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**IDAPA 08
TITLE 01
Chapter 11**

**08.01.11 - OUT-OF-STATE INSTITUTIONS, IN-STATE NON ACCREDITED
INSTITUTIONS, AND CORRESPONDENCE OR PRIVATE COURSES
THE STATE BOARD OF EDUCATION**

000. -- 099. (RESERVED).

100. STATUTORY AUTHORITY OF THE BOARD.

01. Establishment of Minimum Standards. Section 33-107(6)(b), Idaho Code, authorizes the Board to establish minimum standards for institutions that desire to offer courses or programs in Idaho. Such standards and the procedures for Board recognition are set forth in Subsections 101.01 through 102.03. (7-1-93)

02. Courses and Programs. Section 33-107(6), Idaho Code, authorizes the Board to: (7-1-93)

a. Maintain a register of courses and programs offered anywhere in the state of Idaho by postsecondary institutions which are located outside the state of Idaho and are offering courses or programs for academic credit or otherwise or located within the state of Idaho but are not accredited by a regional or national accrediting agency recognized by the Board and are offering a courses or programs for academic credit. The register of courses and programs shall be maintained at the Office of the State Board. (7-1-93)

b. Critically evaluate each of the components of the courses or programs offered by the institutions described in a. above. The standards and procedures for such a comparability review are set forth in Subsection 101.01 and Section 102 below. (7-1-93)

101. MINIMUM STANDARDS AND EVALUATION.

01. Minimum Standards. The Board accepts the responsibility for setting and maintaining minimum education standards for institutions that desire to offer courses or programs in Idaho in order to protect the consumers of such courses or programs. An institution that desires to offer courses or programs in Idaho may meet minimum education standards through: (7-1-93)

a. Accreditation by one of the six (6) regional accrediting associations and the national professional accrediting associations which require, as a condition of membership, accreditation by one of the six (6) regional accrediting associations; or (7-1-93)

b. Meeting Standards I through IX below in Subsections 101.02 through 102.10. (7-1-93)

02. Standard I -- Institutional Mission and Objectives. A nonaccredited institution offering courses and/or programs in Idaho or from Idaho must have defined its mission and have a clear, concise and realistic statement of objectives. In addition, each nonaccredited institution must define its aims and emphases which reflect its particular character (e.g., pre-enrollment standards admission standards, diagnostic skill test, specialized research, public service, etc.). The Board requires the following information for review: (7-1-93)

a. A copy of the statement of mission and objectives as published in the catalogue and other documents. (7-1-93)

b. The date and action of the governing board which established the statement of mission and objectives. (7-1-93)

c. A description of the process by which the statement was formulated. (7-1-93)

d. The means by which the statement is communicated to the faculty, administration, and students of the institution. (7-1-93)

e. Actions which have been taken by the institution to insure that the statement is consistent with the current educational courses/programs offered. (7-1-93)

f. The outcome measures employed by the institution to assess effectiveness in meeting its institutional role and objectives. (7-1-93)

03. Standard II -- Finance. The financial resources of an educational institution have a significant impact upon the quality of its educational courses and programs. It is important that the institution exhibits adequacy and stability of income. Each nonaccredited, postsecondary institution will indicate fiscal resources adequate to support its offerings and forward a copy of its latest audited financial statement, including a statement of profit and loss, expenditures and indebtedness, and a list of corporate officers. The following financial information is required: (7-1-93)

a. A table which reports sources of operating revenue according to Integrated Postsecondary Educational Data System (IPEDS) definitions for the past three (3) fiscal years and estimates operating revenue for the fiscal year during which the institution will be evaluated. (7-1-93)

b. A table which reports operating expenses according to IPEDS definitions and estimates operating expenses for the fiscal years during which the institution will be evaluated. (7-1-93)

c. A table showing operating surplus or deficit for each of the past three (3) fiscal years and estimated operating deficit or surplus for the fiscal year during which the institution will be evaluated. Explain any operating differences. (7-1-93)

d. A table by departments or designated instructional areas for the past three (3) academic years, excluding summer sessions, which shows student-credit-hour costs. Follow a standard set of definitions if they are applied in your state or to institutions of your type. If not, include the total compensation for department or instructional area heads, faculty members, secretaries, technicians, laboratory and other assistants; departmental travel and expense; and non-plant fund expenditures for equipment. An institution with an extensive graduate program which is separately accounted for should provide a separate chart for graduate programs and include it under the graduate section. (7-1-93)

e. A copy of the latest audited financial statement and the latest complete audited financial report. (7-1-93)

