Emphasis in Accounting. This new degree merely repackages the ISU coursework to meet the needs of a different group of students.

This is a situation where duplication of programs is essential to meet the needs of people who live and work in Idaho who could not reasonably commute to the other schools while maintaining their current jobs. Also, duplication is essential so that all three programs can maintain AACSB accreditation to insure quality programs for students living in each region of Idaho.

Job demand for three programs in Idaho:

As indicated in the NOI, employment in the accounting profession exceeds the number of graduates nationally and it is growing much faster than other professions. Students who graduate from the Masters of Accountancy programs at each of the Idaho universities will easily find placement in careers directly related to their degrees.

I agree with the above comments.

Ken Smith
Dean

smithken@isu.edu
(208) 282-2975
Fax: 282-4367
<http://cob.isu.edu>

Kenneth A. Smith
Dean
Idaho State University

Pat Shannon
Dean
Boise State University

Jack Morris
Dean
University of Idaho



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Business
Campus Stop 8020
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83209-8020



Ken Smith
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I agree with the above comments.

Kenneth A. Smith
Dean

Jack Morris
Dean

Pat Shannon
Dean



June 14, 2010

Dr. Dale Bower
Chief Academic Officer
Idaho State Board of Education
650 West State Street, Suite 307
PO Box 83720
Boise, ID 83720-0037

Dear Dale,

**Provost and
Vice President for
Academic Affairs**

921 South 8th Avenue
Stop 8063
Pocatello, Idaho
83209-8063

Idaho State University recently submitted a Notice of Intent for a Masters degree in Accountancy. I understand concerns exist regarding the duplication of programming throughout the state, collaboration opportunities with BSU and UI, and job demand for this profession. The following information should adequately address each of the aforementioned issues; please feel free to share the details with members of the Board as well as the other institutions.

This degree is designed to fulfill demand in Idaho Falls and Rexburg for individuals who have an undergraduate degree in business and are place bound because they live and work in southeast Idaho. BYU-Idaho offers only an undergraduate degree to its over 400 accounting majors. The accounting profession requires additional education (30 credits) beyond the undergraduate degree to practice as a CPA in 48 states, including Idaho. Consequently, most BYU-I graduates leave Idaho to seek a graduate degree (usually at Utah State University). Most of them would elect to stay in Idaho if a comparable quality degree were offered nearby. For example, an informal survey of this year's graduating class indicated that between 40 and 60 individuals would have enrolled in this Idaho Falls program were it offered.

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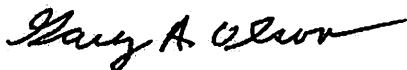
Phone: (208) 282-2171
Fax: (208) 282-4487

This is a situation where duplication of programs is essential to meet the needs of people who live and work in Idaho who could not reasonably commute to the other schools while maintaining their current jobs. Also, duplication is essential so that all three programs can maintain AACSB accreditation to insure quality programs for students living in each region of Idaho.

As indicated in the NOI, employment in the accounting profession exceeds the number of graduates nationally and it is growing much faster than other professions. Students who graduate from the Masters of Accountancy programs at each of the Idaho universities will easily find placement in careers directly related to their degrees. Specifically, the report entitled "Comparative Analysis of Education and Labor Data in Idaho, 2009" prepared for the Idaho Division of Professional-Technical Education and the Idaho State Board of Education, indicates that Accounting is one of four programs "with the most substantial unmet demand for graduates." Indeed, Economic Modeling Specialists, Inc., (EMSI) reports that Accounting and Finance programs "qualify as high-wage/high-growth and [will] need 400-1,900 new trained workers per year."

I believe this information addresses the concerns pertaining to our Masters in Accountancy Notice of Intent. However, please do not hesitate to contact me should you have further questions.

Best regards,



Gary A. Olson, Ph.D.
Provost and Vice President

CC: Barbara Adamcik
Kandi Turley-Ames
Laura Woodworth-Ney

GAO/sh

Adopted: April 19, 2004

Revised: July 1, 2009



Eligibility Procedures and Accreditation Standards for Accounting Accreditation

**AACSB International – The Association
to Advance Collegiate Schools of Business**



777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5729
Tele: 1-813-769-6500 Fax: 1-813-769-6535 Web: <http://www.aacsb.edu>

Accounting Accreditation Standards

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PREAMBLE

Accounting accreditation seeks to improve accounting education in order to prepare students to serve the needs of society that are met by the discipline and profession of accounting. The accreditation process intends to promote the development of accounting education programs of high quality and to encourage innovation and continual improvement.

Accreditation standards provide guidance and a framework within which accounting programs will be reviewed for overall high quality and for effectiveness in the achievement of self-selected missions. The accreditation standards allow flexibility and autonomy and thereby encourage the development of diverse accounting programs serving a broad range of missions. Accounting accreditation is an elective extension of business accreditation. Accordingly, the accounting accreditation standards build on those for business accreditation. The “Eligibility Procedures and Standards for Business Accreditation” and the “Eligibility Procedures and Standards for Accounting Accreditation” are appropriately integrated with the business standards serving as a foundation for the accounting accreditation process and standards. AACSB International accounting accreditation cannot be earned without earning business accreditation prior to or concurrent with accounting accreditation.

To further emphasize the building block relationship between the business standards and the accounting standards, a consecutive numbering system is adopted so that the standards are viewed as an integrative whole. Business standards will be consecutively numbered in the 1-30 range and accounting standards will be numbered consecutively in the 31-50 range. This numbering system allows for the addition of standards if needed without disrupting the assigned ranges. In addition, the strong relationship and integrative nature of the business and accounting standards is reinforced without duplicating the business standards in the accounting section except where there are special provisions that apply only to accounting programs. As important, accounting programs must be in congruence with the business standards as well as the accounting standards to earn AACSB International accounting accreditation.

Accounting accreditation evaluates the quality of accounting programs delivered within, or associated with, business programs of overall high quality. Key factors in the assessment of quality are the qualifications, development, and involvement of the faculty; the design and effectiveness of the curriculum; the nature and effectiveness and resources needed and used for instructional and learning purposes; the academic preparation and capabilities of entering students; the processes in place to plan, assess, and assure quality; and the intellectual contributions of the faculty. While these factors are key to the assessment of the quality of any academic program, their relative importance will depend, at least in part, on the academic unit's¹ mission and each program's educational objectives.

¹ Throughout these standards the term “academic unit” is used to reference the accounting unit, which may refer to the administrative structure that has direct oversight for the accounting program. The unit as defined in the Eligibility section may be a school, academic unit or faculty.

Accounting degree programs build a substantial knowledge base in accounting and business administration. The discipline and profession of accounting generally prepare students for a wide range of career opportunities in the areas of accounting, assurance services, various consulting services (including taxation), research, teaching, and business management, irrespective of the form of organization or enterprise. A school may have a mission that emphasizes one or more of these. In addition, many education programs in accounting provide pathways for careers in law, management, and other areas. Accredited accounting programs may choose to incorporate these student objectives into their missions, as appropriate.

To achieve accreditation, accounting programs must be guided by a well-defined mission, meet the overall objectives of accounting education outlined above, and possess the faculty, leadership, and other resources necessary to maintain quality in the foreseeable future.

**SECTION 1:
ELIGIBILITY PROCEDURES FOR
AACSB INTERNATIONAL ACCOUNTING ACCREDITATION**

Business Schools and Colleges are organized in various ways. Some will have a clearly defined separate administrative structure for the accounting programs while others will have less formal arrangements. For consistency the following terms are used throughout the standards:

Academic unit: refers to the administrative structure (school, department, faculty, etc.) that has direct oversight for the accounting programs.

Accounting Program: refers to any bachelor's or graduate level accounting program that is to be included in the process to determine eligibility for accreditation.

Characteristics of institutions that offer accounting programs bear on the quality of those programs and on the educational value created for their students. Certain organizational and governance characteristics determine whether accounting programs are eligible for accreditation. These characteristics must be met before an academic unit enters the initial accreditation review process, and they determine which programs will be reviewed for accreditation. Eligibility characteristics apply to both initial accreditation and maintenance of accreditation.

Eligibility Procedures with Interpretive Information

A. An academic unit seeking accounting accreditation by AACSB International must have appropriate governmental authorization to offer degree-granting programs either on its own or through the college and/or university of which it is a part. These programs must prepare graduates for professional accounting careers in industry, public accounting, government, not-for-profit organizations or for an accounting academic career. The business college or school must already be accredited by AACSB International or must achieve business accreditation simultaneously.

INTERPRETATION: Normally, to be considered for accounting accreditation, the accounting academic unit offers programs that result in the awarding of degrees at the bachelor's or graduate levels which upon completion fulfill regulatory, licensure, or certification requirements. AACSB International does not accredit accounting units that solely award two-year post secondary degrees (i.e., associate or foundation degrees).

B. Accounting programs offered through the academic unit must be supported by continuing resources.

INTERPRETATION: An accounting degree program without sufficient continuing resources does not meet this requirement. AACSB International accreditation does not require any particular administrative structure or practices; however, the structure must be judged appropriate to sustain excellence and continuous improvement in accounting

education within the context of a collegiate institution as described in the Preamble to these standards.

C. All accounting programs offered by the academic unit at all locations will be reviewed simultaneously. Exceptions will be made to exclude programs as noted below.

INTERPRETATION: In determining the “scope of accreditation” in regards to degree programs, the “institution” which is seeking to earn or maintain AACSB accreditation must be identified. Once the “institution” is defined, the scope of accreditation in regards to degree programs can be determined.

The institution is an organization through which business programs are authorized, resourced, and overseen. In some cases, business programs are offered through an academic unit (or units) that is part of a larger organization offering degree programs across many fields. In such cases, the business programs may be offered through a faculty, school, college, or department of business or management. Typically, such an academic unit is responsible and accountable to a senior academic officer and the entire organization has an administrative structure under the leadership of a chief executive officer (e.g., president, chancellor, rector, director general, etc.). In other cases, business degree programs are offered by an organization that in its entirety is the business academic unit and normally there are no programs offered outside of business and management fields, i.e., the academic unit and institution are one and the same. In between these two examples, AACSB recognizes there can be variations on the concept of an institution. In recognition of this, the first step in establishing the scope of accreditation is to reach agreement on the institution that is seeking to earn or maintain AACSB accreditation. Once the institution is identified and agree upon, the scope of AACSB’s accreditation review in regards to degree programs can be established. The following outlines this process and expectations.

Identification of the Institution

AACSB assume the total “organization” as depicted in a formal and comprehensive organizational chart is the relevant “institution” for accreditation purposes. However, the applicant academic unit can request a review by the Accreditation Coordinating Committee (ACC) to obtain a determination of the “institution” for accreditation purposes that may differ from a formal organizational structure. The burden of proof rests with the applicant academic unit seeking or maintaining AACSB accreditation. Based on the evidence provided regarding each of the guidelines outlined below, ACC will determine the “institution” for accreditation purposes.

If the applicant seeks an exception to the formal organizational chart, the following steps should be followed:

Step 1. Does the applicant academic unit (faculty, school, college, department, etc.) depend on a larger organization for one of the following: authority to grant degrees in traditional business subjects; financial resources; human and physical resources; and/or management oversight? If the answer is no, the applicant is defined as the institution and it should proceed to address programmatic scope issues outlined in Step 3. If the answer

is yes, and the business academic unit is part of or “connected” to a larger organization, the relationships should be described by addressing the questions in Step 2.

Step 2: Describe the extent of interdependence between the applicant academic unit and the larger organization from which it obtains the authority to grant degrees, resources, and/or managerial oversight. The description should address the following areas (Note: The questions under each area are not intended to be exhaustive):

Financial relationship: Does the larger organization approve the budget (operating and capital) of the business applicant academic unit? Does the organization have control over a large portion of the funds available to the academic unit? Does the applicant academic unit subsidize the organization? Are the physical and financial assets “owned” by the applicant academic unit or the organization?

Services: Does the organization provide services (e.g., library, academic services, residence life, parking, maintenance of grounds and facilities, human resource management policies and services, information technology infrastructure, etc.) necessary to sustain the activities of the applicant academic unit? Are the costs of those services charged back to the applicant academic unit?

Autonomy: Must the applicant academic unit adhere to most of the policies and procedures of the larger organization? Is the applicant academic unit’s strategic plan approved or otherwise constrained by the organization? Are key decisions of the applicant academic unit subject to approval by the organization? Describe any other significant attribute of the relationship. Does the larger organization appoint the head of the academic unit?

Brand dependence: Does the applicant academic unit rely heavily on the brand of the larger organization? Is the name of the larger organization important to the promotion and marketing of business program offered within the applicant academic unit? To what extent is the brand of the applicant academic unit differentiated from the organization’s brand (and other academic units and programs) in the marketplace? Is there a geographic separation that contributes to unique brand identity for the academic unit separate from the larger organization? If so, please describe.

In light of the information on the above four factors, AACSB’s Accreditation Coordinating Committee (ACC) will determine whether the academic unit may be taken as the “institution” to be accredited, or alternatively, whether the organization of which the academic unit is a part shall be the “institution” for accreditation purposes. The applicant must demonstrate that the level of independence is substantive. AACSB must be assured that there is clarity about what institution is seeking or holds AACSB accreditation and that external parties (prospective students, prospective faculty, employers, etc.) are not confused as to what is to be AACSB accredited and what is not.

Step 3: Based on the determination of the “institution,” the final step is to determine the inclusion or exclusion of degree programs for purposes of an AACSB review. The institution may make a request to ACC to exclude certain degree programs. The determination of inclusion or exclusion of a program in the accreditation review will be

made well in advance of the on-site visit of the accreditation review and should follow the process outlined in the next section.

DEFINING THE SCOPE OF ACCOUNTING ACCREDITATION

The accreditation unit is the academic unit. All accounting programs delivered by the academic unit will be reviewed simultaneously with one accreditation decision resulting from that review. The programs include, but are not limited to, the following:

1. Undergraduate programs with a major or equivalent in accounting,
2. Integrated 150-hour degree programs,
3. Masters of business administration programs with a concentration or major in accounting,
4. Masters level degree programs that have a significant involvement of accounting faculty and prepare students to serve the accounting profession, e.g., programs in financial reporting, assurance services, taxation, information systems, managerial accounting, governmental accounting, and internal auditing, and
5. Doctoral programs with a concentration in accounting.

All programs delivered by the academic unit are presumed to be included in the accreditation process if they include approximately 15 percent or more of the teaching for undergraduate programs or approximately 50 percent or more of the teaching for graduate programs to be in the study of the development, measurement, analysis, validation, and communication of financial and other information. The institution may make a request to the AACSB International Accreditation Coordinating Committee that certain programs be excluded. AACSB recognizes national systems, local contexts, and regulatory environments in which the institution operates may result in possible variations in regards to what are traditional business subjects. AACSB will consider the definition of those boundaries in the local context in which the applicant school operates. Such variations should be explained and documented. The Accreditation Coordinating Committee will rule on whether programs will be excluded based on the following criteria:

1. **Participation/Independence.** The level of participation of the academic unit in the development, delivery, and oversight of the program. If the accounting programs to be included in the accreditation review provide approximately 15 percent or more of an undergraduate program or approximately 50 percent or more of a graduate program, the program will be presumed to be an accounting program, and it will be included in the review. The academic unit may request the exclusion of a program exceeding those presumptive indicator limits, but the burden of persuasion falls to the reviewed academic unit.
2. **Branding/Distinctiveness.** The ability of students, faculty, and recruiters to clearly distinguish the excluded program from programs included in the accreditation review. For example, programs must be included in the review if they are accounting programs announced or advertised in catalogs, brochures, Web sites, or other materials in conjunction with programs that are included. Likewise, all programs whose published materials describe them along with the

included programs will be in the review. That is, to be excludable, programs must not be presented as part of the academic unit's programs either in the academic unit's materials or in materials from the program for which exclusion is requested.

To be excludable, programs must be clearly distinguishable from the included programs by title, by published descriptions, and in representations to potential students, faculty, and employers. The intent is to allow exclusion of programs that are separate from the included programs, but to avoid exclusion of programs when such exclusion would create confusion about which programs of the institution have achieved accreditation.

3. **Control/Autonomy.** The level of influence the faculty and administrators of included programs have over the program in such areas as program design; faculty hiring, development, and promotion; student selection and services; curriculum design; and awarding of degrees. When the leadership of included programs influences these features of a program, the program will be included. Programs offered on a separate campus, clearly distinct from programs offered in the academic unit, and having little participation and oversight from the accounting unit may be considered for exclusion by the Accreditation Coordinating Committee.

Programs in accounting delivered via telecommunications or other electronic means will be included in the review of the academic unit's programs. An academic unit that uses a variety of educational delivery systems at various locations must demonstrate comparable quality of its educational programs for all students. Accreditation standards must be met at all the various locations at which the included programs are delivered.

