

**STATE BOARD OF EDUCATION MEETING
November 30 and December 1, 2005
Idaho State University
Salmon River Room
Pocatello, Idaho**



Wednesday, November 30, 2005, 6:00 p.m. – Ameritel Inn, 1440 Bench Road,
Pocatello, Idaho

EXECUTIVE SESSION (Closed to the Public)

Pursuant to Idaho Code Section 67-2345(1), the State Board of Education will meet in executive session to discuss one or more of the following:

- (a) to consider hiring a public officer, employee, staff member or individual agent. This paragraph does not apply to filling a vacancy in an elective office;
- (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student
- (c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency;
- (d) to consider records that are exempt by law from public inspection
- (f) to consider and advise its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

EXECUTIVE SESSION ITEMS MAY BE DISCUSSED AND ACTED UPON, IF APPROPRIATE, IN OPEN SESSION.

Thursday, December 1, 2005, 8:00 a.m., Salmon River Room, Idaho State University, Pocatello, Idaho

BOARDWORK

1. Agenda Review / Approval
2. Rolling Calendar
3. Minutes Review / Approval

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I - HUMAN RESOURCES

1. Boise State University – New Positions and Changes to Positions
2. Idaho State University – New Positions and Changes to Positions
3. University of Idaho – New Positions and Changes to Positions
4. Eastern Idaho Technical College – New Positions and Changes to Positions

BAHR – SECTION II – FINANCE

5. Agency Dashboard Reports

PPGAC

6. Alcohol Permits Issued by University Presidents
7. Approval of 2nd Reading of Amendment of Board Policy – IV.B.10 – Idaho Student Information Management System

REGULAR AGENDA

BUSINESS AFFAIRS & HUMAN RESOURCES – Milford Terrell

Section I – Human Resources

1. Boise State University – Dean of College of Business and Economics
2. Boise State University – Athletics Director – Multi-year Contract Addendum

Section II – Finance

1. Boise State University – Corporate Partnership Agreement with Agri-Beef
2. Boise State University – Parking Structure Project – Request for Proposal for Design and Build
3. Boise State University – Classroom Remodel Project
4. Boise State University - SkySuites Project
5. Idaho State University – Center for Advanced Energy Studies (CAES) Project – Request for Proposal for Design and Build
6. University of Idaho – Contract for Legal Services
7. Intercollegiate Athletics – Financial Reports

8. Intercollegiate Athletics – Employee Compensation Reports
9. Approval of Second Reading to Board Policy V.E – Gifts and Affiliated Foundations
10. Audit Presentation – Moss Adams
11. Optional Retirement Program – Deferred Compensation Plan
12. Idaho Promise Scholarship – Increase Category B Award
13. Student Health Insurance – Report of Work Group
14. Boise State University – Loan Refinancing

PLANNING, POLICY & GOVERNMENTAL AFFAIRS – Blake Hall

1. Presidents' Council Report
2. Idaho State University Progress Report

INSTRUCTION, RESEARCH & STUDENT AFFAIRS – Laird Stone

1. PLATO Learning – I-Plan Presentation
2. Boise State University New Graduate Program – Ph.D., Electrical and Computer Engineering
3. Quarterly Report – Program Changes Approved by the Executive Director
4. Annual Report of Post Secondary Programs
5. Approval of Second Reading to Board Policy III.Y – Accelerated Learning Programs
6. EPSCoR Reappointments
7. Idaho School for the Deaf and the Blind (ISDB) Committee Recommendations

DEPARTMENT OF EDUCATION – Marilyn Howard

- A. Superintendent's Report
- B. Technology Grants Funding Formula
- C. Standards Revisions
- D. CNP Wellness Policy

OTHER / NEW BUSINESS

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to or after the order listed.

1. Agenda Approval

Does the Board have any changes or additions to the agenda?

2. Minutes Approval

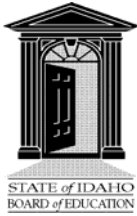
BOARD ACTION

To approve the minutes from October 16-17, 2005 as submitted.

3. Rolling Calendar

BOARD ACTION

To approve November 30, and December 1, 2006 as the dates and Idaho State University as the location for the December 2006 regularly scheduled Board meeting.



STATE BOARD OF EDUCATION
TRUSTEES OF BOISE STATE UNIVERSITY
TRUSTEES OF IDAHO STATE UNIVERSITY
TRUSTEES OF LEWIS-CLARK STATE COLLEGE
BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION
TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

**DRAFT MINUTES
STATE BOARD OF EDUCATION
October 16-17, 2005
Lewis-Clark State College
Lewiston, ID**

A regular meeting of the State Board of Education was held October 16-17, 2005 in Lewiston, Idaho. Board President Lewis was absent. Board Vice President Stone presided. Members present were:

Laird Stone, Vice President

Paul Agidius

Karen McGee

Marilyn Howard, State Superintendent (Dr. Howard participated by phone at various times throughout the meeting. She did not participate in the vote except where specifically noted.)