04. Standard III -- Library and Learning Resources. The library and learning resources program is to support and improve instruction and learning in ways consistent with the philosophy and evolving curricular programs of the institution. Its goals and objectives must be compatible with the institutional mission and objectives. It shall be capable of supporting basic research to the level of degrees offered. It shall provide services, resources, and facilities which encourage and stimulate such activities as individualization of instruction, independent study, innovation, effective use of resources, and community involvement. Occasionally, an institution (e.g., off-campus programs or correspondence courses) will make library and learning resources available to students and faculty through specific arrangements with another institution or other agencies where the holdings and services are adequate to support the programs and capable of maintaining an adequate level of support. In such cases, it is incumbent upon the institution to demonstrate that these arrangements are effective, will continue to be so in the foreseeable future, and are capable of meeting the needs of prospective program changes and additions. To ensure that the library and learning resources adequately support the institution, the Board requires that the institution: (7-1-93)

a. Provide a written statement of the philosophy, goals, and objectives of the library and learning resources program. (7-1-93)

b. List all services which support the institution's mission and objectives. Specifically identify those provided for off-campus courses and programs. (7-1-93)

c. Provide data for the current year and the three (3) previous years on holdings (books, periodicals, audiovisual materials, equipment, etc.) and facilities, and the utilization of holdings and facilities by students, faculty, and the community. (7-1-93)

d. Provide a copy of the library and learning resources program budget for the current year and for the

three (3) previous years. Indicate the percentage of institutional funds allocated to the library and learning resources program. (7-1-93)

e. Provide the organizational chart under which the library and learning resources program is operating and a listing of staff with titles, professional training, experience, and compensation. (7-1-93)

05. Standard IV -- Educational Programs. The principal focus of the total institution should be on the education of students. Instruction is the basic means to this end. Instructional techniques and policies should express the mission and objectives of the institution as well as the specific objectives of an individual course. The educational program in general and that of each instructional unit must be clearly related to the mission and objectives of the institution and to the degrees or certificates which it awards. This relationship between the mission and objectives and the educational program must be demonstrated in the policies of admission, content of curricula, requirements for graduation, and instructional methods and procedures. An institution should have a well-defined and clearly expressed admission policy, so related to its educational purposes that it insures the admission of those students who can benefit from its educational program. The curricular offerings of an institution should be clearly and accurately described in published materials. The Board requires institutions subject to this rule to provide the following: (7-1-93)

a. A copy of the current college catalogue. (7-1-93)

b. The length of the academic year in weeks and in actual instructional days. (7-1-93)

c. Specific courses and/or groups of courses, if any, that are required of all regular students and explain how the present program evolved. (7-1-93)

d. An explanation of the procedures followed to prepare adequately for new degrees, majors, or programs. (7-1-93)

e. An explanation of the process by which the curriculum is controlled and indicate the responsibilities assumed by the governing board, by the administration, and by the teaching faculty. Illustrate the way in which curricular changes are made. (7-1-93)

f. An explanation of how continuous evaluation of the curriculum is provided for, including the use of student initiative and reaction in effecting curricular modifications. (7-1-93)

g. Indicate the effectiveness of the educational program. (7-1-93)

i. Provide evidence of student achievement in comparison with that of students at similar institutions. (7-1-93)

ii. Show the percentage of graduates in recent years who continued their education in senior colleges, graduate schools, or professional schools. (7-1-93)

iii. Provide results from studies conducted of recent graduates who entered occupational or professional careers. (7-1-93)

iv. Provide the completion rates of the courses and/or programs and data about educational effectiveness of the various instructional programs from former students who left before completing their programs of study. (7-1-93)

h. Describe the methods of teaching, including innovations employed by the institution and its various departments. For example, what library, media, and equipment are available for the improvement of teaching. Also, is instruction evaluated for effectiveness, and if so, how? (7-1-93)

i. Explain the factors that determine whether a particular course or program will be offered and who initiates the action. (7-1-93)

