

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2013**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>REPEAL III.F. ACADEMIC AND PROGRAM AFFAIRS – FIRST READING AND AMENDMENTS TO III.G. PROGRAM APPROVAL AND DISCONTINUANCE - FIRST READING</b>	Approval Item
<b>2</b>	<b>REPEAL III.K. PRIOR LEARNING - FIRST READING AND AMENDMENTS TO III.L. CONTINUEING EDUCATION/OFF-CAMPUS INSTRUCTION – FIRST READING</b>	Approval Item
<b>3</b>	<b>PROGRAM PRIORITIZATION</b>	Information Item
<b>4</b>	<b>NORTH IDAHO COLLEGE - ACADEMIC PROGRAM APPROVAL</b>	Approval Item
<b>5</b>	<b>AMENDMENT OF FIVE-YEAR PLAN TO INCLUDE BOISE STATE UNIVERSITIES PH.D. IN ECOLOGY, EVOLUTION, AND BEHAVIOR</b>	Approval Item
<b>6</b>	<b>INTELLECTUAL PROPERTY COMMERCIALIZATION</b>	Information Item

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**SUBJECT**

Repeal Board Policy III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - First Reading.

**REFERENCE**

March 2005	The Board approved the first reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
April 2005	The Board approved the second reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
June 2007	The Board approved the first reading of proposed amendments to Board Policy III.G.
August 2007	The Board approved the second reading of proposed amendments to Board Policy III.G that would clearly define PTE's program approval procedures.
June 19, 2013	The Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.

**BACKGROUND/DISCUSSION**

The purpose of Board Policy III.G, Instructional Program Approval and Discontinuance is to provide Idaho's public institutions with procedures for the development approval and discontinuation of academic and professional-technical programs.

At the Board's June work session, Board staff and the Council on Academic Affairs and Programs (CAAP) proposed several options that would significantly change the requirements for approving non-degree programmatic changes and the five-year plans. The Board supported making changes that would significantly streamline the program approval and five-year planning process and directed staff to bring forward proposed amendments to Board Policy III.G.

Institutions are currently required to include all programmatic changes, additions, and modifications to their five-year plan, and complete a proposal for the same. These may include doctorates, Master's, Bachelor's, Associate's, certificates,

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tracks, options, minors, and emphases. Institutions, however, are currently not required to obtain approval of routine, non-substantive changes such as revisions to credit hours, program names, or course descriptions prior to making said changes.

Both CAAP and Board staff propose to expand the scope of non-substantive changes to include non-degree programmatic changes such as options, tracks, and emphases. The proposed changes would remove the requirement for institutions to include non-degree programmatic changes on the five-year plan and the submission of a program proposal. In its place, staff will implement a simplified process in which institutions will be required to submit a letter to the Board office summarizing their changes to academic program components, such as options, minors, emphasis, tracks, and any non-substantive changes prior to making said changes. Staff will review to ensure proposed changes are consistent with non-substantive changes as defined in Board Policy. If changes are determined to be consistent with Policy, the Board office will notify the institution in writing that they may proceed with implementation. If the changes do not align with Policy, the Board office will notify the institution in writing and they will be required to submit a proposal.

Additionally, staff included a provision in Board Policy III.G that would require institutions to obtain approval prior to implementation of any changes to program names or degree titles related to Statewide Program Responsibilities provided in Board Policy III.Z.

As part of this process, staff also reviewed other existing Board policies in Section III Postsecondary Affairs to determine if additional policies could be consolidated for efficiencies. Staff identified Section III.F, Academic and Program Affairs which provides for the Board's responsibility related to academic and program affairs. Staff recommends this language be repealed and moved to III.G where it aligns with programmatic language and scope.

**IMPACT**

Approval of proposed amendments to the requirements for the five-year plan and the program proposal will create efficiencies for institutions and decrease the number of proposals submitted to the Board office, and in some cases to the Board. Amendments will also allow institutions more flexibility in the development of non-degree programmatic components that may be less substantive in nature.

**ATTACHMENTS**

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Attachment 1 – First Reading, Repeal Board Policy III.F, Academic and Program Affairs Page 5

Attachment 2 - First Reading Proposed Amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - Redlined Page 7

Attachment 3 – Proposed Amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - Final Page 21

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff reviewed the entire section of Board Policy III.G and determined that significant reorganization and revision needed to be made to other areas of the policy. This included organizing program definitions; defining responsibilities for CAAP, the Division of Professional-Technical Education, the Professional Standards Commission, and staff; detailing requirements for proposal submission; providing procedures for program approval and discontinuance; and reporting requirements.

Proposed amendments to Board Policy III.G will provide institutions and staff the necessary guidance for program proposal submission and procedures for approval. Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.F, Academic Program and Affairs, repealing the section in its entirety.

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

I move to approve the first reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance as submitted in attachment 2.

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

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**GOVERNING POLICIES AND PROCEDURES**  
SECTION: III. POSTSECONDARY AFFAIRS  
F. Academic Affairs and Programs

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April 2002

**Coverage and Purpose**

~~The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. For the purpose of these policies and procedures, "academic and program affairs" includes, but is not limited to, new and expanded academic and vocational program approval, program review, program consolidation, modification, or discontinuance; long-range planning; continuing education; and any related matters.~~

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SUBSECTION: G. Instructional Postsecondary Program Approval and Discontinuance1. Authority and Scope

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to Instructional programs at the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are subject to the policies and procedures provided in this subsection pursuant to Idaho Code §33-107. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

The Board affirms that a major percentage of instructional and professional-technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Section III.Z. However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the needs of the consumers educational and workforce needs of the state. ~~The Board also anticipates that a~~ All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Section III.X.

~~The Council on Academic Affairs and Programs (CAAP) is authorized to make recommendations on instructional program issues. The CAAP serves as the working unit of the Instruction, Research and Student Affairs (IRSA) committee at their direction and pleasure. Changes, duties, and responsibilities are at the discretion of IRSA and the Board.~~

21. Classifications and Definitions

a. Instructional Programs Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs.

b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for programs.

c. Academic Program(s) shall mean 1) — An academic program is a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, or an associate, baccalaureate, master's, specialist, or doctoral degree (See definitions as defined in Section III.E-1). ~~There are several distinct degree and certificate programs~~

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~~depending upon time and orientation of the curriculum.~~ A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.

~~2) Academic Program Components~~

~~a) d.~~ Major(s) shall mean A a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements; ~~t~~The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.

~~b) Minor~~

~~A body of coursework that pertains to a secondary area of academic or specialization. The coursework usually amounts to between 15 to 25 percent of the total degree requirements.~~

~~c) Emphasis~~

~~One of two or more alternatives within the same major but usually affecting only 20 to 40 percent of the requirements in the major.~~

~~d) Option~~

~~One of two or more alternatives within the same major; the differences between the options usually amount to 50 percent or more of the requirements in the major.~~

e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.

~~ii. f.~~ Professional-Technical Program(s) ~~1)~~ A professional technical program is a systematic, usually sequential, grouping of courses (i.e., curricula) shall mean a sequence or aggregation that provides the student with the knowledge and of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations ~~requiring for a postsecondary technical certificate, a technical certificate, an advanced technical certificate, professional-technical certificates or an associate of applied science degree (See definitions as defined in Section III.E-4). These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. There are several distinct degree and certificate programs depending upon time and orientation of the curriculum.~~ A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

~~2) g.~~ Professional-Technical Program Components shall include ~~Option --~~ option(s); which shall mean of a program provide alternative instructional paths to fields of specialized employment, consisting ing of more than one specialized course, and

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may have a separate advisory committee. ~~Justification is based on availability of employment requiring the optional specialized training.~~

~~b. Instructional Units~~

~~Instructional Units include: Departments, Institutes, Offices, Centers, Divisions, Schools, Colleges, Campuses, Branch Campuses, and Research Units.~~

~~3. Program Planning~~

~~The Board affirms that instructional program approval is a collaborative process, which includes the Board, its staff, the institutions, the faculty, external advisory groups, regional and specialized accreditation bodies, and other interested parties. Consistent with the Board's philosophy of institutional autonomy in matters of internal management, each institution assumes primary responsibility for the creation of new programs, and for the internal review of existing programs, which may lead to changes or discontinuance. However, the Board provides the following general expectations related to program planning:~~

~~a. With respect to academic programs, strategic planning permits the institutions to focus upon strengths distinctive from other institutions, and in accordance with its approved mission statement. The result is an opportunity for access to a broad spectrum of high-quality programs.~~

~~b. For professional-technical programs, strategic planning permits each institution to fulfill its role in serving the needs of its assigned service region. Input from local business and industry is expected.~~

~~c. All existing instructional programs are reviewed systematically by the institution. The findings from these reviews permit the institutions to build program quality, respond to the needs of their constituents, and deliver cost effective and performance based programs to the citizens of Idaho.~~

~~d. The standards for the program approval process are rigorously applied according to the Board's priorities for quality, unnecessary duplication, centrality to institutional role and mission, demand, and resource sharing.~~

~~e. Institutional efforts are directed toward meeting those needs that are a high priority to the state.~~

~~f. Expansion or reduction of programs and services is implemented consistent with institutional program priorities and statewide needs.~~

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~~g. Input from consumers, appropriate agencies and professional boards, (e.g., dentistry, medicine, nursing, pharmacy, etc.), and the Professional Standards Commission is expected when developing or modifying new programs.~~

2. Roles and Responsibilities

a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Section III.H. prior to forwarding proposals to the Board.

b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.

c. The Idaho Division of Professional-Technical Education and the Professional Standards Commission shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

4.3. Academic Program Proposal Submission and Approval Policy Procedures

~~Program approval will take into consideration statewide and institutional objectives. Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a notice of intent proposal in the manner prescribed accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.~~

a. Branch Campuses

The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This section of policy excludes community colleges.

b. Academic Programs

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~~a. i. All New, modification, and/or discontinuation of academic program instructional programs, instructional units, majors, minors, options, and emphases, certificates, bachelor's, master's, doctorates, instructional units, administrative units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal approval prior to implementation.~~

~~i. Board Approval — Board approval prior to implementation is required for any new:~~

~~(1) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, new major, minor, option, emphasis, or instructional unit with a financial impact\* of \$250,000 or more per fiscal year.~~

~~ii. 2) The Executive Director shall approve — Executive Director approval, prior to implementation, is required for any new, modification, and/or discontinuation of academic or professional-technical programs, major, minor, option, emphasis or instructional unit with a financial impact of less than \$250,000 per fiscal year.~~

~~(2)3) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree, regardless of fiscal impact.~~

~~4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.~~

~~ii. Modifications to existing programs shall include, but not be limited to, the following:~~

~~1) Converting one program option into a stand-alone program~~

~~2) Consolidating an existing program to create one or more new programs.~~

~~3) Adding a degree not already approved by the Board.~~

~~4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.~~

~~5) Transitioning of existing programs to an on-line format.~~

~~6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.~~

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- iii. As a part of the full proposal process, a All doctoral program request(s) proposals will shall require an external peer review. The external peer-review panel will shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's ~~Chief Academic Officer~~ Provost. External reviewers shall not be affiliated with a public Idaho institution. The review will shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the ~~peer-review~~ panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
- iv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures that programs meet the Idaho standards for certification. The Board office ensures that the program proposal meets the standards approved by the Board and established in rule.

c. Academic Program Components

Modification of existing academic program components may or may not require a proposal. For academic program components that require a proposal, subsection 4.b.i. applies.

New, modification, and/or discontinuation of academic program components; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

- i. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as specified in subsection 4.b.i, and shall be reviewed and approved by the Board.