Milford Terrell, Secretary

Blake Hall

Sue Thilo

EXECUTIVE SESSION

M/S (Hall/Agidius): To move into executive session, pursuant to Idaho Code Section 67-2345(1), on October 16, 2005 at 5:00 p.m. *A roll call vote was taken; motion carried unanimously 6-0 (Dr. Howard joined the meeting in progress, by phone).*

M/S (McGee/Thilo): To go out of Executive Session at 7:10 p.m. and adjourn for the evening. *Motion carried unanimously.*

In executive session, The Board considered hiring a public officer, employee, staff member or individual agent; considered the evaluation, dismissal or disciplining of, or complaints or charges brought against a public officer, employee, staff member or individual agent, or public school student; conducted deliberations concerning labor negotiation or to acquire an interest in real property which is not owned by a public agency; considered records that are exempt from public inspection; considered preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations; and considered and advised its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

OPEN SESSION

Vice President Laird Stone called the meeting to order at 8:10 a.m. He introduced Dr. Mike Gallagher, the newly appointed Interim President for Idaho State University.

BOARDWORK**1. Agenda Review**

By unanimous consent, the Board agreed to:

- **hold item 3 of the Human Resources Section, of the Business Affairs and Human Resources agenda, until a later date;**
- **move item 4 of the Human Resources Section, of the Business Affairs and Human Resources agenda, to the Presidents' Council Report;**
- **have a separate open forum time for those commenting on the University of Idaho College of Art and Architecture issue;**
- **move item F -- Petition to Transfer Property from Bliss Joint School District to Hagerman Joint School District -- of the Department of Education agenda to approximately 11:00 a.m. to allow presenters to meet travel schedules.**

M/S (Hall/Terrell): To approve the agenda as modified. *Motion carried unanimously.*

2. Rolling Calendar

M/S (Hall/Thilo): To approve November 8, 2005 as the date and Boise, Idaho as the location for the special teleconference Board meeting. *Motion carried unanimously.*

OPEN FORUM

Elizabeth Bento, Vice President for the Associated Students of the University of Idaho, updated the Board on changes in the election process for the ASUI. Permission was granted for her to make comments later in the meeting related to the University of Idaho College of Art and Architecture issue.

3. Minutes Approval

M/S (Terrell/McGee): To approve the minutes from August 10-11, 2005, as submitted. *Motion carried unanimously.*

CONSENT AGENDA

M/S (Agidius/McGee): To approve the Consent Agenda as submitted. *Motion carried unanimously.*

1. IRSA – Approval of Pending Rule – IDAPA 08.02.03, LEP

By consent, the Board agreed to approve the pending amendment to IDAPA 08.02.03, Rules Governing Thoroughness, LEP Requirements.

2. IRSA – Approval of Pending Rule – IDAPA 08.02.03, NAEP

By consent, the Board agreed to approve the pending amendment to IDAPA 08.02.03, Rules Governing Thoroughness, NAEP Requirements.

3. BAHHR-Section I – Boise State University New Positions and Changes to Positions

By consent, the Board agreed to approve the request by Boise State University for three (3) new positions supported by appropriated and local funds; to change the FTE for one (1) position and to delete one (1) position.

4. BARH-Section I – Idaho State University New Positions

By consent, the Board agreed to approve the request by Idaho State University for eleven (11) new positions (10.25 FTE) and to increase the FTE on one (1) position (1.0 FTE).

5. BAHHR-Section I – University of Idaho New Positions and Changes to Positions

By consent, the Board agreed to approve the request by University of Idaho for four (4) new positions (3.75 FTE) supported by appropriated and non-appropriated funds.

6. BAHHR-Section I – Lewis-Clark State College New Positions

By consent, the Board agreed to approve the request by Lewis-Clark State College to add two (2) new positions (2.0 FTE).

7. BAHHR-Section II – Boise State University Naming/Memorializing Buildings and Facilities

By consent, the Board agreed to approve the request by Boise State University to name the new indoor practice facility the “Caven-Williams Sports Complex” and the attached band building, the “Keith and Catherine Stein Band Hall.”

8. BAHHR-Section II – Requests to Carry Over FY2005 Funds

By consent, the Board agreed to approve the requests by Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, Idaho State

University Dental Education Program, University of Idaho Agricultural Research and Extension Service Program, UI WWAMI Medical Education Program, and the Division of Professional-Technical Education, to carry over authorized but unspent funds from FY2005 to FY2006.

9. BAHHR-Section II – FY2007 Capital Budget Requests

Information item.

10. BAHHR-Section II – Agency Dashboard Reports

Information item.

11. PPGAC – Approval of Pending Rule: IDAPA 08.02.02, Commercial Driving Schools

By consent, the Board agreed to approve the Pending Rules: IDAPA 08.02.02, Rules Governing Uniformity, State Board Standards for Commercial Driving.

Board member Terrell raised a question related to Item 11, Commercial Driving Schools. Board member Hall indicated information was in order.

12. PPGAC – Approval of Pending Rule: IDAPA 08.02.03, Removal of Standards from the Rule and Incorporation by Reference

By consent, the Board agreed to approve the pending rule amendments to remove the achievement standards from IDAPA 08.02.03, and to adopt the same achievement standards as an incorporated document entitled, “Idaho Achievement Standards.”

13. PPGAC – Alcohol Permits Issued by University Presidents

Board member Stone reported that Item 13, related to alcohol permits issued by the University Presidents, was in order.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

Related to the coaches’ contracts, the Board’s legal counsel noted that the contracts follow the model approved by the Board.

