

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 19, 2013**

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2	STUDENT HEALTH INSURANCE PROGRAM (SHIP)	Approval Item
3	REMEDIATION UPDATE	Information Item
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5	AMENDMENTS TO III.E.CERTIFICATES AND DEGREES – FIRST READING	Approval Item
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7	REPEAL III.F. ACADEMIC AND PROGRAM AFFAIRS – SECOND READING AND AMENDMENTS TO III.G. PROGRAM APPROVAL AND DISCONTINUANCE - SECOND READING	Approval Item
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|----------|---|---------------|
| 9 | AMENDMENTS TO III.Z. PLANNING AND DELIVERY
OF POSTSENCONDARY PROGRAMS AND COURSES
– SECOND READING | Approval Item |
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SUBJECT

Affordable Care Act and Student Health Insurance

REFERENCE

April 2012	Board consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND / DISCUSSION

Shelli Stayner, Principal in the Boise office of Mercer consulting, will provide the Board with a summary of the impact of the federal Affordable Care Act (ACA) on student health insurance in Idaho.

IMPACT

Under federal law students are required to have health insurance. This presentation will inform the Board on the impact of ACA on students in Idaho and how it may impact Board policy.

ATTACHMENTS

Attachment 1 – Your Health Idaho Student Fact Sheet	Page 3
Attachment 2 – ACA Requirement Flowchart	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comment or recommendations.

BOARD ACTION

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

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Want Health Insurance?

Get Easy Access to More Affordable Health Plans

For an Idaho Student

What is the Affordable Care Act (ACA) and what does it mean for students?

You may have heard that the ACA made a lot of changes to health insurance, but for students the four most important things to know are:

- Beginning January 2014, if you are over the age of 18 **you will likely be required to carry a health insurance** plan. If you are under 26, you can stay on your parents plan if they have one. If you are not covered by your parents' plan, an employer plan or through Medicaid, you will need to purchase a plan.
- All health plans will now cover **essential health benefits**. This includes doctor's visits, prescription drugs, emergency care and many other services.
- Premium assistance tax credits and cost-sharing options may be **available to reduce how much you pay**.
- If you are under 30, you can also buy what is called a "Catastrophic Plan". This may be a **more affordable** option, but it doesn't have as much coverage.

SHOP. COMPARE. CHOOSE.

How can Your Health Idaho help me?

We know that choosing a health plan can be complicated. Your Health Idaho gives you easy access to shop for, compare and choose a health insurance plan that best fits your needs and budget.

Find a Health Plan that Fits Your Needs & Meets Your Budget

- **Find a plan that is right for you.** On Idaho's Official Health Insurance Marketplace, you can easily shop for, make side-by-side comparisons of plans and choose a plan that best fits your needs and budget.
- **Get help paying for your plan.** Through Your Health Idaho you can receive premium assistance tax credit to lower the cost of your monthly premiums or access cost-sharing options to help you pay for your health plan.
- **Have questions?** Your Health Idaho can help you locate expert resources in your community including agents, brokers and In-Person Assisters who can help you understand your options and assist you in shopping for health insurance plans.

A list of Consumer Connectors is available on
www.YourHealthIdaho.org or by
 calling 855-944-3246.

Want Health Insurance?

Get Easy Access to More Affordable Health Plans

For an Idaho Student

How do I select a plan that works for me?

Your Health Idaho has 61 individual and family health insurance plans to choose from.

Plans available from Your Health Idaho are grouped into four 'metal levels' based on the percentage of healthcare expenses each plan covers to make it easy to compare.

No matter which plan you choose, you will get the same set of essential health benefits:

- free preventive care
- coverage for prescription drugs
- emergency care
- hospitalization
- visits to doctors
- and many other healthcare services

Can I afford a health insurance plan?

Premium assistance tax credits and cost-sharing options are available to help with the cost of coverage. The amount you may qualify for depends on family size and your annual income.

If your income or family size changes over the year, your assistance level will be adjusted. You are responsible for making sure Your Health Idaho is aware of the change so that you do not have to pay the difference at tax time.

To access a premium assistance tax credit you will need to enroll in a plan that is sold on Your Health Idaho.

27 Year Old
Ada County
Annual Income: \$13,000

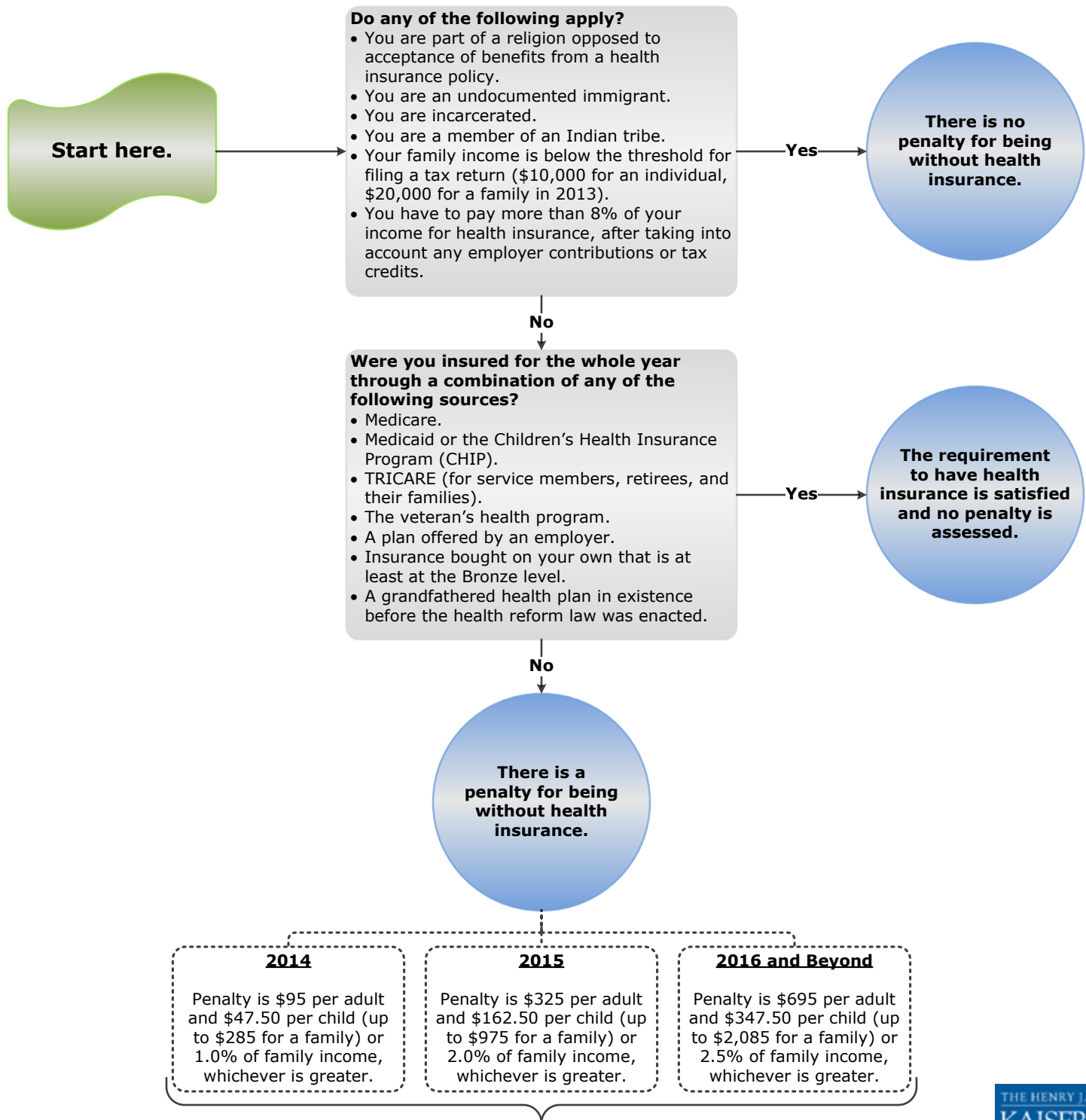
Monthly Premium on Silver Plan	\$189.22
Monthly Premium Assistance Estimate	\$163.24
Estimated lower monthly premium cost with premium assistance	\$ 25.98

Important Facts....

- Starting January 1, 2014 most Americans over age 18 will be required to have health insurance or pay a penalty. The penalty increases each year.
- Coverage in plans sold on Your Health Idaho begins on January 1, 2014. Open enrollment goes until March 31, 2014, but you have to enroll in a plan by December 15, 2013 for it to be effective on January 1, 2014.

The Requirement to Buy Coverage Under the Affordable Care Act Beginning in 2014

ATTACHEMENT 2



Income is defined as total income in excess of the filing threshold (\$10,000 for an individual and \$20,000 for a family in 2013). The penalty is pro-rated by the number of months without coverage, though there is no penalty for a single gap in coverage of less than 3 months in a year. The penalty cannot be greater than the national average premium for Bronze coverage in an Exchange. After 2016 penalty amounts are increased annually by the cost of living.

Key Facts:

- **Premiums for health insurance bought through Exchanges would vary by age. The Congressional Budget Office estimates that the national average annual premium in an Exchange in 2016 would be \$4,500-\$5,000 for an individual and \$12,000-\$12,500 for a family for Bronze coverage (the lowest of the four tiers of coverage that will be available).**
- **In 2012 employees paid \$951 on average towards the cost of individual coverage in an employer plan and \$4,316 for a family of four.**
- **A Kaiser Family Foundation subsidy calculator illustrating premiums and tax credits for people in different circumstances is available at <http://healthreform.kff.org/subsidycalculator.aspx>.**

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 19, 2013

SUBJECT

Student Health Insurance Program (SHIP)

REFERENCE

April 2012	Board consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16.

BACKGROUND / DISCUSSION

Beginning January 1, 2014, the Affordable Care Act (ACA) requires most U.S. residents to maintain minimum essential coverage or pay a penalty. The ACA also “requires plans and issuers that offer dependent coverage to make the coverage available until a child reaches the age of 26. Both married and unmarried children qualify for this coverage. This rule applies to all plans in the individual market and to new employer plans. It also applies to existing employer plans unless the adult child has another offer of employer-based coverage (such as through his or her job). Beginning in 2014, children up to age 26 can stay on their parent's employer plan even if they have another offer of coverage through an employer.”¹

IMPACT

ACA requires postsecondary students to have health insurance (or pay a penalty), regardless of Board policy on the subject.

ATTACHMENTS

Attachment 1 – Board Policy III.P.16 – waiver	Page 3
Attachment 2 – Board Policy III.P.16 – first reading	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The ACA individual mandate largely obviates the need for Board policy requiring all full-time students to be insured. In addition, the ability of dependents to stay on their parents' plan until age 26, and the opening of the Idaho Insurance Exchange calls into question the utility and cost effectiveness of continuing to require the colleges and universities to provide the opportunity for students to purchase institution-sponsored health insurance.

¹ U.S. Department of Labor, Employee Benefits Security Administration: Affordable Care Act Regulations and Guidance, Extension of Coverage For Adult Children. Retrieved from: <http://www.dol.gov/ebsa/faqs/faq-dependentcoverage.html>

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Staff recommends waiving the “substantially equivalent” requirement effective immediately, and repealing the entire Student Health Insurance policy effective July 1, 2014.

BOARD ACTION

I move to waive, effective immediately, the requirement, as provided in III.P.16.b., that student health insurance coverage be “at least substantially equivalent to the health insurance coverage offered through the institution” as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of amendments to Board policy III.P.16., Student Health Insurance, repealing the section in its entirety, effective July 1, 2014.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve first reading of proposed amendments to Board policy III.P. Students, with all revisions as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

June 2010

12. Student Conduct, Rights, and Responsibilities

Each institution will establish and publish a statement of student rights and a code of student conduct. The code of conduct must include procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and present testimony in his or her defense. Such statements of rights and codes of conduct, and any subsequent amendments, are subject to review and approval of the chief executive officer.

Sections 33-3715 and 33-3716, Idaho Code, establish criminal penalties for conduct declared to be unlawful.

13. Student Services

Each institution will develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

14. Student Organizations

Each student government association is responsible, subject to the approval of the institution's chief executive officer, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

15. Student Publications and Broadcasts

Student publications and broadcasts are independent of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast. The publishers or managers of the student publications or broadcasts are solely liable for the content.

16. Student Health Insurance ~~(Effective July 1, 2003)~~

The Board's student health insurance policy is a minimum requirement. Each institution, at its discretion, may adopt policies and procedures more stringent than those provided herein.

a. Health Insurance Coverage Offered through the Institution

Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: P. STUDENTS

June 2010

b. Mandatory Student Health Insurance

Every full-fee paying student (as defined by each institution) attending classes in Idaho shall be covered by health insurance. Students shall purchase health insurance offered through the institution, or may instead, at the discretion of each institution, present evidence of health insurance coverage ~~that is at least substantially equivalent to the health insurance coverage offered through the institution.~~ Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

i. Students presenting evidence of health insurance coverage not acquired through the institution shall provide at least the following information:

- (1) Name of health insurance carrier
- (2) Policy number
- (3) Location of an employer, insurance company or agent who can verify coverage

ii. Each institution shall monitor and enforce student compliance with this policy.

iii. Each institution shall develop procedures that provide for termination of a student's registration if he or she is found to be out of compliance with this policy while enrolled at the institution. Each institution, at its discretion, may provide a student found to be out of compliance the opportunity to come into compliance before that student's registration is terminated, and may provide that a student be allowed to re-enroll upon meeting the conditions set forth herein, and any others as may be set forth by the institution.

17. Students Called to Active Military Duty

The Board strongly supports the men and women serving in the National Guard and in reserve components of the U.S. Armed Forces. The Board encourages its institutions to work with students who are called away to active military duty during the course of an academic term and provide solutions to best meet the student's current and future academic needs. The activated student, with the instructor's consent, may elect to have an instructor continue to work with them on an individual basis. Additionally, institutions are required to provide at least the following:

- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

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June 2010

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~~a. Health Insurance Coverage Offered through the Institution~~

~~Each institution shall provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost effective coverage possible. Health insurance offered through the institution shall provide benefits in accordance with state and federal law.~~

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

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June 2010

~~b.a.~~ Mandatory Student Health Insurance

Every full-fee paying student (as defined by each institution) attending classes in Idaho shall be covered by health insurance. Students shall ~~purchase health insurance offered through the institution, or may instead, at the discretion of each institution,~~ present evidence of health insurance coverage ~~that is at least substantially equivalent to the health insurance coverage offered through the institution.~~ Students without evidence of health insurance coverage shall be ineligible to enroll at the institution.

i. Students presenting evidence of health insurance coverage ~~not acquired through the institution~~ shall provide at least the following information:

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- a. The activated student may elect to completely withdraw. The standard withdrawal deadlines and limitations will not be applied. At the discretion of the institution, the student will receive a "W" on his or her transcript, or no indication of enrollment in the course(s).
- b. One hundred percent (100%) of the paid tuition and/or fees for the current term will be refunded, as well as a pro-rated refund for paid student housing fees, meal-plans, or any other additional fees. Provided, however, that if a student

SUBJECT

Complete College Idaho - Transform Remediation Update

REFERENCE

December 2011	Board approved the framework for Complete College Idaho and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho.
February 2013	Board was provided an overview of the Complete College Idaho Plan and its evolution.

BACKGROUND/DISCUSSION

The Complete College Idaho (CCI) Plan sets out the strategies for achieving the Board's broader strategic plan. One of the five key strategies is to transform remediation. The three initiatives to transform remediation: are clarifying and implementing college and career readiness education and assessment; developing a statewide model for transformation of remedial placement and support; and providing three options to institutions for delivery models of remedial education at the postsecondary level.

