

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BOARD POLICY III.G, POSTSECONDARY PROGRAM APPROVAL AND DISCONTINUANCE – SECOND READING</b>	Motion to Approve
2	<b>BOARD POLICY III.P, STUDENTS – SECOND READING</b>	Motion to Approve
3	<b>REPEAL OF BOARD POLICY III.U, TELECOMMUNICATIONS – SECOND READING</b>	Motion to Approve
4	<b>WAIVER OF BOARD POLICY III.Q. 4. C. PLACEMENT SCORES</b>	Motion to Approve

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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**SUBJECT**

Amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance - First Reading

**REFERENCE**

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.
December 19, 2013	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 13, 2015	The Board approved the first reading of proposed amendments to Board Policy III.G.

**BACKGROUND/DISCUSSION**

The proposed amendments update the approval procedures for certificates and program expansions within a service region, and adds a new section for the inactivation of PTE programs.

Other changes include the following:

- Reorganize existing language to other subsections of the policy where it made more sense
- Move the last sentence in the preamble regarding learning outcomes to subsection 3 “Academic Programs” and to subsection 4 “PTE Programs”
- Move financial impact definition under the “definitions section”
- Separate the role of the Professional Standards Commission in 2.c. to be its own subsection.
- Add “certificates of 30 credits or less” to “Modifications” subsection 3
- Add “certificates of 30 credits or more to “Academic Programs” and “PTE programs” subsection 3
- Add new subsection under 4.d. for PTE program inactivation
- Modify subsection 5 from a three-year sunset clause to five years

**IMPACT**

Approval of proposed amendments will create efficiencies for institutions and decrease the number of proposals submitted to the Board office, and in some cases to the Board.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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**ATTACHMENTS**

Attachment 1 – Board Policy III.G, Postsecondary Program Approval and Discontinuance – Second Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Proposed amendments to Board Policy III.G will provide institutions and staff the necessary guidance for program proposal submission and procedures for approval. There was one minor change between first and second reading to clarify what constitutes a Professional Technical program modification. Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance 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: G. Postsecondary Program Approval and Discontinuance

[April 2014 August 2015](#)

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The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. The Board has final authority and responsibility for program approval. 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, p~~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 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 or professional-technical 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 academic or professional-technical 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 in a specialized field (i.e., major) for an academic certificate, an associate's, 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and 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.
- h. [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 incurred as a direct result of the new instructional program or modification to an existing program.](#)

## 2. Roles and Responsibilities

- a. Institutions shall establish and follow internal program 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on teacher education, and teaching standards.

3. Academic Program Proposal Submission and Approval Procedures

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

- a. Branch Campuses - 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. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.

~~b.c.~~ Academic Programs

- ~~h.i.~~ All new, modification of, and/or discontinuation of academic program majors, shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associate's, bachelor's, master's, specialist, and doctorates degrees; instructional units, and administrative units, expansions, consolidations, including the transition of existing programs to an on-line format requires completion of the program proposal prior to implementation. Proposals requiring new state appropriations shall be included in the annual budget request of the institution for Board approval.

- 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or professional-technical programs, with a financial impact of \$250,000 or more per fiscal year.
- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification of, and/or discontinuation of academic

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.

- 3) Prior to implementation, an institution shall obtain Board approval of any new, modification of, 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.—5) Modification to existing programs shall include, but are not ~~be~~ limited to, the following:

a) Expanding of an existing program outside a designated service region.

4) b) Converting one program option into a stand-alone program.

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

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

4) e) 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) f) Transitioning of existing programs to an on-line format.

6) g) Changing 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 that describes what should be included in the report. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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~~iii.~~ 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. and meets the standards approved by the Board and established in rule.

~~e.d.~~ d. Academic Program Components

~~Modification of existing academic program components~~ New, modification, and/or discontinuation of academic program components, and academic certificates 30 credits or less may ~~or may not~~ require a proposal. For academic program components ~~that require~~ requiring a proposal, subsection 43.bc.i. of this policy applies.

i. New, modification, and/or discontinuation of academic program components; academic certificates 30 credits or less; 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.