1. Boise State University – Women’s Head Basketball Coach Contract

M/S (Hall/Stone): To approve Boise State University’s request for approval of the contract for the Women’s Head Basketball Coach, Gordon Presnell, supported by

appropriated funds. *Motion carried unanimously.*

2. University of Idaho – Coaches’ Contracts

a. Men’s

Nick Holt – Men’s Head Football Coach

M/S (Agidius/Hall): To approve the University of Idaho’s request for approval of a coaching contract extension for Nick Holt, Men’s Head Football Coach. *Motion carried unanimously.*

b. Tom Jager – Women’s Head Swim Coach

M/S (Thilo/Stone): To approve the University of Idaho’s request for approval of a coaching contract extension for Tom Jager, Women’s Head Swim Coach. *Motion carried unanimously.*

c. Wayne Phipps – Co-Head Coach for Men’s & Women’s Track and Field and Cross Country Teams

M/S (Agidius/Stone): To approve the University of Idaho’s request for approval of a coaching contract extension for Wayne Phipps, Co-Head Coach for Men’s & Women’s Track and Field and Cross Country Teams. *Motion carried unanimously.*

d. Carla “Yogi” Teevens - Co-Head Coach for Men’s & Women’s Track and Field and Cross Country Teams

M/S (Thilo/McGee): To approve the University of Idaho’s request for approval of a coaching contract extension for Carla “Yogi” Teevens, Co-Head Coach for Men’s & Women’s Track and Field and Cross Country Teams. *Motion carried unanimously.*

3. Review of Board Policy – Policies and Procedures Relating to Salary/Compensation

This item was taken off the agenda.

4. Idaho State University – Review of Salary Increases

This item was moved to the Presidents’ Council Report discussion.

Section II – Business Affairs

1. Boise State University – Presentation of New Campus Master Plan

M/S (McGee/Stone): To approve the 2005 Campus Master Plan Update for Boise State University, as presented at the October 17, 2005 Board meeting. It is expected that this document will be used as a framework for future campus development. Motion carried 5-0 (Hall absent during vote).

President Robert Kustra introduced Mr. Paddy Tillatt, Principal with the Zimmer Gunsul Frasca Partnership, to make the presentation to the Board.

2. Boise State University – Eminent Domain Property Acquisition

M/S (Agidius/Stone): To authorize Boise State University to acquire, within funds available to the institution, real property identified in its master plan and to execute all documents as necessary to acquire the property and to utilize its power of eminent domain if necessary. The Vice President of Finance and Administration at BSU is hereby authorized to execute all documents necessary on behalf of the State Board of Education, subject to final review by the Board's Executive Director and legal counsel. Motion carried 5-0 (Hall absent during vote).

3. Boise State University – Plan and Design of Student Union Building Expansion and Parking Deck

M/S (McGee/Thilo): To approve the request by Boise State University to procure architectural services, not to exceed \$650,000, to complete pre-design and programming plans for the expansion of the Student Union Building. Motion carried 5-0 (Hall absent during vote).

4. Boise State University – Purchase of Specialized Electron Microscope

M/S (Thilo/McGee): To approve Boise State University's request to release funds awarded by the National Science Foundation (NSF), in the amount of \$621,000, for the purchase of a thermal ionization mass spectrometer (TIMS). Motion carried 5-0 (Hall absent during vote).

5. Boise State University – Citadel Communications Contract Addendum over \$500K

M/S (Thilo/McGee): To approve the second Addendum to the 2002 Agreement between Boise State University and Citadel Communications Corporation (KBOI) for radio broadcasting for certain Boise State athletic events, for the purpose of extending the original agreement for an additional two years, and to include modifications to the programming and increasing the cash payment and in-kind value of the Agreement. Motion carried 5-0 (Hall absent during vote).

6. Boise State University – Interactive Learning Center Increased Construction Costs

M/S (McGee/Stone): To approve increasing the Interactive Learning Center project budget by \$2,400,000 for a total project budget of \$13,500,000. Motion carried 5-0 (Hall absent during vote).

Stacy Pearson reviewed this item. She introduced Ray Hoobing and David Moe of CM Company, Inc., along with Scott Henson of Lombard-Conrad Architects, PA, to provide additional details.

7. Idaho State University – Requests for Proposals for Replacement Hardware/Operating System and to Convert to UNIX-Based System

M/S (Agidius/Thilo): To approve the request by Idaho State University to develop two Requests for Proposal regarding the ISU information technology systems. The RFP's will be for replacement of IT hardware and operating system, and to convert existing software to run on a UNIX-based system. Motion carried 5-0 (Hall absent during vote).

Ken Prolo, Vice President of Financial Services for Idaho State University, presented this item and introduced Randy Gaines to summarize the request. It was noted ISU had been advised to replace the IT hardware right away. Board member McGee mentioned concerns had been brought to her attention by ISU staff and asked Mr. Prolo to keep the Board informed.

At this time Board Vice President Stone recognized Senator Joe Stegner, who was in the audience.

8. University of Idaho – Property Easement – Hagerman Aquaculture

M/S (McGee/Thilo): To approve the request by University of Idaho to grant two utility easements across a portion of the UI Aquaculture Research Center in Hagerman, Idaho, and to authorize the University of Idaho Vice President for Finance and Administration to execute said easements in substantially the same form as submitted as part of this request (see Attachment 8-1). Motion carried 5-0 (Hall absent during vote).

9. University of Idaho – Property Easement – UI Experimental Forest

M/S (Thilo/Stone): To approve the request by University of Idaho to grant a non-exclusive access easement across a portion of the UI experimental forest to Mr. Freeman Wells, and to authorize the University's Vice President for Finance and Administration to execute said easement in substantially the same form as submitted as part of this request (see Attachment 9-1). Motion carried unanimously.