The definition of the scope of accounting accreditation will explicitly list each of the programs included in the review. An institution offering programs in accounting at multiple levels shall submit all such programs for review at the time of initial accreditation. All of those programs, and only those programs, will be considered accredited at the successful completion of a review. The outcome of the accreditation review will be one accreditation decision with regard to the designated set of programs. If an accredited academic unit initiates a new program in accounting it will be considered to be a part of the set of accredited programs, and it will be reviewed no later than the next occurring accreditation maintenance review.

Some Clarifying Examples

The review will include degree programs housed in other divisions of the university where the accounting faculty make a significant contribution to the instruction. These programs may have a different admissions criteria and administrative structures.

The review will include accounting degree programs delivered jointly through partnership agreements, franchised programs, exchange programs, etc., where there is any form of connotation of being an accounting degree program of the institution holding AACSB accreditation. The review will address mission appropriateness, students served,

student admission criteria, deployment of sufficient and qualified faculty by all partner institutions, and assurance of learning processes for the entire program including components delivered by partner or collaborating institutions. If the degree program resulting from collaborative agreements does not convey any connotation of being a degree program of the institution holding AACSB accreditation, it may be excluded from the accreditation review; however, the review should assess the impact (e.g., time and effort) on the resources (faculty, financial resources, facilities, etc.) of the accredited institution. A consortium might be treated as a separate entity for accreditation review if it operates relatively independently of the participating programs. To be accredited separately, the consortium must apply as, and qualify as, an independent entity. In such case, all partner institutions and coalition participants do not need to be AACSB accredited in accounting.

Certificate programs, foundation degrees, and associate degrees are not subject to accreditation. Only bachelors and graduate degree programs are accredited. However, the Peer Review Team should consider the impact of such programs on the resources available to the programs under accreditation review.

The accounting accreditation review will include all programs (and only those programs) defined by agreement between AACSB International and the institution before the accounting accreditation review takes place. The Accreditation Coordinating Committee must approve a specific list of all included programs before the accreditation review visit occurs. That list will constitute the definition of the scope for accreditation. AACSB International accounting accreditation will be designated only for programs on that list. This process (rather than elaborate regulations) defines the scope.

The participants who define the approved list of programs for accounting accreditation will be the institution's chief academic officer and the AACSB International Accreditation Coordinating Committee.

To assist in its planning and improvement activities, an institution may request a ruling from the Accreditation Coordinating Committee on an exclusion request at any time.

Process that defines the accreditation scope:

Step 1. Submit the Programs List

- a. **Programs** - The host institution prepares an inclusive list of all the accounting programs delivered by the institution that satisfy the approximate 15 or 50 percent rule.
- b. **Exclusions** - The host prepares another list of the accounting programs in the institution that the institution wishes to exclude, if any. Each desired exclusion must state the grounds for which the institution seeks exclusion.
- c. **Submission** - The host institution submits the accounting programs list and the exclusions to AACSB International, Accreditation Services Coordinator, by Email attachments including in each attachment the host

institution name and contact information (name of primary person for contact along with that person's title, address, telephone number, fax number, and email address).

- d. **Authentication** - The chief academic officer prepares and sends a statement to accompany the degree programs lists, verifying that the listed programs are all of the accounting programs of the institution.
- e. **Support Materials (Optional)** - If the degree programs list is not verifiable on the institution's Web site, then the host sends AACSB International catalogues or other published materials that include information about the programs offered.

Step 2. Review by Accreditation Committee

- a. **Verification** - The Accreditation Coordinating Committee will review the host institution's list of programs, in conjunction with catalogs, Web sites, or other material describing the institution's offerings.
- b. **Consideration** - When necessary, the Accreditation Coordinating Committee confers with the institution regarding the inclusiveness of the provided list.

Step 3. Consensus on the Scope of Accreditation Definition

The institution and AACSB International Accreditation Coordinating Committee must agree on the programs list and exclusions before the accounting accreditation review occurs. The Accreditation Coordinating Committee is the final authority on the programs that will be included and excluded in the review of the institution. Normally, the process for determining accreditation scope will be completed no later than two years in advance of the Peer Review Team visit.

Before or during the visit the Peer Review Team may question an accounting program's exclusion or discover additional accounting programs that should have been considered. If that happens, the issue will be referred back to the Accreditation Coordinating Committee. A final decision on the review cannot be rendered until the list is finalized. Thus, the discovery of undisclosed accounting programs or the questioning of previously excluded accounting programs might delay the accreditation decision process.

AACSB International accounting accreditation adheres to the list of degree programs designated in the agreement previous to the accreditation review. Degree programs not named in the review are not a part of the AACSB International accounting accreditation. In the announcement of the accounting accreditation, AACSB International will provide to the institution's central administration the definitive list of programs included in the accounting accreditation review. AACSB International accounting accreditation pertains only to those degree programs included on the accredited list. AACSB International and the institution must clarify in all designations of accreditation that the accreditation is a property only of those degree programs included in the list of included programs. Guidelines will establish how institutions can announce their accounting accreditation and clarify to the public the boundaries of that accreditation.

Any new accounting programs begun at the institution will have sufficient resources to satisfy accounting accreditation standards and will result from strategic planning

processes of the school and the institution. AACSB International should be informed whenever new accounting degree programs are begun. New accounting programs in the institution will be placed on the list of accredited accounting programs of the institution until they have been reviewed. At each accounting accreditation maintenance review new programs begun since the most recent review must be highlighted, and “participants” and “assurance of learning” data must be provided for the review of such programs, or the institution must make a request for exclusion. AACSB International reserves the right to request a review of an accredited institution’s programs at any time if questions arise concerning the maintenance of educational quality as defined by the standards.

D. Consistent with its mission and its cultural context, the institution must demonstrate diversity in its accounting programs.

INTERPRETATION: AACSB International reaffirms its commitment to the concept that diversity in people and ideas enhances the educational experience in every accounting program. At the same time, diversity on a global basis is a complex, culturally embedded concept rooted within historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, and opinion. As a condition of eligibility to pursue accounting accreditation (and for maintenance of accounting accreditation as well) the academic unit must first define and support the concept of diversity appropriate to its culture, historical traditions, and legal and regulatory environment. At a minimum, the academic unit must show that within this context its accounting programs include diverse viewpoints among participants and prepare graduates for accounting careers in the global context. Furthermore, the academic unit must show how it participates in the changing environment surrounding diversity within its area of influence and service. Accredited accounting programs must demonstrate commitment and actions in support of diversity in the educational experience.

The academic unit shows that it values a rich variety of viewpoints in its learning community by seeking and supporting diversity among its students and faculty in accord with its mission. Such diversity affords exposure to multiple frames of reference and opinions. The academic unit achieves a broad range of perspectives among students and faculty. The diversity inherent in the participants and their experiences expands the nature of dialogue in the academic unit.

Education and accounting practice indicate that exposure to a variety of viewpoints produces higher quality results. Learning experiences across the entire curriculum should foster sensitivity and flexibility toward cultural differences. For the benefit of all, active support of a number of perspectives is desirable. Every accounting graduate should be prepared to pursue an accounting career in a global context. That is, students should be exposed to cultural practices different than their own. The academic unit must document how it achieves diverse viewpoints among its participants and as a part of students’ learning experiences.

Cultures have very different views of appropriate roles for individuals from various backgrounds. When changes occur in the definitions of what is appropriate, academic units have a significant role in the transition. One purpose of educational institutions may be to offer opportunity to traditionally under-served groups. Academic units should

carefully define in their missions the populations they serve, consider their role in fostering opportunity for under-served groups, and support high quality education by making every effort to diversify the participants in the educational process and to guarantee that a wide variety of perspectives is included in all activities.

E. The accounting academic unit must establish expectations for ethical behavior by administrators, faculty, and students.

INTERPRETATION: AACSB International believes that ethical behavior is paramount to the delivery of quality accounting education. Academic units are encouraged to develop “codes of conduct” to indicate the importance of proper behavior for administrators, faculty, and students in their professional and personal actions. Academic units also may foster ethical behavior through procedures such as disciplinary systems to manage inappropriate behavior and through honor codes. This criterion relates to the general procedures of an academic unit. In no instance will AACSB International become involved in the adjudication or review of individual cases of alleged misconduct, whether by administrators, faculty, staff, students, or the academic unit.

F. All accounting programs under review must show evidence of continued viability.

INTERPRETATION: Degree programs offered for review will be at various stages in their life cycles. Some for example, may be new and growing programs, while others may be experiencing declining enrollments.

In initial accreditations, for new degree programs to be eligible for accounting accreditation, they must have produced a sufficient number of graduates over at least a two-year period to provide evidence that stated objectives have been achieved and so that appropriate assessments may be made. What is a sufficient number will vary depending upon the program, the program’s mission and various other factors. It is important, however, that there be sufficient numbers to populate the classes in the program so that students are exposed to the varying viewpoints and intellectual challenges necessary for learning.

To be eligible for maintenance of accounting accreditation, degree programs experiencing declining enrollments should provide evidence to indicate that, (1) there are plans for changing the program, if necessary, to attract students, (2) the declining enrollment is a result of a plan to achieve higher quality, and/or (3) there are other plans in place and action is being taken to address enrollment trends. As with new degree programs, there should be sufficient numbers of students so that there is evidence that stated objectives have been achieved and appropriate assessments may be made. What is a sufficient number will vary depending upon the degree program, the degree program’s mission and various other factors. It is important, however, that there be sufficient numbers to populate the classes in the program so that students are exposed to the varying viewpoints and intellectual challenges necessary for learning.

SECTION 2:
STANDARDS FOR ACCOUNTING ACCREDITATION
WITH INTERPRETIVE INFORMATION

STRATEGIC MANAGEMENT

The academic unit² articulates its mission and objectives as a guide to its view of the future, planned evolution, infrastructure, and use of resources. The accreditation evaluation process is linked to the academic unit's mission.

Each academic unit faces choices as a result of a wide range of opportunities and resource limitations. The mission guides choices made regarding these alternatives.

The aspirations of individual academic units may create circumstances unforeseen in these more general statements. It is the Peer Review Team's responsibility to judge the reasonableness of any deviations from the standards.

Accounting programs must be in congruence with the business standards (numbered consecutively 1-30) as well as the accounting standards to earn AACSB International accounting accreditation. In addition, the strong relationship and integrative nature of the business and accounting standards is reinforced without duplicating the business standards in the accounting section except where there are special provisions that only apply to accounting programs. As such, in the strategic management section, the following business standards must be satisfied not only by the (business) school as a whole, but also by the (accounting) academic unit:

Standard 4: The school specifies action items that represent high priority continuous improvement efforts. [CONTINUOUS IMPROVEMENT OBJECTIVES]

Standard 5: The school has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items. [FINANCIAL STRATEGIES]

In addition, the following accounting accreditation standards must be satisfied:

Standard 31: The academic unit has a published mission statement that:

- **Is based on the role the accounting discipline and profession play in society;**
- **Includes the production of intellectual contributions that advance the knowledge and practice of accounting through discipline-based scholarship, contributions to practice, and learning and pedagogical research; and**

² See the definition of "academic unit" in the Preamble to the standards. The academic unit may be a single entity that administers all the accounting programs included in the accounting accreditation review. Accordingly, a single mission or multiple missions may be required to state the institution's intentions for its accounting programs. Each included program should operate within the guidance of the mission of its administrative entity.

- States whether or not each program is intended to meet applicable professional requirements.

[ACCOUNTING MISSION STATEMENT - Related Business Standards: 1, 2, 3]

Basis for Judgment:

- The academic unit lives by its mission statement. The mission provides program direction that connects participants' actions and provides a common basis for learning.
- The academic unit demonstrates that its mission statement derives from processes that include input from its stakeholders.
- The mission statement is widely disseminated to interested parties.
- The academic unit demonstrates that it periodically evaluates the appropriateness of its mission.
- The mission statement encourages learning experiences appropriate for collegiate accounting students and that positively affect their development as professionals and managers.
- The mission statement includes a description of the accounting unit's emphases regarding intellectual contributions of faculty members.
- The portfolio of intellectual contributions reflects the mission and includes contributions from a substantial cross-section of the faculty in the academic unit.
- The academic unit has infrastructure and processes that facilitate and encourage the production of intellectual contributions.
- If the portfolio of intellectual contributions relies on the outputs of faculty members who have primary faculty appointments with other institutions, the school must provide documentation of how its relationship with the individual faculty member and the other institution contributes to the success of the school, supports its mission, and in particular, its portfolio of intellectual contributions.
- The mission statement of the academic unit supports the mission of any larger school and/or institution of which it is a part.
- The academic unit specifies student stakeholders who are appropriate for collegiate education in accounting and who are consonant with other provisions of the mission statement.
- The objectives for each accounting degree program include an expectation of high quality.
- The academic unit addresses the specific professional requirements each accounting degree program meets.

Guidance for Documentation:

- Provide the mission statement.
- Describe how the mission statement influences decision-making in the academic unit, connects participants' actions, and provides a common basis for learning.
- Describe the process through which the mission was developed and the role played by various stakeholders.
- Describe how and to whom the mission statement is disseminated.

- Describe the review and revision process, and show that the process is followed.
- Describe the appropriateness of the mission statement for collegiate accounting students, and discuss how it positively affects their development as managers and professionals.
- Show how the mission statement guides the production of appropriate intellectual contributions.
- Demonstrate the school's infrastructure, policies, and processes which support the production of intellectual contributions.
- Display the portfolio of intellectual contributions for individual faculty members, within each discipline, and for the business school as a whole by completing Table 31-1 which should be used to provide an overall 5-year summary of the school's intellectual contributions. Discuss how this aligns with the school's mission. Table 31-2 may be provided.
- Provide an analysis of the value of the school's intellectual contribution efforts and how the "substantial cross-section of faculty in each discipline" is achieved.
- Discuss the mission statement's relation to the mission of any larger school and/or institution of which it is a part.
- Indicate by program the intended stakeholders and the actual composition of the student bodies.
- Acknowledge the balance within the mission between the academic unit's role of serving as service department within the school and serving as an accounting degree program.
- Indicate for each accounting degree program how it meets professional requirements if applicable.

Research and scholarship in the form of intellectual contributions are essential for a business school to:

- Contribute to the advancement of knowledge of management theory, practice, and/or learning/pedagogy;
- Ensure intellectual vibrancy across and among faculty members contributing to the currency and relevancy of management education programs; and
- Ensure the business school contributes and is an integral part of an academic community of scholars across all disciplines within an institution and in a larger context.

Portfolio of Intellectual Contributions

A generalized categorization of intellectual contributions includes contributions to learning and pedagogical research, contributions to practice, and discipline-based research. Institutions customize these contributions, indicate their relative importance, and add additional responsibilities in their mission statements. The portfolio of faculty contributions must fit with the prioritized mix of activities as stated in the mission statement and demanded by the degree programs and other activities supported by the school. While not every faculty member must contribute in each of the three categories, the aggregate faculty must provide sufficient development in the past five years. The

school's mission determines the appropriate balance of activity among the three types of contributions. The portfolio of contributions should reflect this balance.

The school's mission or supporting materials, including stated policies, should clearly indicate the nature and focus of the intellectual contributions that are expected from its faculty. Three types of intellectual contributions are described below and the actual portfolio may include all three types; however, the school's mission and array of degree programs should influence the school's policies and the mix of actual intellectual contributions that are produced:

- Learning and pedagogical research contributions influence teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as Learning and Pedagogical research contributions.
- Contributions to practice (often referred to as applied research) influence professional practices in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline based practice tools, and published reports on consulting all qualify as Contributions to Practice.
- Discipline-based scholarship (often referred to as basic research) contributions add to the theory and knowledge base of the faculty member's field. Published research results and theoretical innovation qualify as Discipline-based Scholarship contributions.

The three forms of intellectual contributions outlined above (learning and pedagogical research, contributions to practice, and discipline-based scholarship) are not intended to narrow the scope of the research mission of a business school. Many of the major issues that are the subject of faculty inquiry and subsequent intellectual contributions require cross-disciplinary approaches and perspectives. Intellectual contributions that are cross-disciplinary in scope are appropriate outcomes for faculty scholarly activity and are consistent with the spirit and intent of this standard.

Schools should have clear policies that state expectations to guide faculty in the successful production of a portfolio of intellectual contributions that is consistent with the school's mission and ensures that a "substantial cross-section of the faculty in each discipline" is producing intellectual contributions. Generally, intellectual contributions should meet two tests:

- Exist in public written form, and
- Have been subject to scrutiny by academic peers or practitioners prior to publication.

The policies that guide the development of intellectual contributions should be clear as to:

- The expected targets or outcomes of the activity;

- The priority and value of different forms of intellectual contributions consistent with the school's mission and strategic management processes;
- Clear expectations regarding the quality of intellectual contributions and how quality is assured (e.g. specific target journals and outlets, selectivity requirements, etc);
- The quantity and frequency of outcomes expected over the AACSB review period; and
- Guidance to ensure that intellectual contributions reported to AACSB include peer reviewed discipline-based scholarship, contributions to practice, and/or learning and pedagogical research and are produced by a substantial cross-section of the faculty in each discipline consistent with the accounting program's mission. The portfolio of intellectual contributions is expected to include a significant proportion of peer reviewed journal articles and/or scholarly books, research monographs, or sections/chapters of such publications that are also subject to a peer review process described below.