06. Standard V -- Instructional Staff. The selection, development, and retention of a competent faculty at all instructional levels is of paramount importance to the consumers of educational programs. The effectiveness of the total educational program is determined in large measure by the relationship between faculty objectives and institutional mission and objectives. In the final analysis, the performance of the faculty determines the educational quality of the institution. Institutions commonly employ some part-time faculty to achieve various purposes, but a core of full-time instructional faculty with major professional commitment to the institution and with appropriate professional qualifications for the programs offered is deemed essential. Where such a core faculty does not exist, the institution must demonstrate clearly and definitively that its students and the institution itself are being well served without it. Since faculty are significant factors in determining the quality of an institution, the Board requires the following information: (7-1-93)

- a. A list of all full-time and part-time faculty, enumerating degrees, licenses, rank, and years of teaching experience. (7-1-93)
- b. A list of the number and source of terminal degrees of faculty. (7-1-93)
- c. An explanation of how the institution recruits and selects its faculty. (7-1-93)
- d. A description of the procedures for faculty evaluation, promotion, and tenure. (7-1-93)
- e. An explanation of how faculty are involved in curriculum development and institutional policies. (7-1-93)
- f. An explanation of any provisions which are available for faculty development. (7-1-93)

07. Standard VI -- Administration. Administration is concerned with every aspect of the organization and operation of an institution. An essential for a strong institution is a carefully planned administrative organization which coordinates its resources effectively toward the accomplishment of the institutional mission and objectives. This organization should provide for responsible participation in decision-making, execution, and evaluation by the various constituent groups. The institution shall provide the following information: (7-1-93)

- a. The organization chart which shows the complete administrative structure of the institution. (7-1-93)
- b. The names, titles, professional training, experience, length of service, duties, and authority of the principal administrative officers. (7-1-93)
- c. A list of the faculty committees, indicating which are appointed administratively and which are elected. (7-1-93)

08. Standard VII -- Students. (7-1-93)

a. Admissions. The admissions policy of an institution should be the responsibility of the faculty, the administration, and the governing board. It should be clearly expressed and openly published. The individual (usually the director of admissions) or agency responsible for administering this policy should be clearly identified. (7-1-93)

b. Admission Requirements. Admission requirements, both quantitative and qualitative, should be related to the mission and objectives of the institution. Colleges/universities vary greatly in their purposes, and it is logical that admission requirements likewise will be different. (7-1-93)

c. Transfer Credit. The policy for acceptance of transfer credit should be clearly defined. The quality of work for transferred credit should be in keeping with the quality required of all students of the institution. (7-1-93)

d. Notification of Status. The student transferring should be officially notified at the time of admission of the exact status of his/her advanced standing. (7-1-93)

e. Readmission Policy. There should be a clearly defined policy for the readmission of students

dismissed from the college for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution. (7-1-93)

- f. Information Required by the Board. The following information is required by the Board: (7-1-93)
 - i. Relate student admission and retention programs to the institution's mission and objectives. (7-1-93)
 - ii. Outline the functions of the admissions office and include the high school/college relations program and the community college articulation program, if applicable. (7-1-93)
 - iii. Provide sufficient statistical information for measurement of student progress toward desired goals. These data must include the number of admissions, student mobility, readmissions, academic delinquency rate, and the percentage of graduates in relation to admissions. (7-1-93)
 - iv. Indicate measures of success for students transferring to accredited institutions and for students entering graduate and professional programs in other colleges and universities. (7-1-93)
- g. Record Keeping. In general terms, the various publications of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) should provide a guide for conformity for records and procedures. The Board requires that the institution provide the following information in chart form: (7-1-93)
 - i. The first term enrollment by year, department, and class levels for the current year and for the three (3) preceding years. (7-1-93)
 - ii. The consolidated yearly enrollment by year, department, and class level for the three (3) preceding years. (7-1-93)
 - iii. The summer session enrollment by year, department, and class level for the three (3) preceding years. (7-1-93)
 - iv. The enrollment data for extension, correspondence, and evening sessions for the past three (3) years. (7-1-93)
 - v. The number of graduates, by program, for each of the last three (3) years. (7-1-93)
- h. Advisement, Counseling, and Testing. Collegiate institutions need to assist students in meeting the faculty's requirements for graduation through advisement by members of the faculty. Advisers should be selected who recognize the uniqueness of each student and accept the individual student as a growing entity. It is important that advisers be proficient in using data to help determine the student's major field of interest. Careful attention must be paid to assigning an advisor a reasonable number of advisees in relation to his teaching, administrative, and other responsibilities. Every collegiate institution should make use of educational and psychological tests to evaluate the capabilities and interests of the student. Accurate test information (e.g., diagnostic skills) on each student should be routinely provided to academic advisers and counselors. Provisions should be made for the interpretation of test data to the individual student. Further, outcome assessment testing should be an important component of the institution. The Board requires that the institution provide a description of the following: (7-1-93)
 - i. Facilities at the institution for conducting the counseling and testing program. (7-1-93)
 - ii. Formal advisory services to assist students with registration, curriculum development, academic standards, and degree requirements. (7-1-93)
 - iii. Special counseling programs, if any, for particular groups of students. (7-1-93)
 - iv. Qualifications, duties, and functions of the principal professional staff persons involved in the counseling and testing programs. (7-1-93)