~~i.~~ ii. 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.

~~a.~~ iii. 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 3.c.i of this policy, and shall be reviewed and approved by the Board.

~~b.~~ iv. Minor ~~Non-substantive~~ curriculum changes ~~do not require notification or approval~~, minor credit changes in a program, descriptions of individual courses and other routine catalog changes, ~~and do not require additional funding to implement~~ do not require notification or approval.

4. Professional-Technical Programs

All professional-technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Professional-Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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Requests ~~that require~~requiring 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. Learning Outcomes

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.

a.b. Professional-Technical Programs

i. All new, modification of, and/or discontinuation of professional-technical ~~degrees programs, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units, expansions, consolidations, including the 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.

- 1) Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.
- 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.
- 3) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

~~ii. 4)~~ Modifications to existing programs shall include, but not be limited to, the following:

- a) Expanding an existing program outside a designated service region. [PS1]

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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- 1) b) Converting one program option into a stand-alone program.
- 2) c) Consolidating an existing program to create one or more new programs.
- 3) d) Adding a certificate or degree program not already approved by the Board.
- 4) e) 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) f) Transitioning of existing programs to an on-line format.
- 6) g) Changing 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.

b-c. Professional-Technical Programs Components

New, modification of, and/or discontinuation ~~Modification~~ of existing professional-technical program components may ~~or may not~~ require a proposal. For professional-technical program components ~~that~~ requireing a proposal, subsection 4.a.i of this policy applies.

- i. New, modification of, and/or discontinuation of professional-technical options for existing programs; changes to a program's status to inactive, changes to CIP codes, 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.
- ii. 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.
- iii. Non-substantive-Minor 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.

d. Professional-Technical Program Inactivation

- i. The purpose of a professional-technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:

- 1) Description and rationale for the modification
- 2) Implementation date
- 3) Arrangement for enrolled students to complete the program in a timely manner
- 4) Impact of accreditation, if any
- 5) Impact to current employees of the program
- 6) Impact on current budget

iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.

iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

~~Board or Executive Director approval of a~~Academic and professional-technical education programs ~~shall include a three-year sunset clause. approved by the Board or Executive Director must be implemented within five years.~~ A program not implemented within ~~the three-five~~ years from the approval date of its approval ~~shall be resubmitted~~ requires submission for approval of an updated proposal by the institution to the Board or Executive Director for consideration.

6. 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.

7. Program Discontinuance

The primary considerations for instructional program discontinuance ~~will be~~ are 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 II.N. ~~of these policies.~~

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees - 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:
  - i. 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.
  - ii. 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.
  - iii. 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.
  - iv. 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.

**8. 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**  
**OCTOBER 22, 2015**

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**SUBJECT**

Board Policy III.P. Students – Student Health Insurance – Second Reading

**REFERENCE**

April 2012	State Board of Education (Board) consideration of several options for SHIP policy waiver. Motion failed.
September 2012	Board considered first reading of amendments to SHIP policy. Motion failed.
April 2013	Board consideration of SHIP policy one-year waiver for Lewis-Clark State College only with respect to mandatory student health insurance coverage. Returned to committee for further consideration.
December 2013	Board returned SHIP policy to committee for further consideration.
January 2015	Board approved first reading of proposed changes to Board Policy III.P.16 student health insurance.
February 2015	Board approved second reading of III.P.16.
August 2015	Board approved the first reading of Board Policy III.P.16.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND / DISCUSSION**

In February 2015 the Board approved an amendment to Board policy regarding student health insurance. Since that time, the institutions have been working on implementation for fall 2015. A couple unintended consequences of the policy change have surfaced which need to be addressed.