Peer review is defined as a process of independent review prior to publication of a faculty member's work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous. Such a review ensures the work is subjected to the expected "scrutiny by academic peers or practitioners prior to publication." Peer review is one important way in which the individual and institution can demonstrate overall quality of intellectual contributions.

The portfolio of intellectual contributions should reflect the mission of the accounting program. The relative emphasis on the different forms of intellectual contributions (discipline-based scholarship, contributions to practice, and/or learning and pedagogical research) will also vary with the array and level of degree programs offered.

Examples of outcomes can include, but are not limited to:

- Peer reviewed journal articles (academic, professional, and pedagogical)
- Research monographs
- Scholarly books
- Chapters in scholarly books
- Textbooks
- Proceedings from scholarly meetings
- Papers presented at academic or professional meetings
- Faculty research seminars
- Publications in trade journals
- Book reviews
- Published cases with instructional materials
- Technical reports related to funded research projects
- Instructional software

- Publicly available materials describing the design and implementation of new curricula or courses
- Non-peer reviewed intellectual contributions for which the school can provide substantive support for quality

Over time, the policies should be subject to review and demonstrate a commitment to continuous improvement.

Standard 32: The mission reflects the academic unit's commitment to be responsive and adequately serve its stakeholders. [ACCOUNTING STAKEHOLDER RESPONSIVENESS – Related Business Standard: None]

Basis for Judgment:

- The mission development process includes adequate input from the stakeholders which employ the academic unit's students concerning critical issues such as adequate supply of graduates, quality of graduates, diversity of graduates, licensure eligibility, etc.
- The current curriculum content reflects adequate content on the topics required by the stakeholders.
- The academic unit has processes in place to adjust the curriculum when changes within the stakeholder environment occur.

Guidance for documentation

- Describe the input or input process such stakeholders provide with regard to the mission and curriculum.
- Provide current documentation on any relevant licensure requirements, such as number of hours required, specific courses or course content, or other requirements for licensure eligibility.
- Provide information on the current level of stakeholder demand for graduates who meet licensure eligibility.
- Provide information on current students and/or alumni who have successfully met the licensure requirements.
- Describe and document the response to stakeholder input concerning critical issues such as adequate supply of graduates, quality of graduates, diversity of graduates, licensure eligibility, etc.

**Table 31-1:
Five-Year Summary of Intellectual Contributions**

(Note: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions.)

	Portfolio of Intellectual Contributions									Summary of Types of ICs ¹⁰		
	Peer Reviewed Journals ¹	Research Monographs ²	Books ³	Chapters ⁴	Peer Reviewed Proceedings ⁵	Peer Reviewed Paper Presentations ⁶	Faculty Research Seminars ⁷	Non-Peer Reviewed Journals ⁸	Others ⁹	Learning & Pedagogical Research	Contributions to Practice	Discipline-Based Research
Faculty												
List alphabetically by academic discipline as defined in the organizational structure that is used by the school identifying each faculty member												

1. Peer reviewed journal articles (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)
2. Research Monographs (teaching/pedagogical, practice/applied and /or discipline-based research)
3. Books (textbooks, professional/practice/trade, and/or scholarly)
4. Chapters in books (textbooks, professional/practice/trade, and/or scholarly)
5. Peer reviewed proceedings from teaching/pedagogical meetings, professional/practice meetings, and/or scholarly meetings
6. Peer reviewed paper presentations at teaching/pedagogical meetings, professional/practical meetings, and/or academic meetings
7. Faculty research seminars (teaching/pedagogical, practice oriented, and/or discipline-based research seminar)
8. Non-peer reviewed journals (learning and pedagogical, contributions to practice, and/or discipline-based scholarship). School must provide substantive support for quality
9. Others (peer reviewed cases with instructional materials, instructional software, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, etc. please specify)
10. Summary of ICs should reflect total number of ICs in each category (learning and pedagogical research, contributions to practice, and/or discipline-based scholarship)

[illegible]

ACCOUNTING PARTICIPANTS – STUDENTS AND FACULTY

A direct link exists between an academic unit's mission, the characteristics of the students served by the accounting programs, the composition and qualifications of the faculty members providing the accounting programs, and the overall quality of the academic unit. Therefore, these accounting standards focus on maintaining a mix of both student and faculty participants that achieve high quality in the activities that support the academic unit's mission. For the purpose of these accounting standards "faculty" refers to all instructional-related faculty members, including tenured, non-tenured, full-time, part-time, clinical, etc., as appropriate.

Learning by students as they prepare for accounting careers is strongly dependent on the quality of instruction offered to them. Faculty members and administrators share responsibility for ensuring instructional quality through continuous improvement and innovation. As they implement this responsibility, faculty members, administrators, and staff continue their own learning. As accounting participants in the learning enterprise, students also are responsible to take an active role in their learning experiences. Passive learning should not be the sole, primary, model for collegiate accounting education.

The aspirations of individual accounting programs may create circumstances unforeseen in these more general statements. It is the responsibility of the Peer Review Team and the Accounting Accreditation Committee to judge the reasonableness of any deviations from interpretations of the accounting standards.

Intent of Accounting Participants Standards

Accounting participants standards substantiate the characteristics, interactions, and utilization of the human resources that constitute the learning community of the academic unit. Participants and their interactions are at the center of much of what defines quality for higher education in accounting. Therefore, seeing that the proper processes are in place to secure and manage participant resources constitutes a key evaluation in assessing educational quality. The participants in an accounting degree program (students, faculty members, staff, and administrators) are all part of a learning community playing out interacting roles in the educational process. This is true in traditional educational arrangements with face-to-face interactions on an institutional campus, and is equally true in more recent, technology-mediated education where some, or all, of the interactions take place electronically. All of the participants are co-producers of learning.

These accounting participants standards assess quality in the educational process regardless of the variety of:

- Pedagogy or communication technologies utilized.
- Contractual arrangements of participants in the institution.
- Methods of dividing the components of the educational tasks among faculty members and staff.

Reviewers must make essential judgments concerning whether the intellectual resources among the accounting participants reach the level required for quality higher accounting education, whether the processes that manage accounting participant resources honor the

academic unit's mission, and whether quality is maintained in implementation of the academic unit's accounting programs. Where academic units use nontraditional resources for faculty or arrange interactions in nontraditional ways, the burden is on the academic unit to demonstrate that it maintains educational quality.

Individual Standards

Each of the accounting standards states expectations for features or behaviors of the accounting participants assumed essential to the delivery of quality higher education in accounting.

Accounting programs must be in congruence with the business standards (numbered consecutively 1-30) as well as the accounting standards to earn AACSB International accounting accreditation. In addition, the strong relationship and integrative nature of the business and accounting standards is reinforced without duplicating the business standards in the accounting section except where there are special provisions that only apply to accounting programs. As such, in the accounting participants section, the following Business Standards must be satisfied not only by the (business) school as a whole, but also by the (accounting) academic unit:

Standard 6: The policies for admission to business degree programs offered by the school are clear and consistent with the school's mission. [STUDENT ADMISSION]

Standard 7: The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission. [STUDENT RETENTION]

Standard 8: The school maintains a staff sufficient to provide stability and ongoing quality improvement for student support activities. Student support activities reflect the school's mission and programs and the students' characteristics. [STAFF SUFFICIENCY – STUDENT SUPPORT]

Standard 9: The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY]

Standard 10: The faculty of the school has, and maintains expertise to accomplish the mission and to ensure this occurs, the school has clearly defined processes to evaluate individual faculty member's contributions to the school's mission. The school specifies for both academically qualified and professionally qualified faculty, the required initial qualifications of faculty (original academic preparation and/or professional experience) as well as requirements for maintaining faculty competence (intellectual contributions, professional development, or practice). [FACULTY QUALIFICATIONS]

Standard 11: The school has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the school's mission. These include:

- Determining appropriate teaching assignments, intellectual expectations, and other components of the faculty member's professional responsibilities to the school.
- Providing staff and other mechanisms to support faculty in meeting the expectations the school holds for them on all mission-related activities.
- Providing orientation, guidance and mentoring.
- Undertaking formal periodic review, promotion, and reward processes.
- Maintaining overall plans for faculty resources.

[FACULTY MANAGEMENT AND SUPPORT]

Standard 12: The business school's faculty in aggregate, its faculty subunits, and individual faculty, administrators, and staff share responsibility to:

- Ensure adequate time is devoted to learning activities for all faculty members and students.
- Ensure adequate student-faculty contact across the learning experiences.
- Set high expectations for academic achievement and provide leadership toward those expectations.
- Evaluate instructional effectiveness and overall student achievement.
- Continuously improve instructional programs.
- Innovate in instructional processes.

[AGGREGATE FACULTY AND STAFF EDUCATIONAL RESPONSIBILITY]

Standard 13: Individual teaching faculty members:

- Operate with integrity in their dealings with students and colleagues.
- Keep their own knowledge current with the continuing development of their teaching disciplines.
- Actively involve students in the learning process.
- Encourage collaboration and cooperation among participants.
- Ensure frequent, prompt feedback on student performance.

[INDIVIDUAL FACULTY EDUCATIONAL RESPONSIBILITY]

Standard 14: Individual Students:

- Operate with integrity in their dealings with faculty and other students.

- Engage the learning materials with appropriate attention and dedication.
- Maintain their engagement when challenged by difficult learning activities.
- Contribute to the learning of others.
- Perform to standards set by the faculty.

[STUDENT EDUCATIONAL RESPONSIBILITY]

In addition, the following accounting accreditation standards must be satisfied:

Standard 33: Each accounting program demonstrates its success in the following areas with regard to the particular market(s) the program serves:

- Placement of students within three months of graduation
- Career success of graduates at an appropriate later time (e.g., 5 or 10 years)

[ACCOUNTING STUDENT PLACEMENT – Related Business Standard: None]

Basis for Judgment:

- Students receive assistance in making career decisions and in seeking employment to follow completion of their degree programs.
- A systematic plan exists that clearly identifies and promotes services available to students for career advisement and student placement in each accounting degree program (reference information distributed to students via various media and/or internal documents).

Guidance for Documentation:

- Discuss for each accounting degree program the effectiveness of the above-described services in accomplishing the school's mission and in achieving quality and continuous improvement.
- Provide statistics on the percentage of students placed within three months of graduation for each academic degree program and information regarding types of placements (e.g., job descriptions, employing firms or institutions).
- Provide statistics on the career success of graduates at appropriate subsequent dates obtained through employer surveys, graduates' surveys or other methods.

Standard 34: The academic unit faculty, as a whole, includes a sufficient number of individuals with professional accounting credentials, qualifications, or certifications to be consistent with the academic unit's mission, each program's educational objectives, and with each individual's teaching and research responsibilities.

[ACCOUNTING FACULTY PROFESSIONAL CREDENTIALS, QUALIFICATIONS, OR CERTIFICATIONS – Related Business Standard: None]

Basis for Judgment:

- The faculty is sufficient in numbers to perform or oversee the following functions: curriculum development, course development, course delivery, and other activities that support the instructional goals of the school.
- In determining sufficiency, reviewers should consider faculty commitments to all activities, including research, instructional development, non-degree education, faculty development activities, community service, institutional service, service to academic organizations, economic development, organizational consulting, and other expectations.
- In countries where professional qualification is achieved by examination and practice, the academic unit faculty must include a sufficient number of individuals who achieve and maintain professional qualification.
- Where professional qualifications are established by other than examination and practice, the nature of the qualifying activity is clearly explained.

Guidance for Documentation:

- Describe the faculty complement available to fulfill the school's mission and all instructional programs they staff.
- Demonstrate how faculty members and staff fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the school's mission.
- Show the teaching methods delivered by the participating faculty members for each academic program.
- Describe the type and currency of each faculty members' professional qualifications, whether by certification or otherwise.
- Explain for each faculty member whose professional qualifications are not established that person's specific workload assignment.

Standard 35: The accounting faculty, as a whole, is actively involved in making intellectual contributions in the areas of discipline-based scholarship, contributions to practice, and learning and pedagogical research, consistent with the academic unit's mission. The academic unit has a clearly defined process to evaluate individual faculty member's contributions to the unit's mission. [ACCOUNTING FACULTY INTELLECTUAL CONTRIBUTIONS – Related Business Standards: 2 and 10]

Basis for Judgment:

- A substantial cross-section of the faculty maintains capabilities through intellectual contributions in discipline-based scholarship, contributions to practice, and learning and pedagogical research in any five-year period. [See Accounting Standard 31 for definitions.] Contributions should not be exclusively or predominately in learning and pedagogical research.

- The academic unit has established the mutual, integrated importance of basic scholarship, applied scholarship, and the scholarship of teaching and learning in support of its mission and objectives.
- The types of intellectual contributions and the role of each individual faculty member have been identified and are the basis for the evaluation of faculty performance.

Guidance for Documentation:

- Provide a summary of the intellectual contributions of each accounting faculty member for the previous five-year period.
- Provide a current plan for future contributions for each accounting faculty member.
- Provide an overall evaluation of the academic unit's intellectual contributions, in conjunction with the unit's mission, with specific steps planned to strengthen the performance of those faculty members who have not met expectations in the previous five-year period.

Standard 36: All academic unit faculty demonstrate sufficient ongoing professional interaction to support their role in achieving the academic unit's mission and each program's educational objectives. In addition, the accounting faculty, as a whole, maintains a portfolio of relevant practical experience in business and accounting consistent with the academic unit's mission and each program's educational objectives. [ACCOUNTING FACULTY PROFESSIONAL INTERACTION AND EXPERIENCE– Related Business Standard: None]

Basis for Judgment:

- The faculty has a portfolio of recent professional interaction and relevant practical experience in business and accounting consistent with the academic unit's mission.
- The relationship of the faculty's professional interaction and practical experience with their teaching and research assignments is established and documented.
- Professional interactions include, but are not limited to, professional organization activities, attendance at continuing professional education programs, and personal meetings with practicing professionals.
- Recent practical experience for faculty may include, but are not limited to: work in public accounting, private industry, government, and not-for-profit organizations; developing and presenting continuing professional education activities; field-based research; internships; consulting engagements; significant participation in business and/or accounting professional associations; service on committees and/or boards of business and/or accounting professional associations or licensing agencies; participation in professional events that focus on the practice of accounting and related issues; and other activities that place faculty in direct contact with accounting practitioners.

- To be relevant, experiences should relate to the faculty's teaching areas and be sufficiently recent to provide insights into issues related to current practice.
- There exists a comprehensive planning process that assures the professional interaction and relevant practical experience of the faculty are consistent with the academic unit's mission and each program's educational objectives.

Guidance for Documentation:

- Provide a detailed record of the professional interaction and practical experience of the faculty, including the nature of work assignments.
- Explain the role of professional interaction and practical experience in the evaluation of each faculty member.
- Provide detail of the comprehensive planning process for faculty in place that assures the professional interaction and relevant practical experience of the faculty are consistent with the academic unit's mission and each program's educational objectives.

ASSURANCE OF LEARNING FOR ACCOUNTING PROGRAMS

Accounting accreditation seeks to encourage the development of broad variety of high quality accounting programs. This variety is reflected in the missions that drive accounting programs. Breadth is encouraged by defining learning goals outside of the accounting discipline and program customization is facilitated by the flexibility specified in the accounting and business curriculum requirements. Accounting faculty in different institutions are expected to develop alternative approaches for meeting and assuring educational objectives and delivery of overall high quality.

Student learning is both the purpose and central activity of accounting programs. Definition of learning expectations and assurance that graduates achieve them are key features of any accounting program. The learning expectations derive from a balance of internal and external demands for and constraints on educational goals. Members of the practice community, faculty, and students each contribute valuable perspectives on the needs of graduates.

The aspirations of individual programs may create circumstances unforeseen in these more general statements. One of the Peer Review Team's responsibilities is to work with the Accounting Accreditation Committee to judge the reasonableness of any deviations from the standards. Additional guidance for the application of these standards is given in the implementation guidance for assurance of learning for accounting programs.

As student learning is essential to the achievement of learning goals in accounting programs, the Peer Review Team must understand the extent of student participation in the academic experience to produce high quality graduates and to ensure appropriate accreditation decisions. These standards recognize that in the global context, there are multiple systems of measurement that can indicate the level of student participation that is required for any given accounting degree program and there are a number of

alternatives to the traditional classroom setting. Therefore, this section offers guidance on how to document the extent of student participation in an accounting degree program.

Standards 39, 40, 41, and 42 specify a general framework for student participation at different degree levels. The measurement system for documenting student participation is flexible and may include Semester Credit Hour (SCH) or Student Engagement Hours (SEH)³.

An accredited accounting program should demonstrate that its students devote an appropriate amount of time to meeting the learning goals specified for each degree program via one of these measurement systems. Schools should select one of the following methods in measuring student participation in the learning process.