10. Lewis-Clark State College – Sale of Property: Student Residence

M/S (Thilo/McGee): To approve the sale of two lots at 802 4th Street and 828 4th Street by Lewis-Clark State College to McCann Limited Partnership for the express purpose of constructing a residence hall. *Motion carried unanimously.*

11. FY2007 Budget Revisions

M/S (Agidius/Hall): To approve the increase of the College and University FY2007 MCO request for Replacement Items by \$2,153,100; to decrease Inflationary Adjustments by \$237,700 and Nondiscretionary Adjustments by \$282,200; and to decrease the Line Item for Occupancy costs by \$77,300. *Motion carried unanimously.*

Jeff Shinn, Office of the State Board, indicated several technical budget revisions came forward after the August Board meeting and this action will take care of them.

At this time, the Board moved to **Item F of the State Department of Education** agenda.

F. Petition to Transfer Property from Bliss Joint School District No. 234 to Hagerman Joint School District No. 233

M/S (Thilo/Howard): To disapprove the hearing officer's recommendation. *Motion carried unanimously.*

Dr. Marilyn Howard joined the meeting by phone for this item. Dr. Jana Jones, Chief Deputy Superintendent of the Department of Education, introduced Superintendent Lee Mitchell from the Hagerman School District and Superintendent Kevin Lancaster from the Bliss School District to summarize concerns they had with the property transfer.

Mr. Mitchell reported the Hagerman School District opposed the transfer because of possible future ramifications. He asked the Board to use caution. Mr. Lancaster noted four students already attend school in the Hagerman School District using the open enrollment option. Mr. Lancaster requested the Board to reconsider the recommendation of the hearing officer. Mr. Lancaster also noted that the hearing officer hadn't considered the safety issues related to having two buses traveling down a rural road at the same time.

The Board discussed the hearing officer's recommendation. Board member Hall expressed concerns about the safety issues related to bus traffic. Board member Thilo pointed out that students already attend schools in Hagerman using the open enrollment option.

At the conclusion of this item, Dr. Howard signed off.

At this time the Board returned to the **Business Affairs and Human Resources Agenda -- Finance Section.**

12. First Reading -- Amendment of Board Policy – Section V.S.2., Enrollment Workload Adjustment Base Multiplier

M/S (Thilo/Agidius): To approve for first reading the changes to the Idaho State Board of Education Governing Policies and Procedures, Section V.S.2., Allocation of Lump Sum Appropriation (BSU, ISU, UI, LCSC) to increase the credit hour multiplier from 0.33 to 0.67 used in the Enrollment Workload Adjustment calculation. *Motion carried unanimously.*

Jeff Shinn explained the purpose of the increase and the institutions indicated their support. During discussion, Mr. Shinn agreed that this increase could compete for dollars for other priorities such as equity funding and other line item requests.

Board member Hall emphasized the need to clearly state the message for legislators so they understand this adjustment does not resolve the numerous other issues and line items.

13. First Reading -- Amendment of Board Policy – Section V.E., Gifts and Affiliated Foundations

M/S (Hall/McGee): To approve for first reading the changes to Idaho State Board of Education Governing Policies and Procedures, Section V.E., Gifts and Affiliated Foundations. *Motion carried unanimously.*

Jeff Shinn introduced this item and the institutions provided additional comments for the Board's consideration.

Ken Prolo of Idaho State University indicated that the ISU foundation recommended changing the language in section 2b on Page 9 of Tab 13 to read: "Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with foundation signature authority shall have the same or similar authority at the institution." Board member Hall indicated he wanted to make a motion to amend the document to include the recommended change, however, no further action followed.

Stacy Pearson and Dr. Robert Kustra of Boise State University expressed concerns about the tone of the document. Board member Hall explained that the Board desired to institutionalize the system to assure integrity. He also reminded the institutions that additional changes could be made between the first reading and the second reading of the proposed policy.

14. College and Universities – Sources and Uses of Funds

Information item.

At this time, Board member Terrell brought an "Other Business" item to the attention of the Board. He referred to action taken at the August Board meeting and asked for a motion to reconsider the universities' budget.

M/S (Agidius/Thilo): To reconsider the motion of August 10-11, 2005, wherein the FY2007 budget request for the Colleges and Universities was approved. Motion carried 5-1 (Hall dissenting).

M/S (Agidius/Thilo): To reaffirm approval of a fully-developed FY2007 Maintenance of Current Operations (MCO) budget request for the College and Universities. This includes any revisions approved at the meeting of October 17, 2005, and any other adjustments needed to comply with guidelines as set forth by the Division of Financial Management or Legislative Services Office. The Interim Executive Director is authorized to approve changes to the MCO budget request to be submitted.

In addition, the official budget request for the College and Universities shall be revised to include only the following Line Items:

Occupancy Costs		\$ 514,300
Faculty Salary Enhancements	\$ 9,209,700	
Funding Equity, including Research	\$ 2,184,000	

Amended M/S (Hall/Stone): To amend the motion as follows: to strike "revised to include only the following line items" and insert, "prioritized, as follows"; and to list the three priority items and then add onto the language before this statement: "All other items will be retained in the budget request." Motion carried 4-2 (Ayes: Hall, McGee, Stone and Agidius; Nays: Terrell and Thilo).

It was agreed to approve the motion as amended. Motion carried unanimously.

Board member Hall recalled the Joint Finance and Appropriation Committee, along with the leadership of both houses had requested the Board to provide a full list of the needs of each institution. He encouraged the motion be amended by removing the words, "to include only the following line items," and by adding language to indicate what the top three priorities are.

Dr. Tim White asked for a recess to allow the institutions time to review the materials. Following the recess, the institutions reported they all agreed it was appropriate to provide the top three priorities to the legislature as long as the complete list of needs was also provided.