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- ii. Non-substantive changes do not require notification or approval. These shall include minor curriculum changes; minor credits changes in a program; descriptions of individual courses; or other routine catalog changes; and do not require notification or approval additional funding to implement. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

4. Professional-Technical Programs Proposal Submission and Approval Procedures

New, modification, and/or discontinuation of professional-technical programs, instructional units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation. Professional-technical program proposals shall be forwarded to the State Administrator for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

- a. The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- b. The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- c. The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

- i. Non-substantive changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education

- ii. Changes to a program's status to inactive, or name title changes (e.g., programs, degrees, certificates, departments, divisions,

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colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

~~b. Existing instructional programs, majors, minors, options, emphases and instructional units.~~

~~i. Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.~~

~~ii. 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 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.~~

~~c. Routine Changes~~

~~Non-substantive changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.~~

5. Approval Academic and Professional-Technical Program Proposal Denial Procedures

~~a. Board Approval Procedures~~

~~i. Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in the manner prescribed.~~

~~ii. Academic requests will be forwarded to the Chief Academic Officer. The Chief Academic Officer shall forward the request to the CAAP for its review and~~



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~~recommendation. If CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.~~

~~iii. Professional technical requests will be forwarded to the State Administrator of the Idaho Division of Professional-Technical Education for review and recommendation. The Administrator shall forward the request to the CAAP for its review and recommendation. If the CAAP and/or PTE administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the Division and the State Board of Education.~~

~~iv. CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the next CAAP meeting for initial review prior to being forwarded to the Board for approval.~~

~~v. As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.~~

## b. Executive Director Approval Procedures

~~i. All academic requests delegated for approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. All professional technical requests delegated for approval by the Executive Director will be forwarded to the State Administrator of Professional-Technical Education for review and recommendation. At the discretion of the State Administrator, the request may be forwarded to the CAAP for review and recommendation.~~

~~ii.a. Requests will then be submitted, along with the recommendations, to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days.~~

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~~iii. b.~~ If the Executive Director denies the ~~request proposal~~ he/~~or~~ she shall provide specific reasons in writing. The institution ~~has~~shall have thirty (30) days in which to address the issue(s) for denial of the ~~request proposal~~. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director ~~decides to deny~~ies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

~~iv. Distance Learning Delivery and Residence Centers~~

~~All academic and professional technical programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted using the process outlined above.~~

~~6. Official Program Listing~~

~~The Office of the State Board of Education will maintain the Official Program and Degree Listing of Board approved academic and professional technical programs offered at the public institutions. Changes or modifications to the Official Program and Degree Listing require prior OSBE approval. The official program and degree listing will use the U.S. Department of Education's most current classification of instruction program (cip) codes as a tracking and approval mechanism.~~

~~7. Criteria for Review of New Instructional Programs~~

~~The following criteria are used for the statewide review of requests for new academic and professional technical programs. The CAAP is responsible for maintaining the criteria to reflect the current priorities of the IRSA committee and the Board for instructional program quality, unnecessary duplication, centrality to role and mission, and resource sharing as a method for improving quality, access, cost efficiency, and outcome measures.~~

~~a. Quality — the full proposal must include documentation that the new instructional program will be of high quality. To ensure quality programs, the institution should address the following: curriculum, faculty, students, infrastructure support, funding resources, outcome and performance measures, business and industry support and partnerships, State Licensing Board acknowledgment and other agency support where appropriate. Accreditation reviews, self-study reports, external peer-review evaluations, etc. are encouraged as part of the documentation of quality.~~

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- ~~b. Duplication — the institution submitting the full proposal must document that the new instructional program avoids duplicating an existing program or presents evidence that duplication is warranted.~~
- ~~c. Centrality — the institution must clearly document and ensure that the new instructional program is consistent with its Board approved role and mission statement.~~
- ~~d. Demand — the institution seeking a new instructional program will address student, regional, and statewide needs. In addition to access and demand, (i.e., the anticipated number of students seeking admission to the proposed program), it is important to recognize the needs of other consumers such as business, industry, and governmental agencies. Further, communication and cooperation with the appropriate standard of practice agency (e.g., licensing board), as it relates to student graduate placements and needs of the respective professions, is expected.~~
- ~~e. Resources — documentation concerning cost efficiency of the new instructional program is also required before the Board can take action on the full proposal. The institution must assure the Board of effective use of resources in promoting the new program. In addition, the impact that the new program will have on existing programs at the institution, faculty, facilities, library, etc. must be addressed. The budget for the proposed program clearly tracks the source and amount of funds (e.g., new funds, reallocation, resource sharing with business, industry, other institutions, contract agencies, federal government, etc.).~~

8.6. Instructional Program Discontinuance Policy

The primary considerations for instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

For professional-technical program discontinuance, institutions shall adhere to Complete criteria and procedures related to postsecondary professional-technical program discontinuance can be found as provided in IDAPA 55.01.02.

~~If in conflict, any policies of the Board of Trustees of North Idaho College, the Board of Trustees of the College of Southern Idaho, or the Board of Trustees of the College of Western Idaho related to program discontinuance shall supersede the policies set forth herein.~~

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December 2013August 2007SUBSECTION: **G. Instructional Postsecondary Program Approval and Discontinuance**~~a. discontinuance of professional technical programs requires Board approval.~~~~b. discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of \$250,000 or more per year requires Board approval.~~~~c. discontinuance of academic programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 requires executive director approval. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All discontinuances approved by the executive director shall be reported quarterly to the Board.~~~~9. Instructional Program Discontinuance Criteria and Procedures~~~~If in conflict, any criteria or procedures of the Board of Trustees of North Idaho College, the Board of Trustees of the College of Southern Idaho, or the Board of Trustees of the College of Western Idaho related to program discontinuance shall supersede the policies set forth herein.~~~~a. Criteria for Discontinuance of Academic Programs, Units or Components~~~~The primary consideration in instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, and specific criteria supporting instructional program discontinuance will include, but will not be limited to:~~~~i. Quality — the institutions should address the following: curriculum, faculty, students, infrastructure, support, funding resources, outcome/performance measures, business industry support/partnerships, State Licensing Board acknowledgement, and other agency support where appropriate. Accreditation reviews, self-study reports, external peer review evaluations, etc. should also be considered when determining quality.~~~~ii. Duplication — the institution should consider whether the program duplicates an existing program or whether there is evidence that duplication is unwarranted.~~~~iii. Centrality — the institution should consider whether the program is inconsistent with the Board's approved role and mission for the institution.~~~~iv. Demand — the institution should consider whether the program addresses student, regional, and statewide needs. In making this consideration, the institution should look at access to the program, the needs of other~~

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~~consumers such as business, industry, and governmental agencies, communication and cooperation with the appropriate standard practice of agency (e.g. licensing board).~~

~~v. Resources — the institution should consider whether the program is cost efficient and whether the program is an effective use of resources. In making this determination, the institution should consider the impact of the program on other programs, faculty, facilities, library, etc.~~

~~b. Procedures for Academic Program Discontinuance — Students and Employees~~

~~i. a.~~ Students

Institutions shall develop policies, in accordance with the Northwest ~~Association~~ Commission on of Schools and Colleges and Universities Accreditation Handbook, which requiresing that institutions to make appropriate arrangements ~~be made~~ for enrolled students to complete affected programs in a timely manner ~~and~~ with minimum interruptions.

~~ii. b.~~ Employees

~~i. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.~~ Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Section III.G. shall be entitled to the following procedures:

- 1) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
- 2) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
- 3) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
- 4) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

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- ~~e. Criteria for Discontinuance of Professional Technical Programs or Components  
Complete criteria and procedures related to postsecondary professional technical  
program discontinuance can be found in IDAPA 55.01.02.~~

7. Reporting

The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

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The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho.

The Board affirms that a major percentage of instructional and professional-technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Section III.Z. However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the educational and workforce needs of the state. All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Section III.X.

#### 1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (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 as defined in Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and

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directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Professional-Technical Program Components shall include— option(s); which shall mean alternative instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.

## 2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Professional-Technical Education and the Professional Standards Commission shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

## 3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

- a. Branch Campuses



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The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This section of policy excludes community colleges.

## b. Academic Programs

i. All new, modification, and/or discontinuation of academic program majors certificates, bachelor's, master's, doctorates, instructional units, administrative units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation.

- 1) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of \$250,000 or more per fiscal year.
- 2) The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.
- 3) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

ii. Modifications to existing programs shall include, but not be limited to, the following:

- 1) Converting one program option into a stand-alone program.
- 2) Consolidating an existing program to create one or more new programs.
- 3) Adding a degree not already approved by the Board.
- 4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.

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- 5) Transitioning of existing programs to an on-line format.
  - 6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program
- iii. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
  - iv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures that programs meet the Idaho standards for certification. The Board office ensures that the program proposal meets the standards approved by the Board and established in rule.
- c. Academic Program Components
- Modification of existing academic program components may or may not require a proposal. For academic program components that require a proposal, subsection 4.b.i. applies.
- i. New, modification, and/or discontinuation of academic program components; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

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- ii. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as specified in subsection 4.b.i, and shall be reviewed and approved by the Board.
- ii. Non-substantive changes do not require notification or approval. These shall include minor curriculum changes; minor credit changes in a program; descriptions of individual courses; other routine catalog changes; and do not require additional funding to implement. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

**4. Professional-Technical Program Proposal Submission and Approval Procedures**

New, modification, and/or discontinuation of professional-technical programs, instructional units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation. Professional-technical program proposals shall be forwarded to the State Administrator for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action. Requests that require new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

- a. The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- b. The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- c. The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

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- i. Non-substantive changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education
- ii. Changes to a program's status to inactive, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

## 5. Academic and Professional-Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the Executive Director denies the request after reconsideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

## 6. Program Discontinuance

The primary considerations for instructional program discontinuance will be whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Section II.N. of these policies.

For professional-technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

## a. Students

Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which

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requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

## b. Employees

- i. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Section III.G. shall be entitled to the following procedures:
  - 1) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
  - 2) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
  - 3) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
  - 4) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

## 7. Reporting

The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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**SUBJECT**

Repeal Board Policy III.K, Credit for Prior Learning – First Reading and Proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction - First Reading.

**REFERENCE**

March 1999	Board approved the first reading of the proposed amendments to Board Policy III.K, Prior Learning.
April 1999	Board approved the second reading of the proposed amendments to Board Policy III.K, Prior Learning as amended.
December 2008	Board approved the second reading of the proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction.
August 15, 2013	Board tabled the request to repeal III.K Credit for Prior Learning and tabled first reading of proposed amendments to Board Policy III.L, Continuing Education/Off-campus Instruction.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.K, Credit for Prior Learning and Section, III.L, Continuing Education/Off-Campus Instruction.  
Section 33-3727, Idaho Code, Military Education, Training and Service – Award of Academic Credit.

**BACKGROUND/DISCUSSION**

The purpose of Board Policy III.L, Continuing Education/Off-Campus Instruction is to provide for collaboration among the state's two-year and four-year institutions in providing continuing education and to assist institutions in developing appropriate measures for ensuring student access.

Currently, Board Policy III.L addresses off-campus instruction and defines the primary service regions for each institution. Program delivery and service regions are already covered in Board Policy III.Z; therefore, staff proposes to strike out the language that deals with off-campus instruction in III.L and transfer the primary service regions section to III.Z. Additional amendments include a revised definition for continuing education and revised minimum standards for continuing education activities.

Staff evaluated other Board policies in Section III Postsecondary Affairs to determine if those should be consolidated or merged with Board Policy III.L. Staff identified Board Policy III.K, Prior Learning, which provides general coverage for

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
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the awarding of credit. Continuing education and prior learning share components and related activities; therefore, staff determined to repeal Board Policy III.K and transfer this language into a new section in Board Policy III.L that would deal with credit for prior learning. Staff included a revised definition for prior learning and incorporated language for standards that would align with the Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. This included the requirement established in section 33-3727, Idaho Code regarding the awarding of credit for training and serves for members of the armed forces or reserves.

**IMPACT**

Proposed amendments to Board Policy III.L will create efficiencies among existing policies and provide institutions and staff the necessary guidance for continuing education and credit for prior learning activities. These changes will also set the foundation for additional work to be done on developing a statewide framework for awarding credit for prior learning.

**ATTACHMENTS**

Attachment 1 – Repeal, Board Policy III.K. Credit for Prior Learning	Page 5
Attachment 2 – Proposed Amendments to Board Policy III.L. Continuing Education and Credit for Prior Learning - Redlined	Page 7
Attachment 3 – Proposed Amendments to Board Policy III.L. Continuing Education and Credit for Prior Learning - Final	Page 17

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff reviewed the entire section of Board Policy III.L and determined that the section related to primary service regions needed to be moved to Board Policy III.Z as it specifically relates to program planning and delivery.

On August 15, 2013, the Board discussed proposed changes that dealt with service region program responsibilities and with the current designation for community colleges to provide undergraduate educational needs in those service areas. The Board determined that only the four-year institutions should have the regional designated responsibility. Therefore staff removed the community colleges referenced as a designated institution from policy amendments. Staff also felt that the collaboration and delivery component in this section was more appropriately addressed in Board Policy III.Z and was therefore removed from Board Policy III.L.

Staff further evaluated Board Policy III.L. and Board Policy III.K. for alignment. In evaluating the similarities and overlap in continuing education and credit for prior learning, it appeared more appropriate to combine them into one policy. The changes to credit for prior learning are the minimum requirements of the NWCCU. The Council on Academic Affairs Programs (CAAP) has agreed that a more detailed and comprehensive statewide policy is appropriate and necessary to ensure the Board's 60% goal can better be met. In that light, CAAP



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determined to establish a workgroup that will evaluate best practice and make recommendations which CAAP will bring forward to the Instruction, Research, and Student Affairs (IRSA) Committee. This work will include recommendations from the Workforce Development Council and Educational Attainment Task Force to create a statewide portfolio approval process to award credits based on prior learning and experience.

Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.K, Credit for Prior Learning, repealing the section in its entirety.