Semester Credit Hours (SCH)

SCH is commonly used to measure the amount of credit a student receives for successfully completing an individual course, and SCHs are aggregated for purpose of determining when overall degree requirements have been met. For purposes of these standards, one SCH is assumed to represent 11 contact hours⁴ (i.e., a 3 semester hour course is assumed to represent 33 contact sixty-minute periods). Schools that measure student participation in terms of SCH are expected, though not required, to use SCHs as the basis for measuring student participation in demonstrating congruence with these standards.

Student Engagement Hours (SEH)

SEH is an alternative for schools that do not measure student participation in terms of SCH. In these standards, expectations are stated in terms of both SCH and SEH. To enable faculty, program leaders and Peer-Review Team members in applying these standards to a variety of program structures the following guidance is offered:

For Undergraduate Accounting Programs:

1 semester hour = 11 contact hours = 33 hours of student engagement

For Graduate Accounting Programs:

1 semester hour = 11 contact hours = 44 hours of student engagement

³ A Student Engagement Hour (SEH) is defined as 60 minutes spent by an average student in one or any combination of the following activities:

- In class (this could be in a traditional classroom or via a distance learning delivery system)
- In a formal tutorial
- In practice activities that are appropriate for academic credit
- In testing, measurement, or assessment
- In individual or group preparation for the above

⁴ A contact hour is defined as 60 minutes spent by an average student in one or any combination of the following activities:

- In class (this could be in a traditional classroom or via a distance learning delivery system)
- In a formal tutorial
- In practice activities that are appropriate for academic credit
- In testing, measurement, or assessment

Scheduling Guidance

While class work may be focused to shorten the calendar period over which a topic is studied, the schedule must allow for the appropriate level of student participation and learning. A course of study that is based on the *minimum contact time* only does not meet accreditation requirements. For example, to offer a three semester credit hour course in one calendar week does not allow sufficient time for an appropriate level of student participation. A three semester credit hour course equates to 99 student engagement hours or approximately 20 hours per day (5-day week) or 14 hours per day (7-day week), neither of which is reasonable.

Accounting programs must be in congruence with the business standards (numbered consecutively 1-30) as well as the accounting standards to earn AACSB International accounting accreditation. In addition, the strong relationship and integrative nature of the business and accounting standards is reinforced without duplicating the business standards in the accounting section except where there are special provisions that only apply to accounting programs. As such, in the assurance of learning for accounting programs section, the following Business Standard must be satisfied not only by the (business) school as a whole, but also by the (accounting) academic unit:

Standard 16: Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]

In addition, the following accounting accreditation standards must be satisfied:

Standard 37: The accounting curriculum stems from the roles assumed by accountants in society of providing financial and other information and ensuring its integrity. For each accounting program, learning goals must be established consistent with the mission statement. Each accounting program incorporates appropriate learning activities to ensure meeting the goals set for the program derived from the input of key stakeholders. The learning outcomes for accounting include, but are not limited to, developing, measuring, analyzing, validating, and communicating financial and other information and ensuring its integrity.

Normally, the curriculum management process will result in degree programs that include learning experiences in:

- **The roles played by accountants in society providing and ensuring the integrity of financial and other information;**
- **The ethical and regulatory environment for accountants;**
- **Business processes and analysis;**
- **Internal controls and security;**
- **Risk assessment and assurance for financial and non-financial reporting;**
- **Recording, analysis, and interpretation of historical and prospective financial and non-financial information;**

- Project and engagement management;
- Design and application of technology to financial and non-financial information management;
- Tax policy, strategy, and compliance for individuals and enterprises;
- International accounting issues and practices including roles and responsibilities played by accountants within a global context.

[ACCOUNTING EDUCATION GOALS – Related Business Standard: 15]

Basis for Judgment:

- In addition to Business Standard: 15, the above requirements are met by all accounting programs.
- Evidence of recent curriculum development, review, or revision demonstrates the effectiveness of curriculum management.
- Resulting curricula include an appropriate set of learning experiences to prepare graduates for careers in accounting.

Guidance for Documentation:

- Document curriculum management and continuous improvement processes and results.
- Provide curriculum descriptions for all accounting degree programs.
- Show how learning experiences meet the requirements in the standard.

Standard 38: Where there is a formalized practice of accounting, and when a school's mission indicates that it aspires to have its graduates enter the profession, graduates meet the entry requirements of the accounting profession.

[ACCOUNTING ENTRY GOALS – Related Business Standard: None]

Basis for judgment:

- All curriculum requirements for entry are included in the institution's learning objectives.
- Program graduates show a history of successful entry into the formalized practice of accounting.
- Where multiple entry requirements may apply, institutions may select one or more sets to meet. However, where choice exists, selections should be clear to students, employers, and other interested parties.

Guidance for documentation:

- Specify the entry requirements that are relevant.⁵
- Show the learning goals that meet the entry requirements.
- Show that graduates meet all these learning goals.

⁵ In addition to entrance requirements included in laws and regulations, academic units may reference other information including competency frameworks or content lists provided by other accounting professional organizations.

- Show that graduates are successful in entering the profession.

Undergraduate Accounting Programs

Standard 39: The undergraduate accounting degree program includes learning objectives focused on the development, measurement, analysis, validation, and communication of financial and other information. The amount of student participation devoted to these topics is appropriate for the program's mission and meets the effort generally required for majors in the school or at the university. [ACCOUNTING UNDERGRADUATE EDUCATION GOALS – Related Business Standard: None]

Basis for judgment:

- The student participation described in this standard is appropriately scheduled (see guidance in the implementation guidance for assurance of learning for accounting programs).
- Learning activities dealing with the defining elements of accounting are considered part of the discipline, even if they are not officially designated as “accounting” activities.
- Learning goals are specified and assessed for general knowledge and skill areas, management-specific knowledge and skill areas, and accounting knowledge and skill areas.
- For undergraduate programs, a minimum of 21 semester credit hours (or equivalent student engagement) including up to 6 semester credit hours (or equivalent student engagement) in introductory accounting are designed to achieve learning objectives in accounting.

Guidance for documentation:

- Show the learning objectives that meet this standard.
- Discuss the adequacy of the required student effort.
- Provide information on major requirements in other fields.

Standard 40: The undergraduate accounting degree program includes learning objectives outside of the accounting discipline that focus on developing student capacities essential to a broad education. [ACCOUNTING UNDERGRADUATE EDUCATION GOALS – Related Business Standards: 15 and 17]

Basis for judgment:

- This standard covers both general knowledge and skills, as well as, non-accounting business education.
- The student participation described in this standard is appropriately scheduled (see guidance in the implementation guidance for assurance of learning for accounting programs).

- Essential capacities should reflect those that are required of a broadly educated individual. Unless a significant case can be made to the contrary, essential capacities should include communication, ability to deal with diversity and critical thinking.
- Hours of student participation in undergraduate level work may be accepted if they are completed in secondary education programs. These would include, but not be limited to “advanced placement” courses, “A levels” or other participation that is generally accepted or otherwise validated to be at an appropriate level of achievement.
- The accounting program is responsible for the quality of learning counted toward program completion regardless of how or where it takes place.
- A minimum of 90 semester credit hours (or equivalent student engagement) is directed toward these objectives.

Guidance for documentation:

- Define the broad learning objectives for the undergraduate degree program.
- Demonstrate that graduates achieve all of the broad learning objectives.
- Demonstrate that graduates have been exposed to global and diverse learning experiences.
- Explain how the program meets the hours of student participation.

Masters Accounting Programs

Standard 41: MBA programs with a concentration in accounting include learning objectives focused on the development, measurement, analysis, validation, and communication of financial and other information. Participation presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning is developed in a more integrative, intensive fashion than undergraduate education. Graduates demonstrate an expanded understanding of the professional responsibilities, the ethical standards of the accounting profession, and the strategic role of accounting in business organizations and society. The content and number of semester credit hours (or equivalent student engagement) is appropriate for the program’s mission. [ACCOUNTING CONCENTRATION MASTERS EDUCATIONAL GOALS – Related Business Standards: 18 and 20]

Basis for judgment:

- Normally all masters degree programs included in the accounting program must include a minimum of 30 semester credit hours (or equivalent student engagement) beyond the undergraduate program, of which a minimum of 21 semester credit hours (or equivalent student engagement) or 70% (whichever is greater) should be in courses reserved for graduate students.
- Learning activities dealing with the defining areas of accounting are considered part of the discipline, even if they are not officially designated as “accounting” activities.

- Learning goals including accounting knowledge and skills areas are specified and assessed as appropriate for MBA programs with accounting concentrations.
- If applicable, show how the learning objectives in accounting for the MBA (accounting concentration) program differ from the learning objectives of the undergraduate and Masters in Accounting programs.

Guidance for documentation:

- State the learning objectives that meet this standard.
- Show the learning objectives that meet these goals.
- Quantify the student participation required according to the local measurement system related to the development, measurement, analysis, validation, and communication of financial and other information.

Standard 42: Masters in Accounting programs and other specialized Masters programs in accounting (e.g. Masters of Taxation programs) include learning objectives focused on the development, measurement, analysis, validation, and communication of financial and other information. Participation in a masters level degree program in Accounting presupposes the base of general knowledge and skills appropriate to an undergraduate degree. Learning in a Masters of Accounting program is developed in a more integrative, intensive fashion than undergraduate education and is more in depth than is found in an MBA program with a concentration in accounting. Graduates demonstrate an expanded understanding of the professional responsibilities, the ethical standards of the accounting profession, and the strategic role of accounting in business organizations and society. The content and number of semester credit hours (or equivalent student engagement) is appropriate for the program's mission. [ACCOUNTING SPECIALIZED MASTERS EDUCATIONAL GOALS – Related Business Standards: 19 and 20]

Basis for judgment:

- Masters in accounting programs should contain not less than 15 semester credit hours (or equivalent student engagement) in courses dealing with the development, measurement, analysis, validation and communication of financial and other information of which a minimum of 12 semester credit hours (or equivalent student engagement) must be in courses designed primarily for graduate students.
- Learning activities dealing with accounting are considered part of the discipline, even if they are not officially designated as “accounting” activities.
- Learning goal including accounting knowledge and skill areas are specified and assessed as appropriate for specialized masters program in accounting.
- In the special case of students who continue from an undergraduate accounting program to a Masters in Accounting program, the minimum semester credit hours (or equivalent student engagement) across both degrees should be considered. Normally, graduates of Masters in Accounting programs should have a minimum of 27 semester credit hours (or equivalent student engagement, excluding any hours in introductory accounting) in courses dealing with the development,

measurement, analysis, validation, and communication of financial and other information taken at either the undergraduate or graduate level. A minimum of 12 semester credit hours (or equivalent student engagement) in courses dealing with the development, measurement, analysis, validation, and communication of financial and other information must be at the graduate level.

- Masters of Taxation programs offered by the accounting unit are included in the accreditation review for purposes of this standard. These programs may have significant credit hours (or equivalent student engagement) of specialized courses in taxation with limited credit hours (or student engagement) in other accounting courses. The burden of proof is on the school to justify the content and structure of such programs
- If applicable, show how the learning objectives in accounting for the Masters in Accounting program differ from the learning objectives of the undergraduate and MBA (accounting concentration) programs.

Guidance for documentation:

- State the learning objectives that meet this standard.
- Show the learning objectives that meet these goals.
- Show that the level of student participation is appropriate.
- Explain how the program meets the hours of student participation.

Doctoral Accounting Programs

Standard 43: Doctoral accounting degree programs ensure that all graduates understand the development, measurement, analysis, validation, and communication of financial and other information. Consistent with the Business Standards, graduates of doctoral level accounting programs demonstrate the ability to create knowledge through original research in accounting. [ACCOUNTING DOCTORAL EDUCATIONAL GOALS – Related Business Standard: 21]

Basis for judgment:

- The faculty has defined learning objective and learning activities that meet this standard.
- All graduates demonstrate the ability to do original research.

Guidance for documentation:

- State the learning objectives that meet this standard.
- Show the learning activities that meet these learning objectives.
- Quantify the student participation required according to the local measurement system.

Standard 44: All doctoral accounting programs ensure that all graduates understand the professional role of accountants in society providing and ensuring

the integrity of financial and other information. [ACCOUNTING DOCTORAL EDUCATIONAL GOALS – Related Business Standard: 21]

Basis for judgment:

- All graduates understand accounting as currently practiced in the area(s) served by the school.

Guidance for documentation:

- Show the activities that assist the students in accomplishing this objective.

Standard 45: When an academic unit's mission indicates that it aspires to have its doctoral accounting graduates take positions with employers that are expecting them to teach in academic programs, graduates are prepared to assume teaching responsibilities. [ACCOUNTING DOCTORAL EDUCATIONAL GOALS – Related Business Standard: 21]

Basis for judgment:

- All requirements for entry are included in the learning objectives.
- Program graduates show a history of successful entry into teaching roles in accounting programs.
- Because different accounting programs have different expectations for teaching, institutions may select one or more sets of expectations to meet. Where an institution offers choices of different kinds of preparation for teaching, selections should be clear to students, employers, and other interested parties.

Guidance for documentation:

- Specify the entry requirements for assuming teaching responsibilities.
- Show the learning objectives that meet the entry requirements.
- Show that graduates meet all these learning objectives.
- Show that graduates are successful in assuming teaching responsibilities.

POLICY ON CONTINUED ADHERENCE TO ACCOUNTING STANDARDS

All accounting degree programs included in the AACSB International accreditation review must demonstrate continuing adherence to the AACSB International accreditation standards. AACSB International reserves the right to request a review of an accredited institution's programs at any time if questions arise concerning the maintenance of educational quality as defined by the standards.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

Quarterly Report: Programs and Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4.b.(2), Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.4.a and b.(2), Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per year. Board policy also requires Executive Director approval for "Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000.

Consistent with Board policy III.G.4.b.(2), "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, and discontinuations from Idaho's public colleges and universities that were approved between February 2011 and May 2011 by the Executive Director.

ATTACHMENTS

Attachment 1 – List of Programs and Changes Approved by the
Executive Director

Page 3

BOARD ACTION

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

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

Academic Programs
Approved by Executive Director
February 2011 – May 2011

Boise State University
Discontinue Master of Science in Earth Science
Create four emphases in Bachelor of Arts Communication <ul style="list-style-type: none"> • Media Production • Media Studies • Public Communication • Relational and Organizational Communication
Discontinue Bachelor of Arts, Mass Communication/Journalism
Discontinue three emphases in Bachelor of Science, Chemistry <ul style="list-style-type: none"> • Business • General • Geochemistry • Pre-Medical
New Certificate in Refugee Services Foundation
New Certificate in Refugee Services Advanced Macro Practice
New Graduate Certificate in Refugee Services Advanced Macro Practice
New Graduate Certificate in Refugee Services Clinical Practice

University of Idaho
Merge two independent units into one department – Department of Ag and Extension Education will be merged with 4-H Youth Development office
Transfer Technology Training and Development degree and certificate programs in Idaho Falls from College of Education to Engineering – includes renaming existing program <ul style="list-style-type: none"> • MS, Technology Training & Development to MS, Technology Management
Move existing Forest Operations Minor to the Department of Forest Ecology and Biogeosciences from the Department of Forest Products
Addition of a new Entrepreneurship emphasis to the Marketing major, B.S., Business Education
Addition of a new undergraduate minor in Climate Change under the Department of Geography
New Certificate in Communication and Control for Power Transmission
New Litigation and Alternative Dispute Resolution emphasis, J.D., Law
Other Non-substantive Changes (does not require approval but required to notify OSBE per policy III.G.)
Change name from Six Sigma Innovation & Design Certificate to Process Performance Excellence
Change name of Geology Teaching Minor to Earth Science Teaching Minor
Change name of Health, Physical Education, Recreation, and Dance Department to Movement Sciences Dept.
Change name of Professional Golf Management option to PGA of America
Change name of Department of Foreign Languages and Literatures to Department of Modern Languages & Cultures

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

Professional - Technical Education Programs
Approved by Executive Director

Program Activity	Institution
Discontinue the Medical Office Specialist option of the Medical Assistant program	EITC
Change title of certificate to Postsecondary Technical Certificate for the Business Information Technology option of the Business Information Program from a Technical Certificate	ISU
Discontinue the Marketing and Management Occupations program	ISU

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

Approval of Higher Education Research Council (HERC) FY12 Budget

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W.3., Higher Education Research Council Policy
Senate Bill No. 1207 Appropriations – College and Universities - System-wide Programs

BACKGROUND/DISCUSSION

The State Board of Education was appropriated \$1,435,500 for FY 2012 through the colleges and universities appropriation to be used for the mission and goals of the Higher Education Research Council (HERC).

In FY11, the Higher Education Research Council (HERC) implemented the first year of the Idaho Incubation Fund Program. Funds are intended to establish focused proposals that enable researchers to enhance economic development in Idaho by transforming a new university developed concept to practice and making an invention or copyright more commercially interesting to a company or investor. Funds were awarded based on a competitive process. The Office of the State Board of Education received 19 proposals from Boise State University, Idaho State University, and the University of Idaho. Proposals were evaluated by a review team overseen by HERC and coordinated by the Idaho Technology Council. Seven proposals were selected for an award in FY11. HERC is currently administering the FY12 cycle of the Idaho Incubation Fund Program and anticipates making additional awards by the end of June. Prior to moving forward with another cycle of the program, HERC will evaluate the program for effectiveness.