Board member McGee got clarification about what JFAC and the legislative leadership want from the Board. Matt Freeman of the Legislative Services Office indicated that the legislature wants the list of needs as well as guidance from the Board as to the priorities.

Board members Terrell and Thilo raised concerns about the legislature having so much latitude to determine the priorities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Presidents' Council Report

President Michael Burke of North Idaho College presented the Presidents' Council report to the Board. He reported on the Presidents' discussion of the student health insurance plans and noted that a task force is in place. He explained that the institutions have different health insurance needs due to their diverse missions, scopes of work, delivery systems, locations, and populations served. The Presidents will present recommendations at the December Board meeting.

Board member Hall introduced Idaho State University Interim President Mike Gallagher. Dr. Gallagher commented on concerns related to salary increases given to the executive level personnel at ISU. He noted that an announcement about voluntary reductions and guidelines for salary increases was forthcoming.

2. Lewis-Clark State College Progress Report

President Dene Thomas presented the Lewis-Clark State College progress report to the Board. She discussed the rolling five-year strategic plan, the areas of involvement and impact, the key issues being addressed, and program initiatives. She reported that the Northwest Commission on Colleges and Universities visited in October 2004 and noted that accreditation was affirmed with the recommendation that LCSC continue to do what it is currently doing.

Board member Hall thanked Dr. Thomas and commended her and LSCS for their continued progress.

3. Legislative Amendments

M/S (Thilo/McGee): To approve the proposed legislative amendments concerning Uniform Reporting of Student Information, the Rulemaking for the Board for the Division of Vocational Rehabilitation, and the Registration Process for Postsecondary Institutions. *Motion carried unanimously.*

Board member Hall reviewed the three items of legislation that the Board will be taking forward this year.

The first item, the Uniform Reporting of Student Information, removes all references to ISIMS in Idaho Code. The second item, Rulemaking Authority for the State Board of Education for Idaho Division of Vocational Rehabilitation, gives the Division of Vocational

Rehabilitation the ability to create administrative rules. The third item, Idaho's Course/Program Registration Process, establishes a more stringent set of rules to govern any private profit or not-for-profit postsecondary institution located outside the state of Idaho, but offering academic credit in Idaho.

At this time, Dr. Marilyn Howard joined the meeting by telephone.

4. First Reading – Amendment of Board Policy – Section IV.B.10., Idaho Student Information System

M/S (Agidius/McGee): To approve for first reading, the amendment to the State Board of Education Governing Policies and Procedures, Section IV.B.10., Idaho Student Information Management System (ISIMS). *Motion carried unanimously.*

At this time, Jeff Shinn pointed out an inaccurate statement found in the background information on Page 1 of Tab 3, having to do with the Legislative Amendments. He referred to the statement that reads: "DFM also denied the University of Idaho's request for a self-funded insurance program." Mr. Shinn explained that what the Division of Financial Management actually disagreed with was the request to be exempted from the State Department of Insurance registration program. This clarification was noted by the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Report on the University of Idaho Architecture Program

M/S (Hall/McGee): To reverse the action of the Executive Director authorizing the closure of the College of Art and Architecture and to order the University of Idaho to reinstate the same by the 06-07 school year. *A roll call vote was taken; motion carried 5-2 (Terrell and Stone dissenting).*

Board Vice President Stone briefly summarized this item and outlined the process for hearing comments and remarks.

Special Open Forum

Elizabeth Bento, Associated Students of the University of Idaho (ASUI) Vice President, reported some students favor reestablishing the College of Art and Architecture while others are worried about its financial impact on students. The ASUI recommended waiting until the financial situation at the UI is better before considering this item, but agreed they could support the reestablishment of the College of Art and Architecture as long as the Board guaranteed the general student fee would not be increased to support it.

Senator Joe Stegner encouraged the Board to reestablish the College of Art and Architecture and brought up two points for consideration. First, the closure of the College

sends a message that the State of Idaho does not value either the students or the profession. And second, the real possibility students will go to other schools if the College is not reestablished.

Jeff R. Richard, of the Independent Students of Art and Architecture, recommended the College of Art and Architecture be reestablished. He indicated the students in the Art and Architecture program favor a fee increase for students in that program, only. He noted that the insertion of the word “architecture” into the name of another college didn’t provide autonomy for either the profession or the program.

Bill Woolston, Chair of the Department of Art and Design spoke on behalf of the faculty in support of the reestablishment of the College of Art and Architecture. He summarized the effort, the people involved, and the substance of their position on this issue. He emphasized the need to reverse the decision made by the previous administration in order to avoid further paralysis related to the program.

University of Idaho Presentation

President Tim White, University of Idaho, described the approach the UI administration had taken related to the Art and Architecture program. He acknowledged there had been poor communication and ambiguity when the decision to close the College occurred. He agreed that trust had eroded and visibility had gone down. Dr. White suggested visibility could be immediately addressed by temporarily inserting the word “architecture” into the name of the College of Letters, Arts, and Social Sciences. He accepted responsibility for the shortcomings of the institution related to this issue and expressed a desire to move forward. He outlined a proposal to create a business plan tied to an academic plan, including public-private partnership. Dr. White suggested this approach responded to the voices of students, faculty, alums and stakeholders, and provided a solution for the Regents of the UI, for the UI, and for all the stakeholders.