The State Remediation Taskforce met as part of a Remediation Summit on April 25-26, 2013. During the summit, national experts presented on remediation reform, placement issues, and research-based, successful delivery models. The taskforce members then met in smaller work groups to begin planning strategies for Idaho institutions. The taskforce members include the eight institutions, staff from the State Department of Education and Adult Basic Education staff. The taskforce divided into work groups for assessment and placement and delivery models. The groups were further divided by the disciplines of English/Language Arts and Math.

The assessment and placement workgroup began the process of evaluating current practices and standardized tests. The remediation teams are utilizing the rubrics recently completed by the general education discipline groups to establish cut score recommendations for consistent placement across all institutions.

This will allow the use of placement measures that are aligned with the knowledge of the learning outcomes for each course. The Statewide Remediation Taskforce will make recommendations for changes related to assessment and placement. This group is working toward consistent and standardized practices for entry into all credit bearing courses at all public institutions.

Modifying delivery models for remedial education is also a key initiative of the Transforming Remediation Taskforce. Three delivery models have been shared with the institutions; a co-requisite model; an accelerated model; and an emporium model. These models are based upon best national practices and some of the institutions have already begun implementing them. The goal for remediation reform for Idaho students is that they will be academically successful in gateway courses and this will provide them the foundation for success in other postsecondary courses. Gateway courses are the first college-level or foundation courses for a program of study. Gateway courses are for college credit and apply to the requirements for a degree. The State Remediation Team has identified a goal of implementation by the fall of 2015.

IMPACT

Impacts of remediation reform efforts in Idaho will reduce the remediation timeline, provide a cost savings to students, reduce the points of attrition, and move students more quickly into gateway courses. These factors all reduce time to degree and facilitate student success.

The ancillary impact of remediation reform efforts in Idaho has been the opportunity for discipline specialists from around the state to share ideas, practices, and results from initiatives already in pilots or in-place at Idaho institutions.

STAFF COMMENTS AND RECOMMENDATIONS

Staff notes that work to transform remediation in the State of Idaho is complex and involves all public institutions in the state. It is further noted that institution staff have worked comprehensively and cooperatively to develop plans which meet the Board's initiatives for transforming remediation. The dialogue established between content specialists at the institutions has served this process well and is beneficial to meeting other Board strategies.

BOARD ACTION

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 19, 2013**

EASTERN IDAHO TECHNICAL COLLEGE

SUBJECT

Approval to Discontinue the Mechanical Trades Program and convert Automotive Technology and Diesel Technology options into stand-alone programs

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.8.

BACKGROUND/DISCUSSION

Eastern Idaho Technical College proposes to discontinue their existing Mechanical Trades program and convert the existing options in Automotive Technology and Diesel Technology into stand-alone programs. The proposed changes would better align the individual program CIP codes with federal reporting.

The new Automotive Technology program will offer a Technical Certificate, Advanced Technical Certificate, and an AAS degree under the program title. The program will also offer seven Postsecondary Technical Certificate options, which are listed in Attachment 1.

The new Diesel Technology program will offer an Advanced Technical Certificate and an AAS degree under the program title. This program will offer five Postsecondary Technical Certificate options, which are also provided in Attachment 1.

IMPACT

There will be no impact to students currently enrolled in the program options. The budget for the discontinuation of the Mechanical Trades program amounts to \$293,323, which will be allocated to continue the operations of the two new stand-alone programs.

ATTACHMENTS

Attachment 1 – Division of Professional-Technical Education Letter	Page 3
Attachment 2 – Proposal to Discontinue Mechanical Trades Program	Page 5
Attachment 3 – Proposal to convert Automotive Technology option to Stand-alone program	Page 13
Attachment 4 – Proposal to convert Diesel Technology option to Stand-alone program	Page 51

STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes will allow the Division of Professional-Technical Education (PTE) to better track data for the proposed stand-alone programs

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versus under the umbrella of one program. PTE has reviewed the request and recommends State Board approval.

BOARD ACTION

I move to approve the request by Eastern Idaho Technical College to terminate the Mechanical Trades program and convert the Automotive Technology and Diesel Technology options into stand-alone programs as shown in Attachments 1, 2, and 3 effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MEMORANDUM

October 31, 2013

TO: Mike Rush
Executive Director
State Board of Education

FROM: Todd Schwarz
Administrator



SUBJECT: Program Proposal

In accordance with State Board policy, the enclosed Program Proposal is forwarded for approval by the State Board for Professional-Technical Education.

Eastern Idaho Technical College has requested to convert the **Automotive Technology** and **Diesel Technology** options of the **Mechanical Trades** program to stand-alone programs to better align the individual program CIP codes with federal reporting. The **Mechanical Trades** program will be discontinued upon approval of the two conversions.

The new **Automotive Technology** program will offer a Technical Certificate, Advanced Technical Certificate, and an AAS Degree under the program title. There will be seven (7) Postsecondary Technical Certificate options as follows: Automotive Automatic Transmission & Transaxle Specialist; Automotive Brake Specialist; Automotive Electronics Specialist; Automotive Engine Performance Specialist; Automotive Engine Repair Specialist; Automotive Heating & Air Conditioning Specialist; and, Automotive Power Trains, Suspension & Steering Specialist.

The new **Diesel Technology** program will offer an Advanced Technical Certificate and an AAS Degree under the program title. There will be five (5) Postsecondary Technical Certificate options as follows: Diesel Engine Specialist; Diesel Heavy Duty Brake Specialist; Diesel Heavy Drive Train Specialist; Diesel Heavy Duty Electrical Systems; and, Diesel Heavy Duty Fuel Injection Specialist.

The attached document was revised per the Division's request after it was submitted online. The Division has reviewed the request, and recommends State Board approval of this revised document. Please notify the Division office of State Board action when completed.

If you have any questions regarding the enclosed request, please let me know. Thank you.

TS/SJ/ds

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	July 15, 2013
Institution Submitting Proposal:	Eastern Idaho Technical College
Name of College, School, or Division:	Trades and Industry
Name of Department(s) or Area(s):	Mechanical Trades

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Mechanical Trades		
Degree:	A.A.S., ATC, TC, PSTC		
Method of Delivery:	Lecture and Lab		
CIP code (consult IR /Registrar)	47.0699		
Proposed Starting Date:	Immediately		
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/>	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input checked="" type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

Kurt Bruggen
College Dean (Institution)

8-29-13
Date

Vice President for Research (as applicable)

Date

Todd Guxarz
State Administrator, SDPTE (as applicable)

10.31.13
Date

Graduate Dean (as applicable)

Date

John H. Hoot
Chief Fiscal Officer (Institution)

7/9/13
Date

Academic Affairs Program Manager

Date

Shawn Anderson
Chief Academic Officer (Institution)

7/9/13
Date

Chief Academic Officer, OSBE

Date

How Albrit
President

8-29-13
Date

SBOE/OSBE Approval

Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Automotive Technology and Diesel Technology options have been under a program title of MECHANICAL TRADES with CIP 47.0699. Each year we report IPEDS the CIP codes do not match well with the combined CIP 47.0699.

We are proposing an organizational change as follows: 1) The Automotive Technology option will be converted to a stand-alone program with CIP 47.0604; and 2) the Diesel Technology option will be converted to a stand-alone program with CIP 47.0605. The Automotive and Diesel options currently listed under the Mechanical Trades program will be listed under each new program with no changes to titles or curriculum.

These changes will allow more alignment with the federal reporting CIP codes definitions.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The new programs already exist as options. No curriculum or objectives will change.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

N/A

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

N/A

- 5. Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

March 16, 2012

Page 2

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

N/A

Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
CSI							
CWI							
EITC	68	66	74	18	15	20	25%
ISU							
LCSC							
NIC							
UI							

8. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No. This is an administrative CIP code change only. Enrollment will be unchanged.

9. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region				
State				
Nation				

- a. Describe the methodology used to determine the projected job openings. If a survey of employment

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needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.
- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

10. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. *This question is not applicable to requests for discontinuance.*

N/A

11. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission. *This question is not applicable to requests for discontinuance.*

N/A

12. Describe how this request fits with the institution's vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes ____ No ____

If not on your institution's Five-Year plan, provide a justification for adding the program.

- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

This request is for an administrative CIP code change only. Students will experience no changes in their enrollment.

- 16. Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

This request is for an administrative CIP code change only. There will be no fiscal impact to faculty etc.

The budget for the discontinued program will be allocated to continue operations of the two programs as standalone

Mechanical Trades

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY		13		FY		FY		Cumulative Total	
	On-going		One-time		On-going		One-time		On-going	One-time
1. Appropriated (Reallocation)	\$293,323.00								\$293,323.00	\$0.00
2. Appropriated (New)									\$0.00	\$0.00
3. Federal									\$0.00	\$0.00
4. Tuition									\$0.00	\$0.00
5. Student Fees									\$0.00	\$0.00
6. Other (Specify)									\$0.00	\$0.00
Total Revenue	\$293,323.00		\$0.00		\$0.00		\$0.00		\$293,323.00	\$0.00

B. EXPENDITURES

	FY		13		FY		FY		Cumulative Total	
	On-going		One-time		On-going		One-time		On-going	One-time
1. Personnel	\$262,875.00								\$262,875.00	\$0.00
2. Operating	\$19,223.00								\$19,223.00	\$0.00
3. Equipment	\$11,225.00								\$11,225.00	\$0.00
4. Facilities	\$0.00								\$0.00	\$0.00
5. Other (Specify)	\$0.00								\$0.00	\$0.00
Total Expenditures	\$293,323.00		\$0.00		\$0.00		\$0.00		\$293,323.00	\$0.00
Net Income (Deficit)	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00

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

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

Program Proposal Budget Template
(Other Program Activity PTE)

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	July 15, 2013
Institution Submitting Proposal:	Eastern Idaho Technical College
Name of College, School, or Division:	Trades and Industry
Name of Department(s) or Area(s):	Diesel Technology

Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Diesel Technology	
Degree:	A.A.S., ATC, PSTC	
Method of Delivery:	Lecture and Lab	
CIP code (consult IR /Registrar)	47.0605	
Proposed Starting Date:	Immediately	
Indicate if the program is:	X	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

Kurt Beyer 8-29-13
College Dean (Institution) Date

Graduate Dean (as applicable) Date

[Signature] 7/9/13
Chief Fiscal Officer (Institution) Date

[Signature] 7/9/13
Chief Academic Officer (Institution) Date

[Signature] 8-29-13
President Date

Vice President for Research (as applicable) Date

[Signature] 11.13.15
State Administrator, SDPTE (as applicable) Date

Academic Affairs Program Manager Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Automotive Technology and Diesel Technology options have been under a program title of MECHANICAL TRADES with CIP 47.0699. Each year we report IPEDS the CIP codes do not match well with the combined CIP 47.0699.

We are proposing an organizational change as follows: 1) The Automotive Technology option will be converted to a stand-alone program with CIP 47.0604; and 2) the Diesel Technology option will be converted to a stand-alone program with CIP 47.0605. The Automotive and Diesel options currently listed under the Mechanical Trades program will be listed under each new program with no changes to titles or curriculum.

These changes will allow more alignment with the federal reporting CIP codes definitions.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

- 1) Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of heavy duty trucks and equipment.
- 2) Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
- 3) Locate and use current repair procedures and information from computer based programs and written text.
- 4) Understand, demonstrate, and value attributes of professionalism.
- 5) Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

EITC has developed a program advisory committee to review program curriculum, equipment and supply needs and educational materials required to conduct this program. The State of Idaho and EITC have adopted the eight Automotive Service Excellence (ASE) areas as guidelines for our Automotive Technology program. Our program meets the criteria for certification in each of the eight areas of study listed by the National Automotive Technicians Education Foundation (NATEF). All instructors in the Automotive Technology program are Automotive Service Excellence (ASE) Master certified.

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** *This question is not applicable to requests for discontinuance.*

No new courses will be added to the curriculum.

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

See attached Attachment B forms.

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on past enrollment. This request does not create a new program; rather it takes the existing Mechanical Trades program and assigns separate CIP codes to Automotive Technology and Diesel Technology

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

*Graduation rates appear low because students are waiting to receive their AAS degree

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
CSI							
CWI							
EITC	36	34	39	9	9	14	29%
ISU							
LCSC							
NIC							
UI							

- 9. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

No. This is an administrative CIP code change only. Enrollment will be unchanged.

- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region	177	207	242	626
State	3487	4079	4772	12,338
Nation	733,642	858,361	1,004,282	2,596,285

March 16, 2012

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

U.S. Department of Labor Projections

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This program will provide trained technicians needed to fill local job vacancies, thus decreasing the local unemployment rate and providing income for residents to stimulate the state economy.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

No

- 11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

No

- 12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

This request aligns with the Idaho Division of Professional Technical Education's Strategic plan, goals, performance measures and bench marks.

EITC's role and mission is to provide postsecondary professional technical education for students who plan to enter employment and for incumbent workers who desire to upgrade and enhance their occupational skills. The College is also committed to promoting economic progress in eastern Idaho by meeting employer needs for skilled workers.

- 13. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Achieve a comprehensive curriculum that prepares students for entering the workforce.	Curriculum adopts the eight Automotive Service Excellence (ASE) areas as guidelines.
Educating all students through progressive and proven educational philosophies	Program meets the criteria for certification in each of the eight areas of study listed by the National Automotive Technicians Foundation (NATEF).
Provide high quality education and state-of-the-art facilities and equipment.	All instructors in the program are ASE Master certified. Troubleshooting and repair experiences are performed on mock-ups and live work projects in the College lab.

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes _____ No X

If not on your institution's Five-Year plan, provide a justification for adding the program.