09. Standard VIII -- Scholarship and Research. Faculty scholarship is necessary for effective instruction in all postsecondary educational institutions. Through scholarship, faculty members acquire and sustain the knowledge that helps to assure their expertise and thereby contributes to the validity of instruction. Faculty members have a fundamental role in initiating research programs and in developing and monitoring institutional research policies and practices. These policies and practices need to conform to the institutional mission. The Board requires that the institution provide the following: (7-1-93)

- a. A copy of or refer to printed statements currently available in college publications on research and faculty scholarship policies and practices of the institution. (7-1-93)
- b. A description of the most significant research projects of the past five (5) years. (7-1-93)
- c. In regard to faculty: (7-1-93)
 - i. Explain how faculty scholarship and research are encouraged. (7-1-93)
 - ii. Explain the roles that scholarship and research play in promotions. (7-1-93)
 - iii. Describe faculty participation in developing and monitoring research policies and practices. (7-1-93)
- d. The approximate total of research funds for each of the past five (5) years and the principal sources of these funds. (7-1-93)

10. Standard IX -- Graduate Programs. A graduate degree program is a set of advanced academic experiences beyond the baccalaureate level which must be satisfactorily completed to warrant the award of a graduate degree such as a master or doctor. The level and nature of graduate degree programs offered need to be consistent with the mission of the institution. Policies and regulations concerning graduate programs must be published and made available to all students. (7-1-93)

- a. Commitment of resources. Successful graduate programming demands a substantial institutional commitment of resources for faculty, space, equipment, laboratories, and library beyond those required of a baccalaureate program. The academic institution must make a continuing commitment of resources to assure that the graduate programs keep pace with the expansion of knowledge. (7-1-93)
- b. Faculty. Essential to graduate education are the recruitment and retention of a faculty that excels in scholarship, teaching, and research. Without a faculty that is involved in advancing the frontiers of knowledge and keeping pace with the expansion of knowledge, an institution is unable to offer an acceptable standard of instruction for the graduate student. (7-1-93)
- c. Admission. Graduate admission policies should be consistent with and supportive of the character of the graduate programs offered by the institution. In order for applicants to demonstrate their potential for graduate study, admission criteria for all graduate programs need to be based on information submitted with the formal application such as undergraduate and graduate transcripts, official reports on nationally recognized tests, and evaluations by professionals in the field. (7-1-93)
- d. Graduation requirements. Graduation requirements for graduate degrees offered by an institution are to be determined by the graduate faculty or its appropriate representative body. Policies governing these requirements must include the following: (7-1-93)
 - i. The specified time period in which the degree must be completed. (7-1-93)
 - ii. The number of credit hours that must be completed with the degree-granting institution (i.e., normally at least two-thirds of those required for the degree). (7-1-93)
 - iii. The minimum number of graduate-level credits (i.e., at least fifty percent (50%) of those required for the degree). (7-1-93)