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

I move to approve the first reading of Proposed Amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as submitted in attachment 2.

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

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## Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES****SECTION: III. POSTSECONDARY AFFAIRS****K. Prior Learning****April 2012**

~~Prior learning, is the award of credit for knowledge acquired from work and life experiences, mass media, independent reading and study, Advanced Placement (AP), the College Level Examination Program (CLEP), challenge courses, American Council on Education (ACE) approved military education or experience, and competency testing. Credit for prior learning may be granted only at the undergraduate level. Each institution will establish its own policies and procedures for evaluating and awarding prior learning credit, subject to the following general Board policies and the policies of the Northwest Commission on Colleges and Universities.~~

~~Prior learning from institutions that are not accredited by a Board recognized accreditation agency has special considerations. Students transferring experiential or prior learning credit from non-accredited educational sources may encounter special problems in the portability of their prior learning credits.~~

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**L. Continuing Education/~~Off-Campus Instruction~~ and Credit for Prior Learning**

~~December 2008~~December 2013

~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. The six (6) area vocational-technical schools also are included. North Idaho College, the College of Southern Idaho, and the College of Western Idaho are excluded, except as specified in those policies designed to encourage inter-institutional cooperation.~~

~~Higher education in Idaho is committed, as part of its responsibility to the people of the state, to serving the needs of part-time students and adults requiring continuing education. The purpose of this policy is to ensure access and opportunities. Societal change, technological advances, certification requirements and licensing are but a few of the reasons why all institutions are committed to providing opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. The intent of these policies is to assist the college and universities in developing appropriate measures to ensure this access as part of their obligation to the people of Idaho. The policies also seek to encourage inter-institutional cooperation among the state's two-year and four-year institutions in providing continuing education. Subsection L. 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"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.~~

**1. Definitions and Functions**

- a. ~~Continuing education~~ Education shall include educational activities that extend postsecondary opportunities beyond an institution's traditional campus and traditional students, through both credit and noncredit programs. The general purpose of continuing education is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities tois the philosophy and the process under which an institution, organization, agency, or individual provides organized learning activities for the professional or personal development of adults whose primary role is ordinarily something other than a student. Continuing education usually involves off-campus, weekend, or evening instruction, but it may also include daytime and on-campus instruction. The general functions of continuing education include, but are not limited to, the enhance lifelong learning, personal development and cultural enrichment of the individual and community; , licensing and certification for professional and practitioner qualification; and credential and degree achievement.  
~~Of these functions, personal development and cultural enrichment are offered for non-credit.~~
- b. Credit for Prior Learning shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.

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## GOVERNING POLICIES AND PROCEDURES

## SECTION: III. POSTSECONDARY AFFAIRS

L. Continuing Education/~~Off-Campus Instruction~~ and Credit for Prior Learning~~December 2008~~December  
20132. Minimum Standardsa. Continuing Education Activities

1) Institutions are charged with providing continuing education programs that are conducive with their mission and the needs of their service region(s).

2) All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.

1) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

a) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;

b) procedures for the approval of courses, programs, or activities;

c) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;

d) the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;

e) the support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

f) the keeping of student records for such activities as admission, academic performance, and transfer credit.

2) Non-credit activities and other special programs shall abide by nationally accepted practices:

a) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

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- b) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. Credit for Prior Learning

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.
- v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

**Institutional Policies and Procedures**

~~Each institution must establish appropriate administrative structure and internal operating policies and procedures to provide continuing education opportunities for Idaho citizens consistent with Board policies.~~

- ~~a. Continuing education activities that complement but do not directly compete with institutional programs may be conducted on-campus.~~
- ~~b. Any such credit activities offered on-campus must provide for the enrollment of full-time, on-campus students at no additional general education fee, with the exception of approved laboratory fees.~~

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~~3. Primary Service Regions~~

~~The Board has established primary service regions for the college and universities and vocational technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established by legislative statute, Section 33-2101, Idaho Code. The delineation of primary service regions does not preclude an institution from offering courses and programs in regions where the offerings are consistent with the institution's role and mission (see 5. Unique Programs).~~

~~a. Academic~~

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

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

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

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

~~b. Professional-Technical Education~~

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



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

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

~~Region III (Primary service region of College of Western Idaho): Ada, Adams, Boise, Canyon, Elmore, Gem, Owyhee, Payette, Valley, and Washington.~~

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

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

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

~~c. Implementation Procedures~~

~~(1) When a primary service region is served by more than one postsecondary institution, an agreement must be developed by the institution which details the implementation strategies consistent with policies 3.a-b above.~~

~~(2) An institution desiring to offer instructional activities in a service region assigned to another institution must request permission from the other institution at least thirty (30) days prior to offering or scheduling a course or program and must document, through a survey of potential students or other appropriate means, an unmet need of the residents of that service region. If the course in question is likely to be transferred into a program of the primary service institution, documentation must include a course syllabus. The institution having primary service area responsibility must within thirty (30) days concur that a legitimate unmet need exists, and it may independently or cooperatively with the requesting institution offer activities to meet the documented need. If the primary service institution chooses not to offer activities to meet the documented need, the requesting institution may do so.~~

~~(3) In addition to the documentation, the requesting institution must meet the minimum standards for continuing education activities as stated in these policies and procedures.~~

~~(4) If the Board's minimum standards and an unmet program need of service for region residents are appropriately documented, a letter of agreement is drafted and signed by the chief academic officer of each institution involved and submitted to the Office of the State Board for review and information.~~

~~(5) Conflicts between institutions regarding primary service regions are submitted in writing first to the respective chief academic officers and secondly, if resolution is not achieved, to the Board's chief academic officer for review and resolution.~~

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~~(6) An institution may, with prior Board approval, establish off-campus centers for instructional activities. The establishment of off-campus centers and the offering of courses or programs at those centers are to be governed by the concept of primary service regions outlined in this section and policies on Program Approval, Section III.G. A roster of all Board approved off-campus centers, programs, and program sites are maintained at the Office of the State Board of Education.~~

**43. Service Regions and Inter-Institutional Cooperation/Collaboration**

~~The Board has established primary service regions identified in Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop letters of agreement/Memorandums Of Understanding to facilitate inter-institutional cooperation/collaboration between the institutions consistent with Section III.Z.b.ii. ; the letters, unless otherwise indicated by the Board, will be retained on file at the institutional level. The letters will indicate institutional cooperation and support with regard to:~~

~~— a. — Continuing education activities within respective primary service regions offered at off-campus site locations.~~

~~— b. — Their willingness to cooperate with one another by making contact with their counterparts at the other institutions when requests are received from interested Idaho citizens concerning continuing education courses or programs not available at their institutions.~~

~~— c. — Their acceptance of areas of subject matter expertise or approved programs available only at a given institution, thereby encouraging the administrator receiving the request to refer it to his/her counterpart at another institution who can provide the subject matter expertise from that institution.~~

~~— d. — Their institutions' participation in the approval of another institution's teaching faculty to offer cross-listed courses for their institutions.~~

~~— e. — Their willingness to cooperate with each other in the offering of programs on an inter-institutional basis in those subject matter areas that are interdisciplinary in scope, making use of appropriate faculty from two (2) or more institutions.~~

~~f. — Exchanging continuing education course/program activities schedules to ensure open communication and to ensure cooperation in the delivery of continuing education activities to the citizens of Idaho.~~

~~— g. — Offering non-competing courses and programs for which there is a demonstrated need at off-campus centers.~~

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~~\_\_\_\_\_ Upon request by the Board office, each institution will submit a report concerning cooperative agreements and institutional continuing education activities during the current academic year and will clearly identify all off-campus instructional credit hours and headcount enrollments.~~

~~5. Unique Programs~~

~~A unique program is defined as an academic or vocational program which is offered by and available at only one (1) of the institutions under the governance of the Board.~~

- ~~a. An institution desiring to offer one (1) or more of its unique programs in a "primary service region" of another institution shall inform the chief academic officer at the assigned service region institution.~~
- ~~b. Courses which are unique to the specific program and not available through the assigned service region institution may be offered by the requesting institution upon notification of the respective chief academic officer at the assigned service region institution.~~
- ~~c. Courses which are not unique to the specific program and available through the service region institution may be offered by the service region institution in cooperation with the requesting institution. If an assigned service region institution does not desire to offer the necessary courses for the unique program, the requesting institution may offer the courses.~~
- ~~d. Any conflicts which may occur in programs previously approved by the Board must be first submitted to the respective chief academic officers and secondly, if not resolved, to the Board's chief academic officer for review and resolution.~~

~~6. Minimum Standards for Continuing Education Activities~~

~~The following minimum standards are established for continuing education activities of the Board's institutions and agencies. The community colleges are encouraged to comply with these minimum standards.~~

~~\_\_\_\_\_ a. All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:~~

~~\_\_\_\_\_ (1) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;~~

~~\_\_\_\_\_ (2) procedures for the approval of courses, programs, or activities;~~

~~\_\_\_\_\_ (3) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort.~~

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~~\_\_\_\_\_ (4) \_\_\_\_\_ the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;~~

~~\_\_\_\_\_ (5) \_\_\_\_\_ the support offered by library, classroom, laboratory, and other resources;~~

~~\_\_\_\_\_ (6) \_\_\_\_\_ the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and~~

~~\_\_\_\_\_ (7) \_\_\_\_\_ the keeping of student records for such activities as admission, academic performance, and transfer credit.~~

~~\_\_\_\_\_ b. All academic credit and non-credit activities must conform to institutional role and mission policies approved by the Board (Section III.L.) and to primary service region policies outlined in 3.a-b above.~~

~~\_\_\_\_\_ c. No institution will offer undergraduate or graduate courses or programs unless there is reasonable access to faculty, library materials, and other resources of the appropriate on-campus units because of the heavy and sophisticated demands made by some undergraduate and graduate courses, programs, or activities upon:~~

~~\_\_\_\_\_ (1) library resources (and, in appropriate cases, laboratory and clinical resources);~~

~~\_\_\_\_\_ (2) \_\_\_\_\_ the availability of a sufficient number of advanced faculty members in the academic unit to confer and decide on evaluation of student progress in all aspects of courses, programs, activities, and research; and~~

~~\_\_\_\_\_ (3) \_\_\_\_\_ the availability of faculty members in related fields for advice and guidance and service on examining committees.~~

~~\_\_\_\_\_ d. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution, i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council, and approved by the chief academic officer or his or her designee as meeting these standards.~~

**74. Continuing Education Fees**

~~\_\_\_\_\_ Fees for Continuing continuing education and credit for prior learning shall be assessed consistent with fee policies are provided in Section V.R.~~

**8. Non-Credit Activities**

~~Continuing education non-credit activities provide for certification and recertification, licensure, professional development and promotion, job skills upgrading and retraining, and recreation and life enrichment. These activities may be measured by such recognized~~

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~~national standards as the Continuing Education Unit (C.E.U.), which is a non-credit unit requiring ten (10) contact hours of participation in an organized activity under the sponsorship and direction of qualified instructors, and they should adhere to the Principles of Good Practice in Continuing Education as a framework for quality assurance.~~

~~9. External Degree Programs~~

~~In order to maximize the availability of the educational resources of the Idaho system of postsecondary education, the State Board of Education authorizes the offering of external degree programs.~~

~~a. Definition~~

~~An external degree program is defined as an organized curriculum leading to a degree offered in whole or in part with on-campus residency requirements by a system institution at an off-campus site.~~

~~b. Policy~~

~~External degree programs may be offered on the campus of another, cooperating system institution or at any other appropriate location approved by the Board. Authorization to offer an external degree program will be granted only upon a clear demonstration by the requesting institution that all necessary facilities, faculty, staff and other supporting resources are available or can be provided at the off-campus site to maintain program standards equal to those maintained on campus. While another system institution may cooperate in the offering of an external degree program, the institution authorized to offer the program shall be charged with the full responsibility for its management and quality. External degree proposals may be submitted only from those institutions having authorized degrees in the disciplines proposed. Approval of a substantive change in an existing program may be required by the Northwest Association Commission on Colleges following Board approval of an external degree program and prior to program implementation.~~

~~The applicable board policies of PROGRAM APPROVAL (Section III.G), PROGRAM REVIEW (Section III.H), and SERVICE REGION (Subsections 3-6 above) shall apply to the development and offering of external degree programs. Institutions submitting proposals for external degree programs shall follow Board policy and the procedural guidelines established by the Academic Affairs and Program Committee for approval of new programs.~~

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**10. Alternate Delivery Systems for Continuing Education**

~~The Board encourages the development, establishment, and implementation of alternate delivery systems for continuing education activities. Any such alternate delivery system will maintain comparable standards as are expected for on-campus courses and are subject to all policies and procedures outlined in 1-9 above.~~

**a. Correspondence Study**

~~The Correspondence Study Program offers another continuing education opportunity to Idaho citizens. The Correspondence Study Program is administered by the University of Idaho in cooperation with the other institutions and is a statewide program. Credit earned through correspondence study will be accepted as any other credit activity in accordance with the policies and procedures established by each institution.~~

**b. Idaho Educational Public Broadcasting System**

~~Courses for credit or telecourses may be offered by an institution through the Idaho Educational Public Broadcasting System through the cooperative efforts of one (1) or more institutions.~~

**c. Other Media Delivery**

~~Other media instructional delivery systems, such as radio, video cassette tape, television, computer assisted, ITFS (Instructional Television Fixed Service), and microwave are also encouraged and are required to meet academic standards as established by the policies and procedures of the involved institution as approved by the chief academic officer.~~

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The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. Subsection L. 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"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.