The policy currently provides that a student may have a non-Affordable Care Act (ACA) compliant policy their first semester of enrollment provided they enroll in an ACA compliant plan “by the first health insurance exchange open-enrollment *or the end of their first semester, whichever comes first.*” The open-enrollment period for Idaho’s health insurance exchange is mid-November to mid-February. The institutions are concerned that it may not be possible for students who enroll for the first time in the spring semester to enroll in the exchange in time. Unlike first-time fall students, there is currently no option for students to enroll in the spring without ACA compliant insurance.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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Additionally, if a student is found in noncompliance (i.e. uninsured or non-ACA compliant insured); the policy prohibits full-time enrollment in future terms (fall, spring or summer). Institutions do not have full-time rates for summer, but a student could potentially be prohibited from enrolling part-time during the summer due to noncompliance during a prior semester even though part time students are not required to obtain health insurance.

**IMPACT**

Proposed policy amendments would clarify the required insured status of students.

**ATTACHMENTS**

Attachment 1 – Section III.P. – Second Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendment would allow a full-time student to enroll for the first time in either the fall or spring semester with non-ACA compliant insurance until they have an opportunity to enroll in the exchange during the next open enrollment period. In addition, reference to the summer term is removed from the policy since there is no full-time rate, and thus insurance is not required under the policy.

There were no changes between the first and second reading. Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board policy Section III.P. Students, as presented.

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

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: III. POSTSECONDARY AFFAIRS  
SUBSECTION: P. STUDENTS**

**February 2015**

The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board. A "student" means any person duly admitted and regularly enrolled at an institution under governance of the Board as an undergraduate, graduate, or professional student, on a full-time or part-time basis, or who is admitted as a non-matriculated student on or off an institutional campus.

**1. Nondiscrimination**

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without regard to race, color, religion, sex, national origin, age, handicap, or veterans status, including disabled veterans and veterans of the Vietnam era in accordance with:

- a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq.*, which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.
- b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.
- c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq.*, which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.
- d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq.*, which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.
- e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.

**2. Sexual Harassment**

Each institution must establish and maintain a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution.

Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" means an un-welcomed sexual advance, request for sexual favors, or behavior, oral statements, or physical conduct of a sexual nature when:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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- a. submission to such conduct is made either explicitly or implicitly a term or condition of a student's grade, receipt of a grade, or status as a student;
- b. an individual student's submission to or rejection of such conduct is used as a basis for a decision affecting the student; or
- c. such conduct has the purpose or effect of substantially interfering with a student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment.

Each institution must develop and make public procedures providing for the prompt, confidential, and equitable resolution of student complaints alleging an act of sex-based discrimination, including sexual harassment.

### 3. Academic Freedom and Responsibility

Institutions of postsecondary education are conducted for the common good and not to further the interests of either the individual student or the institution as a whole. Academic freedom is fundamental for the protection of the rights of students in learning and carries with it responsibilities as well as rights.

Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution. Expression of dissent and attempts to produce change may not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Speakers on the campuses must not only be protected from violence but must also be given an opportunity to be heard. Those who seek to call attention to grievances must do so in ways that do not significantly impede the functioning of the institution.

Students are entitled to an atmosphere conducive to learning and to fair and even treatment in all aspects of student-teacher relationships. Teaching faculty may not refuse to enroll or teach a student because of the student's beliefs or the possible uses to which the student may put the knowledge gained from the course. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.

### 4. Catalog and Representational Statements

Each institution will publish its official catalogue and admissions, academic, and other policies and procedures which affect students. (See *also* "Roles and Missions," Section III, Subsection I-2.)

Each institutional catalogue must include the following statement:

Catalogues, bulletins, and course or fee schedules shall not be considered as binding contracts between [institution] and students. The [institution] reserves the right at any time, without advance notice, to:

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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(a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admission and registration requirements; (e) change the regulations and requirements governing instruction in and graduation from the institution and its various divisions; and (f) change any other regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in [institution]. When economic and other conditions permit, the [institution] tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, the [institution] will make every reasonable effort to ensure that students who are within two (2) years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program which is to be withdrawn.

No employee, agent, or representative of an institution may make representations to, or enter into any agreement with, or act toward any student or person in a manner which is not in conformity with Board Governing Policies and Procedures or the approved policies and procedures of the institution.