The Board office provided HERC with a proposed distribution of funds for FY 2012 to include the Incubation Fund, which is under a new heading, per policy, entitled Targeted Research Funding. HERC has reviewed the budget and forwards their recommendation to disburse the FY 2012 allocation as outlined on page 3.

IMPACT

The State Board of Education is appropriated funds each year by the Legislature through the colleges and universities appropriation to be used for the mission and goals of the Higher Education Research Council (HERC). The Board allocates these funds for research activities to the four-year public institutions for the following: Infrastructure, Targeted Research, Research Centers, and State Matching Awards. A line item for Administrative Costs is included to cover the expenses for meetings, office supply needs, and the administration of HERC grant programs and activities.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

ATTACHMENTS

Attachment 1 – FY12 HERC Budget

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Higher Education Research Council reviewed and recommended approval of the FY 2012 budget allocation at their May 16, 2011 meeting. Staff recommends approval of the budget as presented.

BOARD ACTION

I move to approve the FY 2012 HERC Budget Allocation as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2012 Allocation of HERC Funds

<u>Amount to be Awarded</u>	<u>Proposed Allocation</u>
\$1,435,500	
<hr/>	
Infrastructure Funds	
BSU	\$125,000
ISU	\$125,000
UI	\$200,000
LCSC	\$50,000
Total Infrastructure	\$500,000
<hr/>	
Matching Award Grants	
NSF-EPSCoR (Research Infrastructure Improvement Award) (Water Resources in a Changing Climate - 5-year \$15M award) (September 1, 2008 - August 31, 2013)	\$600,000
Total Matching Grants	\$600,000
<hr/>	
Targeted Research	
Idaho Incubation Fund (second round)	\$333,000
Total Targeted Research	\$333,000
<hr/>	
Research Centers	
Total Research Center	\$0
<hr/>	
Administrative Costs	
FY12 Administrative Costs	\$2,500
Total Administrative Costs	\$2,500
<hr/>	
Total Budget / Allocation	\$1,435,500
	\$1,435,500
<hr/>	

NOTES

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

First Reading, Proposed Amendments to Board Policy III.V, Section 3, Associate of Applied Science Degree

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III, Subsection V. Articulation and Associate Degree Policy

BACKGROUND/DISCUSSION

An Associate of Applied Science (AAS) degree is designed for students who intend to enter the workforce. The proposed changes reflect the needs of the student, workplace, and the purpose of the AAS degree. The proposed changes to Board Policy III.V, Section 3 were presented to the Council on Academic Affairs and Programs (CAAP) on November 4, 2010 and June 2, 2011. The Division of Professional-Technical Education (PTE) staff subsequently met with Board staff to further refine the proposed changes.

The proposed changes consisted of reducing the number of general education credits from sixteen (16) to fifteen (15) credits and updating the title of the AAS degree core areas to bring them in alignment with Northwest Commission on Colleges and University (NWCCU) terminology. The 15 credit minimum would better align with student course taking patterns and the 3-credit course format. This would create flexibility in student choice of courses and make the general education requirement more streamlined and cost effective for AAS degree majors.

Changing the title of 3.c from "Social Science/Human Relations /Interpersonal Communication" to "Social Science/Human Relations" would bring terminology in alignment with the general education requirements terminology in the NWCCU Standard 2.C.9. The disciplines of study in the Human Relations category were refined to better represent areas of study related to human relations. Changing the title of 3.d from "Natural Science" to "Elective" better defines the category. Changing the credit requirement for this category from zero (0) to three (3) supports the 15-credit total requirement. Students would be able to take any general education course listed in III.V.2 to meet this requirement.

In addition to those changes brought forward by PTE, Board staff has proposed additional changes which consist of removing Brigham Young University Idaho and Treasure Valley Community College from Board Policy Section V.1.a. This section addresses coverage for those institutions under the governance of the Board. Currently, the Board does not provide direct oversight over the private institutions or registered proprietary postsecondary schools in the State and

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

would not be subject to this policy. Other changes include removal of unnecessary language.

ATTACHMENTS

Attachment 1 – Board Policy III.V

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

PTE recommends approval of proposed amendments as presented and requests any institution impacted by this change be approved to process the program and/or option changes collectively in summary format as a “routine change” in a single letter to the State Board of Education, provided there is no fiscal impact for said changes.

Board staff is currently evaluating policies under Section III. Postsecondary Affairs for alignment and consistency with other related policies. Board Policy III.V. is among many in a series of policies that needs a full scale review. Due to the impact the proposed changes will have to institutions and their respective programs, Board staff recommends approval of the amendments as proposed by PTE with the understanding that a more thorough evaluation of III.V. will be conducted and further revisions will be forthcoming.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.V.3., Associate of Applied Science Degree as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Associate Degree Policy

July 2008 August 2011

~~It is the State Board of Education's intent that this policy will assist students as they transfer between institutions of higher education in the process of completing their educational agendas. In addition, the Board believes that this policy will provide the public institutions of higher education with the guidelines necessary to carry out their mission and service function to students so that they can successfully transfer between institutions without penalty.~~

1. Statewide Articulation

a. Associate of Arts and Associate of Science Degrees

To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, and the College of Western Idaho, ~~Brigham Young University Idaho (BYU Idaho), and Treasure Valley Community College,~~ shall individually and jointly honor the terms of this statewide articulation policy.

Students who complete requirements for the Associate of Arts or Associate of Science degree at an accredited institution in Idaho and Treasure Valley Community College will be considered as satisfying the lower division general education core requirements and shall be granted junior standing upon transfer to a four-year public institution in Idaho and will not be required to complete any additional lower division general education core courses subject to the conditions listed below.

Transfer students from any in-state or out-of-state academic accredited institution who have completed the equivalent of the State Board of Education's general education core for the Associate Degree will not be required to complete additional lower division general education core courses. However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.

This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.

Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****SUBSECTION: V. Articulation and Associate Degree Policy****July 2008 August 2011**

A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior colleges.

b. Associate of Applied Science Degrees

Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.

2. Transfer Associate Degree

The lower division general education core requirement must fit within the following credit and course requirements and must have a minimum of thirty-six (36) credit hours.

	Required Courses	Minimum Credits
a. <u>Communications</u> Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English. <u>Disciplines:</u> Speech, Rhetoric, and Debate	1	2
b. <u>English Composition</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure. *3 or 6 credit hours depending upon initial placement results.	1	3 to 6*
c. <u>Behavioral and Social Science</u> Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research. <u>Disciplines:</u> Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology. Note: Courses must be distributed over two (2) different disciplines.	2	6
d. <u>Humanities, Fine Arts, and Foreign Language</u> Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language. <u>Disciplines:</u> Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.	2	6

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

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SUBSECTION: V. Articulation and Associate Degree Policy

July 2008 August 2011

<p>e. <u>Natural Science</u> Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Chemistry, Physical Geography, Geology, and Physics. Note: Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.</p>	2	7
<p>f. <u>Mathematics</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics, and Statistics.</p>	1	3

3. Associate of Applied Science Degree.

This professional-technical degree requires a minimum of ~~16~~15 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.

	Required Courses	Minimum Credits
<p>a. <u>English/Communication</u> In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. <u>Disciplines:</u> English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.</p>	2	6
<p>b. <u>Mathematics/Computation</u> Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems. <u>Disciplines:</u> College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.</p>	1	3
<p>c. <u>Social Science/Human Relations/Interpersonal Communications</u> Coursework in this area provides the student with the skills needed for understanding individuals in the work place; appreciation of cultures of civilization; environmental awareness; economic factors; and the functioning of thought and behavior. <u>Disciplines:</u> Art, Anthropology, Communications, Economics, Geography, History, Literature, Music, Political Science, Human Relations, Psychology, and Sociology and Theater Arts. An applied human relations course may be used if found to be comparable to a social science/humanities course.</p>	1	3

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: V. Articulation and Associate Degree Policy

~~July 2008~~August 2011

d. <u>Natural Science Elective</u> Coursework in this area <u>may come from any general education core requirement as category listed in III.V.2:</u> (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences. <u>Disciplines:</u> Biology, Botany, Genetics, Chemistry, Physics, Geology, Astronomy, Biotechnology, Bacteriology and other related science based courses. An applied science course may be used if found to be comparable to a science course.	<u>01</u>	<u>03</u>
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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

First Reading, Proposed Amendments to Board Policy III.M., Accreditation

BACKGROUND/DISCUSSION

The proposed changes to this policy include the deletion of references to Board recognized accrediting agencies and institutions as these requirements are addressed in IDAPA 08.01.11 Registration of Postsecondary Educational Institutions and Proprietary schools. Board policy is specific to the institutions they govern.

Additional changes update Board policy to reflect the current Northwest Commission on Colleges and Universities (NWCCU) institutional reporting requirements for accreditation. The NWCCU has completed its revision of the accreditation standards and oversight cycle. The new accreditation cycle reduces the review process from ten years to seven years. Currently, an institution conducts a comprehensive self study in the last two years of the ten-year cycle. The purpose of the self study is to address all standards at one time. Under the seven-year accreditation cycle, the equivalent effort of the two years of intense self study is separated out over seven years and conducted in progressive stages of institutional self reflection and peer evaluation.

In the first stage of the septennial process, the institution prepares a report to address Standard One. Two years later, the institution expands its report on Standard One to include a response to Standard Two. In doing so, it reviews and updates, as necessary, its previous response to Standard One. Two years thereafter the institution expands its report on Standards One and Two to include a response to Standards Three and Four. Once again it reviews and updates, as necessary, its previous response to Standards One and Two. Two years after that, the institution expands its report on Standards One, Two, Three, and Four to include a response to Standard Five. In preparing its report the institution reviews and updates, as necessary, its previous response to Standards One, Two, Three, and Four.

IMPACT

The proposed policy changes will update Board policy to reflect the new NWCCU processes and procedures for institutional reporting on accreditation standards and requirements. Recognized accrediting bodies are currently listed in both rule and statute. Therefore this reference has been removed from policy to avoid unnecessary duplication.

ATTACHMENTS

Attachment 1 – Board Policy III.M., Accreditation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The NWCCU has developed a matrix that will assist accredited institutions in transitioning from the ten-year accreditation cycle to the new seven-year

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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accreditation cycle. The sequence and timing of events will vary by institution and could take several years for the conversion to be completed.

Due to the impending transition in accreditation cycles, Board staff felt it was important to update Board Policy III.M. to align with the NWCCU revised oversight and review process. Board staff recommends approval of the first reading of this policy as submitted.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.M., Accreditation as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

M. Public Postsecondary Accreditation

April 2008 August 2011

~~1. Recognized Accrediting Agencies~~

~~The State Board of Education only recognizes accreditation by the six (6) regional accrediting associations and those national accrediting associations which are recognized by the U.S. Department of Education. The six (6) regional accrediting associations are:~~

~~Middle States Association of Colleges and Schools
New England Association of Schools and Colleges
North Central Association of Colleges and Schools
Northwest Association of Schools and Colleges
Southern Association of Colleges and Schools
Western Association of Schools and Colleges~~

~~2. Recognition as Accredited Institution~~

~~Any institution that wishes to be recognized as an accredited institution must submit to the Executive Director at least ten (10) days prior to a regularly scheduled Board meeting documentation showing its accreditation status with an accrediting organization recognized by the Board. The Executive Director is responsible for verifying the institution's submission and making a recommendation to the Board.~~

~~3. Institutional Reports~~

Institutions under the governance of the Board are evaluated by the Northwest Commission on Colleges and Universities (NWCCU) based on a seven-year accreditation cycle. Evaluations are conducted in progressive stages that build on previous findings and regular feedback from peer evaluators and the NWCCU Board of Commissioners. Institutions will follow the process prescribed by NWCCU and shall update the Board as to the content and status of their self evaluation at each stage of the reporting cycle. and

Board members shall be ~~provided~~ the Board with opportunities to participate in the evaluation process ~~as appropriate~~. Prior to a formal NWCCU accreditation visitation to an institution (~~5-year and 10-year~~ Three-Year and Seven-Year visits), the institution president will notify the Board's Executive Director of such visit and schedule a time and place for Board representation during the visit. At a minimum, the Board's Executive Director (or designee) and three Board members shall visit the NWCCU self-study team during each ~~ten-seven~~ ten-year visitation to an institution. Board member participation for the ~~five-Three~~ three-year visits will be determined by the Board's Executive Director upon consultation with the NWCCU review team.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES**SECTION: III. POSTSECONDARY AFFAIRS****M. Public Postsecondary Accreditation****April 2008 August 2011**

~~A copy~~ Copies of the ~~Northwest Commission on Colleges and Universities~~ (NWCCU) seven-year accreditation self-study completed by an institution under the governance of the Board shall be submitted to the Board's Executive Director at the same time the report is forwarded to the NWCCU. A draft copy of the NWCCU year one self-evaluation report completed by an institution shall be shared with the Board at a regularly scheduled meeting prior to its submission to the NWCCU. A copy of each corrective action progress report submitted to NWCCU by an institution will also be forwarded to the Board's Executive Director at the same time the report is sent to the NWCCU.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

Second Reading, Proposed amendments to Board Policy III.I., Roles and Missions

REFERENCE

April 21, 2011

First Reading, Board Policy III.I., Roles and Missions approved

BACKGROUND/DISCUSSION

The Board approved a first reading of policy III.I., Roles and Missions at the April 2011 Board meeting. There have been no changes since the first reading.

IMPACT

The proposed policy changes will clarify the process and procedures for use of vision and mission, updating mission statements, and meet the NWCCU accreditation requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.I., Roles and Missions

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the second reading of Board Policy III.I., Roles and Missions.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy III.I., Roles and Missions as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
 SECTION: III. POSTSECONDARY AFFAIRS
 I. Roles and Missions

~~April 2002~~ June 2011

I. Roles and Missions

The purpose of this policy is to recognize the distinct and unique roles and missions of Idaho's state public postsecondary institutions consistent with the State Board of Education's (Board) statewide Vision and Mission, Strategic Plan, and the Statewide Program responsibility assigned to each institution. Identifying the distinct roles and missions of Idaho's postsecondary institutions leads to efficient utilization of available resources, informs planning of new resources in a way that fosters collaboration rather than competition, and reduces mission overlap and unnecessary program duplication.

~~1. Postsecondary Education~~ State Board of Education — Vision and Mission and Scope

~~From time to time, the~~ The Board shall adopts a formal statement of ~~its Vision and mission~~ Mission and scope for postsecondary education in the state as part of its strategic planning process, incorporating both academic and ~~vocational~~ professional-technical elements. ~~Any alteration of this statement is subject to Board approval. The official copy of the Board-approved "Mission and Scope Statement for Postsecondary Education" is kept on file at the Office of the State Board of Education~~ shall be incorporated into the Board's Strategic Plan.

2. Assignment of Institutional Role and Mission

Every seven years, consistent with the accreditation cycle of the Northwest Commission on Colleges and Universities (NWCCU), each state public postsecondary institution shall submit to the Board for approval a mission statement for such institution. Any alteration to an institution's mission statement is subject to Board approval. An institution's mission statement must be in alignment with the Board Vision and Mission, Board Strategic Plan, and institutional Statewide Program responsibility. As identified in the NWCCU Standards, institutional mission statements must also clearly articulate institutional purpose. An institution's vision and mission statement must be published in the institution's annual catalogue.

a. Procedural Requirements

Any proposal to add to, delete from, or alter a Board approved institutional mission statement must be submitted to the Presidents' Council, then to the Policy, Planning and Governmental Affairs Committee, for review and recommendation prior to Board consideration. The Board may revise an institution's mission statement on its own initiative and at its discretion.

2. Institutions — Role and Mission

~~From time to time, the Board adopts a formal statement of role and mission for each institution. Any alteration of these statements is subject to Board approval. An official copy of each institution's statement is kept on file in the office of the Chief Executive Officer of the institution and at the Office of the State Board of Education and is published in the institution's catalogue.~~

3. Procedural Requirements

~~Any proposal to add to, delete from, or alter a Board approved mission and scope statement or an institutional role and mission statement will be submitted to the Instruction, Research and Student Affairs Committee, then to the Presidents' Council, for review and recommendation prior to Board~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
I. Roles and Missions

April 2002 June 2011

~~consideration. However, the Board reserves the right to revise either the mission and scope statement or an institutional role and mission statement on its own initiative and at its discretion.~~

~~4. Institutional Long Range Plans~~

~~Consistent with the institutional statement of role and mission adopted by the Board and the Board's statement of mission and scope, each institution develops a strategic plan outlining long range goals, short range objectives, and implementation strategies for responding to the needs of its constituents. The plan must receive prior Board approval, must be updated annually to reflect any fiscal or other constraints and opportunities, and must be linked to the institution's program review and budget request processes. Major elements of the plan will include the environment within which the institution operates; identification of institutional priorities; program review process recommendations as the basis for program development, expansion, or realignment; and measures to ensure quality, efficient use of state resources, and responsiveness to clients.~~

~~4. Community Colleges~~

With the exception of Annual Planning and Reporting as identified in Section I. Subsection M. of the Idaho State Board of Education Governing Policies and Procedures, and consistent with Section III. Subsection A., North Idaho College, the College of Southern Idaho, and the College of Western Idaho operate in accordance with policies established by their respective boards of trustees and are therefore excluded from the aforementioned requirements.