**1. Definitions**

- a. Continuing Education shall include educational activities that extend postsecondary opportunities beyond an institution's traditional campus and traditional students, through both credit and noncredit programs. The general purpose of continuing education is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.
- b. Credit for Prior Learning shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.

**2. Minimum Standards**

**a. Continuing Education Activities**

- 1) Institutions are charged with providing continuing education programs that are conducive with their mission and the needs of their service region(s).
- 2) All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.
  - 1) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:
    - a) the appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;
    - b) procedures for the approval of courses, programs, or activities;

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- c) the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;
  - d) the admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;
  - e) the support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and
  - f) the keeping of student records for such activities as admission, academic performance, and transfer credit.
- 2) Non-credit activities and other special programs shall abide by nationally accepted practices:
- a) The granting of Continuing Education Units (C.E.U.) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.
  - b) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

**b. Credit for Prior Learning**

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.



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- v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

**3. Service Regions and Inter-Institutional Collaboration**

The Board has established primary service regions identified in Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop Memorandums Of Understanding to facilitate collaboration between the institutions consistent with Section III.Z.b.ii.

**4. Fees**

Fees for continuing education and credit for prior learning shall be assessed consistent with Section V.R.

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**SUBJECT**

Program Prioritization Status Report

**REFERENCE**

May 2013	The Board directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
June 2013	The Board approved the program prioritization proposals for Idaho State University, Boise State University, and University of Idaho as presented.
August 2013	The Board approved the program prioritization proposal for Lewis-Clark State College as presented.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.H., Governor's Zero Base Budgeting (ZBB) Mandate

**BACKGROUND/DISCUSSION**

At the Board's June work session each of the four-year institutions presented their program prioritization proposals. Although this was posted as an information item on the agenda, the Board decided to take affirmative action by approving the proposals for Idaho State University, Boise State University, and the University of Idaho. The Board approved the proposal for Lewis-Clark State College at the August 2013 Board meeting.

Following the August Board meeting, Board staff (CAO and CFO) provided a guidance memo to the institutions regarding future reporting deadlines and deliverables. Staff reviewed the Program Prioritization timeline with the institutions and requested the following be presented to the Board at the October Board meeting:

1. Campus implementation schedule/timeline (possibly in a Gantt chart format)
2. Status report on the criteria to be used for evaluating programs (including updates on any modifications, additions, etc.)

**IMPACT**

Program prioritization requires the institutions evaluate programs and services with specific and tangible objectives (goals) and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. It provides the institutions an opportunity to evaluate old paradigms that may no longer make

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sense, with a specific focus on their Mission, Core Themes and Strategic Plans. Establishment of program prioritization models based on Dickeson's framework provides the Board with assurances of consistency while recognizing the institutions' unique Mission, Core Themes, and Strategic Plans. This process will provide a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."<sup>1</sup>

Finally, program prioritization serves a critical dual purpose by fulfilling the requirements of the Governor's ZBB mandate.

**ATTACHMENTS**

Attachment 1 – ISU Program Prioritization Update	Page 3
Attachment 2 – BSU Program Prioritization Update	Page 23
Attachment 3 – UI Program Prioritization Update	Page 29
Attachment 4 – LCSC Program Prioritization Update	Page 33

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff has placed Program Prioritization as a standing agenda item on the Business Affairs and Human Resources (BAHR) and Instruction, Research, and Student Affairs (IRSA) Committees, which provides a forum for technical questions and inter-institutional comparison and dialog. The institutions will provide a full progress report at the Board's regularly scheduled December 2013 meeting. Thereafter, the intent is for the institutions to come back to the Board only on an exception reporting basis. The institutions' final reports and recommendations will be presented to the Board at the August 2014 meeting.

**BOARD ACTION**

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

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<sup>1</sup> Dickeson, R.C. *Making Metrics Matter: How to Use Indicators to Govern Effectively*, 2013

Office of Academic Affairs  
921 South 8th Avenue, Stop 8063 • Pocatello, Idaho 83209-8063

September 16, 2013

Ms. Selena Grace  
Chief Academic Officer  
Office of the State Board of Education  
650 West State Street, Suite 307  
PO Box 83720  
Boise, ID 83720-0037

Dear Selena:

Attached please find Idaho State University's updated Program Prioritization Criteria and Viability Indicators for academic programs:

1. Updated Criteria & Viability Indicators
  - a) Appendix A: Viability Indicators
  - b) Appendix B: Example of Viability Data at Program Level

The Idaho State University Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013, via Moodle, and reported the results of their rankings to the Deans' Council on September 10, 2013.

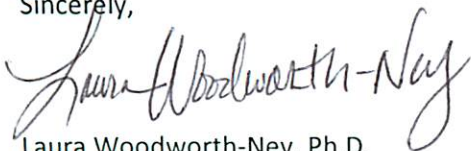
The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

The deans and the Faculty Senate leadership worked together to make changes to the Dickeson Criteria as shown on the attached revised document, which was proposed at Deans' Council on September 10, 2013.

The minor changes to the criteria as shown here reflect the advice of the Deans' Council and the Faculty Senate. The evaluation of "Opportunity Analysis" and "Productivity" across all of the other criteria allows Academic Affairs units to utilize additional tools in ranking programs. Additional Viability Indicators allow for a more complete assessment.

If you have any questions or concerns, please feel free to contact me.

Sincerely,



Laura Woodworth-Ney, Ph.D.  
Provost and Vice President of Academic Affairs

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## Program Prioritization Implementation Schedule

DRAFT

9/30/2013

#	Program Prioritization Timeline Goals and Objectives	Due Date	Goal Complete						2014								
				Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
1	Communicate PP Process to Deans and Upper Management at President's Retreat	Aug 7	✓														
2	Academic Affairs Presents Academic PP to Faculty Senate and Seeks Feedback	Aug 30	✓														
3	Academic Affairs, Deans, and Faculty Senate Confirm Criteria and Weights for Academic Programs	Sept 15	✓														
4	PP Implementation Schedule Due to the SBOE	Sept 16															
6	Academic Affairs' Units Complete Planning for Academic PP Process at Dean and Program Levels	Nov 15															
7	Train Program Directors, Unit Heads, Directors, Deans, and Division Vice Presidents on the Viability Reports and Applicable PP Documents	Nov 29															
8	Complete Compilation of Program Quantitative Data (Revenue/Expense, Credit Hour Production, Headcount, etc.)	Nov 29															
9	Complete Quantitative Data Validation Through the Controller's Office and University Business Officers	Dec 13															
10	Release PP Data and Questionnaires to Program Directors, Unit Heads, Directors, Deans, and Division Vice Presidents	Dec 16															
11	SBCC Meetings Begin for FY15 Budget Preparation	Dec 20															
12	Program Directors Complete Applicable PP Documents and Forward to Unit Heads, Directors, and Deans	Jan 10															
13	Units Heads, Directors, and Deans Review and Approve Completed PP Documents	Jan 27															
14	Unit Heads, Directors, and Deans Use Prioritization Data to Begin Reallocation Analysis and Budgeting Process	Jan 31															
15	Unit Heads, Directors, and Deans Forward Recommendations for Prioritization and Reallocation Analysis to Division Vice Presidents	Feb 14															
16	Vice Presidents Review Recommendations for Prioritization and Reallocation	Mar 3															
17	Vice Presidents Review Non-Academic PP Decisions for Effects on Academic PP Decisions and Vice Versa	Mar 10															
18	Vice Presidents Finalize Recommendations for Non-Academic and Academic Prioritization and Reallocation Analysis	Mar 14															
19	Forward PP Results to SBCC for FY15 Budget Implementation of PP Recommendations	Mar 19															
20	FY15 Budget Presentations to SBCC	Mar 28															
21	Vice Presidents Begin Planning for Implementation of PP Finalized Recommendations	Apr 1															
22	SBCC to Finalize FY15 Program Prioritized Budget and Forward Recommendations to President	Apr 7															
23	Complete Final Draft of FY15 Program Prioritized Budget for SBOE Approval	Apr 30															
24	FY15 Budget Proposal to SBOE for Approval Due in May - SBOE Will Review Request for Approval in June	May 9															
25	Load Program Prioritized FY15 Budget into Banner System	June 30															
26	All PP Action Plans Fully Implemented	Sept 5															
27	Program Prioritization Results Due to the SBOE	Sept 5															

PP: Program Prioritization

SBCC: Special Budget Consultation Committee

SBOE: State Board of Education

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Dickeson Criteria*	ISU Viability Indicators**	Opportunity Analysis***	Size, Scope, Productivity***	ISU Core Themes	Weighting	Points/Score
<b><u>Demand</u></b> Internal Demand	1. Majors/Minors 2. Student Credit Hour Production 3. Unduplicated Student Headcount	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	30% (15%)	
External Demand	1. Market Demand 2. Industry Partnerships 3. Research Partnerships				(15%)	
<b><u>Quality</u></b> Quality of Outcomes	1. Degree Production 2. Licensure Rates 3. Specialized Accreditation 4. Certification/ Completion Rates 5. Mission/ Institutional Focus	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	30% (15%)	
Quality of Inputs	1. Departmental Faculty/Staff 2. Instructional FTE/SCH 3. Fall to Fall Retention 4. Scholarship/Research				(15%)	
<b><u>Revenue &amp; Costs</u></b>	1. Tuition and Fees 2. Local Fund Revenue 3. Grant Funding 4. Expenditures 5. Cost per Credit Hour	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	20%	
<b><u>Impact &amp; History</u></b>	1. Scholarship/ Research 2. Alumni Support 3. Program's Distinction	Qualitative Indicators	Qualitative Indicators	1, 2, 3, 4 (Narrative)	20%	
<b><u>Points/Score</u></b>	Points/Score	Points/Score	Points/Score	Summary	100%	<b>TOTAL</b>

\*The Idaho State University Faculty Senate ranked the Dickeson Criteria during the week of September 2, 2013, via Moodle, and reported the results of their rankings to the Deans' Council on September 10, 2013.

The deans met with faculty and constituents during August to prepare to rank the criteria. The deans ranked the Dickeson Criteria during an Academic Affairs Program Prioritization workshop on September 3, 2013.

The deans and the Faculty Senate leadership worked together to make changes to the Dickeson Criteria as shown on the attached revised document, which was proposed at Deans' Council on September 10, 2013.

The minor changes to the criteria as shown here reflect the advice of the Deans' Council and the Faculty Senate. The evaluation of "Opportunity Analysis" and "Productivity" across all of the other criteria allows Academic Affairs units to utilize additional tools in ranking programs. Additional Viability Indicators allow for a more complete assessment.

\*\*Viability Indicators provided by ISU Institutional Research (at the program level) to all Deans, Chairs, and Directors via login access to the Viability Indicator Server (detailed Viability Indicators included in Appendix A).

\*\*\*Relevant Viability Indicators provided by ISU Institutional Research; qualitative indicators provided by the program, department, college or division.

# Idaho State UNIVERSITY

## Program Viability Indicators for Program Prioritization

Version 1.5

1. **Linkages Between The Program and the University's Mission and Core Themes** – The core themes individually manifest essential elements of ISU's mission and collectively encompass its mission.
  - a. The Mission of Idaho State University is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the Nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society. Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.
  - b. Core Theme One: Learning and Discovery. Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.
  - c. Core Theme Two: Access and Opportunity. Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.