#### 5. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, and implementing regulations. Each institution will establish policies and procedures for maintenance of student records consistent with the act and implementing regulations and will establish and make public an appeals procedure which allows a student to contest or protest the content of any item contained in his or her institutional records.

#### 6. Residency Status - Procedure for Determination

Rules and procedures for the determination of residency status for purposes of paying nonresident tuition are found in the State Board of Education Rule Manual IDAPA 08.01.04.

#### 7. Full-Time Students

##### a. Undergraduate Student

For fee and tuition purposes, a "full-time" undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).

##### i. Student Body Officers and Appointees

For fee and tuition purposes, the president, vice president, and senators of the associated student body government are considered full-time students when

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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carrying at least the following credit loads: (a) president, three (3) credits and (b) vice president and senators, six (6) credits.

ii. Editors

Editors of student published newspapers are recognized as full-time students when carrying a three credit load, and associate editors are recognized as full-time students when carrying a six credit load.

b. Graduate Student

For fee and tuition purposes, a “full-time” graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

8. Student Governance

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Each student constitution must be reviewed and approved by the Chief Executive Officer. Any amendments to the student constitution must also be reviewed and approved by the Chief Executive Officer.

9. Student Financial Aid

Each institution will establish policies and procedures necessary for the administration of student financial aid.

- a. Transfer of Delinquent National Direct Student Loans. (See Section V, Subsection P)
- b. Student Financial Aid Fraud

Each institution under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.

10. Fees and Tuition

- a. Establishment  
Policies and procedures for establishment of fees, tuition, and other charges are found in Section V, Subsection R, of the Governing Policies and Procedures.
- b. Refund of Fees  
Each institution will develop and publish a schedule for refund of fees in the event a student withdraws in accordance with regulations governing withdrawal.

11. Student Employees

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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a. Restrictions

No student employee may be assigned to duties which are for the benefit of personal and private gain, require partisan or nonpartisan political activities, or involve the construction, operation, or maintenance of any part of any facility which is used for sectarian instruction or religious worship. No supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures

Each institution will develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.

c. Graduate Assistants

Each institution is delegated the authority to appoint within the limitations of available resources graduate assistants in a number consistent with the mission of the institution. Graduate assistantships are established to supplement a graduate student's course of study, with employment appropriate to the student's academic pursuits.

Each institution will establish its own procedures for appointment of graduate assistants which will include (a) qualifications, (b) clear and detailed responsibilities in writing, and (c) maximum number of hours expected and wages for meeting those requirements.

Matriculation, activity, and facility fees for graduate assistants will be paid either by the student or by the department or academic unit on behalf of the student. Graduate students will be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment

Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources (or the University of Idaho classified employee system) or federal guidelines when work-study funds are used.

12. Student Conduct, Rights, and Responsibilities

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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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

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 may provide the opportunity for students to purchase health insurance. Health insurance offered through the institution shall be Affordable Care Act (ACA) compliant.

#### b. Mandatory Student Health Insurance

Every full-fee paying full-time student (for purposes of federal financial aid) attending classes in Idaho shall be covered by an ACA compliant health insurance

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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policy. Students without proof of health insurance coverage shall be ineligible to enroll full-time at an institution. Each institution shall monitor and enforce student compliance with this policy.

- i. “ACA compliant” means a health insurance policy which meets the minimum coverage requirements classified by the ACA as “essential health benefits.” Essential health benefits include items and services within at least the following 10 general categories: ambulatory patient services; emergency services; hospitalization; maternity and newborn care; mental health and substance use disorder services, including behavioral health treatment; prescription drugs; rehabilitative and habilitative services and devices; laboratory services; preventive and wellness services and chronic disease management; and pediatric services (including oral and vision care).
- ii. Proof of Insurance. All full-time students shall provide proof of ACA compliant health insurance coverage. Proof of health insurance coverage shall include at least the following information:
  - (1) Name of health insurance carrier
  - (2) Policy number
  - (3) Contact information for employer, insurance company or agent who can verify coverage
  - (4) Attestation by the student, parent or guardian that health insurance policy is ACA compliant

Along with proof of insurance, students shall certify they will maintain active and continuous ACA compliant insurance coverage for the duration of their time enrolled as a full-time student.