~~5. Statewide Long Range Plan~~

~~Consistent with its statement of mission and scope, the Board will develop a strategic plan outlining the goals, objectives, and implementation strategies necessary for the responsible management of the state system of postsecondary education. Updated periodically to reflect fiscal or other constraints and opportunities, the plan will be prepared by Board staff in consultation with the institutions and the Board's committees. The plan will be linked to the Board's budget request process, and major elements of the plan will include the environment within which postsecondary education operates; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho.~~

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

Institutional Mission Statements

BACKGROUND/DISCUSSION

As part of Board staff's review and clarification of Board Policy Section III.I., Roles and Missions and the revised Northwest Commission on Colleges and Universities (NWCCU) accreditation requirements, institutions were instructed at the April 20, 2011, Board meeting to bring forward a draft mission statement. Role and Mission statements were last updated by the Board in April of 1998, with minor amendments made to the University of Idaho's mission statement in 2007.

In the NWCCU Year-One report, institutions are required to report on *Standard One – Mission, Core Themes, and Expectations*. Institutions must include their Board approved mission statement from which they must also identify core themes and the indicators they will use to track mission fulfillment. The new accreditation standards provide for a continuous improvement process that requires regular review and improvement of an institution's mission and core themes, the application of mission and core themes into clear objectives with the potential to fulfill such, and evaluation of the results of institutional efforts to fulfill its mission. Due to the new NWCCU reporting requirements it was necessary for institutions to revise and/or modify their current mission statements. Currently the Board approved mission statements cover roles and responsibilities as they relate to programs and services and constituencies served.

Attachment 2 includes the current Board approved Mission, Programs and Services and Constituencies Served, the Statewide Program Responsibilities, and the proposed changes as submitted by Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College.

The institutions need further guidance from the Board regarding whether or not the proposed modifications should include only mission statement revisions or if they should also propose modifications to the Programs and Services, Constituencies Served, and Statewide Responsibilities.

IMPACT

Modifications to institution Mission Statements will have significant impact. The mission statement approved by the Board will be used in their NWCCU Year-One report from which they will derive their core themes and indicators to track and monitor mission fulfillment and from which all proceeding reports will be based. Additionally, modifications to the institutions' mission statements will dictate the direction that institutions deliver programs and services.

ATTACHMENTS

Attachment 1 – Role and Mission Timeline
Attachment 2 – Draft Mission Statements

Page 3
Page 5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the Board provide additional guidance to the institutions regarding the scope of revision. Given the September 15, 2011 timeline the institutions are facing to meet their NWCCU Year-One reporting requirements, it would seem appropriate to have the Board approve a revised mission statement and that the Board could devote a set amount of time through the PPGA and IRSA committees to evaluate proposed changes to the Programs and Services and the Constituencies Served. Once approved by the Board, the institutions' new mission statements will be incorporated into their strategic plans pursuant to the requirements of Board policy III.

BOARD ACTION

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

Role and Mission Timeline

Per State Board of Education Minutes

April 6, 1973	Statement of Mission, Functions, and Objectives of the University of Idaho were presented to the Board and were referred to the Planning Committee for review.
November 1, 1973	Mission, Functions, and Objections of the University of Idaho were approved by motion.
June 12, 1980	<p>The President of the Board designated one or more Board members to work with the Superintendent, the four college and university presidents, the Administrator of Vocational Education, and the Executive Director to review general Board procedures, agendas, practices of delegating authority, areas requiring greater attention, and whatever other matters may contribute to making the Board's activities more efficient.</p> <p>Among those included an evaluation of the facilities at the four year institutions by the Executive Director; study of developments at the four institutions in the general area of a core curriculum or of general education requirements by the Curriculum Committee; and an evaluation of role and missions of postsecondary institutions.</p> <p>In the meantime, each institutional president was directed to complete an update of present roles and missions and submit to the Board a description of the role and mission he believes his institution should have in the state system 10 years from now and 20 years from now. Minutes show what the descriptions should include.</p>
October 23, 1980	In response to June 1980 meeting, role and mission statements were presented for Board consideration. Statements were not in the minutes; however, a motion was passed to receive the role and mission statements from BSU, ISU, UI, and LCSC.
January 14, 1982	Role and Mission statement from LCSC was received. Staff was directed to review the document and report its findings at the March meeting.
April 8, 1982	<p>Role and Mission statement from LCSC was accepted subject to completion of studies and Board action on three points:</p> <ul style="list-style-type: none"> • Completion of a statewide study resolving the geographic areas and cooperative planning of continuing education programs by Board staff. • Completion of a report and recommendation of the experiential credit policies at LCSC and other institutions by Statewide Curriculum Committee • Completion of a study and report on the entire teacher education training program in Idaho by Board staff. Details in minutes.

Role and Mission Timeline

March 3, 1983	The State Board of Education adopted a Mission and Scope Statement for Postsecondary Education (included a Postsecondary Vocational-Technical Education Mission and Scope Statement), and Institutional Role and Mission Statements for Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College.
March 19-20, 1998	<p>The Board was presented with role and mission statements drafted by the presidents, faculty, staff, students, and others. Motion to approve was tabled to allow Board time to review statements. The Board requested some amendments to the proposed drafts.</p> <ul style="list-style-type: none">• Re-organize “Programs and Services” based on highest degree offered by the institution• Add additional language to “Type of Institution” for Eastern Idaho Technical College, North Idaho College, and the College of Southern Idaho to more clearly reflect the programs they offer.• Clarify the phrase “primary” as it relates to commitment of dollars – in the 1983 version it seemed that individuals viewed the phrase as territorial as opposed to emphasis in a particular institution. <p>Presidents at that time were supportive of the document.</p>
April 16-17, 1998	The Board was presented with a revised draft to reflect the changes requested at the March meeting. Motion to approve the roles and mission statements for the institutions was passed.
August 9-10, 2007	<p>The Board was presented with proposed amendments to the University of Idaho’s mission statement. The UI was approaching their accreditation review in October 2007 and was charged at their last visit by the NWCCU to update their mission statement to align with current practices.</p> <p>Changes included correction to reflect Carnegie classification designations; name change from forestry to natural resources; redistribution and updates of programs to other units; and the clarification of the emphasis of sciences to include physical, life, and social sciences.</p> <p>This was the only change made to role and mission statements since 1998.</p>

Boise State University			Proposed Mission Statement:
Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service . Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.			Boise State University is a public, metropolitan university providing leadership in academics , research, and cultural enrichment . The University offers an array of undergraduate degrees structured around essential learning outcomes and focused on fostering lifelong learning, civic engagement, innovation, and creativity . Graduate programs, including select doctoral degrees, and research are dedicated to the advancement of new knowledge and benefit of the community, the state of Idaho and the surrounding region .
Programs and Services		Statewide Program Responsibility	
Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs . Associate Education: Offers a wide range of associate degrees and some qualified professional programs. Graduate: Offers a variety of masters and select doctoral degrees consistent with state needs. Certificates/Diplomas: Offers a wide range of certificates and diplomas. Research: Conducts coordinated and externally funded research studies. Continuing Education: Provides a variety of life-long learning opportunities. Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs. Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies.	Formulate academic plan and generate programs with primary emphasis on business and economics, engineering , the social sciences, public affairs , the performing arts , and teacher preparation . Continuing emphasis in the areas of the health professions , the physical and biological sciences , and education and will maintain basic strengths in the liberal arts and sciences.	Public Policy (M.S., PhD), Public Administration (PhD), Urban Studies (M.S., PhD),Urban Regional Planning (M.S., PhD), Social Work (Southeast Region—shared with ISU) (MSW), Social Work (PhD)	
Constituencies Served			
The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Boise State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.			

Idaho State University			Proposed Mission Statement:
Idaho State University is a doctoral university serving a diverse population through research, state and regional public service, undergraduate and graduate programs. The university also has specific responsibilities in delivering programs in the health professions. Idaho State University will formulate its academic plan and generate programs with primary emphasis on health professions, the related biological and physical sciences, and teacher preparation. Idaho State University will give continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.			Idaho State University is a public research university, with high research activity (RU-H) , which serves a diverse population through its undergraduate, graduate, and professional degree programs ; research and creativity activity ; and public service endeavors, offered throughout the State and Intermountain region. The University provides statewide leadership in the health professions and related biomedical sciences, and is engaged in cutting-edge interdisciplinary basic and translational research in such areas as brain and behavioral science, energy, radiopharmaceuticals, material science, environmental science, and homeland security.
Programs and Services		Statewide Program Responsibility	Proposed Programs and Services:
Baccalaureate Education: Offers a wide range of baccalaureate degrees and qualified professional programs. Graduate: Offers a wide range of masters, doctoral and professional programs consistent with state needs. Associate Education: Offers a wide range of associate degrees and qualified professional programs. Research: Conducts coordinated and externally funded research studies. Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs. Certificates/Diplomas: Offers a wide range of certificates, and diplomas. Continuing Education: Provides a variety of life-long learning opportunities. Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies	Formulate academic plan and generate programs with primary emphasis on health professions , the related biological and physical sciences , and teacher preparation. Continuing emphasis in the areas of business, education, engineering, technical training and will maintain basic strengths in the liberal arts and sciences.	Audiology (MS, PhD), Physical Therapy (MS, PhD), Occupational Therapy (MS, MOT), Pharmaceutical Science (MS, PhD), Nursing (Southwest shared w/BSU)(MS), Nursing (PhD), Physician Assistant (MPAS), Speech Pathology (MS), Deaf Education (MS), Educational Interpreting (BS), Master of Health Education (MHE), Master of Public Health (MPH), Geomatics (Surveying) (MS), Health Physics (BS, MS), Dental Hygiene (BS, MS - currently delivered in Boise), Clinical Lab Science (BS, MS)	The University has strong undergraduate programs in business, education and teacher preparation, engineering, and technical training; and maintains strong programs in the arts, humanities, and social and behavioral sciences as independent, multifaceted fields of inquiry. The University offers high quality graduate programs in the Colleges of Arts and Letters, Business, Education, and Science and Engineering; and within the Division of Health Sciences, which also offers post-graduate residency training programs in family medicine, dentistry, and pharmacy. ISU has the only School of Performing Arts in the State, which is housed in the magnificent Stephens Performing Arts Center. The College of Technology provides students high quality professional-technical training in response to the workforce needs of private industry and public entities in the State. ISU's Early College Program provides current high school students the opportunity to begin their college-level course work prior to graduating.
Constituencies Served			
The institution serves students, business and industry, the professions and public sector groups throughout the state and region as well as diverse and special constituencies. Idaho State University works in collaboration with other state and regional postsecondary institutions in serving these constituencies.			

University of Idaho			Proposed Mission Statement:
<p>The University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The university is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.</p> <p>The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business education liberal arts and physical, life, and social sciences, which also provide the core curriculum or general education portion of the curriculum.</p>			<p>The University of Idaho is the state’s flagship and land-grant research university. This mandate directs us to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this promise through focused excellence in teaching, research, outreach, and engagement utilizing our residential main campus, regional centers, county offices, and research facilities across the state. *Our teaching and learning mission includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the cutting edge knowledge, diversity, and creativity of our faculty, students, and staff. *Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.</p>
Programs and Services		Statewide Program Responsibility	
Baccalaureate Education: Offers a wide range of baccalaureate degrees and professional programs. Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinates and conducts extensive research programs that are consistent with state needs. Extension Services, Continuing Education and Distance Learning: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region. Certificates/ Diplomas: Offers academic certificates representing a body of knowledge, that do not lead to a degree.	Formulate academic plan and generate programs with primary emphasis on agriculture, natural resources, and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs. Continuing emphasis in the areas of business education, liberal arts and physical, life, and social sciences.	Law (JD), Architecture (MS, B.Arch), Landscape Architecture (MS, BS), Interior Design (MS), Agriculture: Animal Science (BS, MS), Plant Science (MS, PhD), Agricultural Economics (BS, MS), Food Science (BS, MS, PhD), Veterinary Science (MS, DVM), Natural Resources: Forestry & Forest Products (BS, MS - distance ed), Wildlife (BM), Fisheries - Resources (BS, MS), Conservation Science (BS, MS), Range Science (BS, MS)	
Constituencies Served			
<p>The institution serves students, business and industry, the professions and public sector groups throughout the state and nation as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.</p>			

Lewis-Clark State College		<i>Proposed Mission Statement:</i>	
Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans . Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and vocational technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a highly diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.		Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.	
Programs and Services		<i>Proposed Programs and Services:</i>	
Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs. Associate Education: Offers a wide range of associate degrees and some qualified professional programs. Certificates/Diplomas: Offers a wide range of certificates and diplomas. Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies. Technical and Workforce Training: Offers a wide range of vocational, technical and outreach programs. Continuing Education: Provides a variety of life-long learning opportunities. Research: Conducts select coordinated and externally funded research studies	Formulate academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation , and vocational technical education . Continuing emphasis to select programs offered on and off campus at non-traditional times , using non-traditional means of delivery and serving a highly diverse student body and maintain basic strengths in the liberal arts and sciences.	Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.	Programs and Services (listed in order of emphasis) • Baccalaureate Education: Offers a wide range of baccalaureate degrees and some qualified professional programs. • Associate Education: Offers a wide range of associate degrees and some qualified professional programs. • Certificates/Diplomas: Offers a wide range of certificates and diplomas. • Distance Learning: Uses a variety of delivery methods to meet the needs of diverse constituencies. • Technical and Workforce Training: Offers a wide range of professional, technical and outreach programs. • Continuing Education: Provides a variety of life-long learning opportunities. • Research: Conducts select coordinated and externally funded research studies.
Constituencies Served		<i>Proposed Constituencies Served</i>	
The institution serves students, business and industry, the professions and public sector groups primarily within the region and throughout the state as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.		The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecon-dary institutions in serving these constituencies.	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

Second Reading, Proposed amendments to Board Policy III.Z., Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

REFERENCE

April 21, 2011

First Reading of Board Policy III.Z., Planning and Delivery of Academic Programs and Courses

BACKGROUND/DISCUSSION

The Board approved a first reading of Policy III.Z., Planning and Delivery of Academic Programs and Courses. Since the first reading staff provided minor clarification of terms and context.

IMPACT

The proposed policy changes will allow for ease of implementation by the public postsecondary institutions and the Office of the State Board of Education, based on the original intent of the policy. Implementation of this policy will then reinforce the mechanisms for institutions to cooperate on the development of programs while promoting the use of existing courses, infrastructure, and student services to limit duplication of resources.

ATTACHMENTS

Attachment 1 – Red-lined version of Board Policy Board Policy III.Z., Planning and Delivery of Academic Programs and Courses Page 3

Attachment 2 – Clean version of Board Policy Board Policy III.Z., Planning and Delivery of Academic Programs and Courses Page 23

Attachment 3 – Comparison of Proposed Changes from First Reading and Second Reading Page 35

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the Second Reading of Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as presented.

BOARD ACTION

I move to approve the second reading of the proposed amendments to Board Policy III.Z., Planning and Delivery of Academic Programs and Courses as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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April 2005 June 2010~~Z. Delivery of Postsecondary Education — Planning and Coordination of Academic Programs and Courses~~

The purpose of this policy is to ensure that Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). It is the intent of the State Board of Education (the "Board") to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy ~~anticipates the use of academic~~ requires the preparation and submission of academic plans to advise and inform the Board in its ~~work to~~ planning and ~~coordinate~~ coordination of educational programs in a manner that enhances access to quality programs ~~and courses~~, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board ~~intends to more clearly~~ hereby identify ~~identifies, and~~ reinforces and strengthen the responsibilities of the institutions governed by the Board to deliver respective statewide Statewide missions Programs of the institutions governed by the Board. The provisions set forth herein ~~are intended to serve as~~ fundamental principles underlying the planning and delivery of postsecondary education programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

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

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

1. Definitions

- a. "Statewide Program" shall mean a particular educational program identified by the Board to be delivered by a single institution which meets statewide educational and workforce needs.
- b. "Statewide Program Responsibility" shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program

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Responsibilities are assigned to specific institutions by the Board, taking into account the degree to which such programs are uniquely provided by an institution.