- d. Core Theme Three: Leadership in the Health Sciences. Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.
  - e. Core Theme Four: Community Engagement and Impact. Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the Intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves.
  - f. What are the key linkages between the program and the university's mission and core themes?
- 2. **Estimated Revenue from Tuition and Fees** - by fiscal year (summer, fall, spring – department level)
  - a. An average dollar amount per credit hour for the university will be calculated by dividing the total amount of tuition and fees by the total university student credit hours. This average per credit hour amount will be multiplied by the number of student credit hours generated by the department to estimate revenue.
- 3. **Local Fund Revenue** – by fiscal year – department level
  - a. Breakout this category by source (Foundation gifts, indirect cost (IDC) funds from grants, course fees, etc.)
- 4. **Expenditures** – by fiscal year (summer, fall, spring) – collected at the faculty/staff level for salaries/benefits and OOE at the department level
  - a. Academic Instruction
    - i. Salaries/Benefits –report faculty and staff separately (actual)
    - ii. Other Operating Expenses (actual)
    - iii. Total (actual)
  - b. Research Expenditures (actual)
  - c. Public Service Expenditures (actual)
- 5. **Student Credit Hour Production (SCH)** – fiscal year
  - a. Breakout by Lower, Upper, Graduate course levels (based on the department paying for the instruction – collected at the faculty level)
  - b. Percent of credit hours taken by major/minor and non-major/minor

6. **Cost Per Credit Hour** –Divide expenditures attributed to instruction in Number 3. by student credit hour production in Number 4.
  - a. Lower Division
  - b. Upper Division
  - c. Graduate
7. **Majors and Minors** – Fall term
  - a. Breakout by Freshmen/Sophomore and Junior/Senior and Masters, Doctoral, and Non-Degree
  - b. Include a student's first, second, third, and fourth majors/minors
8. **Unduplicated student headcount** - fiscal year (summer, fall, spring)
  - a. Unduplicated student headcount by course subject
9. **Departmental Faculty and Staff**– by fiscal year
  - a. Tenured/Tenure Eligible Faculty Headcount
  - b. Total Tenured Faculty
  - c. Non-Tenure Track – Continuing
  - d. Staff
    - i. Post docs and nonfaculty researchers
    - ii. Other support staff
10. **Actual Instructional FTE/SCH** – by fall term
  - a. FTE by
    - i. Tenured/ Tenure Eligible
    - ii. Other Regular Faculty
    - iii. Supplemental Faculty
    - iv. Graduate Teaching Assistants
    - v. Total FTE
  - b. SCH by
    - i. Tenured/ Tenure Eligible
    - ii. Other Regular Faculty
    - iii. Supplemental Faculty
    - iv. Graduate Teaching Assistants
    - v. Total SCH
  - c. Rate (SCH per FTE) by
    - i. Tenured/ Tenure Eligible
    - ii. Other Regular Faculty
    - iii. Supplemental Faculty
    - iv. Graduate Teaching Assistants
    - v. Total SCH per FTE
    - vi. Peer comparison using the Delaware Study data
  - d. Undergraduate/ Graduate Student FTE by
    - i. Tenured/ Tenure Eligible

- ii. Other Regular Faculty
  - iii. Supplemental Faculty
  - iv. Graduate Teaching Assistants
  - v. Total Student FTE
- 11. **Degree Production** — by fiscal year
  - a. Undergraduate Certificate
  - b. Associate
  - c. Baccalaureate
  - d. Graduate Certificate
  - e. Masters
  - f. Doctorate
  - g. Double Majors
- 12. **Fall-to-Fall Retention**(degree-seeking) — by fall term
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
- 13. **Scholarship/Research** (data source is Activity Insight – how to aggregate and report this data will be determined later)
  - a. Artistic and Professional Performances and Exhibits
  - b. Presentations Given
  - c. Publications
  - d. Research Currently in Progress
- 14. **Class Information** – by term
  - a. Average class size - Breakout by schedule type: lecture, lab, on-line etc.
  - b. Percent of classes (sections) below, at, or above capacity
- 15. **Licensure and Certification Pass Rates** - (where applicable)
  - a. List pass rates
- 16. **Current Partnerships**
  - a. Industry partnerships
  - b. Research partnerships
    - i. External
    - ii. Internal
      - 1. Research Centers on campus
      - 2. Other departments on campus
- 17. **Program's Distinction**
  - a. The uniqueness of the program
  - b. Program duplication – Are there other public post-secondary institutions in Idaho offering the same program?
- 18. **Specialized Accreditation**
  - a. List specialized accreditation the program maintains

19. **Market Demand For Graduates** – based on the U.S. Department of Labor Bureau of Labor Statistics' Occupational Outlook Handbook (where applicable) Website:  
<http://www.bls.gov/ooh/>

- a. **Median Pay** - The wage at which half of the workers in the occupation earned more than that amount and half earned less. Median wage data are from the BLS Occupational Employment Statistics survey.
- b. **Entry-Level Education**- Typical level of education that most workers need to enter this occupation.
- c. **Work Experience in a Related Occupation** - Work experience that is commonly considered necessary by employers, or is a commonly accepted substitute for more formal types of training or education.
- d. **On-the-job Training** - Additional training needed (postemployment) to attain competency in the skills needed in this occupation.
- e. **Number of Jobs, 2010** - The employment, or size, of this occupation in 2010, which is the base year of the 2010-20 employment projections.
- f. **Job Outlook, 2010-20** - The projected rate of change in employment for the 10-year timeframe between 2010 and 2020. The average growth rate for all occupations is 14 percent.
- g. **Employment Change, 2010-20** - The projected numeric change in employment for this occupation from 2010 to 2020.

Notes: Where it is possible the data variables above will be captured at the individual faculty level for the database. For example, faculty position information, faculty funding source, courses taught by faculty, external funding for research/scholarly activity, and assigned workload. This will allow the Program Viability database to be utilized for other projects and reports.

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- College of Arts and Letters

- History



- Instructional Courseload - Fall 2012



Instructional Courseload : Fall 2012 : College of Arts and Letters : <u>History</u>																		
Faculty				Student Credit Hours									Organized Class Sections					
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	5	.05	4.95		372	282	192	846	9	7	16	862			4	7.74	.26	12
Other Regular Faculty	5	0	5		1260	111	1134	2505	13		13	2518		1	10	4.45	.55	16
Supplemental Faculty	10.83		10.83		1608	118	573	2299	20	9	29	2328			27.32	2.91	1.14	31.37
TOTAL	20.83	.05	20.78		3240	511	1899	5650	42	16	58	5708		1	41.32	15.1	1.95	59.37

- Instructional Courseload - Fall 2011

Instructional Courseload : Fall 2011 : College of Arts and Letters : <u>History</u>																		
Faculty				Student Credit Hours									Organized Class Sections					
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	6	.03	5.97		699	387	123	1209	24	30	54	1263		1	6	8.3	1.69	16.99
Other Regular Faculty	3	0	3		795	162	681	1638	15		15	1653			6	2.75	.25	9
Supplemental Faculty	8.66		8.66		1677	88	1	1766	8		8	1774			27	2.78	.24	30.02
TOTAL	17.66	.03	17.63		3171	637	805	4613	47	30	77	4690		1	39	13.83	2.18	56.01

- Instructional Courseload - Fall 2010

Instructional Courseload : Fall 2010 : College of Arts and Letters : <u>History</u>																		
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Instructional Courseload : Fall 2010 : College of Arts and Letters : History

Faculty			Student Credit Hours										Organized Class Sections					
Classification	FTE Faculty																	
Faculty Type	Total	Sep Budg	Instruct	Remed	Lower Div OC	Upper Div OC	UG Indv Instruct	Total UG SCH	Grad OC	GR Indv Instruct	Total GR SCH	Total SCH	Remed	Lab Dsc Rec	UG Lower Div	UG Upper Div	GR	Total
Regular faculty: Tenured/Tenure Eligible	7	.48	6.52		387	344	21	752	108	21	129	881			4	6.93	3.08	14.01
Other Regular Faculty	2	0	2		417	84	981	1482	9	1	10	1492			3	.9	.1	4
Supplemental Faculty	7.33		7.33		1569	121	1002	2692	16		16	2708			20	1.63	.3	21.93
<b>TOTAL</b>	<b>16.33</b>	<b>.48</b>	<b>15.85</b>		<b>2373</b>	<b>549</b>	<b>2004</b>	<b>4926</b>	<b>133</b>	<b>22</b>	<b>155</b>	<b>5081</b>			<b>27</b>	<b>9.46</b>	<b>3.48</b>	<b>39.94</b>

## - Majors by Fall Term

Majors by Fall Term : College of Arts and Letters : History

Col	Dept	Department Description	Major	Major Description	Student Level	Degree Level	Degree Level Desc	FALL2012	FALL2011	FALL2010
AL	HISD	History	HIRM	Historical Resource Management	MAST	MA	Master of Arts	4	6	11
AL	HISD	History	HIRM	Historical Resource Management	MAST			4	6	11
AL	HISD	History	HIRM	Historical Resource Management				4	6	11
AL	HISD	History	HIST	History	FRSO	AA	Associate of Arts	7	3	3
AL	HISD	History	HIST	History	FRSO	BA	Bachelor of Arts	25	29	37
AL	HISD	History	HIST	History	FRSO	HBA	Honors Bachelor of Arts	1		
AL	HISD	History	HIST	History	FRSO			33	32	40
AL	HISD	History	HIST	History	JUSE	AA	Associate of Arts	2		
AL	HISD	History	HIST	History	JUSE	BA	Bachelor of Arts	66	64	50
AL	HISD	History	HIST	History	JUSE			68	64	50

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Minors by Fall Term

Minors by Fall Term : College of Arts and Letters : <u>History</u>										
Col	Depart	Department Description	Minor	Minor Description	Student Level	Degree Level	Degree Level Desc	FALL2012	FALL2011	FALL2010
AL	HISD	History	HIST	History	FRSO	000000	Undeclared		1	5
AL	HISD	History	HIST	History	FRSO	BA	Bachelor of Arts		2	3
AL	HISD	History	HIST	History	FRSO	BS	Bachelor of Science			1
AL	HISD	History	HIST	History	FRSO				3	9
AL	HISD	History	HIST	History	JUSE	000000	Undeclared	2	3	1
AL	HISD	History	HIST	History	JUSE	BA	Bachelor of Arts	8	8	15
AL	HISD	History	HIST	History	JUSE	BBA	Bachelor of Business Administr			2
AL	HISD	History	HIST	History	JUSE	BFA	Bachelor of Fine Arts		1	1
AL	HISD	History	HIST	History	JUSE	BS	Bachelor of Science	4	6	9
AL	HISD	History	HIST	History	JUSE	HBA	Honors Bachelor of Arts		2	
AL	HISD	History	HIST	History	JUSE	HBS	Honors Bachelor of Science			1
AL	HISD	History	HIST	History	JUSE			14	20	29
AL	HISD	History	HIST	History	MAST	MA	Master of Arts			4
AL	HISD	History	HIST	History	MAST	MBA	MBA			1
AL	HISD	History	HIST	History	MAST	MPE	Master of Physical Education			1
AL	HISD	History	HIST	History	MAST					6
AL	HISD	History	HIST	History	PHD	DA	Doctor of Arts			1
AL	HISD	History	HIST	History	PHD					1



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[Degree Production](#)**Degree Production : College of Arts and Letters : History**

College	Dept	Dept Description	Major Code	Major Description	Degree Type	FY2013	FY2012	FY2011
College of Arts and Letters	HISD	History	HIRM	Historical Resource Management	Masters	1	5	3
College of Arts and Letters	HISD	History	HIRM	Historical Resource Management		1	5	3
College of Arts and Letters	HISD	History	HIST	History	Associates			1
College of Arts and Letters	HISD	History	HIST	History	Baccalaureate	16	19	9
College of Arts and Letters	HISD	History	HIST	History		16	19	10
College of Arts and Letters	HISD	History				17	24	13

[- Double Major Degrees](#)**Double Major Degrees : College of Arts and Letters : History**

College	Dept	Dept Description	Double Major Code	Major Description	Degree Type	FY2013	FY2012	FY2011
College of Arts and Letters	HISD	History	HIST	History	Baccalaureate	1		
College of Arts and Letters	HISD	History	HIST	History		1		
College of Arts and Letters	HISD	History				1		

[- Class Information - Summer 2013](#)**Class Information : Summer 2013 : College of Arts and Letters : History**

Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	OT	Other	1	1	1	0	0	100	0	0	0
AL	HISD	History	VS	Video Conference and Web Suppl	4	6.75	0	4	0	0	0	100	100

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Class Information : Spring 2013 : College of Arts and Letters : <u>History</u>													
Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	16.5	12.12	0	16.5	0	0	0	100	100
AL	HISD	History	OT	Other	6	1	0	6	0	0	0	100	100
AL	HISD	History	VS	Video Conference and Web Suppl	15.94	14.07	0	15.94	0	0	0	100	49.81
AL	HISD	History	WC	Web Course	7.75	51.75	.64	7.11	0	8	0	91.74	0
AL	HISD	History	WS	Web Supplemented	26.3	31.24	1	25.3	0	4	0	96.2	24.9

[- Class Information - Fall 2012](#)

Class Information : Fall 2012 : College of Arts and Letters : <u>History</u>													
Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	20.12	14.52	0	20.12	0	0	0	100	95.03
AL	HISD	History	LB	Lab	1	5.3	0	1	0	0	0	100	14
AL	HISD	History	VS	Video Conference and Web Suppl	12	16.33	0	12	0	0	0	100	33.33
AL	HISD	History	WC	Web Course	12.01	52.34	3	9.01	0	25	0	75.02	8.33
AL	HISD	History	WS	Web Supplemented	31.83	23.6	.13	31.7	0	0	0	99.59	51.62