- iv. For the master's degree, a minimum of one (1) academic year of full-time study or its equivalent, with a minimum of twenty-four (24) semester or thirty-six (36) quarter hours. (7-1-93)
- v. The number of graded credit hours that must be earned for the degree. (7-1-93)
- vi. The minimum acceptable grade point average (i.e., normally a "B" or its equivalent). (7-1-93)
- vii. The types of qualifying and exit examinations which the candidate must pass. (7-1-93)
- viii. The proficiency requirements the candidate must satisfy. (7-1-93)
- ix. The thesis, dissertation, writing, or research requirement which the candidate must satisfy. (7-1-93)
- e. Graduate Credit. Learning at the graduate level takes place in a variety of settings and within the context of diverse student-faculty relationships. There are, however, the following minimum conditions that must be met for graduate level credit: (7-1-93)
 - i. Study must be at a level of complexity and generalization that reflects and extends the knowledge and intellectual maturity of the graduate student. (7-1-93)
 - ii. Study must provide the opportunity for regular contact with an experienced scholar-teacher, a member of the graduate faculty who is qualified in the field and who advises and evaluates student performance. (7-1-93)
 - iii. Study must be in a setting in which appropriate library, laboratory, computer, audio-visual, and other resources are available. (7-1-93)
 - iv. Credit awarded must be based on high academic performance by the student. (7-1-93)
 - v. Acceptance of the transfer of graduate credit must be evaluated by faculty members immediately responsible for the degree program. The amount of transfer credit granted may be limited by the age of the credit, the institution from which the transfer is made, and the appropriateness of the credit earned to the degree being sought. (7-1-93)
 - vi. Credit may not be granted for experiential learning which occurs prior to students' matriculation into the graduate degree program. Experiential learning is defined as learning acquired through work, life, or service experiences and other such accomplishments. Unless a graduate faculty member structures the learning experience, assesses the amount of time devoted to the learning by the student, and monitors the experience, no graduate credit should be granted. This does not preclude the granting of graduate credit for practices, internships, field experiences, etc. that are an integral part of a graduate program. (7-1-93)
- f. Instruction and Required Information. The effectiveness of a graduate program depends largely on the scholarly stimulation resulting from the interaction of students with faculty in complementary specialties. For this reason, faculty members should be productive, creative scholars in their specialties and must be accessible to their students. The institution should provide an environment that encourages this interaction. Since the Board views graduate education as a substantial institutional commitment for students, faculty, physical facilities, and library resources, the following must be provided to the Board: (7-1-93)
 - i. A current copy of the institution's graduate school bulletin or catalogue and other printed materials that describe pertinent phases of the graduate program. (7-1-93)
 - ii. A statement of the objectives of the graduate program. (7-1-93)
 - iii. An explanation of the organization of the graduate school, including the selection, tenure, and background of the chief academic administrator for graduate education, his duties and responsibilities, and to whom he is responsible; the make-up of the Graduate Council or comparable body, how members are selected, the academic

areas represented, and whether or not the council is a policy-forming body; and the selection of graduate faculty, their functions and responsibilities, and the role of the graduate faculty in formulating graduate policy. (7-1-93)

iv. Relative to the graduate faculty of each graduate program, provide the number of full-time faculty members and the number and FTE of part-time faculty members; earned degrees, when and where obtained, and specializations; professional experience, research, and publications; sabbaticals and other leaves taken during the past three (3) years; current membership in professional societies and attendance and presentation of research papers at professional meetings during the past three (3) years; special and noteworthy external recognition of faculty during recent years; proportion of graduate course offerings taught by full-time faculty members during each of the three (3) preceding years; and proportion of graduate course offerings taught by faculty whose main activity is outside the institution. (7-1-93)

g. A description of the steps and procedures involved in implementing new advanced degree programs, graduate courses and curricula, and the role the graduate school plays in the process. (7-1-93)

h. For each graduate program, please provide enrollment by degree level and the number of degree students for the fall term of each of the past five (5) years, indicating what fraction is part-time; by degree level, the number of master's and doctoral degrees conferred for each of the past five (5) years; and by degree level, the attrition rates. (7-1-93)

i. The placement patterns and other measures of success of each program's graduates. (7-1-93)

j. The amount of library and learning resources funds made available for materials aimed at graduate study, teaching, and research for the current year and each of the three (3) preceding years. (7-1-93)

k. The amount of graduate student support for each program including number of graduate assistantships by discipline; number of fellowships and traineeships, including federal programs, institutional foundations, and other sources; percentage of graduate degree students holding graduate appointments; and other types of financial aid. (7-1-93)