- c. “Service Region Program” shall mean an educational program to be delivered by the institution within its respective service region that meets regional educational and workforce needs.
- d. “Service Region Program Responsibility” shall mean an institution’s responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- e. “Designated Institution” shall mean an institution whose main campus is located in a service region as identified in Section III.L.3.
- f. “Partnering Institution” shall mean either (i) an institution whose main campus is located outside of a Designated Institution’s identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution’s primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

a. ~~Statewide Mission~~

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

b. ~~Regional Mission~~

~~A regional mission describes an institution’s responsibility for instructional programs pertaining to identified educational and workforce needs of primary service regions (identified in Section III, Subsection L. of the Idaho State Board of Education Governing Policies and Procedures). Because similar educational and workforce needs may exist in multiple service regions, programs that are part of an institution’s regional mission may be duplicated by other institutions within other service regions.~~

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April 2005 June 20102. Planning and Delivery Process and Requirementsa. Planningi. Five-Year Plan

The Office of the State Board of Education (OSBE) shall, utilizing the Institution Plans submitted to OSBE, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board every two years.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer (CAO), create and submit to OSBE a rolling five (5) year academic plan, to be updated every two years, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Program Institution Plan

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. At a minimum, for new Statewide Programs, each Institution Plan shall include the following:

- A needs assessment pursuant to guidelines developed by the CAO.
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums of Understanding (MOU's), if any, entered into with Partnering Institutions pursuant to Subsection b.iii. below.

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- If it is anticipated that the Statewide Program is to be delivered pursuant to an agreement with a Partnering Institution, within three (3) years of approval of the Institution Plan, then the description shall include a timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs.

2) Service Region Program Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver a Service Region Program. A Designated Institution shall include in its Institution Plan all current and proposed programs offered or to be offered that respond to the educational and workforce needs of its primary service region. It is intended that the Designated Institution communicate and collaborate with other institutions located outside of the primary service region in developing its Institution Plan. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its primary service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the primary service region to deliver the program in the primary service region in accordance with Subsection b.ii.1). below. The Institution Plan developed by a Designated Institution shall include at a minimum the following:

- The ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the primary service region, or outside of the primary service region, by the Designated Institution and the resources to be employed.
- A description of service region Programs offered, or to be offered, in the primary Service Region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the primary service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions pursuant to Subsection b.iii. below. If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery

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and the resources and support required for delivery of the programs, including facility needs and costs.

3) Plan Updates

Every two years, on a schedule to be developed by the CAO, Institution Plans shall be updated and submitted to OSBE as follows:

- At least sixty (60) days prior to submitting to OSBE preliminary Institution Plans shall be submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination.
- Following review by CAAP, Institution Plans shall be submitted to OSBE according to the template developed by the CAO. Upon submission of the Institution Plans to OSBE. The CAO shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- In the event the CAO recommends material changes, the CAO shall work with the institutions and then submit those recommendations to CAAP for discussion prior to inclusion in the Five-Year Plan.
- The CAO shall then provide recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. Every two years the Board shall approve the Institution Plans through the Five-Year Plan submitted by OSBE. Board approval of Institution Plans acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy. The requirements of this policy relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of Section III.G.

b. Delivery of Programsi. Statewide Program Delivery

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

<u>Program Name</u>	<u>Degrees</u>
<u>Public Policy</u>	<u>M.S., Ph.D.</u>
<u>Public Administration</u>	<u>Ph.D.</u>
<u>Urban Studies</u>	<u>M.S., Ph.D.</u>
<u>Urban Regional Planning</u>	<u>M.S., Ph.D.</u>
<u>Social Work (Southeast Region—shared</u>	<u>M.S.W.</u>

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<u>with ISU)</u>	
<u>Social Work</u>	<u>Ph.D.</u>

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

<u>Program Name</u>	<u>Degrees</u>
<u>Audiology</u>	<u>M.S., Ph.D.</u>
<u>Physical Therapy</u>	<u>M.S., Ph.D.</u>
<u>Occupational Therapy</u>	<u>M.S., M.O.T.</u>
<u>Pharmaceutical Science</u>	<u>M.S., Ph.D.</u>
<u>Pharmacy Practice</u>	<u>Pharm.D.</u>
<u>Nursing (Southwest shared w/ BSU)</u>	<u>M.S.</u>
<u>Nursing</u>	<u>Ph.D.</u>
<u>Physician Assistant</u>	<u>M.P.A.S.</u>
<u>Speech Pathology</u>	<u>M.S.</u>
<u>Deaf Education</u>	<u>M.S.</u>
<u>Educational Interpreting</u>	<u>B.S.</u>
<u>Master of Health Education</u>	<u>M.H.E.</u>
<u>Master of Public Health</u>	<u>M.P.H.</u>
<u>Geomatics (Surveying)</u>	<u>M.S.</u>
<u>Health Physics</u>	<u>B.S., M.S.</u>
<u>Dental Hygiene</u>	<u>B.S., M.S. (currently delivered in Boise)</u>
<u>Clinical Lab Science</u>	<u>B.S., M.S.</u>

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

<u>Program Name</u>	<u>Degrees</u>
<u>Law</u>	<u>J.D.</u>
<u>Architecture</u>	<u>M.S., B.Arch</u>
<u>Landscape Architecture</u>	<u>M.S., B.S.</u>
<u>Interior Design</u>	<u>M.S.</u>
<u>Agriculture</u>	
• <u>Animal Science</u>	<u>B.S., M.S.</u>
• <u>Plant Science</u>	<u>M.S., Ph.D.</u>
• <u>Agricultural Economics</u>	<u>B.S., M.S.</u>
• <u>Food Science</u>	<u>B.S., M.S., Ph.D.</u>
• <u>Veterinary Science</u>	<u>M.S., DVM</u>
<u>Natural Resources</u>	
• <u>Forestry & Forest Products</u>	<u>B.S., M.S. (Distance Ed)</u>
• <u>Wildlife</u>	<u>B.M.</u>
• <u>Fisheries (Resources)</u>	<u>B.S., M.S.</u>
• <u>Conservation Science</u>	<u>B.S., M.S.</u>
• <u>Range Science</u>	<u>B.S., M.S.</u>

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Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have Statewide Programs.

ii. Service Region Program Delivery

A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned primary service region.

1) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional Technical Education in the case of professional-technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

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

2) Designated Institution's First Right to Offer a Program

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The Designated Institution shall have a first right to offer a program in the event the Partnering Institution has submitted the information set forth above to the Chief Academic Officer of the Designated Institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the CAO of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memorandums of Understanding

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

If an institution with Statewide Program Responsibilities has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and OSBE in a timely manner (as determined by the CAO) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibilities in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is

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determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution Statewide Program Responsibilities and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility of a location other than the campus or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection b.ii.1). above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The

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Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication

Service Region Program offerings shall not unnecessarily duplicate those currently offered at the campus of the Designated Institution. If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

~~2.—Responsibilities Related to Statewide Missions~~

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

~~3.—Responsibilities Related to Regional Missions~~

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

~~4.—Academic Planning Process~~~~a.—General Provisions~~

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

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

- ~~i. Plans pertaining to the delivery of programs and courses for baccalaureate degrees and postgraduate degrees will be updated and submitted to CAAP and OSBE every two (2) years in accordance with a schedule to be developed by the CAO and in accordance with the timelines set forth above.~~
- ~~ii. Plans pertaining to the delivery of programs and courses for associate level degrees or professional technical degrees or certificates may be updated and submitted to CAAP and OSBE on an as needed basis in accordance with a schedule to be developed by the CAO. Plans for these programs and courses will be approved by the CAO.~~

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

~~b. Statewide Mission Planning Process~~

~~i. Statewide Mission Plan~~

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

- ~~(a) A needs assessment that identifies the ongoing and future workforce and educational needs of the state relating to the institution’s statewide mission.~~

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

~~ii. Statewide Mission Program or Course in a Service Region~~

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

~~iii. MOU with Designated Institution~~

~~If an institution having a statewide mission program or course has submitted the information set forth in Subsection 2 above to a designated institution and OSBE in a timely manner (in accordance with a schedule determined by the CAO) for inclusion in the designated institution's Plan, then the designated institution will identify the program or course in its Plan and enter into an MOU with the statewide mission owning institution for the delivery of such program or course in accordance with this policy. If, prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then upon Board approval the statewide mission owning~~

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~~institution and the designated institution will enter into an MOU for the delivery of such program or course in accordance with the provisions of this policy.~~

~~e. Regional Planning Process~~

~~(1) Designated Institution Plan~~

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

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

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April 2005 June 2010~~(2) Program and Course Offerings by Partnering Institutions~~

~~If a partnering institution identifies a regional mission program or course not identified, or anticipated to be identified, in the designated institution's Plan, and the partnering institution wishes to offer such program or course in the service region, the partnering institution may communicate with the designated institution for the purpose of including the program or course in the designated institution's Plan. In order to include the program or course in the designated institution's Plan, the partnering institution must demonstrate the need within the service region for delivery of the program or course, as determined by the Board (or by the CAO in the case of associate level or professional technical level programs or courses). In order to demonstrate the need for the delivery of a program or course in a service region, the partnering institution will complete and submit to the Chief Academic Officer of the designated institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:~~

- ~~1) A study of business and work force trends in the service region indicating anticipated, ongoing demand for the educational program or course to be provided.~~
- ~~2) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short term and long term costs of delivery of such program or course.~~
- ~~3) A complete description of the program or course requested to be delivered, including a plan for the delivery of the program or course, a timeline for delivery of the program or course, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program or course syllabuses.~~

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

- ~~(a) (i) the partnering institution has submitted the information set forth in Subsection 2 above to the Chief Academic Officer of the designated institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the designated institution's Plan, (ii) a need is demonstrated by the partnering institution for such program or course in the service region, as determined by the Board (or by the CAO in the case of associate level or professional technical level programs or courses); or~~
- ~~(b) Prior to the submission of an updated Plan by the designated institution, it is determined by the Board that an emergency need has arisen for such program or course in the service region, then, the designated institution must within six (6) months (three (3) months in the case of associate level or professional technical~~

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~~level programs or courses) determine whether it will deliver such program on substantially the same terms (qualitatively and quantitatively) described by the partnering institution. In the event the designated institution determines not to offer the program or course, the partnering institution may offer the program or course according to the terms stated, pursuant to an MOU to be entered into with the designated institution. If the partnering institution materially changes the terms and manner in which the program or course is to be delivered, the partnering institution will provide notice to the Chief Academic Officer of the designated institution and to the CAO of such changes and the designated institution will be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.~~

vi. ~~d.~~ Program Transitions

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

~~In the event (i) aInstitutions with statewide Statewide Program or Service Region mission Program Responsibilities may plan and owning institution intends to develop the capacity to offer a statewide such mission program or course within a service region where such program is currently being offered by the designated institution or a partnering institution, or (ii) a designated institution intends to develop the capacity to offer a program or course that is being offered within its service region by a partnering institution (other than a program or course offered by a statewide mission owning institution), the statewide mission owning institution or designated institution, respectively another institution (the Withdrawing Institution) as follows:~~

- ~~1) The institution will~~shall identify its intent to develop the program ~~or course~~ in the next update of ~~its~~ its Institution Plan ~~eight (8) year Plan.~~
- ~~(1) The institution shall~~ In order for the statewide mission owning institution, or the designated institution, to offer a program or course that is currently offered by another institution (the "withdrawing institution"), the statewide mission owning institution, or the designated institution, must demonstrate its ability to

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offer the program through the requirements set forth in Subsection b.ii.1).
above, or course.

~~(2)2)~~ Except as otherwise agreed between the institutions pursuant to an MOU, the ~~statewide mission owning institution, or the designated institution, will allow the withdrawing~~ Withdrawing institution ~~Institution shall be provided a minimum three (3) year transition period (thus creating three (3) to five (5) years' notice pursuant to a two (2) year update process) to allow the withdrawing institution to withdraw its program or course. If, upon notice from the statewide mission owning institution, or the designated institution, the withdrawing~~ Withdrawing institution ~~Institution~~ wishes to withdraw its program ~~or course region~~ prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed), the withdrawing Withdrawing institution ~~Institution will~~ shall seek to enter into a transition MOU with the institution that will be taking over delivery of the program that includes statewide mission owning institution, or the designated institution, as appropriate, to begin delivery by the statewide mission owning institution or designated institution at a date prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed by the statewide mission owning institution or designated institution). Included within the transition MOU will be an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. e. ~~Discontinuance of Offerings~~ Programs

Unless otherwise agreed between an institution with statewide ~~Statewide mission owning institution~~ Program Responsibilities and the ~~designated~~ Designated institution ~~Institution~~ pursuant to an MOU, if, for any reason, a ~~designated~~ Designated institution ~~Institution~~ offering programs ~~or courses~~ in its service region that supports a statewide ~~Statewide mission program~~ Program of another institution, wishes to discontinue ~~the offering such program(s), it shall (s), the designated institution will use its best efforts to provide the institution with statewide~~ Statewide or Service Region mission ~~Program Responsibility owning institution~~ at least one (1) year's written notice of withdrawal, and shall. ~~The designated institution will also submit the same written notice to the State Board of Education~~ Board and to oversight and advisory councils. In such case, the institution statewide with Statewide or Service Region mission ~~Program Responsibilities owning institution will~~ shall carefully evaluate the workforce need associated with such program ~~or course~~ and determine whether it is appropriate ~~pursuant to its regional mission~~ to provide such program ~~or course~~. In no event will the institution responsible for the delivery of a statewide ~~Statewide or Service Region mission~~ Program owning institution be required to offer such program (provide such offering(s) except as otherwise provided herein above).

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

§3. Existing Programs

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

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

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

5. Memorandums of Understanding

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

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~~b. Each MOU is to be entered into based on the following guidelines, unless otherwise approved by the Board:~~

~~1) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipal or metropolitan area that encompasses the campus of a designated institution:~~

~~(a) Offerings will be conducted in facilities located on the campus of the designated institution to the extent the designated institution is able to provide adequate and appropriate facilities (taking into account financial, resource, and programmatic considerations), or in facilities immediately adjacent to the campus of the designated institution. Renting or building additional facilities will be allowed only upon Board approval, based on the following: (i) the educational and workforce needs of the local community demand a separate facility as demonstrated in a manner similar to that set forth in Subsection 4.c.(2) above, and (ii) the use or development of such facilities are not inconsistent with the designated institution's eight (8) year plan.~~

~~(b) Facilities rented or built by a partnering institution (whether a statewide mission owning institution, or otherwise) on, or immediately adjacent to, the "main" campus of a designated institution may be identified (by name) as a facility of the partnering institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the partnering institution and the designated institution. Otherwise, facilities utilized and programs offered by one or more partnering institutions within a service region will be designated as "University Place at (name of municipality)."~~

~~(c) Program or course offerings will not duplicate those currently offered at the campus of the designated institution. If courses necessary to complete a program are offered by the designated institution, they will be used and articulated into the program.~~

~~(d) For programs and courses offered by a partnering institution (whether a statewide mission owning institution, or otherwise) within a municipality or metropolitan area encompassing a campus of a designated institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) will be provided by the designated institution. To the extent programmatically appropriate, registration services will also be provided by the designated institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The designated institution will offer these services to students who are enrolled in programs or courses offered by the partnering institution in the same manner, or at~~

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~~an increased level of service, where appropriate, as such services are offered to the designated institution's students. The MOU between the designated institution and the partnering institution will outline how costs for these services will be allocated.~~

64. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs ~~and courses~~ among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth ~~in this Section III, Subsection Z~~ herein.

75. Resolutions

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

~~8.~~ Reporting

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

96. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their ~~designated-Service regional-Region~~ assignment, the contracting institution ~~will~~ shall notify the ~~designated-Designated institutions-Institutions~~ in the ~~service-Service region-Region~~ and institutions ~~with holding a statewide-Statewide mission~~ Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a ~~designated-Designated institution-Institution~~, the Board encourages the contracting institution to include and draw upon the resources of the ~~designated-Designated institution-Institution~~ insomuch as is possible.

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The purpose of this policy is to ensure that Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). It is the intent of the State Board of Education (the Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

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

1. Definitions

- a. "Statewide Program" shall mean a particular educational program identified by the Board to be delivered by a single institution which meets statewide educational and workforce needs.
- b. "Statewide Program Responsibility" shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to specific institutions by the Board, taking into account the degree to which such programs are uniquely provided by an institution.
- c. "Service Region Program" shall mean an educational program to be delivered by the institution within its respective service region that meets regional educational and workforce needs.
- d. "Service Region Program Responsibility" shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may

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be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

- e. “Designated Institution” shall mean an institution whose main campus is located in a service region as identified in Section III.L.3.
- f. “Partnering Institution” shall mean either (i) an institution whose main campus is located outside of a Designated Institution’s identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution’s primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

2. Planning and Delivery Process and Requirements

a. Planning

i. Five-Year Plan

The Office of the State Board of Education (OSBE) shall, utilizing the Institution Plans submitted to OSBE, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes all current and proposed institution programs. The Five-Year Plan shall be approved by the Board every two years.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board’s Chief Academic Officer (CAO), create and submit to OSBE a rolling five (5) year academic plan, to be updated every two years, that describes all current and proposed programs and services to be offered in alignment with each institution’s Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Program Institution Plan

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. At a minimum, for new Statewide Programs, each Institution Plan shall include the following:

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- A needs assessment pursuant to guidelines developed by the CAO.
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums of Understanding (MOU's), if any, entered into with Partnering Institutions pursuant to Subsection b.iii. below.
- If it is anticipated that the Statewide Program is to be delivered pursuant to an agreement with a Partnering Institution, within three (3) years of approval of the Institution Plan, then the description shall include a timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs.