[- Class Information - Summer 2012](#)

Class Information : Summer 2012 : College of Arts and Letters : <u>History</u>													
Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity

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Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	10	13.95	0	10	0	0	0	100	90
AL	HISD	History	OT	Other	5.5	2.09	1	4.5	0	18	0	81.82	45.45
AL	HISD	History	VS	Video Conference and Web Suppl	8	19.13	0	8	0	0	0	100	25
AL	HISD	History	WC	Web Course	8	56.5	2	6	0	25	0	75	0
AL	HISD	History	WS	Web Supplemented	27.62	29.44	4.75	22.87	0	17	0	82.8	25.16

[- Class Information - Fall 2011](#)Class Information : Fall 2011 : College of Arts and Letters : History

Col	Dept	Dept Description	CT	Course Type	Num Sections	Avg Class Size	Num At Capacity	Num < Capacity	Num > Capacity	% At Capacity	% > Capacity	% < Capacity	% < Half Capacity
AL	HISD	History	CL	Classroom	19.2	14.39	0	19.2	0	0	0	100	99.32
AL	HISD	History	LB	Lab	1	7.5	0	1	0	0	0	100	0
AL	HISD	History	VS	Video Conference and Web Suppl	10.46	17.62	.5	9.96	0	5	0	95.22	16.83
AL	HISD	History	WC	Web Course	5	62.2	0	5	0	0	0	100	0
AL	HISD	History	WS	Web Supplemented	37.33	25.68	1.45	35.88	0	4	0	96.12	35.92

[- Financial Information](#)Financial Information : College of Arts and Letters : History

ORGLV4	Org Level 4 Description	ATTR_TYPE_DESC	ATTR_VALUE	ATTR_VALUE_DESC	FY2013	FY2012	FY2011
3112	History	Nonoperating revenues (excess)	3060NOPR	Gifts		1,012.32	1,915.00



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Financial Information : College of Arts and Letters : History

ORGLV4	Org Level 4 Description	ATTR_TYPE_DESC	ATTR_VALUE	ATTR_VALUE_DESC	FY2013	FY2012	FY2011
3112	History	Operating expenses	2020OPEX	Services		-39,799.60	-23,943.18
3112	History	Operating expenses	2030OPEX	Supplies		-13,828.12	-15,926.10
3112	History	Operating expenses	2040OPEX	Insurance, utilities and rent		-76.00	-88.47
3112	History	Operating expenses	2050OPEX	Scholarships and Fellowships		-46,366.00	-26,126.00
3112	History	Operating expenses	2070OPEX	Miscellaneous		-64,024.42	-61,149.53
3112	History	Operating expenses	2080OPEX	Transfers		.00	
3112	History	Operating expenses				-1,098,048.84	-893,502.21
3112	History	Operating revenues	1010OPRV	Student tuition and fees net of scholarship		16,579.77	1,200.00
3112	History	Operating revenues	1030OPRV	Federal Grants and Contracts		323,454.97	315,984.87
3112	History	Operating revenues	1050OPRV	Private Grants and Contracts		1,122.09	302.70
3112	History	Operating revenues	1060OPRV	Sales and Services of educational activities		4.61	
3112	History	Operating revenues	1090OPRV	Other			15.39
3112	History	Operating revenues				341,161.44	317,502.96
3112	History					-755,875.08	-574,084.25

## - Netincome

Netincome : College of Arts and Letters : <u>History</u>									
FY	ORG_LEV4	FTYPE_CATEGORY	WEIGHT75PCT	TOT_WSCH	SCH_REVENUE	OPERATING_REVENUE	TOT_REVENUE	OPERATING_EXPENSES	REVENUE_MINUS_EXPENSES
2013	3112	APPROPRIATED	77.70	11,648.10	905,057.37		905,057.37	-719,052.24	186,005.13
2013	3112	LOCAL				720.00	720.00	72,022.93	72,742.93

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**Netincome : College of Arts and Letters : History**

FY	ORG_LEV4	FTYPE_CATEGORY	WEIGHT75PCT	TOT_WSCH	SCH_REVENUE	OPERATING_REVENUE	TOT_REVENUE	OPERATING_EXPENSES	REVENUE_MINUS_EXPENSES
2012	3112	APPROPRIATED	74.07	10,510.20	778,490.51		778,490.51	-788,295.81	-9,805.30
2012	3112	LOCAL				16,584.38	16,584.38	14,824.03	31,408.41
2012	3112	RESTRICTED				324,577.06	324,577.06	-324,577.06	.00
2012	3112	TOTAL	74.07	10,510.20	778,490.51	341,161.44	1,119,651.95	-1,098,048.84	21,603.11
2011	3112	APPROPRIATED	70.50	11,497.60	810,580.80		810,580.80	-596,723.45	213,857.35
2011	3112	LOCAL				1,215.39	1,215.39	19,508.81	20,724.20
2011	3112	RESTRICTED				316,287.57	316,287.57	-316,287.57	.00
2011	3112	TOTAL	70.50	11,497.60	810,580.80	317,502.96	1,128,083.76	-893,502.21	234,581.55

**- Unduplicated Student Headcount**

Unduplicated Student Headcount : College of Arts and Letters : <u>History</u>						
COURSE_COLLEGE	COURSE_DEPARTMENT	SUBJECT	SUBJECT_DESC	FY2011	FY2012	FY2013
AL	HISD	HIST	History	2853	2745	2928





**BOISE STATE UNIVERSITY**  
OFFICE OF THE PROVOST

September 18, 2013

To: Selena Grace and Matt Freeman, Office of the State Board of Education

From: Martin Schimpf, Provost, Boise State University

*Martin E. Schimpf*

Re: Update to SBOE regarding Boise State University's Program Prioritization Process.

The following constitutes an update of our process as of this date.

**Timetable for process:**

Please see the attached timetables for Academic Programs and for Administrative & Support Programs. We are on-track for both sets of programs.

- Academic Programs: The Executive Team has approved the model, methodology, and evaluative criteria for the Program Prioritization process. A draft of the metrics has been issued to faculty and staff through the Faculty Senate and Department Chairs. Faculty and staff members will provide feedback on the first draft by October 1. Faculty members are updating, in the Digital Measures system, their research/creative activity and service/community outreach activity.
- Administrative & Support Programs: The Executive Team has approved the model, methodology, and evaluative criteria for the Program Prioritization process. Divisions will complete the delineation and definition of programs by the end of September or shortly thereafter. Divisions have begun the process of developing the specific metrics that will be used to evaluate programs. The Office of Institutional Research is providing, as needed, consultation regarding development of customer service surveys.

**Criteria:**

Four criteria will be used in the initial evaluation and categorization of programs:

- Relevance: Alignment with university mission and strategic plan; essentiality to core functions of the university; demand for program or service; alignment of service with needs.
- Quality: Evidence of success in achieving goals; evidence of assessment and improvement; distinctiveness and reputational impact.
- Productivity: Output or production per investment of time and/or resources.
- Efficiency: Reflects the operational effectiveness of the program. For example, a key component of efficiency for an instructional program is timely progress of students through the program.

A fifth criterion will be used in adjusting initial categorizations that were based on the above four criteria:

- Opportunity Analysis: A description of enhancements that can be made to address unmet needs or better advance the goals of the university.

Boise State University: Timeline for Program Prioritization Process for Academic Departments and Programs. (Page 1 of 2)

	Jul-13	Aug-13	Sep-13			Oct-13			Nov-13		
DUE DATE ↓ ↓			← Sept 10		← Oct. 1	← Oct. 8		← Oct 22	← Nov. 1	← Nov. 8	
Executive Team		Approve model, criteria, and methodology									
Implementation Team	Draft of basic model, criteria, metrics, and program delineation/definition for academic programs and departments.		1st Draft Metrics	A		2nd draft Metrics			Final Draft		
Faculty/Faculty Senate				Feedback on 1st Draft Metrics			Feedback on 2 <sup>nd</sup> draft				
Provost & Dean's Council				Feedback on 1st Draft Metrics			Feedback on 2 <sup>nd</sup> draft			Approve Metrics	
Faculty				Update Digital Measures Information			B		Verify Digital Measures Information		C
Institutional Research										Develop and Issue Data	
Depts/Programs											
Deans											
Provost & Dean's Council											
Executive Team											
President											

Notes:

A. Faculty members, faculty senators, department chairs, and deans will provide two rounds of feedback on two sets of metrics: one set for academic degree and certificate programs and one for academic departments.

B. Faculty members will update 3 years worth of faculty activity information in the Digital Measures system to enable analysis of Research/Creative Activity and Service/Community Outreach.

C. The Office of Institutional Research will provide data sets for all programs for which central data is available.

Boise State University: Timeline for Program Prioritization Process for Academic Departments and Programs. (Page 2 of 2)

	Dec-13	Jan-14	Feb-14				Mar-14				Apr-14
DUE DATE ↓			← Feb. 7	← Feb. 14	← Feb. 21	← Feb. 28	← Mar. 7		← Mar. 21		
Executive Team											
Implementation Team											
Faculty/Faculty Senate											
Provost & Dean's Council											
Faculty											
Institutional Research											
Depts/Programs											
Deans											
Provost & Dean's Council											
Executive Team											
President											

Notes:	D. Departments will verify data provided them by Institutional Research. They will also create "Program Assessment Reports" for each degree/certificate program and for each department. Also included in the report will be initial ideas for change, i.e., opportunity analysis.
	E. Rubrics will be used to normalize metrics among units and among criteria. The Office of Institutional Research and the Implementation Team will facilitate the process of Rubric Scoring.
	F. Rubric scores will be provided to departments. Based on those scores, departments will provide additional ideas for actions to respond to assessment information.
	G. Rubric scores will be used to create an array of programs that will enable deans to assign programs initially to categories for action (that is, "quintiles").
	H. Departments will respond to categorization for action with additional ideas for change. Those ideas will enable deans to further refine their categorization and to decide on final actions that should result from the categorization.
	I. In the Deans Council, categorizations will be integrated to provide a single array of categorization for degree/certificate programs and a second array for academic departments.
	J. VPs and the President will meet to integrate administrative & support programs from throughout the university into a single array of categorization and proposed actions. The potential integration of Academic Programs with Administrative & Support programs will be explored.
	K. The President will make final decisions as to categorization and actions. Results will then be provided to the campus community in a report.

Boise State University: Timeline for Program Prioritization Process for Administrative & Support Programs. (Page 1 of 2)

	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13
DUE DATE ↓			←Sept. 27		
Implementation Team	Draft of basic model, generic questionnaire to guide development of metrics, communication plan				
Executive Team		Approve model, criteria, and methodology			
Institutional Research			Consult on Customer Survey, setup for departments	(B)	
Units/Programs			(A)	Develop and send out customer survey	Develop Metrics (C)
VP's AVP's			Define and delineate programs		Vet and approve metrics
Executive Team					
President					

**Notes:**

A. VPs and AVPs will define and delineate "programs" for their divisions at a scale that makes sense in terms of analysis of program function and planning for program-focused actions.

B. Those programs that do not have solid information from past surveys of customers will be given, as necessary, support in development and administration of surveys to provide information for the program prioritization process.

C. Because functions are highly variable among administrative and support units are highly variable among units, the metrics used to measure those functions also will vary. Therefore, metrics will necessarily be developed and proposed by those units. To ensure rigor and usefulness of metrics as a basis for decisions, proposed metrics will be scrutinized and vetted by the appropriate VP.

Boise State University: Timeline for Program Prioritization Process for Administrative & Support Programs. (Page 2 of 2)

	Dec-13	Jan-14	Feb-14				Mar-14				Apr-14			
DUE DATE ↓			← Feb. 7	← Feb. 14	← Feb. 21	← Feb. 28	← Mar. 7		← Mar. 21		← April 11		← April 25	
Implementation Team														
Executive Team														
Institutional Research				Rubric Scoring										
Units/Programs	Compile unit data for approved metrics Benchmark (as appropriate) Develop Program Assessment Report				2 <sup>nd</sup> Ideas		3 <sup>rd</sup> Ideas							
VP's AVP's														
Executive Team														
President														

D. Once metrics are decided upon, units will gather appropriate data and benchmark as feasible. The end product will be a "Program Assessment Report". Also included in the report will be initial ideas for change, i.e., opportunity analysis.
E. Rubrics will be used to normalize metrics among units and among criteria. The Office of Institutional Research and the Implementation Team will facilitate the process of Rubric Scoring.
F. Rubric scores will be provided to units. Based on those scores, units will provide additional ideas for actions to respond to assessment information.
G. Rubric scores will be used to create an array of units that will enable VPs and AVPs to assign units initially to categories for action (that is, "quintiles").
H. Units will have the opportunity to respond to categorization for action with additional ideas for change. Those ideas will enable VPs and AVPs to further refine their categorization and to decide on final actions that should result from the categorization.
I. In those cases where initial categorization has been done at a level below that of the entire division, categorizations will be integrated to provide a single array of categorization for the division.
J. VPs and the President will meet to integrate administrative & support programs from throughout the university into a single array of categorization and proposed actions. The potential integration of Academic Programs with Administrative & Support programs will be explored.
K. The President will make final decisions as to categorization and actions. Results will then be provided to the campus community in a report.