This request does not create a new program; rather it takes the existing Mechanical Trades program and assigns separate CIP codes to Automotive Technology and Diesel Technology

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

This request does not create a new program. It will implement a CIP code change to split our existing Mechanical Trades Program into separate Automotive Technology and Diesel Technology programs.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Diesel Technology

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY		14		FY		15		FY		16		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	\$120,619.00												\$120,619.00	\$0.00
2. Appropriated (New)													\$0.00	\$0.00
3. Federal													\$0.00	\$0.00
4. Tuition													\$0.00	\$0.00
5. Student Fees													\$0.00	\$0.00
6. Other (Specify)													\$0.00	\$0.00
Total Revenue	\$120,619.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,619.00	\$0.00

B. EXPENDITURES

	FY		14		FY		15		FY		16		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	\$119,999.00												\$119,999.00	\$0.00
2. Operating	\$620.00												\$620.00	\$0.00
3. Equipment													\$0.00	\$0.00
4. Facilities													\$0.00	\$0.00
5. Other (Specify)													\$0.00	\$0.00
Total Expenditures	\$120,619.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$120,619.00	\$0.00
Net Income (Deficit)		\$0.00	\$0.00	\$0.00			\$0.00	\$0.00			\$0.00	\$0.00		\$0.00

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

Program Proposal Budget Template
(Other Program Activity PTE)
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PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Diesel Technology/Diesel Technology

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Associate of Applied Science

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0605 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)

Diesel Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 141	Automotive Suspension & Steering Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 172	Basic Heating and Air Conditioning	4	Technical
ASE 185	Ignition Systems	2	Technical
MAT 110	Technical Mathematics	3	Technical
MTD 101	Industrial Safety and Report Writing	3	Technical
Total		19	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 121	Automatic Transmission	3	Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 151	Automotive Brake Systems	2	Technical
ENG 101	English Composition	3	Gen Ed
Total		16	

SUMMER SEMESTER (8 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
PSY 101/SOC 101	Intro to Psychology or Sociology	3	Gen Ed
	General Education Elective	3	Gen Ed
Total		6	

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 233	Heavy Duty Drivetrain/Transmissions and Clutches	3	Technical
ASE 243	Heavy Duty Suspension and	2	Technical

	Steering		
ASE 253	Air Brake Systems	2	Technical
ASE 266	Diesel Electrical Systems	5	Technical
ASE 272	Advanced Heating and Air Conditioning	2	Technical
ASE 291	Fluid Power Systems	2	Technical
COM 101	Fundamentals of Speech	3	Gen Ed
Total		19	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 102	Workplace Technical Skills	3	Technical
ASE 214	Diesel Engine Rebuilding	2	Technical
ASE 216	Diesel Engine Service	2	Technical
ASE 284	Light Truck Diesel Fuel Injection Systems	2	Technical
ASE 289	Heavy Duty Diesel Fuel Injection Systems	2	Technical
ASE 292	Computer Engine Controls for Diesel Engines	5	Technical
Total		16	

NIGHT COURSE (any semester)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
MAT 123	Mathematics in Modern Society	3	Gen Ed

Summary (68 weeks)	
General (Academic) Education	15
Technical Credits	64
Grand Total	79

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 141 Automotive Suspension & Steering Systems

2 Credits

Covered in this course are theory, adjustment, and repair of manual steering systems, front and rear suspension systems, basic four-wheel alignment, wheel balancing (both statically and dynamically), tires, and wheel bearings. The student will use our wheel alignment and tire service equipment. FA

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 172 Basic Heating & Air Conditioning**4 Credits**

This Course covers safety, basic theory, operation, maintenance, testing, and repair of water pumps, cooling fans and drive clutches, drive belts, coolant/antifreeze, radiators, radiator caps, recovery systems, heater controls, heater cores, heater hoses and clamps, A/C compressors and clutches, evaporators, condensers, receiver dryers, accumulator dryers, TXVs, orifice tubes, and various other control systems. Proper use of specialized diagnostic equipment and tools is included. FA
Prerequisite: ASE 163

ASE 185 Ignition Systems**2 Credits**

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

MAT 110 Technical Mathematics**3 Credits**

This course is designed as a basic mathematics course for students in auto and diesel programs. Students will evaluate electrical and hydraulic systems, calculate power transfer and explore personal finance. FA

Prerequisite: A COMPASS pre-algebra score >30

MTD 101 Industrial Safety & Report Writing**3 Credits**

This course is offered as an introduction to the Mechanical Trades programs. All new Trades and Industry students are required to take this course prior to working in the live work labs. Included in this course are hand and power tools, both welding and mechanical; their identification and proper use and safety. Drill bit sharpening, tube flaring, use of hacksaws, chisels, punches, taps and dies, easy-outs, and other related tools are covered. Red Cross First Aid and CPR will be provided, hazardous communication, and "Right to Know" CFR 10:10.1200 is covered. Work order preparation, and industrial report writing, covers the 4 C's of warranty reports writing: complaint, cause, correction, and coverage. FA/SP

ASE 111 Basic Power Plant Systems**2 Credits**

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems**2 Credits**

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces, camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and

assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems

2 Credits

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 121 Automatic Transmissions

3 Credits

This course covers theory, operation, and principles of automatic transmissions. Items covered are fluid couplings, torque converters, planetary gear systems, hydraulic and electrical control systems, and transmission lubricating and cooling systems. Minor adjustments, transmission tune-up service, replacement, repairs, and diagnosis are included in this course. SP

ASE 131 Manual Drivetrains & Axles

2 Credits

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 151 Automotive Brake Systems

2 Credits

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 233 Heavy Duty Drive Train, Transmissions, and Clutches

3 Credits

This course describes the component needs for a truck driveline and the procedures needed for inspecting, servicing, and lubricating universal joints. The eliminating of vibrations through correct phasing and driveline alignment is discussed. The students will learn the importance of drive line angles and how to measure and calculate them. Both hydraulic and electrical driveline retarders will be introduced. The students will learn how to identify the types of axles and combinations of axles as used in medium and heavy-duty trucks. They will be able to explain the function of a power divider and trace the flow of power through a tandem drive axle combination. They will be familiar with the various types of gears used for truck axles. Students will know the lubrication requirements and service procedures required for truck axles. Basic troubleshooting and repair of differential carriers will be taught. Students will demonstrate competence by disassembling and reassembling both power dividers and differential carriers. FA

Prerequisite: ASE 131

ASE 243 Heavy Duty Suspension and Steering

2 Credits

In this course the student will study heavy-duty suspension and steering systems as applied to class 3 through class 8 trucks. Emphasis will be on the diagnosis and repair of: manual and power steering systems; front and rear axle suspension systems, tires and wheels; and wheel alignment diagnosis, adjustment and repair. Related subjects include the inspection of fifth wheel assemblies, frames and frame members, and cab suspension systems. FA

Prerequisite: ASE 141

ASE 253 Air Brake Systems**2 Credits**

This course covers theory, principles of operation, and related math of both light-duty and heavy-duty trucks. This course also covers air brakes used on trucks and equipment. This course will cover cam, wedge, power-assist (hydrovac) brakes, and air brakes (air compressors, treadle valves, brake chambers, and components related to air brakes). Also an introduction to engine brakes and truck/trailer ABS is included. Troubleshooting and repairs will be performed on mock-up units and live work projects as they are available. FA

Prerequisite: ASE 151

ASE 266 Diesel Electrical Systems**5 Credits**

This course covers the electrical system as used on medium and heavy-duty trucks. Students registered for this class will have previously successfully completed ASE 163. This course is designed to cover the tasks required by ASE to complete test T6 Electrical and Electronic Systems. The content areas are: *General Electrical Systems Diagnosis and review of Ohm's Law *Electrical safety necessary while working with today's automotive and truck computer electronics *Battery Diagnosis and Repair

*Starting System Diagnosis and Repair

*Charging System Diagnosis and Repair

*Lighting System Diagnosis and Repair

*Gauges and Warning Devices Diagnosis and Repair

*Related Electrical Components. FA

Prerequisite: ASE 163

ASE 272 Advanced Heating & Air Conditioning**2 Credits**

This course reviews safety, the basic theory, operation, maintenance, testing, and repair of heating and air conditioning components and systems. It is a comprehensive study of different diagnostic practices and approaches for the proper repair of the modern automotive and diesel industry heating and air conditioning systems. Emphasis will be on the proper use of test equipment to avoid damage to the HVAC system, the specialized tools, and the technician. FA

Prerequisite: ASE 172.

ASE 291 Fluid Power Systems**2 Credits**

This unit of instruction covers in greater detail theory and application of fluid power systems. Component parts and theory relationship to circuitry, diagnosis, and testing will be studied. Troubleshooting and repair of live work projects will be utilized as available. FA

ASE 102 Workplace Technical Skills**3 Credits**

This course introduces students to personal and work related strategies for seeking and keeping employment. This includes an employment plan, cover letter, resume and interview. Students will study professionalism, teamwork, how to properly dress for an interview, how to accept a job, and how to interact with employers and other employees. Students will also be introduced to warranty report writing, work orders, estimates, and how technicians are compensated. Students will be introduced to different types of communications. Students will learn how to tell the difference between technical and people skills. Students will set short and long term goals. SP

ASE 214 Diesel Engine Rebuilding**2 Credits**

A complete engine rebuild will be performed including removal and replacement of the engine. Complete disassembly, measurement, preparation for assembly, and assembly will be covered. SP

Prerequisite: ASE 163

ASE 216 Diesel Engine Service**2 Credits**

This course is a complete study of the diesel engine, covering Cummins, Detroit, and other diesel engines. Diesel theory, troubleshooting, maintenance, and tune-up will be covered. SP

Prerequisites: ASE 111, ASE 112, ASE 113

ASE 284 Light Truck Diesel Fuel Injection Systems

2 Credits

This course includes diesel theory, fuel, fuel system components, and operation. Topics include removal, replacement, and timing of fuel injection pumps. Injector nozzles of various styles are disassembled, repaired, and tested by the student.

Minor fuel system problems are discussed. Students learn the theory of operation of distributor style injection pumps.

Troubleshooting and resealing procedures will be demonstrated. SP

Prerequisite: ASE 292

ASE 289 Heavy Duty Diesel Fuel Injection Systems

2 Credits

More detailed training included is the fuel injection nozzles, including unit injectors. The study of Cummins, Detroit, and in line style injection pumps with more detailed theory to provide the student with a better understanding of fuel injection systems for tune-up and troubleshooting capability. Pump operation with more detailed theory including bury cycle will assist the student to understand the system better for enhanced troubleshooting capability. Governors will be discussed and demonstrated. Final requirements for this course will include live work troubleshooting. SP

Prerequisite: ASE 292

ASE 292 Computer Controls for Diesel Engines

5 Credits

This course covers computer engine controls and a study of how and why computers have been introduced into the trucking industry. Items covered will be the microcomputer, sensors, actuators, and wiring necessary for the proper function of the computers which are used to control modern diesel engines. Proper identification, location, function, and testing of these components will be stressed. The theory of operation and troubleshooting procedures for the diesel engine computer systems will be covered through a detailed study of diagnostic and engine management software provided by diesel engine manufacturers. SP

Prerequisite: ASE 185

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Diesel Technology/Diesel Technology

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Advanced Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0605 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)

Diesel Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 141	Automotive Suspension & Steering Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 172	Basic Heating and Air Conditioning	4	Technical
ASE 185	Ignition Systems	2	Technical
MAT 110	Technical Mathematics	3	Gen Ed
MTD 101	Industrial Safety and Report Writing	3	Technical
Total		19	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 121	Automatic Transmission	3	Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 151	Automotive Brake Systems	2	Technical
Total		13	

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 233	Heavy Duty Drivetrain/Transmissions and Clutches	3	Technical
ASE 243	Heavy Duty Suspension and Steering	2	Technical
ASE 253	Air Brake Systems	2	Technical
ASE 266	Diesel Electrical Systems	5	Technical
ASE 272	Advanced Heating and Air Conditioning	2	Technical
ASE 291	Fluid Power Systems	2	Technical
Total		16	

SPRING SEMESTER (15 Weeks)			
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Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 102	Workplace Technical Skills	3	Gen Ed*
ASE 214	Diesel Engine Rebuilding	2	Technical
ASE 216	Diesel Engine Service	2	Technical
ASE 284	Light Truck Diesel Fuel Injection Systems	2	Technical
ASE 289	Heavy Duty Diesel Fuel Injection Systems	2	Technical
ASE 292	Computer Engine Controls for Diesel Engines	5	Technical
Total		16	

*Denotes a Technical Education course with embedded General Education outcomes.

Summary (60 weeks)	
General (Academic) Education	6**
Technical Credits	58
Grand Total	64

**ASE 102 (3 credits) contains general education outcomes satisfying communication (3 credits) and human relations (3 credits).

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 141 Automotive Suspension & Steering Systems

2 Credits

Covered in this course are theory, adjustment, and repair of manual steering systems, front and rear suspension systems, basic four-wheel alignment, wheel balancing (both statically and dynamically), tires, and wheel bearings. The student will use our wheel alignment and tire service equipment. FA

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 172 Basic Heating & Air Conditioning

4 Credits

This Course covers safety, basic theory, operation, maintenance, testing, and repair of water pumps, cooling fans and drive clutches, drive belts, coolant/antifreeze, radiators, radiator caps, recovery systems, heater controls, heater cores, heater hoses and clamps, A/C compressors and clutches, evaporators, condensers, receiver dryers, accumulator dryers, TXVs, orifice tubes, and various other control systems. Proper use of specialized diagnostic equipment and tools is included. FA

Prerequisite: ASE 163

ASE 185 Ignition Systems

2 Credits

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

MTD 101 Industrial Safety & Report Writing

3 Credits

This course is offered as an introduction to the Mechanical Trades programs. All new Trades and Industry students are required to take this course prior to working in the live work labs. Included in this course are hand and power tools, both welding and mechanical; their identification and proper use and safety. Drill bit sharpening, tube flaring, use of hacksaws, chisels, punches, taps and dies, easy-outs, and other related tools are covered. Red Cross First Aid and CPR will be provided, hazardous communication, and "Right to Know" CFR 10:10.1200 is covered. Work order preparation, and industrial report writing, covers the 4 C's of warranty reports writing: complaint, cause, correction, and coverage. FA/SP

ASE 111 Basic Power Plant Systems

2 Credits

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems

2 Credits

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces, camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems

2 Credits

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 121 Automatic Transmissions

3 Credits

This course covers theory, operation, and principles of automatic transmissions. Items covered are fluid couplings, torque converters, planetary gear systems, hydraulic and electrical control systems, and transmission lubricating and cooling systems. Minor adjustments, transmission tune-up service, replacement, repairs, and diagnosis are included in this course.

SP

ASE 131 Manual Drivetrains & Axles**2 Credits**

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 151 Automotive Brake Systems**2 Credits**

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 233 Heavy Duty Drive Train, Transmissions, and Clutches**3 Credits**

This course describes the component needs for a truck driveline and the procedures needed for inspecting, servicing, and lubricating universal joints. The eliminating of vibrations through correct phasing and driveline alignment is discussed. The students will learn the importance of drive line angles and how to measure and calculate them. Both hydraulic and electrical driveline retarders will be introduced. The students will learn how to identify the types of axles and combinations of axles as used in medium and heavy-duty trucks. They will be able to explain the function of a power divider and trace the flow of power through a tandem drive axle combination. They will be familiar with the various types of gears used for truck axles. Students will know the lubrication requirements and service procedures required for truck axles. Basic troubleshooting and repair of differential carriers will be taught. Students will demonstrate competence by disassembling and reassembling both power dividers and differential carriers. FA

Prerequisite: ASE 131

ASE 243 Heavy Duty Suspension and Steering**2 Credits**

In this course the student will study heavy-duty suspension and steering systems as applied to class 3 through class 8 trucks. Emphasis will be on the diagnosis and repair of: manual and power steering systems; front and rear axle suspension systems, tires and wheels; and wheel alignment diagnosis, adjustment and repair. Related subjects include the inspection of fifth wheel assemblies, frames and frame members, and cab suspension systems. FA

Prerequisite: ASE 141

ASE 253 Air Brake Systems**2 Credits**

This course covers theory, principles of operation, and related math of both light-duty and heavy-duty trucks. This course also covers air brakes used on trucks and equipment. This course will cover cam, wedge, power-assist (hydrovac) brakes, and air brakes (air compressors, treadle valves, brake chambers, and components related to air brakes). Also an introduction to engine brakes and truck/trailer ABS is included. Troubleshooting and repairs will be performed on mock-up units and live work projects as they are available. FA

Prerequisite: ASE 151

ASE 266 Diesel Electrical Systems**5 Credits**

This course covers the electrical system as used on medium and heavy-duty trucks. Students registered for this class will have previously successfully completed ASE 163. This course is designed to cover the tasks required by ASE to complete test T6 Electrical and Electronic Systems. The content areas are: *General Electrical Systems Diagnosis and review of Ohm's Law *Electrical safety necessary while working with today's automotive and truck computer electronics *Battery Diagnosis and Repair

*Starting System Diagnosis and Repair

*Charging System Diagnosis and Repair

*Lighting System Diagnosis and Repair

*Gauges and Warning Devices Diagnosis and Repair

*Related Electrical Components. FA

Prerequisite: ASE 163

ASE 272 Advanced Heating & Air Conditioning

2 Credits

This course reviews safety, the basic theory, operation, maintenance, testing, and repair of heating and air conditioning components and systems. It is a comprehensive study of different diagnostic practices and approaches for the proper repair of the modern automotive and diesel industry heating and air conditioning systems. Emphasis will be on the proper use of test equipment to avoid damage to the HVAC system, the specialized tools, and the technician. FA

Prerequisite: ASE 172.