College of Art and Architecture Foundation (CA&A Foundation) Presentation

Members of the College of Art and Architecture Foundation presented their position. Making remarks were: Steve Kopke, of Design and Program Management, and President of the College of Art and Architecture Foundation; Hugh Burgess, of Honolulu, Hawaii (Dean Emeritus, Arizona State University College of Architecture and Environmental Design, Founding Dean, School of Architecture, University of Nevada Las Vegas); Mark Pynn of McMillen Pynn Architecture, and Vice President of the College of Art and Architecture Foundation; Steve Trout, of Trout Architects/Chartered, and Incorporator of the College of Art and Architecture Foundation; and Mike Patano, of Patano Architects and member of the Board of Directors of the College of Art and Architecture Foundation.

Mr. Kopke noted alumni are committed, long-term, to the College of Art and Architecture. He indicated the CA&A Foundation strongly supports reestablishing the College. Mr.

Kopke suggested decisions made by Dr. Robert Hoover and Board of Education Executive Director Gary Stivers violated policy because timelines were not followed, financial data was not provided, and input from faculty and students was not obtained. He formally requested the Board to reverse the decision to close the College and to reestablish the College of Art and Architecture.

Mr. Burgess reported the results of a national survey that compared and measured the quality of accredited architectural programs in the United States. He indicated no model exists where a professional college is mixed in with liberal arts programs and colleges. He explained architecture is a legally established profession like law and medicine, and deserved to have the same regard as those professions at the UI. Mr. Burgess strongly recommended revoking the decision by the former executive director and to reestablish the College of Art and Architecture at the University of Idaho.

Mr. Pynn explained that in July, 2004, the National Architecture Accrediting Board (NAAB) reported their primary concern with the UI Art and Architecture program is the deficiency, under the administrative structure, with regard to the degree of autonomy required of professional programs in architecture. He argued that the UI administration's plan to put the architecture program within the College of Letters, Arts, and Social Sciences does not provide the necessary level of autonomy. He argued that a liberal arts dean cannot adequately serve a professional program. Mr. Pynn strongly urged the Board to reverse the decision to close the College and reestablish the College of Art and Architecture at the UI.

Mr. Trout presented the financial picture and noted the College of Art and Architecture always operated in the black. He explained that while Dr. Hoover mentioned financial reasons for his request to dissolve the College, he never provided data to justify his request. Mr. Trout referred to the UI's published budget, noting the salaries of two of the positions eliminated in Dr. Hoover's consolidation effort – the Dean of Letters and Science and the Development Coordinator – totaled \$198,000, well above the \$150,000 limit for the executive director's authorization. He indicated the cost to reestablish the College would be about \$250,000, one tenth of one percent of the overall UI budget, and urged the Board to reestablish the College of Art and Architecture.

Mr. Patano encouraged the Board to reestablish the College for the sake of the students. He restated the point that the leadership of the past made a decision without following policy or providing financial justification. Mr. Patano argued that enrollment is down and that students are being jeopardized. He reminded the Board that 800 students, and their parents, friends and supporters have expressed support for reestablishing the College. In addition, faculty of the Department of Art and Architecture, along with the Idaho American Institute of Architects, the CA&A Foundation and hundreds of friends of the foundation, and alumni have lent their support to the cause. Mr. Patano encouraged the Board to reverse the decision made by the executive director and to reestablish the College of Art and Architecture.

Discussion and Comments

During discussion with the Board members, Mr. Trout indicated growth trends show a decrease since 2002. He noted the economy is up, so decreased enrollments cannot be blamed on it. Mr. Patano added that the global demand for architects is greater than ever.

Mr. Pynn explained the accreditation report concerns regarding the administrative structure make it necessary for the Board to act now. Board member Stone noted President White had given assurance the College of Art and Architecture would be autonomous, but Mr. Kopke pointed out that no plan had been received from President White giving that assurance.

Board member Hall noted that while President White had mentioned having some kind of autonomous structure, the request of the CA&A Foundation is for a stand-alone college. Mr. Pynn reiterated that the accrediting body specifically noted that the reorganization plan had not provided the assurance the program would have the kind of autonomy comparable to other professional programs at the institution.

Mr. Patano explained the need for architecture to have the same standing as other professional programs at the UI and indicated industry supports that claim. He suggested Dr. White's plan is an experiment that could not assure a positive outcome. Mr. Patano pointed out that if the College had not been unique, successful and reputable, there would not have been the level of support there has been for reestablishing it.

Dr. Howard indicated she could find no logical reason to not reinstate the College of Art and Architecture. She suggested that the Art and Architecture program did not belong with the components it had been placed with, and that program's strength had been sapped as a result.

Board member Terrell asked about a specific date and President White suggested a three-to-six month process was required for stakeholders to develop a business plan. He suggested a report to the Board in February. Dr. White indicated a prominent autonomous organization could possibly be in place during the course of the 2006-2007, academic-year.

Mr. Trout affirmed the anticipated cost to reinstate the college is approximately \$250,000 and that the CA&A Foundation is ready to support the effort, but won't usurp the legislature or other funding sources.

Board member Hall suggested Board policy was violated when the previous executive director approved closing the College of Art and Architecture. He pointed out no indication was ever given to the Board by the former administration of a financial need to close the program. He pledged that the State Board of Education would deliver the highest quality of education, including providing the students in this program with a distinguished College.

Board member McGee agreed with the comments made by Board member Hall and also agreed there was never any discussion with the Board about the closure of the College of Art and Architecture.

Board member Agidius noted the motion required the CA&A Foundation and the University of Idaho to return with a new plan.