- iii. Temporary Insurance Coverage. A full-time student may have a non-ACA compliant policy before registration for their first semester of attendance, but such a student shall sign an affidavit that they will enroll in ACA compliant insurance by the end of the first available health insurance exchange open-enrollment period ~~or the end of their first semester, whichever comes first~~. At no other time may a full-time student be enrolled without ACA compliant insurance.
- iv. Non-compliance. A student found to be out of compliance with this policy while enrolled at an institution, shall be ineligible for full-time enrollment in future terms (fall, or spring ~~or summer~~) until insurance is obtained and proof thereof is certified; provided however, that if health insurance is offered through an institution and a student is found in non-compliance, the institution may default enroll the student into the institution’s student health insurance plan and charge the student’s account.

17. Students Called to Active Military Duty

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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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 received financial aid, the institution will process that portion of the refund in accordance with each financial aid program.

**18. Student Complaints/Grievances.**

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. The institution may be asked to provide information to the Board office related to the student complaint/grievance.

- d. The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.
- e. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.
- f. The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints/grievances.

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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**SUBJECT**

Repeal Board Policy III.U, Telecommunications– Second Reading

**REFERENCE**

May 1987

The Board approved Board Policy III.U., Telecommunications.

August 13, 2015

The Board approved the first reading, repeal of Board Policy III. U., Telecommunications.

**APPLICABLE STATUTES, RULE OR POLICY**

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

**BACKGROUND/DISCUSSION**

Board Policy III.U, Telecommunications was created to facilitate the coordination of telecommunications systems statewide to be used to deliver distance education. The prolific rise of the internet and its role in delivering education has rendered the “telecommunications system” policy outdated. Additionally, this policy was originally adopted to guide implementation of the Board’s *Plan for Development of a Statewide Telecommunications System*, a plan that was adopted in May 1987. That Plan has since been repealed.

At their July 9, 2015 meeting, the Council on Academic Affairs and Programs (CAAP) reviewed existing Board Policy III.U to discuss if that policy should be maintained or consolidated with other existing policies. CAAP determined that the policy was no longer serving a purpose and recommend the policy be repealed.

**IMPACT**

The proposed amendment to repeal Board Policy III.U will remove the no longer necessary and outdated policy.

**ATTACHMENTS**

Attachment 1 – Board Policy III.U – Second Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Given the dynamic and rapidly changing nature of distance education, telecommunications systems, and the internet, this policy is highly outdated. Board Staff and CAAP recommend repealing Board Policy III.U in its entirety.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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**BOARD ACTION**

I move to approve the second reading of amendments to Board Policy III.U, Telecommunications, repealing the section in its entirety.

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

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

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: U. Telecommunications

April 2002

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~~1. Coverage~~

~~The following policies are intended to promote effective operation of the telecommunications system outlined in the *Plan for Development of a Statewide Telecommunications System* (adopted by the State Board of Education, May 13, 1987). The system does not exist as a single entity, but is composed of various components owned and operated by units of the State Board of Education and by private and public entities outside the control of the State Board of Education. The Simplot/Micron Technology Center shall serve as the network center for all telecommunications activity conducted under the authority of the State Board of Education. These policies apply to units under the governance of the State Board of Education and all entities, public or private, utilizing the system.~~

~~The Board encourages development of a broad range of cooperative ventures that use telecommunication technologies to improve educational delivery to the citizens of Idaho. Use of electronic technology to deliver education/training to citizens of the state who live in areas distant from college and university campuses is particularly encouraged. These technologies may include, but are not limited to, one (1) or more of the following: open-channel television, closed-circuit television, cable television, low-power television, communication and/or direct broadcast satellite, satellite master antenna system, microwave, videotape, video disc, and telephone line.~~