ASE 291 Fluid Power Systems

2 Credits

This unit of instruction covers in greater detail theory and application of fluid power systems. Component parts and theory relationship to circuitry, diagnosis, and testing will be studied. Troubleshooting and repair of live work projects will be utilized as available. FA

ASE 102 Workplace Technical Skills

3 Credits

This course introduces students to personal and work related strategies for seeking and keeping employment. This includes an employment plan, cover letter, resume and interview. Students will study professionalism, teamwork, how to properly dress for an interview, how to accept a job, and how to interact with employers and other employees. Students will also be introduced to warranty report writing, work orders, estimates, and how technicians are compensated. Students will be introduced to different types of communications. Students will learn how to tell the difference between technical and people skills. Students will set short and long term goals. SP

ASE 214 Diesel Engine Rebuilding

2 Credits

A complete engine rebuild will be performed including removal and replacement of the engine. Complete disassembly, measurement, preparation for assembly, and assembly will be covered. SP

Prerequisite: ASE 163

ASE 216 Diesel Engine Service

2 Credits

This course is a complete study of the diesel engine, covering Cummins, Detroit, and other diesel engines. Diesel theory, troubleshooting, maintenance, and tune-up will be covered. SP

Prerequisites: ASE 111, ASE 112, ASE 113

ASE 284 Light Truck Diesel Fuel Injection Systems

2 Credits

This course includes diesel theory, fuel, fuel system components, and operation. Topics include removal, replacement, and timing of fuel injection pumps. Injector nozzles of various styles are disassembled, repaired, and tested by the student. Minor fuel system problems are discussed. Students learn the theory of operation of distributor style injection pumps.

Troubleshooting and resealing procedures will be demonstrated. SP

Prerequisite: ASE 292

ASE 289 Heavy Duty Diesel Fuel Injection Systems

2 Credits

More detailed training included is the fuel injection nozzles, including unit injectors. The study of Cummins, Detroit, and in line style injection pumps with more detailed theory to provide the student with a better understanding of fuel injection systems for tune-up and troubleshooting capability. Pump operation with more detailed theory including bury cycle will assist the student to understand the system better for enhanced troubleshooting capability. Governors will be discussed and demonstrated. Final requirements for this course will include live work troubleshooting. SP

Prerequisite: ASE 292

ASE 292 Computer Controls for Diesel Engines

5 Credits

This course covers computer engine controls and a study of how and why computers have been introduced into the trucking industry. Items covered will be the microcomputer, sensors, actuators, and wiring necessary for the proper function of the computers which are used to control modern diesel engines. Proper identification, location, function, and testing of these components will be stressed. The theory of operation and troubleshooting procedures for the diesel engine computer systems will be covered through a detailed study of diagnostic and engine management software provided by diesel engine manufacturers. SP

Prerequisite: ASE 185

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Diesel Technology/Diesel Engine Specialist
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Postsecondary Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0605 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, Other (previous)
	Diesel Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards in diesel engines of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 214	Diesel Engine Rebuilding	2	Technical
ASE 216	Diesel Engine Service	2	Technical
ASE 266	Diesel Electrical Systems	5	Technical
ASE 284	Light Truck Diesel Fuel Injection Systems	2	Technical
ASE 289	Heavy Duty Diesel Fuel Injection Systems	2	Technical
ASE 292	Computer Engine Controls for Diesel Engines	5	Technical
Total		29	

Summary	
General (Academic) Education	0
Technical Credits	29
Grand Total	29

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 111 Basic Power Plant Systems

2 Credits

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems

2 Credits

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces, camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems**2 Credits**

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 163 Introduction to Automotive Electronics**5 Credits**

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 214 Diesel Engine Rebuilding**2 Credits**

A complete engine rebuild will be performed including removal and replacement of the engine. Complete disassembly, measurement, preparation for assembly, and assembly will be covered. SP

Prerequisite: ASE 163

ASE 216 Diesel Engine Service**2 Credits**

This course is a complete study of the diesel engine, covering Cummins, Detroit, and other diesel engines. Diesel theory, troubleshooting, maintenance, and tune-up will be covered. SP

Prerequisites: ASE 111, ASE 112, ASE 113

ASE 266 Diesel Electrical Systems**5 Credits**

This course covers the electrical system as used on medium and heavy-duty trucks. Students registered for this class will have previously successfully completed ASE 163. This course is designed to cover the tasks required by ASE to complete test T6 Electrical and Electronic Systems. The content areas are: *General Electrical Systems Diagnosis and review of Ohm's Law *Electrical safety necessary while working with today's automotive and truck computer electronics *Battery Diagnosis and Repair

*Starting System Diagnosis and Repair

*Charging System Diagnosis and Repair

*Lighting System Diagnosis and Repair

*Gauges and Warning Devices Diagnosis and Repair

*Related Electrical Components. FA

Prerequisite: ASE 163

ASE 284 Light Truck Diesel Fuel Injection Systems**2 Credits**

This course includes diesel theory, fuel, fuel system components, and operation. Topics include removal, replacement, and timing of fuel injection pumps. Injector nozzles of various styles are disassembled, repaired, and tested by the student. Minor fuel system problems are discussed. Students learn the theory of operation of distributor style injection pumps. Troubleshooting and resealing procedures will be demonstrated. SP

Prerequisite: ASE 292

ASE 289 Heavy Duty Diesel Fuel Injection Systems**2 Credits**

More detailed training included is the fuel injection nozzles, including unit injectors. The study of Cummins, Detroit, and in

line style injection pumps with more detailed theory to provide the student with a better understanding of fuel injection systems for tune-up and troubleshooting capability. Pump operation with more detailed theory including bury cycle will assist the student to understand the system better for enhanced troubleshooting capability. Governors will be discussed and demonstrated. Final requirements for this course will include live work troubleshooting. SP

Prerequisite: ASE 292

ASE 292 Computer Controls for Diesel Engines

5 Credits

This course covers computer engine controls and a study of how and why computers have been introduced into the trucking industry. Items covered will be the microcomputer, sensors, actuators, and wiring necessary for the proper function of the computers which are used to control modern diesel engines. Proper identification, location, function, and testing of these components will be stressed. The theory of operation and troubleshooting procedures for the diesel engine computer systems will be covered through a detailed study of diagnostic and engine management software provided by diesel engine manufacturers. SP

Prerequisite: ASE 185

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Diesel Technology/Diesel Heavy Drive Train Specialist

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Postsecondary Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0605 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)

Diesel Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards in the drive train of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 233	Heavy Duty Drivetrain/Transmissions and Clutches	3	Technical
ASE 291	Fluid Power Systems	2	Technical
Total		12	

Summary	
General (Academic) Education	0
Technical Credits	12
Grand Total	12

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 131 Manual Drivetrains & Axles

2 Credits

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 233 Heavy Duty Drive Train, Transmissions, and Clutches

3 Credits

This course describes the component needs for a truck driveline and the procedures needed for inspecting, servicing, and lubricating universal joints. The eliminating of vibrations through correct phasing and driveline alignment is discussed. The students will learn the importance of drive line angles and how to measure and calculate them. Both hydraulic and electrical driveline retarders will be introduced. The students will learn how to identify the types of axles and combinations of axles as used in medium and heavy-duty trucks. They will be able to explain the function of a power divider and trace the flow of power through a tandem drive axle combination. They will be familiar with the various types of gears used for truck axles. Students will know the lubrication requirements and service procedures required for truck axles. Basic troubleshooting and repair of differential carriers will be taught. Students will demonstrate competence by disassembling

and reassembling both power dividers and differential carriers. FA
Prerequisite: ASE 131

ASE 291 Fluid Power Systems

2 Credits

This unit of instruction covers in greater detail theory and application of fluid power systems. Component parts and theory relationship to circuitry, diagnosis, and testing will be studied. Troubleshooting and repair of live work projects will be utilized as available. FA

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Diesel Technology/Diesel Heavy Duty Brake Specialist

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Postsecondary Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0605 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)

Diesel Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards in brake system areas of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 151	Automotive Brake Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 253	Air Brake Systems	2	Technical
ASE 292	Computer Engine Controls for Diesel Engines	5	Technical
Total		14	

Summary	
General (Academic) Education	0
Technical Credits	14
Grand Total	14

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 151 Automotive Brake Systems

2 Credits

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 253 Air Brake Systems

2 Credits

This course covers theory, principles of operation, and related math of both light-duty and heavy-duty trucks. This course also covers air brakes used on trucks and equipment. This course will cover cam, wedge, power-assist (hydrovac) brakes, and air brakes (air compressors, treadle valves, brake chambers, and components related to air brakes). Also an introduction to engine brakes and truck/trailer ABS is included. Troubleshooting and repairs will be performed on mock-up units and live work projects as they are available. FA

Prerequisite: ASE 151

ASE 292 Computer Controls for Diesel Engines**5 Credits**

This course covers computer engine controls and a study of how and why computers have been introduced into the trucking industry. Items covered will be the microcomputer, sensors, actuators, and wiring necessary for the proper function of the computers which are used to control modern diesel engines. Proper identification, location, function, and testing of these components will be stressed. The theory of operation and troubleshooting procedures for the diesel engine computer systems will be covered through a detailed study of diagnostic and engine management software provided by diesel engine manufacturers. SP

Prerequisite: ASE 185

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Diesel Technology/Diesel Heavy Duty Electrical Systems Specialist

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Postsecondary Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0605 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)

Diesel Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards in the electrical systems of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 266	Diesel Electrical Systems	5	Technical
ASE 292	Computer Engine Controls for Diesel Engines	5	Technical
Total		15	

Summary	
General (Academic) Education	0
Technical Credits	15
Grand Total	15

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 266 Diesel Electrical Systems

5 Credits

This course covers the electrical system as used on medium and heavy-duty trucks. Students registered for this class will have previously successfully completed ASE 163. This course is designed to cover the tasks required by ASE to complete test T6 Electrical and Electronic Systems. The content areas are: *General Electrical Systems Diagnosis and review of Ohm's Law *Electrical safety necessary while working with today's automotive and truck computer electronics *Battery Diagnosis and Repair

*Starting System Diagnosis and Repair

*Charging System Diagnosis and Repair

*Lighting System Diagnosis and Repair

*Gauges and Warning Devices Diagnosis and Repair

*Related Electrical Components. FA

Prerequisite: ASE 163

ASE 292 Computer Controls for Diesel Engines

5 Credits

This course covers computer engine controls and a study of how and why computers have been introduced into the trucking industry. Items covered will be the microcomputer, sensors, actuators, and wiring necessary for the proper

function of the computers which are used to control modern diesel engines. Proper identification, location, function, and testing of these components will be stressed. The theory of operation and troubleshooting procedures for the diesel engine computer systems will be covered through a detailed study of diagnostic and engine management software provided by diesel engine manufacturers. SP

Prerequisite: ASE 185

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Diesel Technology/Diesel Heavy Duty Fuel Injection Specialist

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Postsecondary Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0605 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)

Diesel Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards in diesel fuel injection systems of heavy duty trucks and equipment.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible, and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 266	Diesel Electrical Systems	5	Technical
ASE 284	Light Truck Diesel Fuel Injection Systems	2	Technical
ASE 289	Heavy Duty Diesel Fuel Injection Systems	2	Technical
ASE 292	Computer Engine Controls for Diesel Engines	5	Technical
Total		19	

Summary	
General (Academic) Education	0
Technical Credits	19
Grand Total	19

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 266 Diesel Electrical Systems

5 Credits

This course covers the electrical system as used on medium and heavy-duty trucks. Students registered for this class will have previously successfully completed ASE 163. This course is designed to cover the tasks required by ASE to complete test T6 Electrical and Electronic Systems. The content areas are: *General Electrical Systems Diagnosis and review of Ohm's Law *Electrical safety necessary while working with today's automotive and truck computer electronics *Battery Diagnosis and Repair

*Starting System Diagnosis and Repair

*Charging System Diagnosis and Repair

*Lighting System Diagnosis and Repair

*Gauges and Warning Devices Diagnosis and Repair

*Related Electrical Components. FA

Prerequisite: ASE 163

ASE 284 Light Truck Diesel Fuel Injection Systems**2 Credits**

This course includes diesel theory, fuel, fuel system components, and operation. Topics include removal, replacement, and timing of fuel injection pumps. Injector nozzles of various styles are disassembled, repaired, and tested by the student. Minor fuel system problems are discussed. Students learn the theory of operation of distributor style injection pumps. Troubleshooting and resealing procedures will be demonstrated. SP

Prerequisite: ASE 292

ASE 289 Heavy Duty Diesel Fuel Injection Systems**2 Credits**

More detailed training included is the fuel injection nozzles, including unit injectors. The study of Cummins, Detroit, and in line style injection pumps with more detailed theory to provide the student with a better understanding of fuel injection systems for tune-up and troubleshooting capability. Pump operation with more detailed theory including bury cycle will assist the student to understand the system better for enhanced troubleshooting capability. Governors will be discussed and demonstrated. Final requirements for this course will include live work troubleshooting. SP

Prerequisite: ASE 292

ASE 292 Computer Controls for Diesel Engines**5 Credits**

This course covers computer engine controls and a study of how and why computers have been introduced into the trucking industry. Items covered will be the microcomputer, sensors, actuators, and wiring necessary for the proper function of the computers which are used to control modern diesel engines. Proper identification, location, function, and testing of these components will be stressed. The theory of operation and troubleshooting procedures for the diesel engine computer systems will be covered through a detailed study of diagnostic and engine management software provided by diesel engine manufacturers. SP

Prerequisite: ASE 185

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Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education


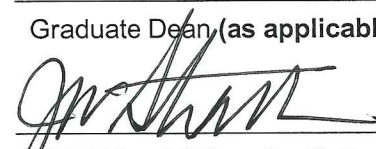
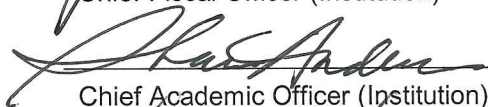
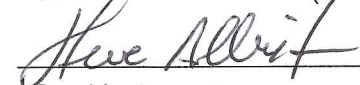
Date of Proposal Submission:	July 15, 2013
Institution Submitting Proposal:	Eastern Idaho Technical College
Name of College, School, or Division:	Trades and Industry
Name of Department(s) or Area(s):	Automotive Technology


Program Identification for Proposed New, Modified, or Discontinued Program:

Title:	Automotive Technology		
Degree:	A.A.S., ATC, TC, PSTC		
Method of Delivery:	Lecture and Lab		
CIP code (consult IR /Registrar)	47.0604		
Proposed Starting Date:	Immediately		
Indicate if the program is:	X	Regional Responsibility	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|--|---|
| <input checked="" type="checkbox"/> New Program (minor/option/emphasis or certificate) | <input type="checkbox"/> Discontinuance of an Existing Program/Option |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Consolidation of an Existing Program |
| <input type="checkbox"/> New Instructional/Research Unit | <input type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other _____ |

 College Dean (Institution)	8/29/13 Date
 Graduate Dean (as applicable)	7/9/13 Date
 Chief Fiscal Officer (Institution)	7/9/13 Date
 President	8-29-13 Date

Vice President for Research (as applicable) 	11.15.13 Date
State Administrator, SDPTE (as applicable)	Date
Academic Affairs Program Manager	Date
Chief Academic Officer, OSBE	Date
SBOE/OSBE Approval	Date

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuance. All questions must be answered.

- 1. Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Automotive Technology and Diesel Technology options have been under a program title of MECHANICAL TRADES with CIP 47.0699. Each year we report IPEDS the CIP codes do not match well with the combined CIP 47.0699.

We are proposing an organizational change as follows: 1) The Automotive Technology option will be converted to a stand-alone program with CIP 47.0604; and 2) the Diesel Technology option will be converted to a stand-alone program with CIP 47.0605. The Automotive and Diesel options currently listed under the Mechanical Trades program will be listed under each new program with no changes to titles or curriculum.

These changes will allow more alignment with the federal reporting CIP codes definitions.