l. The following admissions information for each graduate program for fall term of the past three (3) years including mean aptitude test scores of applicants accepted and enrolled students; minimum aptitude (e.g., GRE) and language test (e.g., TOEFL) scores of applicants accepted and enrolled students; mean undergraduate GPA of entering graduate students; and admission procedures. (7-1-93)

m. Examine graduation requirements by describing policies relative to the standard including residency requirements and credit hours and policies with regard to granting graduate credit and accepting transfer credits. (7-1-93)

n. A summarization of the strengths and weaknesses noted in any external reviews conducted of any graduate degree programs during the past five (5) years. (7-1-93)

102. BOARD RECOGNITION.

01. Accredited Institutions. Any institution that wishes to be recognized by the Board as an accredited institution and meets the standards set forth in Subsection 101.01.a. of these rules must submit to the executive director at least ten (10) days prior to a regularly scheduled Board meeting documentation showing its accreditation status with an accrediting organization recognized by the Board. The executive director will verify the institution's status and make a recommendation to the Board. Board recognition is of indefinite duration. However, institutions shall notify the executive director of any changes in accreditation status. (7-1-93)

02. Nonaccredited Institutions. Any nonaccredited institution that wishes to be recognized by the Board as meeting the minimum standards set forth in Section 101.01.b. of these rules shall submit documentation demonstrating compliance with the standards in accordance with the following: (7-1-93)

a. Such submission should be forwarded to the chief academic officer of the Office of the State Board of Education. (7-1-93)

b. The chief academic officer will present the documentation to the Academic Affairs and Program Committee which shall prepare a draft recommendation for the full Board. If the recommendation is against recognition, the institution shall be afforded an opportunity for a hearing before the full Board or a designated hearing officer of the Board, who shall prepare formal findings and recommendations for the Board. Such hearing shall constitute a "contested case" pursuant to Section 67-5209, Idaho Code, and shall be governed by its terms and the procedures set forth in IDAPA 08.01.01. (7-1-93)

03. Registration. Notwithstanding the standards set forth herein, an institution which does not meet such standards may register with the Board under the provisions of Section 33-2401 et seq., Idaho Code, providing it meets the requirements thereof. (7-1-93)

04. Course Comparability. A registration form submitted by any out-of-state institution or in-state nonaccredited institution for each course or program to be offered in Idaho will be submitted to the Academic Affairs and Program Committee for critical evaluation of each of the components of such offering by comparison with courses, programs, credit awarded, and faculty of postsecondary institutions under governance of the board. Should the course be evaluated as comparable to a course offered by an Idaho institution, it will be designated as "comparable" on the registration form; should the course not be comparable, it will be designated as "not comparable" on the form. Any interested person who makes inquiry concerning such course will be told whether the course is comparable or not comparable to offerings available from Idaho institutions. (7-1-93)

05. Transferability of Course Credit. Academic credit for courses evaluated as not comparable shall not be accepted by Idaho postsecondary institutions under the direction and control of the Board. (7-1-93)

103. REFERRAL TO THE ATTORNEY GENERAL.

Section 33-107(6), Idaho Code, requires establishment of criteria consistent with generally accepted professional standards relating to the use of false or misleading advertising, solicitations, or false promises of employment. The Academic Affairs and Program Committee evaluates each registration of an out-of-state institution or an in-state nonaccredited institution for compliance with such generally accepted standards and submits to the Board a recommendation that the Office of the Attorney General be notified of any violation. The Board will determine whether to forward any such recommendation for action on violations to the Office of the Attorney General. (7-1-93)

104. CORRESPONDENCE AND OTHER PRIVATE COURSES.

Chapter 24, title 33, Idaho Code, prohibits any person, whether operating from within or without the State of Idaho, from selling, offering for sale, or distributing any course or courses in Idaho unless that person has registered with and holds a valid certificate of compliance issued by the State Board of Education. The State Department of Education is responsible for administration of chapter 24, title 33, Idaho Code, with the exception of those provisions set forth in Section 33-107(6), Idaho Code, which are the responsibility of the Office of the State Board of Education. (7-1-93)

105. -- 999. (RESERVED).