President White discussed using the word “autonomous” in the motion and expressed concerns about liability issues related to other actions by the past administration. Board member Stone agreed and took the position that Board policy had not been violated. He indicated he would vote against the motion. Board member Terrell indicated he would vote in favor of a motion that used the word “autonomous” and that directed the reinstatement take place in the 2006-2007 school year.

Board member Hall reiterated that the violation of Board policy must be corrected and noted the motion did that. He pointed out the motion also provided for reinstatement of the College of Art and Architecture. He suggested the sooner the College is reestablished, the greater the likelihood of avoiding a loss of the goodwill that was in place when it was a College of distinction.

Board member Agidius asked if the College could be opened by the 2006-2007 school year and Dr. White said that student admissions would actually begin in 2007-2008.

Board member Stone made it clear that the action was not tied to the action of the CA&A Foundation. He also emphasized that passage of the motion did not open the door to any past action related to the Hoover administration and that the deans, faculty and other administrators at the UI needed to be aware of that fact. Board member Stone noted that both he and Board member Terrell supported the concept of the motion, but not the way it was worded.

Dr. Howard signed off at the conclusion of this item.

By unanimous consent, the Board agreed to move to item 7 of the IRSA agenda.

7. Rule Waiver of Administration of the Direct Math Assessment

M/S (Stone/Terrell): To deny the Boise School District rule waiver request for administering the Direct Math Assessment beginning with the 2005-2006 school year. *Motion carried unanimously.*

This item was presented by Dean Jones of the Boise School District. Board member McGee indicated she understood the issues, but voiced concern about starting a trend.

2. Office of Performance Evaluations (OPE) Findings – Idaho Council for Technology in Learning

M/S (Agidius/McGee): To approve the eighth-grade technology standards as presented by Dawn Wilson, State Department of Education, at the March 2005 Board meeting. Motion carried unanimously.

3. Plato Learning – I-Plan Presentation

This item was deferred to the December meeting.

4. Additional Yearly Growth (AYG) and Distinguished Schools Rewards

M/S (McGee/Agidius): To recognize the schools identified for the Distinguished Schools and Additional Yearly Growth (AYG) reward. Motion carried unanimously.

5. Review of the Proposed Legislation to Codify the Idaho Career Information System (CIS)

Mike Rush of the Division of Professional-Technical Education presented this information item. He noted that CIS had been sustained by Executive Order since 1983. The Division of Financial Management recommended codifying it, so the Department of Commerce and Labor will carry legislation forward in the 2006 session.

6. Proposed Rule – IDAPA 08.02.03, Rules Governing Thoroughness, Rewards

M/S (Hall/Agidius): To approve the proposed amendment to IDAPA 08.02.03, Rules Governing Thoroughness, Rewards. Motion carried unanimously.

DEPARTMENT OF EDUCATION – Dr. Jana Jones and Tim Hill

Dr. Jana Jones recommended that the following items be moved to a consent agenda – D, E, H, I, K, L, N and O.

M/S (Hall/McGee): To move items D, E, H, I, K, L, N and O to a Consent Agenda and to approve the Consent Agenda. Motion carried unanimously.

CONSENT AGENDA – Department of Education

D. Idaho State University, Special Education—Deaf and Hard of Hearing Graduate Program Focus Review Report

By consent, the Board approved the recommendation by the Professional Standards Commission to accept the state focus visit team report as approved by the

Professional Standards Commission.

E. Northwest Nazarene University: Proposed Special Education Directors' Program Focus Review Report

By consent, the Board approved the recommendation by the Professional Standards Commission to accept the state team report as approved by the Professional Standards Commission, thus providing state conditional program approval for Northwest Nazarene University: Proposed Special Education Directors' Program in Nampa, Idaho.

H. Pending Administrative Rule Amendment to IDAPA 08.02.03.128.01 -- Curricular Materials Selections: Subject Areas – Adoption cycle Change and Addition of Limited English Proficiency

By consent, the Board approved the pending administrative rule amendment to IDAPA 08.02.03.128.01 -- Curricular Materials Selections: Subject Areas – Adoption cycle Change and Addition of Limited English Proficiency, as requested by the State Department of Education as submitted and specifically defined in Attachment H-1.

I. Pending Rule Amendment to IDAPA 08.02.02.004.01 -- Incorporated by Reference – Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual Performing Arts Standards Teachers

By consent, the Board approved the pending rule amendment to IDAPA 08.02.02.004.01 -- Incorporated by Reference – Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual Performing Arts (Visual Arts, Music, and Drama), as requested and submitted by the Professional Standards Commission and as specifically defined in Attachments I-2.

K. Pending Rule Amendments to IDAPA 08.02.02.022.02-.11, 08.02.02.023,02-.13, 08.02.02.024.02-.16 -- Endorsements Requirements for Teacher Certification

By consent, the Board approved the pending rule amendment to IDAPA 08.02.02.022.02-.11, 08.02.02.023,02-.13, and 08.02.02.024.02-.16 -- Endorsements as requested and submitted by the Professional Standards Commission and as specifically defined in Attachment K-1.

L. Pending Rule Amendment to IDAPA 08.02.02.076 -- Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code); and Pending Rule Amendment to 08.02.02.077 -- Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) – Language and

Definition Clarifications in the Code of Ethics

By consent, the Board approved the pending rule amendment to IDAPA 08.02.02.076 -- Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code); and pending rule amendment to 08.02.02.077 -- Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) as requested by the Professional Standards Commission.