- 2. List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

- 1) Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of modern automobile and light trucks.
- 2) Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
- 3) Locate and use current repair procedures and information from computer based programs and written text.
- 4) Understand, demonstrate, and value attributes of professionalism.
- 5) Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

EITC has developed a program advisory committee to review program curriculum, equipment and supply needs and educational materials required to conduct this program. The State of Idaho and EITC have adopted the eight Automotive Service Excellence (ASE) areas as guidelines for our Automotive Technology program. Our program meets the criteria for certification in each of the eight areas of study listed by the National Automotive Technicians Education Foundation (NATEF). All instructors in the Automotive Technology program are Automotive Service Excellence (ASE) Master certified.

- 4. List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. ***Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.*** *This question is not applicable to requests for discontinuance.*

No new courses will be added to the curriculum.

March 16, 2012

Page 2

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

See attached Attachment B forms.

Credit hours required in major:	
Credit hours required in minor:	
Credit hours in institutional general education or core curriculum:	
Credit hours in required electives:	
Total credit hours required for completion:	

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on past enrollment. This request does not create a new program; rather it takes the existing Mechanical Trades program and assigns separate CIP codes to Automotive Technology and Diesel Technology

- 8. Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

*Graduation rates appear low because students are waiting to receive their AAS degree

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
CSI							
CWI							
EITC	32	32	35	9	9	6	24%
ISU							
LCSC							
NIC							
UI							

- 9. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No. This is a CIP code change only. Enrollment will be unchanged.

- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3	Total
Region	75	85	96	256
State	1606	1830	2086	5522
Nation	251,836	287,093	327,286	866,215

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

US Department of Labor Projections

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This program will provide trained technicians needed to fill local job vacancies, thus decreasing the local unemployment rate and providing income for residents to stimulate the state economy.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

No

- 11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

No

- 12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

This request aligns with the Idaho Division of Professional Technical Education's Strategic plan, goals, performance measures and bench marks.

EITC's role and mission is to provide postsecondary professional technical education for students who plan to enter employment and for incumbent workers who desire to upgrade and enhance their occupational skills. The College is also committed to promoting economic progress in eastern Idaho by meeting employer needs for skilled workers.

- 13. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Achieve a comprehensive curriculum that prepares students for entering the workforce	Curriculum adopts the eight Automotive Service Excellence (ASE) areas as guidelines.
Educating all students through progressive and proven educational philosophies	Program meets the criteria for certification in each of the eight areas of study listed by the National Automotive Technicians Education Foundation (NATEF).
Provide high quality education and state-of-the-art facilities and equipment	All instructors in the program are ASE Master certified. Troubleshooting and repair experiences are performed on mock-ups and live work projects in the College lab.

14. Is the proposed program in your institution's Five-Year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes _____ No X

If not on your institution's Five-Year plan, provide a justification for adding the program.

This request does not create a new program; rather it takes the existing Mechanical Trades program and assigns separate CIP codes to Automotive Technology and Diesel Technology

This request does not create a new program. It will implement a CIP code change to split our existing Mechanical Trades Program into separate Automotive Technology and Diesel Technology programs.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Automotive Technology

Program Resource Requirements. Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

A. REVENUE

	FY	14	FY	15	FY	16	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Appropriated (Reallocation)	\$168,491.00						\$168,491.00 \$0.00
2. Appropriated (New)							\$0.00 \$0.00
3. Federal							\$0.00 \$0.00
4. Tuition							\$0.00 \$0.00
5. Student Fees							\$0.00 \$0.00
6. Other (Specify)							\$0.00 \$0.00
Total Revenue	\$168,491.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$168,491.00 \$0.00

B. EXPENDITURES

	FY	14	FY	15	FY	16	Cumulative Total
	On-going	One-time	On-going	One-time	On-going	One-time	On-going One-time
1. Personnel	\$148,731.00						\$148,731.00 \$0.00
2. Operating	\$12,260.00						\$12,260.00 \$0.00
3. Equipment	\$7,500.00						\$7,500.00 \$0.00
4. Facilities							\$0.00 \$0.00
5. Other (Specify)							\$0.00 \$0.00
Total Expenditures	\$168,491.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$168,491.00 \$0.00
Net Income (Deficit)		\$0.00		\$0.00		\$0.00	\$0.00

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

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

Program Proposal Budget Template
(Other Program Activity PTE)

July 9, 2013

Page 1

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Automotive Technology/Automotive Technology

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Associate of Applied Science

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0604 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)
Automobile/Automotive Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of modern automobile and light trucks
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 141	Automotive Suspension & Steering Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 172	Basic Heating and Air Conditioning	4	Technical
ASE 185	Ignition Systems	2	Technical
MAT 110	Technical Mathematics	3	Technical
MTD 101	Industrial Safety and Report Writing	3	Technical
Total		19	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 121	Automatic Transmission	3	Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 151	Automotive Brake Systems	2	Technical
ENG 101	English Composition	3	Gen Ed
Total		16	

SUMMER SEMESTER (8 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
PSY 101 OR SOC 101	Intro to Psychology or Sociology	3	Gen Ed
	General Education Elective	3	Gen Ed
Total		6	

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 221	Computer Controlled Automatic Transmissions	3	Technical
ASE 242	Advanced Suspension & Steering Systems	2	Technical

ASE 252	Antilock & Power Brake Systems	2	Technical
ASE 262	Automotive Electronics	2	Technical
ASE 264	Advanced Automotive Electronic Component Testing and Safety	3	Technical
ASE 272	Advanced Heating and Air Conditioning	2	Technical
COM 101	Fundamentals of Speech	3	Gen Ed
Total		17	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 102	Workplace Technical Skills	3	Technical
ASE 184	Basic Computer Controlled Engines Systems	2	Technical
ASE 285	Gasoline Fuel Injection Systems	3	Technical
ASE 286	Computer Controlled Engines Systems	3	Technical
ASE 287	Emission Control Systems	3	Technical
ASE 288	On Board Diagnostics II	1	Technical
ASE 294	Automotive Trends	3	Technical
Total		18	

NIGHT COURSE (any semester)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
MAT 123	Mathematics in Modern Society	3	Gen Ed

Summary (68 weeks)	
General (Academic) Education	15
Technical Credits	64
Grand Total	79

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 141 Automotive Suspension & Steering Systems

2 Credits

Covered in this course are theory, adjustment, and repair of manual steering systems, front and rear suspension systems, basic four-wheel alignment, wheel balancing (both statically and dynamically), tires, and wheel bearings. The student will use our wheel alignment and tire service equipment. FA

ASE 163 Introduction to Automotive Electronics**5 Credits**

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 172 Basic Heating & Air Conditioning**4 Credits**

This Course covers safety, basic theory, operation, maintenance, testing, and repair of water pumps, cooling fans and drive clutches, drive belts, coolant/antifreeze, radiators, radiator caps, recovery systems, heater controls, heater cores, heater hoses and clamps, A/C compressors and clutches, evaporators, condensers, receiver dryers, accumulator dryers, TXVs, orifice tubes, and various other control systems. Proper use of specialized diagnostic equipment and tools is included. FA
Prerequisite: ASE 163

ASE 185 Ignition Systems**2 Credits**

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

MAT 110 Technical Mathematics**3 Credits**

This course is designed as a basic mathematics course for students in auto and diesel programs. Students will evaluate electrical and hydraulic systems, calculate power transfer and explore personal finance. FA

Prerequisite: A COMPASS pre-algebra score >30

MTD 101 Industrial Safety & Report Writing**3 Credits**

This course is offered as an introduction to the Mechanical Trades programs. All new Trades and Industry students are required to take this course prior to working in the live work labs. Included in this course are hand and power tools, both welding and mechanical; their identification and proper use and safety. Drill bit sharpening, tube flaring, use of hacksaws, chisels, punches, taps and dies, easy-outs, and other related tools are covered. Red Cross First Aid and CPR will be provided, hazardous communication, and "Right to Know" CFR 10:10.1200 is covered. Work order preparation, and industrial report writing, covers the 4 C's of warranty reports writing: complaint, cause, correction, and coverage. FA/SP

ASE 111 Basic Power Plant Systems**2 Credits**

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems**2 Credits**

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces, camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam

bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems

2 Credits

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 121 Automatic Transmissions

3 Credits

This course covers theory, operation, and principles of automatic transmissions. Items covered are fluid couplings, torque converters, planetary gear systems, hydraulic and electrical control systems, and transmission lubricating and cooling systems. Minor adjustments, transmission tune-up service, replacement, repairs, and diagnosis are included in this course. SP

ASE 131 Manual Drivetrains & Axles

2 Credits

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 151 Automotive Brake Systems

2 Credits

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 221 Computer Controlled Automatic Transmissions

3 Credits

This course covers diagnosis and correction of major problems in automatic transmissions such as fluid leaks, transmission slipping, transmission lock-up, and shifting problems. Major diagnosis, repair, and overhaul of automatic transmissions are included in this course. FA

Prerequisite: ASE 121

ASE 242 Advanced Suspension and Steering Systems

2 Credits

Major repair of power steering components, pumps, gears, cylinders, individual and integral units, rack and pinion steering (both standard and power), complete suspension overhaul, four-wheel alignment, and balance is emphasized. FA

Prerequisite: ASE 141

ASE 252 Antilock & Power Brake Systems

2 Credits

This course covers diagnosis and repair of major problems in brake systems. Items included are brake system leaks, fluid contamination, and major repair of drum and disc brake systems. Diagnosis, repair, replacement, overhaul, resurfacing of brake drums, disc rotors, and skid control systems are covered. All components of the brake system are included in this course. FA

Prerequisite: ASE 151

ASE 262 Automotive Electronics**2 Credits**

This course covers theory, operation, and principles of automotive body electrical systems. Items covered are wiring diagrams and harnesses, windshield wipers, dash components, speed controls, power seats, power windows, horns, printed circuits, seat belt interlocks, fusible links, power door locks, external and internal lighting systems, and other components of the body electrical system. Testing, replacement, and repair of body electrical systems and wiring harnesses are included in this course. FA

Prerequisite: ASE 163

ASE 264 Advanced Automotive Electronic Component Testing & Safety**3 Credits**

This course covers a review of Ohm's Law and its application to the modern-day computer systems. There will be a review of alternators, starters, and an introduction to the automotive security systems used on today's automobiles. The main emphasis of this course will be theory, operation, and testing of the electronic components which support the automotive computer. A section of electronic safety while working with today's automotive computer is included. How to repair the sensitive components without serious damage to the component or the technician will be covered in this section. FA

Prerequisite: ASE 262

ASE 272 Advanced Heating & Air Conditioning**2 Credits**

This course reviews safety, the basic theory, operation, maintenance, testing, and repair of heating and air conditioning components and systems. It is a comprehensive study of different diagnostic practices and approaches for the proper repair of the modern automotive and diesel industry heating and air conditioning systems. Emphasis will be on the proper use of test equipment to avoid damage to the HVAC system, the specialized tools, and the technician. FA

Prerequisite: ASE 172.

ASE 102 Workplace Technical Skills**3 Credits**

This course introduces students to personal and work related strategies for seeking and keeping employment. This includes an employment plan, cover letter, resume and interview. Students will study professionalism, teamwork, how to properly dress for an interview, how to accept a job, and how to interact with employers and other employees. Students will also be introduced to warranty report writing, work orders, estimates, and how technicians are compensated. Students will be introduced to different types of communications. Students will learn how to tell the difference between technical and people skills. Students will set short and long term goals. SP

ASE 184 Basic Computer Controlled Engine Systems**2 Credits**

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 285 Gasoline Fuel Injection Systems**3 Credits**

This course covers components and functions, diagnosis, replacement, repair, and overhaul of major problems in the gasoline fuel injection system. Items covered are fuel pump pressure, flow and pressure regulator tests, identification of various components and types of gasoline fuel injection systems. Safe-testing, overhauling and component replacement procedures within the system are covered. Students will receive both lecture and hands-on practical applications. SP

Prerequisite: ASE 286

ASE 286 Computer Controlled Engine Systems**3 Credits**

This course covers the basic operation of a microcomputer, how binary numbers are used in the computer, the function of a microprocessor or how a microcomputer is programmed to control ignition timing, fuel air ratio, and exhaust emissions, theory of operation, troubleshooting, tune-up procedures, diagnosis and repair of all major manufacturers. Electronic Engine Control systems will be covered. SP

Prerequisite: ASE 184

ASE 287 Emission Control Systems

3 Credits

A comprehensive study of service repair and installation of emission controls in the following areas: crankcase, ventilation systems, fuel evaporation emission control systems, air inlet temperature control systems, spark timing control devices, air pumps and air pulse systems, temperature sensing, vacuum valves and switches, exhaust gas recirculation systems, catalytic converters (both single and three-way), and computer controlled systems. Use of proper test equipment to meet Federal Clean Air Standards is also covered. SP

Prerequisite: ASE 286

ASE 288 On Board Diagnostics II

1 Credit

On-Board Diagnostics II is a study of developments in the control and diagnostics of all the computerized engine systems. This course is a study of the functions, the terminology and of the diagnostics self-test capabilities of the modern automobile. Students will receive both lecture and hands-on practical applications of the control built into today's automobiles. SP

Prerequisite: ASE 287

ASE 294 Automotive Trends

3 Credits

This course is designed to cover current and future automotive trends. The information in this class is designed to keep the entry level technician apprised of some of the technology they may expect to see in the automotive repair industry. Some of the topics will include Alternative Fuel Sources, Hybrids and Hybrid Technologies, and Fuel Cell technology. SP

Prerequisite: ASE 288

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Automotive Technology/Automotive Technology

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Advanced Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0604 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)
Automobile/Automotive Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of modern automobile and light trucks
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 141	Automotive Suspension & Steering Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 172	Basic Heating and Air Conditioning	4	Technical
ASE 185	Ignition Systems	2	Technical
MAT 110	Technical Mathematics	3	Gen Ed
MTD 101	Industrial Safety and Report Writing	3	Technical
Total		19	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 121	Automatic Transmission	3	Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 151	Automotive Brake Systems	2	Technical
Total		13	

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 221	Computer Controlled Automatic Transmissions	3	Technical
ASE 242	Advanced Suspension & Steering Systems	2	Technical
ASE 252	Antilock & Power Brake Systems	2	Technical
ASE 262	Automotive Electronics	2	Technical
ASE 264	Advanced Automotive Electronic Component Testing and Safety	3	Technical
ASE 272	Advanced Heating and Air Conditioning	2	Technical
Total		14	

SPRING SEMESTER (15 Weeks)			
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Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 102	Workplace Technical Skills	3	Gen Ed*
ASE 184	Basic Computer Controlled Engines Systems	2	Technical
ASE 285	Gasoline Fuel Injection Systems	3	Technical
ASE 286	Computer Controlled Engines Systems	3	Technical
ASE 287	Emission Control Systems	3	Technical
ASE 288	On Board Diagnostics II	1	Technical
ASE 294	Automotive Trends	3	Technical
Total		18	

*Denotes a Technical Education course with embedded General Education outcomes.

Summary (60 weeks)	
General (Academic) Education	6**
Technical Credits	58
Grand Total	64

**ASE 102 (3 credits) contains general education outcomes satisfying communication (3 credits) and human relations (3 credits).