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**Provost and Executive Vice President**

Administration Building, Suite 105

PO Box 443152

Moscow ID 83844-3152

Phone: 208-885-6448

Fax: 208-885-6558

[www.provost.uidaho.edu](http://www.provost.uidaho.edu)

September 16, 2013

Selena Grace  
 Chief Academic Officer  
 Office of the State Board of Education  
 650 West State Street, Suite 307  
 P.O. Box 83720  
 Boise, Idaho 83720-0037

Dear Selena:

I am pleased to report the University of Idaho's process to date regarding program prioritization, which we have labeled "Focus for the Future"—in part to differentiate from the ongoing process the institution has engaged in (based on the Dickeson model) since 2008. Attached please find the timetable for University of Idaho efforts.

The University of Idaho continues to use the following criteria for academic and administrative programs:

- Centrality to the University's mission
- Cost effectiveness
- External demand
- Internal demand (e.g., service as a foundation and/or prerequisite for other programs)
- Impact
- Productivity
- Quality
- Size and scope of the program
- Synergies (e.g., contributions to trans-disciplinary teaching, research, and outreach)

On September 16, 2013 more than one hundred University of Idaho leaders met to discuss the weighting of these criteria. We will finalize the weightings at a meeting scheduled for October 10, 2013.

Both academic units and administrative units are well underway in terms of planning and implementing the process. Institutional research is providing data and faculty are engaging in robust conversations regarding scholarship and creative activity as they relate to the criteria.

Please do not hesitate to contact me if I can supply additional information.

Sincerely,



















Katherine G. Aiken  
 Interim Provost and Executive Vice President

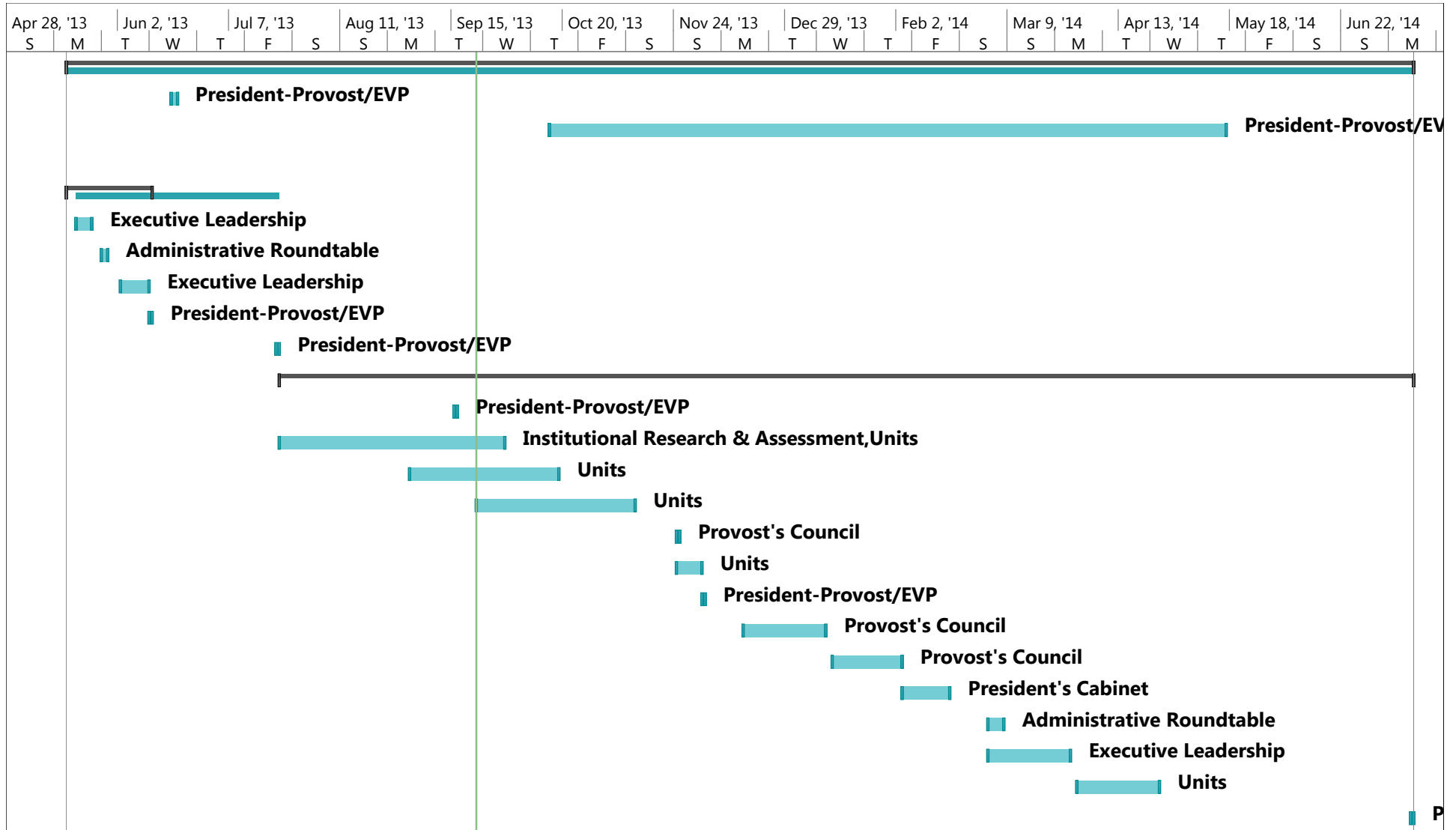
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ID	Task Name	Start	Finish	Resource Names	1
1	<b>Focus for the Future</b>	<b>Fri 5/17/13</b>	<b>Mon 7/14/14</b>		
2	State Board Meeting - approval of general process	Wed 6/19/13	Thu 6/20/13	President-Provost/EVP	
3	State Board Meeting - updates at bio-monthly meeting	Wed 10/16/13	Fri 5/16/14	President-Provost/EVP	
4	Faculty Senate - weekly updates			Provost/EVP	
5	<b>Process Development</b>	<b>Fri 5/17/13</b>	<b>Wed 6/12/13</b>		
6	Preliminary discussion with senior leadership	Mon 5/20/13	Fri 5/24/13	Executive Leadership	
7	2008 process reviewed w/ Provost's Council plus Faculty Senate Leadership	Tue 5/28/13	Wed 5/29/13	Administrative Roundtable	
8	Proposed Submission reviewed w/leadership	Mon 6/3/13	Tue 6/11/13	Executive Leadership	
9	Submit program review process to SBOE	Wed 6/12/13	Wed 6/12/13	President-Provost/EVP	
10	Initial U-wide Communication	Mon 7/22/13	Mon 7/22/13	President-Provost/EVP	
11	<b>Program Reviews</b>	<b>Tue 7/23/13</b>	<b>Mon 7/14/14</b>		
12	Communicate overall plan U-wide leadership	Mon 9/16/13	Mon 9/16/13	President-Provost/EVP	
13	Data gathered for initial academic program review	Tue 7/23/13	Tue 10/1/13	Institutional Research &	
14	Develop a plan including metrics for the criteria	Mon 9/2/13	Fri 10/18/13	Units	
15	Apply metrics to the criteria and prepare a report for each academic & each	Mon 9/23/13	Mon 11/11/13	Units	
16	Update and discussion of progress	Mon 11/25/13	Mon 11/25/13	Provost's Council	
17	Units make any needed adjustment and submit final reports for compilation	Mon 11/25/13	Mon 12/2/13	Units	
18	Status Report to Faculty Senate	Tue 12/3/13	Tue 12/3/13	President-Provost/EVP	
19	Review reports in preparation for recommendations	Mon 12/16/13	Fri 1/10/14	Provost's Council	
20	Recommendations for action	Mon 1/13/14	Mon 2/3/14	Provost's Council	
21	Recommendations reviewed	Tue 2/4/14	Tue 2/18/14	President's Cabinet	
22	Recommendations reviewed	Mon 3/3/14	Fri 3/7/14	Administrative Roundtable	
23	Set program quintiles	Mon 3/3/14	Fri 3/28/14	Executive Leadership	
24	Action Plans Determined (modify, invest, close)	Mon 3/31/14	Fri 4/25/14	Units	
25	Submit Board Materials	Mon 7/14/14	Mon 7/14/14	President-Provost/EVP	

Project: Focus for Future Timeli  
Date: Mon 9/23/13

Task		Inactive Summary		External Tasks	
Split		Manual Task		External Milestone	
Milestone		Duration-only		Deadline	
Summary		Manual Summary Rollup		Progress	
Project Summary		Manual Summary		Manual Progress	
Inactive Task		Start-only			
Inactive Milestone		Finish-only			



Project: Focus for Future Timeli  
Date: Mon 9/23/13

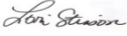

Task		Inactive Summary		External Tasks	
Split		Manual Task		External Milestone	
Milestone		Duration-only		Deadline	
Summary		Manual Summary Rollup		Progress	
Project Summary		Manual Summary		Manual Progress	
Inactive Task		Start-only			
Inactive Milestone		Finish-only			



## Memorandum

**To:** Matt Freeman, Chief Financial Officer  
Office of the State Board of Education

Selena Grace, Chief Academic Officer  
Office of the State Board of Education

**From:** Dr. Lori Stinson, Interim Provost and Vice President, Academic Affairs   
Chet Herbst, Vice President for Finance and Administration 

**Date:** September 16, 2013

**Re:** Guidance Memo #2: Program Prioritization

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As reported at the August 2013 State Board of Education meeting, Lewis-Clark State College will prioritize *instructional* programs with respect to the following five (5) criteria.

### Instructional Program Criteria

1. Impact, justification, and overall essentiality of the program
2. Quality of program outcomes
3. External demand for the program
4. Internal demand for the program
5. Net revenue

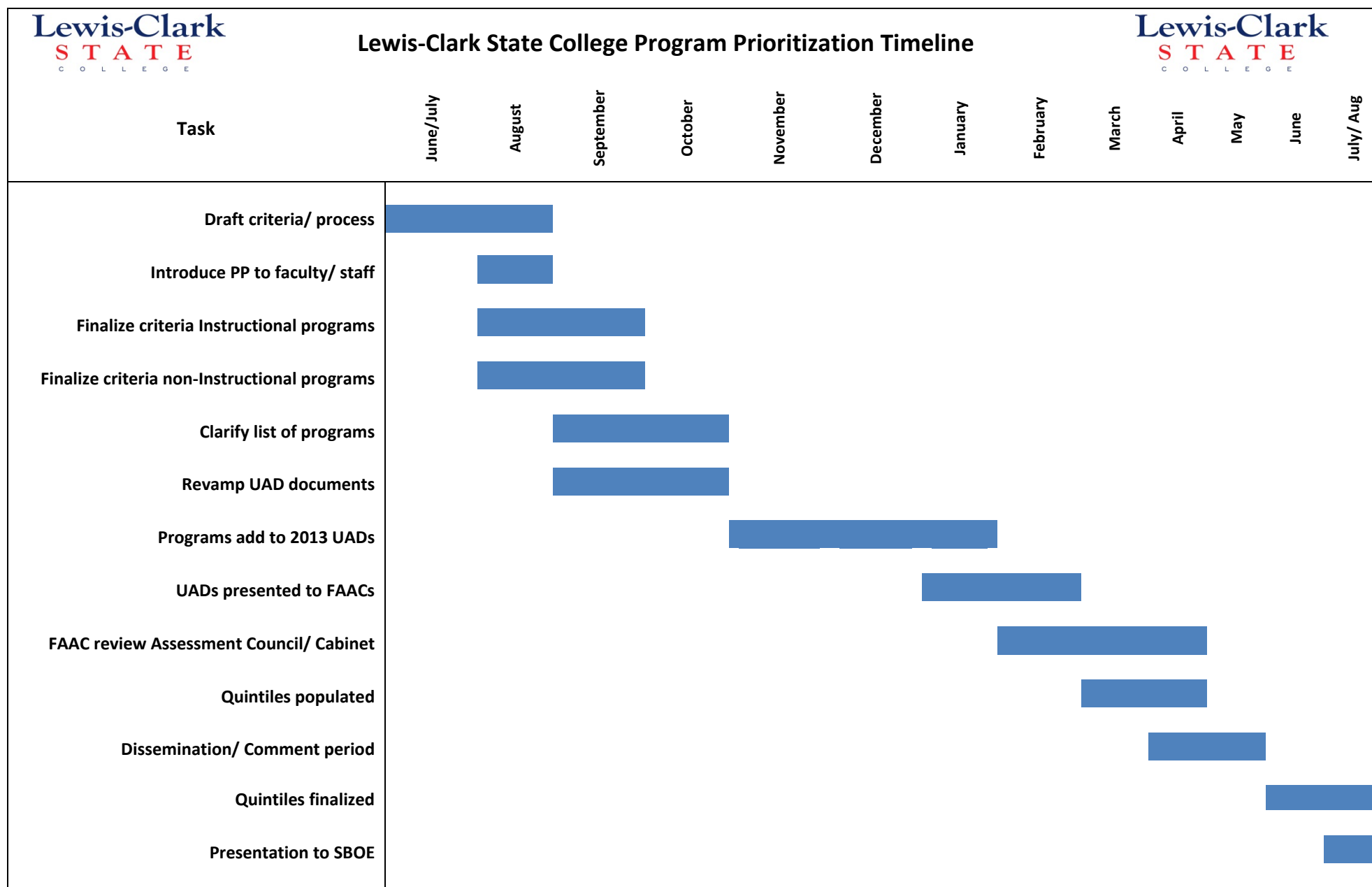
*Non-instructional* program criteria were not reported at the August board meeting and are noted here.

