

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: III. POSTSECONDARY AFFAIRS**  
**H. Program Review**

**August 2007**

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1. Coverage

Academic and professional-technical programs, administrative units, research centers/institutes, and public service components at Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College, College of Western Idaho, and University of Idaho are included in this subsection.

2. Program Review

Program review is the method by which the Board and the institutions evaluate proposed and existing postsecondary programs. The goals of program review are: (a) maintenance and enhancement of the quality of instruction, research, and public service efforts, (b) assurance of the postsecondary education system's responsiveness to changing societal and state needs, (c) promotion of effective and efficient management of the state's resources, and (d) assist the institutions in defining how effective their programs are.

In the context of program review for and by the Board, a program is a curriculum or course of study in a discipline specialty that leads to a certificate or degree. It is often but not always the same as a "major." Administrative units of research and public service are those that are: (a) essential to student training, (b) an integral part of an academic/ professional-program, (c) related to institutional role and mission, or (d) serve the consumer/state interests.

3. Purposes

Categories of academic and professional-technical programs reviewed at the institutional and state levels as directed by the Board include:

a. State-Level Review

- (1) New, expanded, and cooperative programs. (See *also* "Instructional Program Approval," Section III, Subsection G.)
- (2) Programs proposed for consolidation, relocation, or discontinuance.
- (3) Administrative units of research and public service.
- (4) Existing programs by audit procedures and special topic reviews.
- (5) Distance learning/technology program delivery.

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The Board will establish procedures and criteria for each audit and special topics review, which are germane to each audit and special topics review.

b. Institutional Review

The institutional reviews include all categories identified above for state-level review with the exception that the review of existing programs and administrative units of research and public service is carried out as part of the systematic evaluation of all programs within a period of time established by the Board.

4. Institutional Policies and Procedures

Each institution will establish and maintain policies and procedures, following the guidelines of the Board and subject to Board approval, for evaluating existing programs and new program proposals, as well as programs proposed for (a) expansion, (b) delivery at an off-campus site by various distance learning methods or in cooperation with another institution, a business, or an industry; (c) consolidation, (d) relocation, or (e) discontinuance. The evaluation process should be an integral component of the institution's academic and vocational education planning and budgeting processes.

5. Statewide Policies and Procedures

State-level review of new and existing programs will be integrated with the state-level academic and professional-technical planning and budgetary processes and where possible in concert with accreditation self-study and on site review by the accrediting body.

6. Official Vehicle for the Approval of Teacher Education Programs

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel. The Teacher Certification Office will provide each institution with any revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Teacher education programs must ensure their pre-service teachers meet the components (knowledge, disposition, and performance) of the Core Teacher Education Standards and the standards of the level and/or content area(s) in which they plan to be endorsed. (*Effective Sept. 1, 2001.*)