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 141 Automotive Suspension & Steering Systems

2 Credits

Covered in this course are theory, adjustment, and repair of manual steering systems, front and rear suspension systems, basic four-wheel alignment, wheel balancing (both statically and dynamically), tires, and wheel bearings. The student will use our wheel alignment and tire service equipment. FA

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 172 Basic Heating & Air Conditioning

4 Credits

This Course covers safety, basic theory, operation, maintenance, testing, and repair of water pumps, cooling fans and drive clutches, drive belts, coolant/antifreeze, radiators, radiator caps, recovery systems, heater controls, heater cores, heater hoses and clamps, A/C compressors and clutches, evaporators, condensers, receiver dryers, accumulator dryers, TXVs,

orifice tubes, and various other control systems. Proper use of specialized diagnostic equipment and tools is included. FA
Prerequisite: ASE 163

ASE 185 Ignition Systems

2 Credits

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

MTD 101 Industrial Safety & Report Writing

3 Credits

This course is offered as an introduction to the Mechanical Trades programs. All new Trades and Industry students are required to take this course prior to working in the live work labs. Included in this course are hand and power tools, both welding and mechanical; their identification and proper use and safety. Drill bit sharpening, tube flaring, use of hacksaws, chisels, punches, taps and dies, easy-outs, and other related tools are covered. Red Cross First Aid and CPR will be provided, hazardous communication, and "Right to Know" CFR 10:10.1200 is covered. Work order preparation, and industrial report writing, covers the 4 C's of warranty reports writing: complaint, cause, correction, and coverage. FA/SP

ASE 111 Basic Power Plant Systems

2 Credits

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems

2 Credits

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces, camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems

2 Credits

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 121 Automatic Transmissions

3 Credits

This course covers theory, operation, and principles of automatic transmissions. Items covered are fluid couplings, torque converters, planetary gear systems, hydraulic and electrical control systems, and transmission lubricating and cooling systems. Minor adjustments, transmission tune-up service, replacement, repairs, and diagnosis are included in this course. SP

ASE 131 Manual Drivetrains & Axles**2 Credits**

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 151 Automotive Brake Systems**2 Credits**

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 221 Computer Controlled Automatic Transmissions**3 Credits**

This course covers diagnosis and correction of major problems in automatic transmissions such as fluid leaks, transmission slipping, transmission lock-up, and shifting problems. Major diagnosis, repair, and overhaul of automatic transmissions are included in this course. FA

Prerequisite: ASE 121

ASE 242 Advanced Suspension and Steering Systems**2 Credits**

Major repair of power steering components, pumps, gears, cylinders, individual and integral units, rack and pinion steering (both standard and power), complete suspension overhaul, four-wheel alignment, and balance is emphasized. FA

Prerequisite: ASE 141

ASE 252 Antilock & Power Brake Systems**2 Credits**

This course covers diagnosis and repair of major problems in brake systems. Items included are brake system leaks, fluid contamination, and major repair of drum and disc brake systems. Diagnosis, repair, replacement, overhaul, resurfacing of brake drums, disc rotors, and skid control systems are covered. All components of the brake system are included in this course. FA

Prerequisite: ASE 151

ASE 262 Automotive Electronics**2 Credits**

This course covers theory, operation, and principles of automotive body electrical systems. Items covered are wiring diagrams and harnesses, windshield wipers, dash components, speed controls, power seats, power windows, horns, printed circuits, seat belt interlocks, fusible links, power door locks, external and internal lighting systems, and other components of the body electrical system. Testing, replacement, and repair of body electrical systems and wiring harnesses are included in this course. FA

Prerequisite: ASE 163

ASE 264 Advanced Automotive Electronic Component Testing & Safety**3 Credits**

This course covers a review of Ohm's Law and its application to the modern-day computer systems. There will be a review of alternators, starters, and an introduction to the automotive security systems used on today's automobiles. The main emphasis of this course will be theory, operation, and testing of the electronic components which support the automotive computer. A section of electronic safety while working with today's automotive computer is included. How to repair the sensitive components without serious damage to the component or the technician will be covered in this section. FA

Prerequisite: ASE 262

ASE 272 Advanced Heating & Air Conditioning**2 Credits**

This course reviews safety, the basic theory, operation, maintenance, testing, and repair of heating and air conditioning components and systems. It is a comprehensive study of different diagnostic practices and approaches for the proper repair of the modern automotive and diesel industry heating and air conditioning systems. Emphasis will be on the proper use of test equipment to avoid damage to the HVAC system, the specialized tools, and the technician. FA

Prerequisite: ASE 172.

ASE 102 Workplace Technical Skills**3 Credits**

This course introduces students to personal and work related strategies for seeking and keeping employment. This includes an employment plan, cover letter, resume and interview. Students will study professionalism, teamwork, how to properly dress for an interview, how to accept a job, and how to interact with employers and other employees. Students will also be introduced to warranty report writing, work orders, estimates, and how technicians are compensated. Students will be introduced to different types of communications. Students will learn how to tell the difference between technical and people skills. Students will set short and long term goals. SP

ASE 184 Basic Computer Controlled Engine Systems**2 Credits**

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 285 Gasoline Fuel Injection Systems**3 Credits**

This course covers components and functions, diagnosis, replacement, repair, and overhaul of major problems in the gasoline fuel injection system. Items covered are fuel pump pressure, flow and pressure regulator tests, identification of various components and types of gasoline fuel injection systems. Safe-testing, overhauling and component replacement procedures within the system are covered. Students will receive both lecture and hands-on practical applications. SP

Prerequisite: ASE 286

ASE 286 Computer Controlled Engine Systems**3 Credits**

This course covers the basic operation of a microcomputer, how binary numbers are used in the computer, the function of a microprocessor or how a microcomputer is programmed to control ignition timing, fuel air ratio, and exhaust emissions, theory of operation, troubleshooting, tune-up procedures, diagnosis and repair of all major manufacturers. Electronic Engine Control systems will be covered. SP

Prerequisite: ASE 184

ASE 287 Emission Control Systems**3 Credits**

A comprehensive study of service repair and installation of emission controls in the following areas: crankcase, ventilation systems, fuel evaporation emission control systems, air inlet temperature control systems, spark timing control devices, air pumps and air pulse systems, temperature sensing, vacuum valves and switches, exhaust gas recirculation systems, catalytic converters (both single and three-way), and computer controlled systems. Use of proper test equipment to meet Federal Clean Air Standards is also covered. SP

Prerequisite: ASE 286

ASE 288 On Board Diagnostics II**1 Credit**

On-Board Diagnostics II is a study of developments in the control and diagnostics of all the computerized engine systems. This course is a study of the functions, the terminology and of the diagnostics self-test capabilities of the modern

automobile. Students will receive both lecture and hands-on practical applications of the control built into today's automobiles. SP

Prerequisite: ASE 287

ASE 294 Automotive Trends

3 Credits

This course is designed to cover current and future automotive trends. The information in this class is designed to keep the entry level technician apprised of some of the technology they may expect to see in the automotive repair industry. Some of the topics will include Alternative Fuel Sources, Hybrids and Hybrid Technologies, and Fuel Cell technology. SP

Prerequisite: ASE 288

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Automotive Technology/Automotive Technology
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0604 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, Other (previous)
	Automobile/Automotive Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards all eight areas of modern automobile and light trucks
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

FALL SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 141	Automotive Suspension & Steering Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 172	Basic Heating and Air Conditioning	4	Technical
ASE 185	Ignition Systems	2	Technical
MAT 110	Technical Mathematics	3	Gen Ed
MTD 101	Industrial Safety and Report Writing	3	Technical
Total		19	

SPRING SEMESTER (15 Weeks)			
Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 121	Automatic Transmission	3	Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 151	Automotive Brake Systems	2	Technical
ASE 102	Workplace Technical Skills	3	Gen Ed*
Total		16	

*Denotes a Technical Education course with embedded General Education outcomes.

Summary (30 weeks)	
General (Academic) Education	6**
Technical Credits	29
Grand Total	35

**ASE 102 (3 credits) contains general education outcomes satisfying communication (3 credits) and human relations (3 credits).

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 141 Automotive Suspension & Steering Systems

2 Credits

Covered in this course are theory, adjustment, and repair of manual steering systems, front and rear suspension systems, basic four-wheel alignment, wheel balancing (both statically and dynamically), tires, and wheel bearings. The student will use our wheel alignment and tire service equipment. FA

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 172 Basic Heating & Air Conditioning

4 Credits

This Course covers safety, basic theory, operation, maintenance, testing, and repair of water pumps, cooling fans and drive clutches, drive belts, coolant/antifreeze, radiators, radiator caps, recovery systems, heater controls, heater cores, heater hoses and clamps, A/C compressors and clutches, evaporators, condensers, receiver dryers, accumulator dryers, TXVs, orifice tubes, and various other control systems. Proper use of specialized diagnostic equipment and tools is included. FA
Prerequisite: ASE 163

ASE 185 Ignition Systems

2 Credits

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

MTD 101 Industrial Safety & Report Writing

3 Credits

This course is offered as an introduction to the Mechanical Trades programs. All new Trades and Industry students are required to take this course prior to working in the live work labs. Included in this course are hand and power tools, both welding and mechanical; their identification and proper use and safety. Drill bit sharpening, tube flaring, use of hacksaws, chisels, punches, taps and dies, easy-outs, and other related tools are covered. Red Cross First Aid and CPR will be provided, hazardous communication, and "Right to Know" CFR 10:10.1200 is covered. Work order preparation, and industrial report writing, covers the 4 C's of warranty reports writing: complaint, cause, correction, and coverage. FA/SP

ASE 111 Basic Power Plant Systems

2 Credits

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems

2 Credits

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces,

camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems

2 Credits

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 121 Automatic Transmissions

3 Credits

This course covers theory, operation, and principles of automatic transmissions. Items covered are fluid couplings, torque converters, planetary gear systems, hydraulic and electrical control systems, and transmission lubricating and cooling systems. Minor adjustments, transmission tune-up service, replacement, repairs, and diagnosis are included in this course. SP

ASE 131 Manual Drivetrains & Axles

2 Credits

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 151 Automotive Brake Systems

2 Credits

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 102 Workplace Technical Skills

3 Credits

This course introduces students to personal and work related strategies for seeking and keeping employment. This includes an employment plan, cover letter, resume and interview. Students will study professionalism, teamwork, how to properly dress for an interview, how to accept a job, and how to interact with employers and other employees. Students will also be introduced to warranty report writing, work orders, estimates, and how technicians are compensated. Students will be introduced to different types of communications. Students will learn how to tell the difference between technical and people skills. Students will set short and long term goals. SP

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Automotive Technology/Automotive Automatic Transmission & Transaxle Specialist
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Postsecondary Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0604 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, Other (previous)
	Automobile/Automotive Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards transmissions and transaxle systems of modern automobiles and light trucks.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 121	Automatic Transmissions	3	Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 184	Basic Computer Controlled Engines	2	Technical
ASE 221	Computer Controlled Automatic Transmissions	3	Technical
ASE 262	Automotive Electronics	2	Technical
ASE 286	Computer Controlled Engines Systems	3	Technical
Total		20	

Summary	
General (Academic) Education	0
Technical Credits	20
Grand Total	20

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 121 Automatic Transmissions

3 Credits

This course covers theory, operation, and principles of automatic transmissions. Items covered are fluid couplings, torque converters, planetary gear systems, hydraulic and electrical control systems, and transmission lubricating and cooling systems. Minor adjustments, transmission tune-up service, replacement, repairs, and diagnosis are included in this course. SP

ASE 131 Manual Drivetrains & Axles

2 Credits

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit

protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 184 Basic Computer Controlled Engine Systems**2 Credits**

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 221 Computer Controlled Automatic Transmissions**3 Credits**

This course covers diagnosis and correction of major problems in automatic transmissions such as fluid leaks, transmission slipping, transmission lock-up, and shifting problems. Major diagnosis, repair, and overhaul of automatic transmissions are included in this course. FA

Prerequisite: ASE 121

ASE 262 Automotive Electronics**2 Credits**

This course covers theory, operation, and principles of automotive body electrical systems. Items covered are wiring diagrams and harnesses, windshield wipers, dash components, speed controls, power seats, power windows, horns, printed circuits, seat belt interlocks, fusible links, power door locks, external and internal lighting systems, and other components of the body electrical system. Testing, replacement, and repair of body electrical systems and wiring harnesses are included in this course. FA

Prerequisite: ASE 163

ASE 286 Computer Controlled Engine Systems**3 Credits**

This course covers the basic operation of a microcomputer, how binary numbers are used in the computer, the function of a microprocessor or how a microcomputer is programmed to control ignition timing, fuel air ratio, and exhaust emissions, theory of operation, troubleshooting, tune-up procedures, diagnosis and repair of all major manufacturers. Electronic Engine Control systems will be covered. SP

Prerequisite: ASE 184

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Automotive Technology/Automotive Brake Specialist

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Postsecondary Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0604 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)
Automobile/Automotive Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards brake systems of modern automobile and light trucks
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Page 1 of 3

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 151	Automotive Brake Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 184	Basic Computer Controlled Engines Systems	2	Technical
ASE 252	Antilock & Power Brake Systems	2	Technical
Total		11	

Summary	
General (Academic) Education	0
Technical Credits	11
Grand Total	11

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 151 Automotive Brake Systems

2 Credits

This course covers the theory, principles, and operation of brake systems. Items covered are hydraulics as applied to brakes, brake fluid types and characteristics, master and wheel cylinder operation, disc brake caliper operation, brake system valving, operation of drum brakes, operation of disc brakes, operation of parking brakes, and operation of vacuum and hydraulic brake boosters. Inspection of brake components, adjustments, service, and minor repairs of brake systems are included in this course. SP

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 184 Basic Computer Controlled Engine Systems

2 Credits

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 252 Antilock & Power Brake Systems

2 Credits

This course covers diagnosis and repair of major problems in brake systems. Items included are brake system leaks, fluid

contamination, and major repair of drum and disc brake systems. Diagnosis, repair, replacement, overhaul, resurfacing of brake drums, disc rotors, and skid control systems are covered. All components of the brake system are included in this course. FA

Prerequisite: ASE 151

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Automotive Technology/Automotive Electronics Specialist
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Postsecondary Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0604 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, Other (previous)
	Automobile/Automotive Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards electronic systems of modern automobile and light trucks electronics.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 184	Basic Computer Controlled Engines Systems	2	Technical
ASE 185	Ignition Systems	2	Technical
ASE 262	Automotive Electronics	2	Technical
ASE 264	Advanced Automotive Electronic Component Testing and Safety	3	Technical
Total		14	

Summary	
General (Academic) Education	0
Technical Credits	14
Grand Total	14

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 184 Basic Computer Controlled Engine Systems

2 Credits

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 185 Ignition Systems

2 Credits

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the

ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

ASE 262 Automotive Electronics

2 Credits

This course covers theory, operation, and principles of automotive body electrical systems. Items covered are wiring diagrams and harnesses, windshield wipers, dash components, speed controls, power seats, power windows, horns, printed circuits, seat belt interlocks, fusible links, power door locks, external and internal lighting systems, and other components of the body electrical system. Testing, replacement, and repair of body electrical systems and wiring harnesses are included in this course. FA

Prerequisite: ASE 163

ASE 264 Advanced Automotive Electronic Component Testing & Safety

3 Credits

This course covers a review of Ohm's Law and its application to the modern-day computer systems. There will be a review of alternators, starters, and an introduction to the automotive security systems used on today's automobiles. The main emphasis of this course will be theory, operation, and testing of the electronic components which support the automotive computer. A section of electronic safety while working with today's automotive computer is included. How to repair the sensitive components without serious damage to the component or the technician will be covered in this section. FA

Prerequisite: ASE 262

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Automotive Technology/Automotive Engine Performance Specialist
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Postsecondary Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0604 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, Other (previous)
	Automobile/Automotive Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards engine performance systems of modern automobiles and light trucks .
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 184	Basic Computer Controlled Engines Systems	2	Technical
ASE 185	Ignition Systems	2	Technical
ASE 262	Automotive Electronics	2	Technical
ASE 285	Gasoline Fuel Injection Systems	3	Technical
ASE 286	Computer Controlled Engines Systems	3	Technical
ASE 287	Emission Control Systems	3	Technical
ASE 288	On Board Diagnostics II	1	Technical
ASE 294	Automotive Trends	3	Technical
Total		24	