~~2. Access~~

~~a. Each college, university and area vocational technical school should support a baseline of telecommunications origination capabilities consistent with the Educational User Requirements outlined in the *Plan for Development of a Statewide Telecommunications System*. These capabilities shall complement but not duplicate the configuration of systems and capabilities of the Simplot/Micron Technology Center outlined in 7.c.~~

~~b. The use of the telecommunications system shall be shared among higher education, public education, and professional technical education agencies. The State Department of Education instructional television service in existence at the time these policies are adopted will, where feasible, be continued with existing scheduling priority.~~

~~c. Each educational agency utilizing the telecommunications system shall have access to all components of the system.~~

~~d. Other non-educational state agencies may share the use of the telecommunications system on a cost and time-available basis.~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
AUGUST 13, 2015**

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- ~~e. Out-of-state educational institutions may be allowed access to the telecommunications system for accredited instructional purposes on a cost and time-available basis when approved by and in cooperation with the primary emphasis institution under whose role and mission the proposed use would fall.~~
- ~~f. Non-public organizations may be allowed access to the telecommunications system on a cost plus and time available basis.~~
- ~~g. Interstate cooperation in educational telecommunications which results in improved program quality, program delivery, or cost efficiency is encouraged. Participation in the Western States Educational Telecommunications Cooperative is also encouraged.~~

~~3. Priorities~~

- ~~a. Interactive telecommunications shall be given priority above non-interactive uses.~~
- ~~b. Educational uses shall be given priority above administrative uses.~~
- ~~c. Program origination shall be determined by role and mission with primary emphasis institutions responsible for providing or authorizing courses by telecommunications to areas of the state underserved by the emphasis program.~~

~~4. Operations~~

- ~~a. The sponsoring agency shall ensure that faculty and other users of the telecommunications system receive adequate training.~~
- ~~b. Cooperative development of user training utilizing the resources of each agency should be encouraged.~~
- ~~c. Operators of each component of the delivery system under Board control shall maintain the component for all users.~~
- ~~d. Reception sites for instruction delivered via telecommunications (other than reception in homes or on main campuses) must be reported to the Board.~~
- ~~e. An institution will notify the Executive Director prior to conducting an experiment with a new instructional delivery system. An institution must receive Board approval before inaugurating any new instructional delivery system and must demonstrate to the Board's satisfaction that the system is compatible with existing systems and does not duplicate the functions and capabilities available at the Simplot/Micron Technology Center.~~

~~5. Program Delivery~~

- ~~a. Courses and programs delivered via telecommunications, except those sponsored by the State Department of Education, must conform to program approval and review policies (Sections III.G. and H.); to institutional role and~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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~~mission policies (Section III.L.2); to primary service region policies (Section III.L.3); and to quality assurance policies for off-campus instruction (Section III.L.6).~~

- ~~b. All courses and programs delivered via telecommunications, except those sponsored by the State Department of Education, must meet the same quality standards as required by the Board and the institutions for on-campus courses and programs delivered through traditional means.~~
- ~~c. If an institution other than the State Department of Education proposes to deliver instruction via telecommunications in a service region assigned to another institution, the proposing institution must notify the primary service institution according to procedures outlined in Board approved continuing education/off-campus instruction policies (Section III.L.3.c).~~
- ~~d. Institutional conflicts regarding service region, role and mission, and associated matters related to instruction delivered via telecommunications shall be submitted in writing first to the respective institutional chief academic officers, and secondly, if resolution is not achieved, to the Board's Chief Academic Officer for review and resolution.~~