2) Service Region Program Institution Plan

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver a Service Region Program. A Designated Institution shall include in its Institution Plan all current and proposed programs offered or to be offered that respond to the educational and workforce needs of its primary service region. It is intended that the Designated Institution communicate and collaborate with other institutions located outside of the primary service region in developing its Institution Plan. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its primary service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the primary service region to deliver the program in the primary service region in accordance with Subsection b.ii.1). below. The Institution Plan developed by a Designated Institution shall include at a minimum the following:

- The ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the primary service region, or outside of the primary service region, by the Designated Institution and the resources to be employed.

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- A description of service region Programs offered, or to be offered, in the primary Service Region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the primary service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions pursuant to Subsection b.iii. below. If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery and the resources and support required for delivery of the programs, including facility needs and costs.

3) Plan Updates

Every two years, on a schedule to be developed by the CAO, Institution Plans shall be updated and submitted to OSBE as follows:

- At least sixty (60) days prior to submitting to OSBE preliminary Institution Plans shall be submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination.
- Following review by CAAP, Institution Plans shall be submitted to OSBE according to the template developed by the CAO. Upon submission of the Institution Plans to OSBE. The CAO shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- In the event the CAO recommends material changes, the CAO shall work with the institutions and then submit those recommendations to CAAP for discussion prior to inclusion in the Five-Year Plan.
- The CAO shall then provide recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. Every two years the Board shall approve the Institution Plans through the Five-Year Plan submitted by OSBE. Board approval of Institution Plans acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy. The requirements of this policy

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relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of Section III.G.

b. Delivery of Programs

i. Statewide Program Delivery

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Regional Planning	M.S., Ph.D.
Social Work (Southeast Region—shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	M.S., Ph.D.
Physical Therapy	M.S., Ph.D.
Occupational Therapy	M.S., M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest shared w/ BSU)	M.S.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S.
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
Clinical Lab Science	B.S., M.S.

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	M.S., B.Arch

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Landscape Architecture	M.S., B.S.
Interior Design	M.S.
Agriculture <ul style="list-style-type: none"> • Animal Science • Plant Science • Agricultural Economics • Food Science • Veterinary Science 	B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D. M.S., DVM
Natural Resources <ul style="list-style-type: none"> • Forestry & Forest Products • Wildlife • Fisheries (Resources) • Conservation Science • Range Science 	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have Statewide Programs.

ii. Service Region Program Delivery

A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned primary service region.

1) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional Technical Education in the case of professional-technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

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

2) Designated Institution's First Right to Offer a Program

The Designated Institution shall have a first right to offer a program in the event the Partnering Institution has submitted the information set forth above to the Chief Academic Officer of the Designated Institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the CAO of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memorandums of Understanding

A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such

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programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan. When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the CAO for review and approval by the Board. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibilities has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and OSBE in a timely manner (as determined by the CAO) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibilities in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution Statewide Program Responsibilities and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility of a location other than the campus or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection b.ii.1). above, and
- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated

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Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as “University Place at (name of municipality).”

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution’s students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication

Service Region Program offerings shall not unnecessarily duplicate those currently offered at the campus of the Designated Institution. If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer such program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection b.ii.1). above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed), the Withdrawing Institution shall enter into a transition MOU with the

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institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between an institution with Statewide Program Responsibilities and the Designated Institution pursuant to an MOU, if, for any reason, a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

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

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6. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

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The purpose of this policy is to ensure that Idaho's public postsecondary institutions ~~and community colleges~~ meet the educational and workforce needs of the state through academic planning, alignment, of programs and courses (hereinafter referred to collectively as "programs"), and ~~the~~ collaboration and coordination ~~of programs~~. This subsection shall apply to ~~the~~ University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College. ~~Programs shall consist of a systematic, usually sequential, grouping of courses (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, an associate, baccalaureate, master's, specialist, or doctoral degree. (hereinafter "institutions").~~ It is the intent of the State Board of Education (the Board) to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

~~Academic planning advises and informs~~ This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned ~~responsibility for~~ Statewide and ~~Regional Programs through~~ Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

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

1. Definitions

- a. "Statewide Program" shall mean a particular educational program ~~assigned-identified by the Board to~~ be delivered by a single institution ~~that the Board has determined which meets a particular statewide educational and workforce need in all regions of the state. needs.~~
- "Regional
- b. "Statewide Program Responsibility" shall mean ~~any other program that is not an institution's responsibility to offer and deliver~~ a Statewide Program ~~delivered by in all regions of the state. Statewide Program Responsibilities are assigned to specific~~

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institutions by the Board, taking into account the degree to which such programs are uniquely provided by an institution-in.

c. "Service Region Program" shall mean an educational program to be delivered by the institution within its assigned-respective service region that meets regional educational and workforce needs.

b.d. "Service Region Program Responsibility" shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

e.e. "Designated Institution" shall mean an institution whose main campus is located in a service region as identified in Section III.L.3.

f. "Partnering Institution" shall mean either an institution without a responsibility to deliver a Statewide Program that, pursuant to a Memorandum of Understanding, offers Statewide Programs, or (i) an institution whose main campus is located outside of a Designated Institution's identified service region thatbut which, pursuant to a Memorandum of Understanding, offers Regional Programs in suchthe Designated Institution's primary service region-, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

d.

2. Planning and Delivery Process and Requirements

a. Planning

i. Five-Year Plan

The Office of the State Board of Education (OSBE) shall, utilizing the Institution Plans submitted to OSBE, create and maintain a rolling five (5) year academic plan (Five-Year Plan) that-describeswhich includes all current and proposed institution programs-offered or to be offered by the public, postsecondary institutions and community colleges. The Five-Year Plan shall be compiled from the institutional plans provided by the public, postsecondary institutions and community colleges. OSBE shall review and update the Five-Year Planapproved by the Board every two years through the following processes.

ii. InstitutionalInstitution Plan

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Each institution shall in accordance with a template to be developed by the Board's Chief Academic Officer (CAO), create and submit to OSBE a rolling five (5) year academic plan, to be updated every two years, that describes all current and proposed programs and services to be offered in alignment with each institution's responsibility to deliver Statewide and Regional Programs Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Program Institution Plan

~~It is the responsibility of the institution~~ Institutions assigned a Statewide Program ~~to Responsibility shall~~ plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall ~~create and maintain~~ include in its Institution Plan ~~the all currently offered and~~ proposed programs ~~to be offered to~~ respond to the workforce and educational needs of the state relating to such Statewide Program ~~assignment Responsibilities~~. At a minimum, for new Statewide Programs, each Institution Plan shall include the following:

- A needs assessment pursuant to guidelines developed by the ~~Board's Chief Academic Officer (CAO)~~.
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memorandums of Understanding (MOU's), if any, entered into ~~between the institution~~ with ~~responsibility to deliver such Statewide Program and the~~ Partnering Institution Institutions pursuant to Subsection b.iii. below.
- If it is anticipated that the Statewide Program is to be delivered pursuant to an agreement with a ~~Designated or~~ Partnering Institution, within three (3) years of approval of the Institution Plan, then the description shall include a timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs.

2) Regional Service Region Program Institution Plan

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It is the responsibility of the Designated Institution to plan for and determine the best means to deliver a Regional Service Region Program. A Designated Institution shall ~~create and maintain~~include in its Institution Plan ~~the all current and~~ proposed programs offered or to be offered ~~to that~~ respond to the educational and workforce needs of its primary service region. It is intended that the Designated Institution communicate and collaborate with other institutions located outside of the primary service region in developing its Institution Plan. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its primary service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions ~~responsible for a with~~ Statewide Program Responsibilities if applicable) located outside of the primary service region to deliver the program in the primary service region in accordance with Subsection b.ii.1). below. The Institution Plan developed by a Designated Institution shall include at a minimum the following:

- ~~A needs assessment that identifies the~~The ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the primary service region, or outside of the primary service region, by the Designated Institution and the resources to be employed.
- A description of ~~Regional service region~~ Programs offered, or to be offered, in the ~~service region~~primary Service Region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- A description of Statewide Programs to be offered in the primary service region by an institution with ~~responsibility to deliver a~~ Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution ~~responsible for holding~~ the ~~delivery of such~~ Statewide Program Responsibility.
- A summary of the terms of MOU's, if any, entered into between the Designated Institution and any Partnering Institutions pursuant to Subsection b.iii. below. If it is anticipated that the program shall be offered within three (3) years of approval of the Institution Plan, the description shall include a summary of the anticipated costs of delivery

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and the resources and support required for delivery of the programs, including facility needs and costs.

3) Plan Updates

Every two years, on a schedule to be developed by the CAO, Institution Plans shall be updated and submitted to OSBE as follows:

- At least sixty (60) days prior to submitting to OSBE preliminary Institution Plans shall be submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination among.
- Following review by CAAP members. Institutions, Institution Plans shall use be submitted to OSBE according to the template developed by the CAO for submission of the Plans. Upon submission of the Institution Plans to OSBE, The CAO shall review the Institution Plans for the CAO shall review the Plans to optimize purpose of optimizing collaboration and coordination among the institutions, ensure the ensuring efficient use of resources, and the avoidance of avoiding unnecessary duplication of programs.
- In the event the CAO recommends material changes, the CAO shall work with the institutions and then submit those recommendations to CAAP for discussion prior to inclusion in the Five-Year Plan.

The CAO shall then provide recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. Every two years the Board shall approve the Institution Plans through the Five-Year Plan submitted by OSBE. Board approval of the Plan Institution Plans acts as a roadmap for institutional planning, and institutions are still required to follow the standard program approval process as identified in Board policy.

- The requirements of this policy relating to the approval and discontinuance of programs are intended to apply in addition to the requirements of Section III.G.

b. Delivery of Programs

i. Statewide Program Delivery

Boise State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

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Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Urban Studies	M.S., Ph.D.
Urban Regional Planning	M.S., Ph.D.
Social Work (Southeast Region—shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	M.S., Ph.D.
Physical Therapy	M.S., Ph.D.
Occupational Therapy	M.S., M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Southwest shared w/ BSU)	M.S.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Master of Health Education	M.H.E.
Master of Public Health	M.P.H.
Geomatics (Surveying)	M.S.
Health Physics	B.S., M.S.
Dental Hygiene	B.S., M.S. (currently delivered in Boise)
Clinical Lab Science	B.S., M.S.

University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs ~~in~~ the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	M.S., B.Arch
Landscape Architecture	M.S., B.S.
Interior Design	M.S.
Agriculture <ul style="list-style-type: none"> Animal Science Plant Science Agricultural Economics Food Science 	B.S., M.S. M.S., Ph.D. B.S., M.S. B.S., M.S., Ph.D.

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<ul style="list-style-type: none"> • Veterinary Science 	M.S., DVM
Natural Resources <ul style="list-style-type: none"> • Forestry & Forest Products • Wildlife • Fisheries (Resources) • Conservation Science • Range Science 	B.S., M.S. (Distance Ed) B.M. B.S., M.S. B.S., M.S. B.S., M.S.

Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Western Idaho and College of Southern Idaho do not have ~~a responsibility to deliver~~ Statewide Programs.

ii. Regional Service Region Program Delivery

A Designated Institution shall have the ~~responsibility~~ Service Region Program Responsibility to assess and ensure the ~~Regional Program~~ delivery ~~for of~~ all educational programs and services necessary to meet the educational and workforce needs within its assigned primary service region.

1) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with ~~responsibility for the delivery of a~~ Statewide Program Responsibilities) identifies a ~~service region program~~ Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Professional Technical Education in the case of professional-technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to OSBE, in accordance with a schedule to be developed by the CAO, the following:

- A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.

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- A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
- A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

2) Designated Institution's First Right to Offer a Program

The Designated Institution shall have a first right to offer a program in the event the Partnering Institution has submitted the information set forth above to the Chief Academic Officer of the Designated Institution in a timely manner (in accordance with a schedule to be determined by the CAO) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Professional Technical Education in the case of professional-technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or professional-technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the CAO of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memorandums of Understanding

A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to

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provide specific, practical details that build upon what has been provided in each ~~institution's~~Institution's Plan. When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the CAO for review and approval by the Board. Each MOU ~~is to~~shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with ~~responsibility to deliver a~~ Statewide Program Responsibilities has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and OSBE in a timely manner (as determined by the CAO) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution ~~responsible for delivery of a~~with Statewide Program Responsibilities in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution ~~responsible for the delivery of a~~ Statewide Program Responsibilities and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution ~~responsible for the delivery of a~~with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution:

~~iv.~~ Facilities

~~Offerings~~ offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- The educational and workforce needs of the local community demand a separate facility of a location other than the campus or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection b.ii.1). above, and

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- The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution ~~responsible for the delivery of a~~with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution ~~responsible for the delivery of a~~with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication

Service Region Program offerings shall not unnecessarily duplicate those currently offered at the campus of the Designated Institution. If courses necessary to complete a ~~program~~Statewide Program are offered by the Designated Institution, they shall be used and articulated into the ~~program~~Statewide Program.

vi. Program Transitions

~~An institution responsible for a~~Institutions with Statewide ~~or Regional~~ Program ~~or Service Region Program Responsibilities~~ may plan and develop the capacity to offer such program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

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2) 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection b.ii.1). above.

3)2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, but in no event earlier than two (2) years from the date of notice (unless otherwise agreed), the Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

When ~~Unless otherwise agreed between~~ an institution ~~offering with~~ Statewide ~~or Regional Programs~~ Program Responsibilities and the Designated Institution pursuant to an MOU ~~determines, if, for any reason, a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, wishes~~ to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Regional Service Region Program ~~responsibility~~ Responsibility at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution ~~responsible for the~~ with Statewide or Regional Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution ~~responsible for delivery of a~~ with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

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The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth ~~in Section III, Subsection Z~~ herein.

5. Resolutions

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

6. Exceptions

This policy does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions ~~responsible for delivery of~~ awith Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2010

SUBJECT

Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in February 2010. The committee provides oversight on the statewide assessment system, effectiveness of the statewide system, and recommends improvement or changes needed. Two of the four members recommended by the Governor are up for reappointment. The Governor has recommended reappointment of the two existing members whose terms have expired.

The committee consists of:

- The Superintendent of Public Instruction,
- Two Board members, and
- Four members, recommended by the Governor and appointed by the Board, one of which will serve as the chair of the committee

IMPACT

Reappointment of these two positions will allow for continuity of members.

ATTACHMENTS

Attachment 1 – Committee Appointee Biographies

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the reappointment of the committee members recommended by the Governor.

BOARD ACTION

I move to reappoint John Goedde to the Accountability Oversight Committee for a two (2) year term, effective July 1, 2011.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Jackie Thomason to the Accountability Oversight Committee for a two (2) year term, effective July 1, 2011.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Accountability Oversight Committee Appointee Biographies

John Goedde

Senator John Goedde is currently serving his 5th term in the Idaho Legislature and is the chairman of the Senate Education Committee. He has also served on numerous education and taxation committees and taskforces. Senator Goedde has been very active in local Coeur d'Alene government and civic groups. His community involvement includes past Coeur d'Alene and North Idaho Chamber of Commerce Board memberships and chairman; School District #271 Long Range Planning Committee and Board of Trustees; Coeur d'Alene Junior Miss Pageant and Committee; a founding member of the Idaho Highway Coalition; the North Idaho Alzheimer's Association; and local Jaycee, Rotary and Boy Scouts of America Clubs. He has served on numerous local & state insurance, economic, education, and political groups. His active participation in these groups has earned him several awards over the years, such as the 2000 Idaho Insurance Underwriters Association's Agent of the Year and the 2007 Mountain Plains Adult Education Association's Legislator of the Year. Senator Goedde and his wife Terri live in Coeur d'Alene, where John has been the owner of Panhandle Insurance Agency, Inc since 1983.

Jackie Thomason

Jackie Thomason is the Director of Accountability and Assessment in Joint School District No. 2 in Meridian, Idaho. She is also an adjunct professor at the University of Idaho and currently teaches the Leading Continuous School Improvement course for master students. Jackie has 30 years of experience in public schools as a classroom teacher, Title I teacher and administrator, and Assessment Director. Her awards include the Apple Computer Innovative Technology Award, Teacher of the Year Award, and the Presidential Award for Excellence in Science and Mathematics Teaching. Her research on the use of data for school improvement was selected for presentation at the 2006, 2007, and 2008 American Educational Research Association Conferences. Jackie received her bachelor's degree in elementary education from Boise State University, her master's and education specialist degrees from the University of Idaho, and is currently working on her doctoral degree at the University of Idaho.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 22-23, 2011

SUBJECT

Blackboard Consortium Agreement

BACKGROUND/DISCUSSION

Board staff, Idaho public postsecondary institutions, and the Idaho Digital Learning Academy (IDLA) have been working with Blackboard to develop a statewide consortium agreement of services. More information will be forthcoming.

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