Summary	
General (Academic) Education	0
Technical Credits	24
Grand Total	24

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 184 Basic Computer Controlled Engine Systems

2 Credits

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 185 Ignition Systems

2 Credits

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the

ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

ASE 262 Automotive Electronics

2 Credits

This course covers theory, operation, and principles of automotive body electrical systems. Items covered are wiring diagrams and harnesses, windshield wipers, dash components, speed controls, power seats, power windows, horns, printed circuits, seat belt interlocks, fusible links, power door locks, external and internal lighting systems, and other components of the body electrical system. Testing, replacement, and repair of body electrical systems and wiring harnesses are included in this course. FA

Prerequisite: ASE 163

ASE 285 Gasoline Fuel Injection Systems

3 Credits

This course covers components and functions, diagnosis, replacement, repair, and overhaul of major problems in the gasoline fuel injection system. Items covered are fuel pump pressure, flow and pressure regulator tests, identification of various components and types of gasoline fuel injection systems. Safe-testing, overhauling and component replacement procedures within the system are covered. Students will receive both lecture and hands-on practical applications. SP

Prerequisite: ASE 286

ASE 286 Computer Controlled Engine Systems

3 Credits

This course covers the basic operation of a microcomputer, how binary numbers are used in the computer, the function of a microprocessor or how a microcomputer is programmed to control ignition timing, fuel air ratio, and exhaust emissions, theory of operation, troubleshooting, tune-up procedures, diagnosis and repair of all major manufacturers. Electronic Engine Control systems will be covered. SP

Prerequisite: ASE 184

ASE 287 Emission Control Systems

3 Credits

A comprehensive study of service repair and installation of emission controls in the following areas: crankcase, ventilation systems, fuel evaporation emission control systems, air inlet temperature control systems, spark timing control devices, air pumps and air pulse systems, temperature sensing, vacuum valves and switches, exhaust gas recirculation systems, catalytic converters (both single and three-way), and computer controlled systems. Use of proper test equipment to meet Federal Clean Air Standards is also covered. SP

Prerequisite: ASE 286

ASE 288 On Board Diagnostics II

1 Credit

On-Board Diagnostics II is a study of developments in the control and diagnostics of all the computerized engine systems. This course is a study of the functions, the terminology and of the diagnostics self-test capabilities of the modern automobile. Students will receive both lecture and hands-on practical applications of the control built into today's automobiles. SP

Prerequisite: ASE 287

ASE 294 Automotive Trends

3 Credits

This course is designed to cover current and future automotive trends. The information in this class is designed to keep the entry level technician apprised of some of the technology they may expect to see in the automotive repair industry. Some of the topics will include Alternative Fuel Sources, Hybrids and Hybrid Technologies, and Fuel Cell technology. SP

Prerequisite: ASE 288

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Automotive Technology/Automotive Engine Repair Specialist
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Postsecondary Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0604 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, Other (previous)
	Automobile/Automotive Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards engine problems of modern automobiles and light trucks.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 111	Basic Power Plant Systems	2	Technical
ASE 112	Upper Power Plant Systems	2	Technical
ASE 113	Lower Power Plant Systems	2	Technical
ASE 185	Ignition Systems	2	Technical
Total		8	

Summary	
General (Academic) Education	0
Technical Credits	8
Grand Total	8

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 111 Basic Power Plant Systems

2 Credits

This course is an in-depth study of the internal combustion engine. Items to be covered include four-cycle theory, power development in the internal combustion engine, cylinder arrangement, valve train arrangement, displacement, compression ratio, engine components and their function, lubricating systems, the classification and rating of engine oils, diagnosis of engine oil leaks, compression loss, oil consumption, engine noise, and engine measurements. A four-cycle engine will be disassembled, measured, and assembled; making all necessary adjustments. The engine will run upon completion. SP

Corequisites: ASE 112, ASE 113

ASE 112 Upper Power Plant Systems

2 Credits

Items to be covered include valve covers, gaskets, timing cover and seals, intake manifolds, cylinder heads, head surfaces, camshafts, valve guides, valve springs and retainers, timing chains and gears, rocker arms, pushrods, valves, and cam bearings. Areas of study include description, identification, failure analysis, disassembly, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 113

ASE 113 Lower Power Plant Systems

2 Credits

Items to be covered include oil pan, motor mounts, oil and filter changing, detection of oil leaks, engine removal and replacement, disassembly and assembly procedures, parts cleaning, cylinders, main bearings and alignment, cam bearings, block surface, crankshaft, connecting rods and bearings, pistons, piston pins, oil pumps and soft plugs. Study will include description, identification, failure analysis, disassembly, inspection, measurements, preparation for assembly, and assembly. SP

Corequisites: ASE 111, ASE 112

ASE 185 Ignition Systems

2 Credits

Covered in this course are the purpose, theory, and fundamentals of standard and modern electronic ignition systems, tune-up procedures and analyzing, testing, diagnosing, and proper repair of ignition systems. The key fundamentals of the ignition system and its components and functions will be covered. Safe testing procedures to diagnose the ignition system to include: compression tests, starter draw tests, cylinder output/balance tests, basic scan-tool tests, and the use of the automotive oscilloscope will be stressed and practiced. FA

Prerequisite: ASE 163

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted 4/1/2013

Institution Eastern Idaho Technical College

Program/Option Title Automotive Technology/Automotive Heating & Air Conditioning Specialist

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Degree/Certificate Postsecondary Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

CIP Code Number 47.0699 (previous) 47.0604 (requested)

CIP Code Title Vehicle Maintenance and Repair Technologies, Other (previous)
Automobile/Automotive Mechanics Technology/Technician (requested)

TSA National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards heating and air conditioning systems of modern automobiles and light trucks.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 172	Basic Heating and Air Conditioning	4	Technical
ASE 184	Basic Computer Controlled Engines Systems	2	Technical
ASE 262	Automotive Electronics	2	Technical
ASE 272	Advanced Heating and Air Conditioning	2	Technical
ASE 286	Computer Controlled Engines Systems	3	Technical
Total		18	

Summary	
General (Academic) Education	0
Technical Credits	18
Grand Total	18

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 172 Basic Heating & Air Conditioning

4 Credits

This Course covers safety, basic theory, operation, maintenance, testing, and repair of water pumps, cooling fans and drive clutches, drive belts, coolant/antifreeze, radiators, radiator caps, recovery systems, heater controls, heater cores, heater hoses and clamps, A/C compressors and clutches, evaporators, condensers, receiver dryers, accumulator dryers, TXVs, orifice tubes, and various other control systems. Proper use of specialized diagnostic equipment and tools is included. FA
Prerequisite: ASE 163

ASE 184 Basic Computer Controlled Engine Systems

2 Credits

This course is an introduction to computer engine controls and a study of how and why computers have been introduced into the automotive industry. Items covered will be the microcomputer, sensors, actuators, and wiring which are necessary for the proper function of the computer. Proper identification, location, function, and testing of these components will be stressed. SP

Prerequisite: ASE 185

ASE 262 Automotive Electronics

2 Credits

This course covers theory, operation, and principles of automotive body electrical systems. Items covered are wiring diagrams and harnesses, windshield wipers, dash components, speed controls, power seats, power windows, horns, printed circuits, seat belt interlocks, fusible links, power door locks, external and internal lighting systems, and other components of the body electrical system. Testing, replacement, and repair of body electrical systems and wiring harnesses are included in this course. FA

Prerequisite: ASE 163

ASE 272 Advanced Heating & Air Conditioning

2 Credits

This course reviews safety, the basic theory, operation, maintenance, testing, and repair of heating and air conditioning components and systems. It is a comprehensive study of different diagnostic practices and approaches for the proper repair of the modern automotive and diesel industry heating and air conditioning systems. Emphasis will be on the proper use of test equipment to avoid damage to the HVAC system, the specialized tools, and the technician. FA

Prerequisite: ASE 172.

ASE 286 Computer Controlled Engine Systems

3 Credits

This course covers the basic operation of a microcomputer, how binary numbers are used in the computer, the function of a microprocessor or how a microcomputer is programmed to control ignition timing, fuel air ratio, and exhaust emissions, theory of operation, troubleshooting, tune-up procedures, diagnosis and repair of all major manufacturers. Electronic Engine Control systems will be covered. SP

Prerequisite: ASE 184

PTE ATTACHMENT B

Please submit a separate PTE Attachment B for each option, certificate, or degree.

Date Submitted	4/1/2013
Institution	Eastern Idaho Technical College
Program/Option Title	Automotive Technology/Automotive Power Trains, Suspension & Steering Specialist
	<i>Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)</i>
Degree/Certificate	Postsecondary Technical Certificate
	<i>If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)</i>
CIP Code Number	47.0699 (previous) 47.0604 (requested)
CIP Code Title	Vehicle Maintenance and Repair Technologies, other (previous)
	Automobile/Automotive Mechanics Technology/Technician (requested)
TSA	National Automotive Student Skills Standards Assessment

STUDENT LEARNING OUTCOMES

List the student learning outcomes for the program

1. Use current technical diagnostic procedures to diagnose and repair to industry standards power train, suspension and steering systems of modern automobiles and light trucks.
2. Demonstrate by performing all safety procedures including the use of tools and equipment during all related shop activities.
3. Locate and use current repair procedures and information from computer based programs and written text.
4. Understand, demonstrate, and value attributes of professionalism.
5. Properly prepare hand written and electronic documents that are accurate, legible and clearly understood.

COURSE SEQUENCE

Course Prefix & Number	Course Title	Credits	Gen Ed/ Technical
ASE 131	Manual Drivetrain & Axles	2	Technical
ASE 141	Automotive Suspension & Steering Systems	2	Technical
ASE 163	Introduction to Automotive Electronics	5	Technical
ASE 242	Advanced Suspension & Steering Systems	2	
Total		11	

Summary	
General (Academic) Education	0
Technical Credits	11
Grand Total	11

COURSE TITLES, DESCRIPTIONS AND CREDITS

List all technical course titles, descriptions, and credits for this program.

ASE 131 Manual Drivetrains & Axles

2 Credits

The theory and principle of clutches, manual transmissions, drive lines (including U-joints), differential assemblies, and transaxles as used on cars and light trucks, both domestic and foreign, will be covered. 4x4 and AWD transfer cases, both single and double reduction units will also be covered. SP

ASE 141 Automotive Suspension & Steering Systems

2 Credits

Covered in this course are theory, adjustment, and repair of manual steering systems, front and rear suspension systems, basic four-wheel alignment, wheel balancing (both statically and dynamically), tires, and wheel bearings, The student will use our wheel alignment and tire service equipment. FA

ASE 163 Introduction to Automotive Electronics

5 Credits

This course covers theory, principles, and operation of automotive electrical systems. Items covered are electrical terms, electrical current flow, magnetism, electrical current sources, conductors, insulators, circuit test instruments, circuit protection, switches, relays, solenoids, diodes, transistors, gauges, simple motors, induction coils, resistors, and capacitors. Testing of batteries, as well as testing, disassembly, inspection, and rebuilding or repair of generating systems and starting systems are included in this course. FA

ASE 242 Advanced Suspension and Steering Systems

2 Credits

Major repair of power steering components, pumps, gears, cylinders, individual and integral units, rack and pinion steering (both standard and power), complete suspension overhaul, four-wheel alignment, and balance is emphasized. FA
Prerequisite: ASE 141

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 19, 2013**

SUBJECT

Board Policy III.E. Certificates and Degrees – First Reading

REFERENCE

October 2002	Board approved the first reading of amendments to Board Policy III.E.
December 2002	Board approved the second reading of amendments to Board Policy III.E.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

The Board last evaluated its definitions and credit requirements for professional-technical certificates in 2002. Over the last year, the Division of Professional-Technical Education (PTE) has evaluated the current definitions of the professional-technical education certificates and the Associate of Applied Science Degree defined in Board policy and is proposing the attached amendments. The proposed amendments update the number of credits required and add additional clarifying language to distinguish between the types of certificates available.

Additional changes are proposed that update the definition of credit hour adopting similar language as is used by the institutions accrediting agency, the Northwest Commission on Colleges and Universities.

IMPACT

Proposed amendments will add clarifying language allowing for individuals and institutions to better distinguish between the three types of technical certificates as well as updating the definition for the Associate of Applied Sciences degree and Credit Hour.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees –
First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) was notified that PTE was considering proposing changes to the professional-technical certificates and degree definitions and requested to notify staff if there were additional definitions contained in the policy that needed to be updated. CAAP did not have any additional changes to bring forward at this time.

NWCCU's credit hour definition of one (1) hour of classroom instruction and two (2) hours of out of class instruction per week for approximately fifteen weeks is equivalent to forty-five (45) clock hours of student involvement as is currently

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 19, 2013**

stated in Board policy. The additional language contained in the Board policy allows for additional flexibility for an equivalent amount of work established by the institution.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
E. Certificates and Degrees

~~December 2002~~February
2014

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that does not lead to a degree.

ii. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic certificate or a degree.

iii. Technical Certificate of Completion

A professional-technical credential awarded by the institution ~~for a professional-technical program consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies does not meet the criteria for other professional-technical certificates and consists of seven (7) semester credits or less.~~

iv. Postsecondary-Basic Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program ~~of instructions~~ of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.~~mastery of specific competencies drawn from requirements of business/industry.~~

v. Intermediate Technical Certificate

A credential awarded for the completion of requirements in an approved professional-technical program entailing of at least ~~27~~30 semester credit hours ~~and less than one year of full-time work~~ and represents mastery of a defined set of competencies.~~includes mastery of specific competencies drawn from requirements of business/industry.~~

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vi. Advanced Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program of at least 52 semester credit hours and more than one year of full-time work and represents mastery of a defined set of competencies. ~~technical and technical support requirements entailing more than one (1) academic year, a minimum of 52 semester credit hours and mastery of specific competencies drawn from requirements of business/industry.~~

- b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved professional-technical program of entailing at least 60 semester credits (includes a minimum of 15 general education credits) and at least two (2) but less than four (4) years of full-time work ~~professional-technical study with a minimum of 60 semester credits (includes a minimum of 16 general education credits) and includes~~ represents mastery of a defined set of competencies ~~specific competencies drawn from requirements of business/industry. The A.A.S. degree has specific requirements in the individual technical fields (e.g., drafting, electronics, civil engineering technology, business occupations, information technology, etc.).~~ An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.
- c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally less than four (4) years of full-time academic work.
- d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work.
- e. MASTER'S DEGREE: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research.
- f. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.
- g. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.

2. Academic and Professional-Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

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a. ~~Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or-~~

a.b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Requirements for Certificate or Degree

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions, but all credit requirements must receive approval in accordance with the program approval policies provided in III.G. Institutional catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees

Each institution, except Eastern Idaho Technical College, may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

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Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

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SUBJECT

Board Policy III.Q. Admission Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Proposed amendments to Board Policy III.Q. Admission Standards updates the term Accelerated Learning to the currently used term defined in Board Policy III.Y. Advance Opportunities as well as adding clarifying language to the professional-technical education admission requirements.

Amendments to the professional-technical education admission requirements include language that clarifies students must meet both the institution's admission requirements as well as any additional requirements of the specific professional-technical education (PTE) program. Additional amendments change the name of the tech prep program to Professional-Technical Advanced Learning. Proposed Amendments to Board Policy III.Y. Advanced Learning Opportunities regarding the tech prep program sections will be brought forward to the Board at the February Board meeting.

IMPACT

Proposed amendments will add necessary language to Board policy clarifying that students must meet both the institution's admission requirements as well as any additional admission requirements of the PTE program.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards, First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Additional changes will be brought forward to this section of policy regarding subsection c, placement in entry-level college courses, once the work of the remediation taskforce is completed. The Board approved a waiver of the English Placement Score requirements in 2012 that will expire in February 2014.