~~6. Credit/Registration~~

- ~~a. All credit courses, except those co-sponsored by the State Department of Education, delivered via telecommunications must be applicable to a campus-based degree or certificate program approved by the Board.~~
- ~~b. Each institution shall determine the credit and requirements for courses delivered by telecommunications to statewide audiences. Such courses shall carry information regarding the institutions which have approved the course for credit, the amount of credit, the requirements, and any restrictions on transfer that may exist.~~
- ~~c. Each institution shall determine whether a course is acceptable as transfer credit in compliance with Board policy on articulation.~~
- ~~d. Non-credit, fee-based short courses and workshops shall generate fees for, and be the responsibility of, the institution originating the workshop. Non-credit activities shall comply with primary emphasis designations and role and mission statements. An institution that receives a request to offer non-credit activities coming within the role and mission of another institution must convey the request to that institution. If the institution under whose role and mission the request comes chooses not to respond, the institution that receives the request may do so.~~
- ~~e. Cooperative development and offering of credit courses by telecommunications between institutions is encouraged. Institutions may mutually agree upon a~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
AUGUST 13, 2015**

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~~division of fees and FTE's for such cooperatively developed and delivered courses.~~

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**AUGUST 13, 2015**

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~~7. Governance~~

~~a. General governance of the use of the telecommunications system by agencies of the State Board of Education shall include the following duties:~~

~~(1) Upon request, provide advice and consultation to the State Board of Education and the Office of the State Board concerning matters of telecommunications policy and system development.~~

~~(2) Review and approve proposed schedules of course offerings and non-credit workshops to be offered by telecommunications outside of an originating institution's primary service area.~~

~~(3) Coordinate and approve joint acquisitions of technology-based instructional materials, facilities, equipment, and services.~~

~~(4) Provide for ongoing policy development and recommendations affecting telecommunications to the State Board of Education.~~

~~b. General governance of the telecommunications system shall be coordinated by a Telecommunications Council, composed of the chief academic officer of the Board and the four year and two year public institutions of higher education, the State Department of Education, the SBOE agency heads, the director of the Simplot/Micron Center, and the director of the Eastern Idaho Technical College. The chair of the Telecommunications Council shall be elected by the Council. The Telecommunications Council shall report to the Academic Affairs and Program Committee.~~

~~c. Day-to-day management, operations, and scheduling functions of the telecommunications system shall be the responsibility of the general manager of the Idaho Educational Public Broadcasting System working in conjunction with the network center and other components of the system. The general manager of IEPBS, working in conjunction with the network center, will also provide those non-duplicated system resources such as satellite uplinks, statewide telephone bridge, data network head-end, and similar unique facilities and equipment of the Simplot/Micron Technology Center.~~

~~d. Appeals of decisions made by the general manager of the Idaho Educational Public Broadcasting System or the Telecommunications Council shall be made through the Executive Director to the Board.~~

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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**SUBJECT**

Waiver of Board Policy III.Q.4.c, Placement Scores

**REFERENCE**

December 2008	Information Item Presented to Board on the Formation of a Task Force to Examine Alternative Approaches for Placement of Students into First-Year Writing Courses (English 90, 101, and 102).
December 2010	Waiver of Board Policy III.Q.4.C., for placement in entry-level college English courses to permit pilots to establish alternative placement mechanisms for English.
February 2013	The Board approved a waiver of Board Policy III.Q.4.c to permit alternative placement mechanisms that are in alignment with the Complete College Idaho plan until the beginning of Fall 2014. February 2014 The Board approved a waiver of Board Policy III.Q.4.c until the beginning of Fall 2015 to permit the continued development of alternative placement mechanisms.

**APPLICABLE POLICY**

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

**BACKGROUND/DISCUSSION**

Board Policy III.Q., Admission Standards, provides coverage for both admission and lower division course placement requirements for English and Math at the public institutions. The current requirements, place students into entry level courses based on a minimum or score range received on the ACT, SAT, Compass assessments, or AP Exam.