### Non-Instructional Program Criteria

1. Impact, justification, and overall essentiality of the program
2. External demand for the program
3. Internal demand for the program
4. Quality of program outcomes
5. Net revenue

Indicators and data points/ sources for each criterion are in development and will be vetted by BAHF and IRSA as requested in the guidance memo. *Instructional* programs and *non-Instructional* programs will have unique questions and indicators. Likewise, weighting of the criteria will occur in the coming months.

Thank you.



UAD: Unit Assessment Document

FAAC: Functional Area Assessment Committee

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 17, 2013**

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**NORTH IDAHO COLLEGE**

**SUBJECT**

Approval of Academic and Professional-Technical Education Programs

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5.

Idaho Code §33-107, State Board of Education

**BACKGROUND/DISCUSSION**

During the Five-Year Planning process in April 2013, Board staff discovered that a number of academic and professional-technical education programs from North Idaho College (NIC) had not received formal approval by the Board or Executive Director consistent with Board Policy III.G.

NIC and Board staff compared records and prepared a list of programs to be presented to the Board for approval.

**IMPACT**

Board approval of the academic and professional-technical education programs will bring official records up-to-date. Any programs not listed in Attachment 1 will require submission of proposals through the program review process.

**ATTACHMENTS**

Attachment 1 – NIC Programs

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval of the request from North Idaho College as provided in Attachment 1.

**BOARD ACTION**

I move to approve the request from North Idaho College for approval of the academic and professional-technical education programs listed in Attachment 1.

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

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Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases
NIC	American Indian Studies	5.0202	A.A.	N/A
NIC	American Indian Studies	5.0202	A.S.	N/A
NIC	American Sign Language Studies	16.1601	A.S.	
NIC	Anthropology	45.0201	A.A.	N/A
NIC	Anthropology	45.0201	A.S.	N/A
NIC	Art	50.0402	A.A.	Fine Arts
NIC	Art	50.0402	A.A.	Graphic Design
NIC	Art	50.0402	A.S.	Fine Arts
NIC	Art	50.0402	A.S.	Graphic Design
NIC	Astronomy	40.0203	A.S.	N/A
NIC	Biology	26.0101	A.S.	N/A
NIC	Botany	26.0301	A.S.	N/A
NIC	Business Administration	52.0201	A.A.	N/A
NIC	Business Administration	52.0201	A.S.	N/A
NIC	Business Education	13.1303	A.S.	N/A
NIC	Chemistry	40.0501	A.S.	N/A
NIC	Child Development	19.0706	A.A.	N/A
NIC	Child Development	19.0706	A.S.	N/A
NIC	Child Development	19.0706	Associate Cert.	N/A
NIC	Communication	9.0101	A.A.	Speech
NIC	Communication	9.0101	A.S.	Speech
NIC	Computer Science	11.0701	A.S.	N/A
NIC	Criminal Justice	43.0104	A.A.	N/A
NIC	Criminal Justice	43.0104	A.S.	N/A
NIC	Education	13.0101	A.A.	Secondary
NIC	Education	13.1202	A.A.	Elementary
NIC	Education	13.0101	A.S.	Secondary
NIC	Education	13.1202	A.S.	Elementary
NIC	Electrical Apprenticeship	14.1001	A.A.S.	
NIC	Engineering	14.1301	A.S.	N/A
NIC	English	23.0101	A.A.	N/A
NIC	English	23.0101	A.S.	N/A
NIC	Environmental Science	03.0101	A.S.	
NIC	Forestry/Wildlife/Range Managemnt	3.0101	A.S.	N/A

Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases
NIC	General Studies	24.0102	A.A.	N/A
NIC	General Studies	24.0102	A.S.	N/A
NIC	Geology	40.0601	A.S.	N/A
NIC	Graphic Design	50.0409	A.A.S.	N/A
NIC	Graphic Design	50.0409	Academic Cert.	N/A
NIC	History	45.0801	A.A.	N/A
NIC	History	45.0801	A.S.	N/A
NIC	Humanities	24.0103	A.A.	
NIC	Humanities	24.0103	A.S.	
NIC	HVAC Apprenticeship Program	47.0201	A.A.S.	
NIC	Interdisciplinary Studies	30.9999	A.A.	N/A
NIC	Interdisciplinary Studies	30.9999	A.S.	N/A
NIC	Journalism	09.0401	A.A.	
NIC	Journalism	09.0401	A.S.	
NIC	Mathematics	27.0101	A.A.	N/A
NIC	Mathematics	27.0101	A.S.	N/A
NIC	Medical Assistant	51.0710	Tech. Certificate	N/A
NIC	Modern Languages	16.0101	A.A.	N/A
NIC	Music	50.0901	A.A.	N/A
NIC	Music	50.0901	A.S.	N/A
NIC	Nursing	51.3801	A.S.	Registered
NIC	Pharmaceutical Manufacturing	51.2006	A.S.	
NIC	Philosophy	38.0101	A.A.	N/A
NIC	Philosophy	38.0101	A.S.	N/A
NIC	Photography	50.0605	A.A.	N/A
NIC	Photography	50.0605	A.S.	N/A
NIC	Physical Education	13.1314	A.S.	
NIC	Physics	40.0801	A.S.	N/A
NIC	Plumbing Apprenticeship	46.0503	A.A.S.	
NIC	Political Science	45.1001	A.A.	N/A
NIC	Political Science	45.1001	A.S.	N/A
NIC	Pre-Law	22.0102	A.A.	N/A
NIC	Pre-Law	22.0102	A.S.	N/A
NIC	Pre-Medical Related Fields	51.1102	A.S.	N/A



Institution	Program Title	CIP Code	Degree Level/Certificate	Options/Minors/Emphases
NIC	Pre-Microbiology/Medical Tech	26.0501	A.S.	N/A
NIC	Pre-Nutrition	10.0501	A.S.	N/A
NIC	Pre-Physical Therapy	51.2308	A.S.	N/A
NIC	Pre-Veterinary Medicine	51.1104	A.S.	N/A
NIC	Psychology	42.0101	A.A.	N/A
NIC	Psychology	42.0101	A.S.	N/A
NIC	Public Relations	09.09	A.A.	
NIC	Public Relations	09.09	A.S.	
NIC	Social Work	44.0701	A.A.	N/A
NIC	Social Work	44.0701	A.S.	N/A
NIC	Sociology	45.1101	A.A.	N/A
NIC	Sociology	45.1101	A.S.	N/A
NIC	Theatre	50.0501	A.A.	N/A
NIC	Theatre	50.0501	A.S.	N/A
NIC	Web Design	11.0801	A.A.S.	N/A
NIC	Zoology	26.0701	A.S.	N/A

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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**SUBJECT**

Amendment of Five-Year Plan to include BSU's Ph.D. in Ecology, Evolution, and Behavior

**REFERENCE**

August 2012	The Board approved the first iteration of the Five-Year Plan.
August 2013	The Board approved the update to the Five-Year Plan with the understanding that IRSA would evaluate whether or not to add BSU's proposed Ph.D. in Ecology, Evolution, and Behavior to their plan.

**APPLICABLE STATUTE, RULE, OR POLICY**

Board Policy Section III.Z. Planning and Delivery of Postsecondary Programs and Courses, 2.a (ii)

**BACKGROUND/DISCUSSION**

Board Policy III.Z, requires institutions create plans in alignment with their Statewide and Service Region Program responsibilities that describe all current and proposed programs to be offered. As part of the proposed program planning process of the Five-Year Plan, institutions met in April 2013 to review institution plans, discuss areas of concern, and potential collaboration opportunities. As a result, Boise State University's (BSU) proposed Ph.D. in Ecology, Evolution, and Behavior program was identified as potential duplication. The University of Idaho expressed concerns that BSU's proposed Ph.D. program duplicates their existing Ph.D. programs in Natural Resources, Biology, and Environmental Science.

The Five-Year Plan and results of the work session were shared with the Instruction, Research, and Student Affairs (IRSA) Committee at their July 2013 meeting. At that time, IRSA determined to defer BSU's proposed Ph.D. program to their September 26, 2013, meeting for further discussion and analysis; and recommended that the proposed program be removed from the Five-year plan in the interim.

At the Board's August 15, 2013 meeting, the updated Five-Year Plan and IRSA's position were presented to the Board. The Board approved the plan with the understanding that the Plan would return to the Board if IRSA determined to include the Ph.D. program in BSU's five-year plan.

At IRSA's September 26, 2013 meeting, BSU and the UI presented their positions regarding BSU's Ph.D. in Ecology, Evolution, and Behavior and program duplication for consideration.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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IRSA concluded that without additional program detail and information on costs for BSU's program that they could not make a recommendation. Therefore, IRSA determined to move BSU's proposed Ph.D. in Ecology, Evolution, and Behavior for inclusion into the Five-Year Plan to the full Board with no formal recommendation.

**IMPACT**

Approval of the amendment will allow BSU to add their proposed Ph.D. program to their Five-Year plan and will give BSU the ability to proceed to the program proposal development stage.

**STAFF COMMENTS AND RECOMMENDATIONS**

While IRSA made no formal recommendation, staff believes that, in this case, in order for the Board to evaluate duplication of programs, a program proposal would be required. It's important to also note that in light of Program Prioritization, staff recommended to IRSA that the August 2014 cycle of the Five-Year plan be postponed until August 2015.

Staff recommends inclusion of BSU's Ph.D. in Ecology, Evolution, and Behavior in the Five-Year Plan.

**BOARD ACTION**

I move to approve inclusion of BSU's Ph.D. in Ecology, Evolution, and Behavior in the Five-Year Plan.

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 17, 2013**

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**SUBJECT**

Intellectual Property Commercialization

**REFERENCE**

April 2013	First Reading of Amendments to Board Policy V.M. Intellectual Property
June 2013	Second Reading of Amendments to Board Policy V.M. Intellectual Property
June 2013	Board rejected a Legislative Idea to amend the State Constitution to allow institutions to directly hold equity in a private entity.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.M. Intellectual Property

**BACKGROUND/DISCUSSION**

During the June Board meeting, staff were requested to look further into the issues raised regarding institutions ability to transfer intellectual property to the market place and perceived restrictions created by the State Constitution. The Board's Deputy Attorney General met with the legal counsel from the four year institutions on August 14<sup>th</sup> to discuss any barriers the institutions had as well as what was working at the institutions. The concern that Article VIII's restriction prevents an institution from benefitting from the granting of a license to use intellectual property developed by the institution to a private entity in exchange for a license fee in the form of an equity ownership interest in the private entity was specifically discussed.

Board Policy Section V.M. Intellectual Property sets for the parameters for the assignment, transfer, sale or license of intellectual property in accordance with the Idaho Institution Technology Licensing Guidelines adopted by the Board June 2013. Board policy and licensing guidelines specifically recognize the institutions ability to create Technology Transfer Organizations. Technology Transfer Organization, created and operated separately from the institutions, as is the case of the Idaho Research Foundation operated by the University of Idaho, are not restricted un the Constitution from holding an equity interest in private entities.

**STAFF COMMENTS AND RECOMMENDATIONS**

Given the clarification of the institutions ability to create technology transfer organization to help facilitate the transfer of intellectual property, the Board may want to consider amending Board Policy V.E. Gifts and Affiliated Foundations to specifically address the creation and governance of Technology Transfer Organization to protect their private, independent status, as is the case with affiliated foundation under Board Policy V.E. Currently this policy explicitly states that it is not applicable to Technology Transfer Organizations.

**BOARD ACTION**

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

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