Staff recommends approval.

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BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy
III.Q. Admission Standards as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

August 2007 February 2014

1. Coverage

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

2. Purposes

The purposes of the admission policies are to:

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

3. Policies

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

4. Academic College and University Regular Admission

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International

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students and those seeking postsecondary professional-technical studies are exempt.)

- a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.
- b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

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

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

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

Placement Scores for English

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

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45

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Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

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

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

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

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

5. Academic College and University Conditional Admission

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

- a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.
- b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director for admissions.
 - i. A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.
 - ii. Students who graduate from non-accredited secondary schools or home schools must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET,

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or CPT.

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

NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

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

6. ~~Accelerated Learning Program~~Advanced Opportunities Students

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

7. Transfer Admission

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

8. Compliance and Periodic Evaluation

The Board will establish a mechanism for:

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

9. Professional-Technical Education Admissions

~~a. Open Enrollment.~~

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

ba. Admission Standards

Regular or Conditional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a professional-technical program. The admission standards and placement criteria do not apply to Workforce Development, Short-term Training, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs. Professional-technical programs employ program admission processes in addition to institutional program admission (see 9.f. below).

eb. Placement Tests

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

~~dc. Professional-Technical Educational~~ Idaho Technical College System

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

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

ed. Purposes

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- i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
- ii. Emphasize that professional-technical courses in high school, including ~~tech prep~~Professional-technical Advanced Learning (PTAL) and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.
- iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.
- iv. Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

~~fe~~. Professional Technical Regular Admission

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

- i. Standards for high school graduates of 1997 and thereafter
 - 1) High School diploma with a minimum 2.0 GPA¹; and,
 - 2) Placement examination² (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,

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

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

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- 3) Satisfactory completion of high school coursework that includes at least the following:
- a) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades 10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)
 - b) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).
 - c) *English -- 8 credits.* Applied English in the Workplace may be counted for English credit.
 - d) *Other --* Professional-technical courses, including [Tech-Prepcourses eligible for PTAL consideration-sequences](#) and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)

ii. Standards for others Seeking Regular Admission

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

- 1) High School diploma with a minimum 2.0 GPA
- or -
- 2) General Educational Development (GED) certificate³
- and -
- 3) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine [placement-admission](#)

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

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eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission

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

- a. High School diploma or GED certificate³
- and -
- b. Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

11. Professional Technical Early Admission

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

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

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

- a. Each technical program establishes specific program requirements (including placement exam scores) that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills.

~~b. —b.~~ Students should provide evidence of a career plan. (It is best if this plan is developed throughout high school prior to seeking admission to a technical college.)

c. Technical colleges employ formal procedures and definitions for program

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admission. Program admission requirements and procedures are clearly defined and published for each program.

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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 - Second 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.
October 17, 2013	The Board approved the first reading to repeal Board Policy, III.F, Academic and Program Affairs and amendments to Board Policy III.G, Instructional Program Approval and Discontinuance.

BACKGROUND/DISCUSSION

Proposed amendments include repealing Board Policy Section III.F, Academic and Program Affairs. This policy provides for the Board's responsibility related to academic and program affairs. Policy language in Section III.F was transferred to Section III.G where it aligns with programmatic language and scope.

Additional amendments were made that would significantly change the requirements for approving non-degree programmatic changes and the five-year plans. This included expanding the scope of non-substantive changes to include non-degree programmatic changes such as options, tracks, and emphases. The

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DECEMBER 19, 2013**

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 also 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.

Changes from the first reading of this policy include a three-year sunset clause for program approvals and a requirement for institutions to notify the Board office of program implementation. The proposed changes are intended to help improve program tracking in the Board office and keep records up-to-date.

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

- Attachment 1 – Second Reading, Repeal Board Policy III.F, Academic and Program Affairs – Redlined Page 5
- Attachment 2 - Second Reading, Proposed Amendments to Board Policy III.G, Instructional Program Approval and Discontinuance - Redlined Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Board staff received additional feedback from the Registrars after the first reading of Board Policy III.G. At their bi-annual meeting, the Registrars discussed the proposed removal of definitions for a minor, emphasis, and option. They discussed whether it would affect their ability to guide curriculum committees with program approval. This feedback was shared and discussed with the Council on Academic Affairs Programs (CAAP) at their October and November meetings. CAAP maintained their position to remove definitions because they were not well-defined and agreed that institutions would develop a definition internally to be used campus-wide.

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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 19, 2013**

BOARD ACTION

I move to approve the second 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 second 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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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
F. Academic Affairs and Programs

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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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: G. Postsecondary Program Approval and Discontinuance December 2013

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 Board Policy 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 Board Policy 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 Board Policy 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.

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- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Board Policy 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 Board Policy 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.

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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 subsection 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 program 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.

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- 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 is consistent with the program approval process. ~~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. of this policy 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 of this policy, 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 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 of the Division of Professional-technical Education 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.

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- 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 with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

5. Sunset Clause for Program Approval

Board or Executive Director approval of academic and professional-technical education programs shall include a three-year sunset clause. A program not implemented within the three years from the date of its approval shall be resubmitted by the institution to the Board or Executive Director for approval. Institutions shall submit a new proposal to include a justification for the renewal.

66. 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 re-consider the denial. If the Executive Director denies 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.

67. 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 Board Policy 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

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

78. Reporting

- a. 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.
- b. 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.
- c. Institutions shall notify the Board office in writing when an approved program has been officially implemented.

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 19, 2013**

SUBJECT

Repeal Board Policy III.K, Credit for Prior Learning – Second Reading and Proposed amendments to Board Policy III.L, Continuing Education/Off-Campus Instruction - Second 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.
October 17, 2013	The Board approved the first reading to repeal Board Policy III.K, Credit for Prior Learning and 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

Proposed amendments include striking out language that deals with off-campus instruction in III.L and transferring the service region sections to Board Policy III.Z. Additional amendments include a revised definition for continuing education and revised minimum standards for continuing education activities.

Amendments also include repealing III.K, Prior Learning and transferring language to a new section in Board Policy III.L that would deal with credit for prior learning. Staff also 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

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regarding the awarding of credit for training and serves for members of the armed forces or reserves.

There were no additional amendments made between the first and second reading.

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 3
Attachment 2 – Proposed Amendments to Board Policy III.L. Continuing Education and Credit for Prior Learning - Redlined	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

No concerns were raised between the first and second reading. Board staff and CAAP recommend approval as presented.

BOARD ACTION

I move to approve the second 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 second 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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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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SECTION: III. POSTSECONDARY AFFAIRS

L. Continuing Education and Credit for Prior Learning

December 2013

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

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- 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.
 - 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.

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- 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.

3. Service Regions and Inter-Institutional Collaboration

The Board has established primary service regions identified in Board Policy 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 Board Policy Section III.Z.b.ii.

4. Fees

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

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 19, 2013**

SUBJECT

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.

BACKGROUND/DISCUSSION

Board staff held a work session with the Provosts in April 2013 to discuss the Five-Year Plan and potential concerns with proposed program plans and potential collaborations. This process led to a discussion on the need to revisit statewide program responsibilities and make corrections to program titles and degrees to align with current trends and national standards. Board staff worked with the Council on Academic Affairs and Programs (CAAP) to bring the statewide programs list up-to-date, which also resulted in additional amendments to policy.

Changes from the first reading of this policy include adding the Statewide Program Responsibility and Service Region Program Responsibility definitions back into policy and reorganizing the order of definitions. Staff also added language under the Designated Institutions definition that would clarify the service region responsibility for academic and professional-technical programs in relation to the community colleges. Additional language was also included under Statewide Program Delivery to state that the statewide program list will be reviewed for alignment by the Board every two years concurrently with the update to the five-year plan.

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Additional amendments made from the first reading of this policy include clarifying the University of Idaho's (UI) statewide program list, specifically to clarify the current degree titles in natural resources and agriculture.

Other amendments made to the statewide program list of responsibilities include Idaho State University (ISU) adding their existing Ph.D. in Clinical Psychology program, their Ph.D. in Health Physics, and their new Doctor of Nursing Practice to reflect the shared responsibility with Boise State University (BSU). New language related to the UI's WWAMI and W-I Vet med programs was also added. This language comes directly from the original Board approved Mission for the UI. BSU did not request significant corrections.

Proposed amendments to Board Policy III.Z also address online program delivery. Currently, Board Policy III.Z does not provide coverage for programs offered online, through correspondence, continuing education courses, or dual credit courses for secondary students. The Instruction, Research, and Student Affairs (IRSA) Committee charged CAAP with evaluating existing policy to determine if provisions were necessary for online program delivery. At their June 27, 2013 meeting, CAAP determined that Board Policy III.Z should not apply to online programs but recommended that a definition for online should be added to policy.

In reviewing other Board policies in Postsecondary Affairs staff determined Board Policy III.L, Continuing Education/Off-Campus Instruction had significant overlap and areas that should be consolidated into Board Policy III.Z. The intent of this policy is to assist institutions in developing appropriate measures to ensure access and encourage collaboration among the state's two-year and four-year institutions in providing continuing education. Staff proposes to transfer sections of Board Policy III.L, relating to primary service regions to Board Policy III.Z.

IMPACT

Proposed amendments to Board Policy III.Z will provide greater clarity, create efficiencies among existing policies, and provide institutions and staff the necessary guidance for online program delivery.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.Z Planning and Delivery of Postsecondary Programs and Courses Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff worked with the universities to review the current statewide responsibilities to ensure the degree titles and levels are accurate. To further clarify the University of Idaho's program list, staff removed the Natural Resources M.S. and Ph.D. from each of the program areas and listed it as a separate item at the end of the list. With regard to the Natural Resources, the UI previously had an M.S. in each of the program areas currently listed in policy. The problem was that their

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M.S. was not in those program areas (i.e., Fishery Resources, Wildlife Resources, etc.), the UI only offered the Master's degree in Natural Resources. This change was made and approved by the Board in 2009 as part of their first run at program prioritization. In addition, the UI added the M.N.R. and the Ph.D. because they believe those should have been included in the original policy.

Staff also included a revision to the UI's statewide responsibility statement to reflect their assignment for regional medical and veterinary medical education in which the state of Idaho participates.

Board staff and CAAP recommend approval as presented.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBSECTION: Z. Planning and Delivery of Postsecondary Programs and Courses

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

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

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

1. Definitions

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
- i. For purposes of this Section III.Z., with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis-Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
- ii. For purposes of this Section III.Z., with respect to professional-technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College, Eastern Idaho Technical College, Lewis-Clark State College, and

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Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

- b. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
- c. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs. within its respective service region that meets regional educational and workforce needs.
- d. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii. 1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- b.e. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. based on that institution's unique strengths, to be delivered by that institution in all regions of the state. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
- e.f. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.
- d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
- e. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in Section III.L.3. Service Region Program Responsibilities are assigned to the Designated

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~~Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.~~

~~f. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection b.ii.1)-2) below.~~

~~g. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.~~

2. Planning and Delivery Process and Requirements

a. Planning

i. Five-Year Plan

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

ii. Institution Plan

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

1) Statewide Program Institution Plan

Institutions assigned a Statewide Program ~~Responsibility~~ shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program ~~Responsibility~~ shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program ~~Responsibilities~~. At a minimum, for new Statewide Programs anticipated to be offered within three (3) years of

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approval of the Institution Plan, each Institution Plan shall include the following:

- A needs assessment to include a minimum of the timeline for delivery of the program, a summary of the anticipated costs of delivery and resources, including facility needs and costs pursuant to guidelines developed by the Board's Chief Academic Officer.
- A description of the Statewide Programs to be delivered throughout the state and the resources to be employed.
- A description of the Statewide Programs offered, or to be offered, by a Designated or Partnering Institution.
- A summary of the terms of Memoranda of Understanding (MOU's), if any, entered into with Partnering Institutions pursuant to Subsection b.iii. below.

2) Service Region Program Institution Plan

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

- The ongoing and future workforce and educational needs of the region.
- A description of the academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the resources to be employed.
- A description of programs offered, or to be offered, in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.

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

3) Plan Updates

Every two years, on a schedule to be developed by the Board's Chief Academic Officer, Institution Plans shall be updated and submitted to Board staff as follows:

- Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination at least sixty (60) days prior to submitting to Board staff.
- Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- In the event the Board's Chief Academic Officer recommends material changes, ~~they~~ he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- The Board's Chief Academic Officer shall then provide his/her recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. Every two years the Board shall approve the Institution Plans through the Five-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and

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does not constitute Board approval of a program, and institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be reviewed for alignment by the Board every two years concurrently with the update to the five-year plan.

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

Program Name	Degrees
Public Policy	M.S., Ph.D.
Public Administration	Ph.D.
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

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

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Educational Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

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University of Idaho shall have responsibility to assess and ensure the statewide delivery of all educational programs in the following degree program areas, as well as responsibility for Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) regional medical education, and Washington and Idaho (WI) veterinary medical education in which the state of Idaho participates:

Program Name	Degrees
Law	J.D.
Architecture; Integrated Architecture & Design	B.S. Arch., M. Arch., M.S.
<u>Integrated Architecture & Design</u>	<u>M.S.</u>
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science; Animal Science	B.S.A.V.S., M.S., D.V.M.
<u>Animal Science</u>	<u>M.S.</u>
<u>Veterinary Science</u>	<u>D.V.M.</u>
Plant Science	M.S., Ph.D.
Agricultural Economics; Applied Economics (Agricultural)	B.S.Ag.Econ; M.S.
<u>Applied Economics (Agricultural)</u>	<u>M.S.</u>
Food Science	B.S.F.S., M.S., Ph.D.
Forest Resources; Natural Resources	B.S.For.Res.; M.S., M.N.R., Ph.D.
Renewable Materials; Natural Resources	B.S.Renew.Mat.; M.S., M.N.R., Ph.D.
Wildlife Resources; Natural Resources	B.S.Wildl.Res.; M.S., M.N.R., Ph.D.
Fishery Resources; Natural Resources	B.S.Fish.Res.; M.S., M.N.R., Ph.D.
Natural Resource Conservation; Natural Resources	B.S.Nat.Resc.Consv.; M.S., M.N.R., Ph.D.
Rangeland Ecology & Management; Natural Resources	B.S.Rangeland.Ecol.Mgmt.; M.S., M.N.R., Ph.D.
Fire Ecology & Management; Natural Resources	B.S.Fire.Ecol.Mgt.; M.S., M.N.R., Ph.D.
Natural Resource concentrations in: <ul style="list-style-type: none"> • <u>Forest Resources</u> • <u>Renewable Materials</u> • <u>Wildlife Resources</u> • <u>Fishery Resources</u> • <u>Natural Resource Conservation</u> • <u>Rangeland Ecology & Management</u> • <u>Fire Ecology & Management</u> 	<u>M.S., M.N.R., Ph.D.</u>

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ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program ~~Responsibility~~ to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving ~~non-competing~~ undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving ~~lower division~~ undergraduate needs. ~~Lewis-Clark State College and the University of Idaho are the Designated Institutions serving upper division undergraduate needs.~~ The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University is the Designated Institution serving undergraduate and graduate education needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

2) Professional Technical Service Regions

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Postsecondary professional-technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

3) Program Offerings by Partnering Institutions

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

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

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

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

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

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months of the date of notice whether it will deliver such program on substantially the same terms.

iii. ~~Memorandums~~ Memoranda of Understanding

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

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

iv. Facilities

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

- The educational and workforce needs of the local community demand a separate facility ~~at~~ a location other than the campus of the

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Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.13) above, and

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

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

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

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

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

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- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3). above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). ~~It~~ The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

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

3. Existing Programs

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

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4. Oversight and Advisory Councils

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

5. Resolutions

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

6. Exceptions

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