In December 2010, the Board waived the placement in Board policy III.Q.4.c. for placement in entry-level college English courses to permit the institutions to pilot various models that would be brought back to the Board for inclusion in Board policy in 2012. The discussion of alternative placement mechanisms for English at that time centered on using multiple measures and student portfolio's. In June of 2012 the Board approved the Complete College Idaho Plan, one of the initiatives contained in that was the reform of remediation at all our public institutions. This included an in-depth look at how students were placed in courses at the time of admissions. Due to the significant impact that course placement has on remediation the Board was asked in February 2013 to extend the waiver to both, English and Math placement requirements until the Fall of 2014. Additionally, the Math and English discipline groups for the Remediation Task Force were tasked with bringing forward recommendations for placement in their respective areas that

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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would be transparent for students and counselors, and ensure the policy was in alignment with the Board 60% college completion goal.

The work of the Remediation teams were dependent on the recommendations of the General Education Taskforce. The General Education Task force recommendations were provided in December 5-6, 2013, and the Remediation teams met again on February 25-26, 2014 to incorporate the recommendations of the General Education Taskforce into the remediation work. The teams had hoped to have recommendations in place, in order to support the work of the Complete College Idaho plan and one of our key strategies to transform remediation, in place for student entering school Fall 2015. Unfortunately, follow up meetings with these groups identified additional issues that needed to be addressed prior to a recommendation coming forward to the Board for consideration, some of the issues identified are outside of the scope of the Remediation Task Force. For example, current Board Policy places students into a course called Math 123 based on the score they receive on the SAT or ACT, however, it is widely acknowledged there is tremendous variance among the course between campuses. Thus, it is not yet practical to establish placement mechanisms and cut scores into courses that are similar in name only. Due to these issues the Board is being asked to extend the waiver to allow for other matters to be settled upon which placement and cut score setting is contingent.

**IMPACT**

This waiver will allow Board Staff to continue working with the institutions to establish updated placement cut scores while keeping the institutions in compliance with Board Policy.

**ATTACHMENTS**

Attachment 1 - Board Policy III.Q.4.c, Admission Standards,  
English Placement

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Staff anticipates this being the final waiver request as the need to settle on a new placement mechanism has become time sensitive a key placement mechanism used in math placement is being phased out next year – ACT COMPASS.

The work done by the English Placement Taskforce in 2010 included the seven public institutions, whereby they sought to analyze and design a common framework for placement in entry-level English courses. Because of budget cuts and institution and Board staff turnover, the entirety of this work was not realized. The request to temporarily waive section 4.c of policy III.Q. ensures the institutions governed under the Board are in compliance with Board policy, while also enabling them to meet the goals of Complete College Idaho and Transforming Remediation. This temporary waiver will allow staff time to work with the institutions to ensure there is a consistent model for placing students, which is transparent for students

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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and counselors, and to ensure that policy is in alignment with the Board's strategic plan, 60% statewide completion goal, and the Complete College Idaho Plan.

**BOARD ACTION**

I move to extend the waiver of the criteria in Board policy III.Q.4.c for placement in entry-level college courses for the final time to allow for the creation and adoption of alternative placement mechanisms until the end of the Fall semester 2016. All alternative placement mechanisms shall be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation during the waiver.

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

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

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: Q. Admission Standards**

**February 2014**

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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 students

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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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 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.</p>
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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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**

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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

**NOTES:**

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.

**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, or CPT.
  - iii. Deserves special consideration by the institution, e.g., disadvantaged or

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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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. Advanced Opportunities Students

Those secondary students who wish to participate in the Advanced Opportunities outlined in Board Policy Section III.Y. Advanced opportunities, must follow the procedures outlined in 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:

- 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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 22, 2015**

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- 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. 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.

b. 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.

c. 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	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

d. Purposes

- 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 professional technical advanced opportunities 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.

e. 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. Admission to a specific professional-technical program is based on the capacity of the program and 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 GPA<sup>1</sup>; and,
  - 2) Placement examination<sup>2</sup> (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,

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

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 22, 2015**

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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 courses eligible for dual credit 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) certificate<sup>3</sup>  
- 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 admission eligibility for specific professional-technical programs.)

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

#### 10. Professional Technical Conditional Admission

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

- a. High School diploma or GED certificate<sup>3</sup>  
- 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 professional technical dual credit students may also be admitted as non-degree seeking students. Placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

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

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

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

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