N. Pending Rule – IDAPA 08.02.02.031 -- Junior Reserve Officers Training Corp (ROTC) Instructors, and Proposed Change to .032-.033 (Reserved)

By consent, the Board approved the pending rule IDAPA 08.02.02.031 -- Junior Reserve Officers Training Corp (Junior ROTC) Instructors and proposed change to .032-.033 (Reserved) as requested by the State Department of Education and the Professional Standards Commission.

O. Pending Rule Amendments to IDAPA 08.02.02.028 -- Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 -- Supervisor/ Coordinator of Special Education Endorsement

By consent, the Board approved the Pending Rule Amendments to IDAPA 08.02.02.028 -- Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 -- Supervisor/Coordinator of Special Education Endorsement requested by the State Department of Education and the Professional Standards Commission.

REGULAR AGENDA – Department of Education

B. Request for Letters of Authorization

M/S (Hall/McGee): To approve the request for Letters of Authorization as submitted by the Professional Standards Commission. *Motion carried unanimously.*

C. Annual Report – Hardship Elementary School – Cassia County School District No. 151, Albion Elementary School

Tim Hill presented this item and noted that no action was required unless the Board wanted to rescind the action.

G. Petition to Transfer Property from West Bonner School District No. 83 to Lakeland Joint School District No. 272

M/S (Thilo/McGee): To approve the hearing officer's recommendation. (This motion was later withdrawn.)

M/S (Terrell/Agidius): To disapprove the hearing officer's recommendation. Motion carried unanimously.

Dr. Jana Jones reported that the Department of Education supported the hearing officer's recommendation to deny the petition for the property transfer. Superintendent Feldhausen from West Bonner School District summarized the request. It was noted that West Bonner School District opposes the transfer of the land.

Tonya Reed, a parent from the West Bonner District, argued in favor of the transfer of property based on geographical distances between the students in the area of impact and the schools they are required to attend. She noted that children often spend up to two hours on the school bus, one way. In addition, impacted students can't fully participate in extracurricular or school-related community activities due to the distance. She indicated there are schools in the Lakeland District only a few miles from her home and asked that the Board oppose the recommendation of the hearing officer.

Board member Thilo said one concern expressed by the hearing officer was the possible loss to the tax district, but Superintendent Feldhausen indicated that the district could probably cut staff if there was adequate timing to prepare for that event. He also noted that patrons favor having the autonomy of a small district and are opposed to consolidating the two districts.

Board member Hall noted the Lakeland School District wasn't represented at the Board meeting. He explained that if the Board disapproved the hearing officer's recommendation, the matter would be voted on by the communities involved. Based on discussion, Board member Thilo withdrew her motion.

J. Withdrawal of Proposed Rule Amendment to IDAPA 08.02.02.020.01 -- Standard Secondary Certificate Professional Education Core Requirements – Reading in the Content Area.

Dr. Jana Jones noted the Professional Standards Commission agreed not to move forward with this rule and this item was withdrawn from the agenda.

M. Proposed Rule Amendments to IDAPA 08.02.03.103.02, .104.01, .104.02, .014.03 and .107.06 -- Revisions to Physical Education Requirements for K-12.

This item will be presented for Board discussion in November.

P. Approval to Operate an Elementary School with Less than Ten (10) Pupils in Average Daily Attendance

Tim Hill discussed this information item, noting that all the districts requesting approval

requested approval last year as well.

Q. Report on Reading Scores

Dr. Jana Jones introduced Christine Hanson, Reading Coordinator for the Department of Education to report on this item.

R. Presentation of the Public School Budget for FY2007

Tim Hill summarized the Public School Budget for FY2007.

Board member Terrell raised a question about the use of funds for physical education and asked the Department of Education to provide data that demonstrates a need for this program in Idaho.

M/S (Hall/Agidius): Moved to adjourn at 6:00 p.m. Motion carried unanimously.

**CONSENT AGENDA
DECEMBER 1, 2005**

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I BOISE STATE UNIVERSITY New Positions & Changes to Positions	Motion to approve
2	BAHR-SECTION I IDAHO STATE UNIVERSITY New Positions & Changes to Positions	Motion to approve
3	BAHR-SECTION I UNIVERSITY OF IDAHO New Positions and Changes to Positions	Motion to approve
4	BAHR-SECTION II EASTERN IDAHO TECHNICAL COLLEGE New Positions & Changes to Positions	Motion to approve
5	BAHR-SECTION II Agency Dashboard Reports	Motion to approve
6	PPGAC – ALCOHOL PERMITS ISSUED BY UNIVERSITY PRESIDENTS:	Information item
7	PPGAC –AMENDMENT OF BOARD POLICY Section IV.B.10 – Idaho Student Information Management System – 2 nd Reading	Motion to approve

THIS PAGE INTENTIONALLY LEFT BLANK

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY**

SUBJECT

A request by Boise State University for new positions, changes in positions and deletion of positions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.B.3.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II. B.3.

DISCUSSION

Boise State University requests approval to:

- create twelve (12) new positions (11.0 FTE), supported by appropriated, local and grant funding;
- make a change to three (3) current positions from 1.75 to 2.75 total FTE supported by appropriated and local funding;
- delete two (2) positions

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University for twelve (12) new positions supported by appropriated and local funds; title, term, salary and FTE changes to three (3) positions; and the deletion of two (2) positions.

Moved by _____ Seconded by _____ Carried Yes____ No____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

NEW POSITIONS

Position Title	Associate General Counsel
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$75,000
Funding Source	Appropriated
Area/Department of Assignment	President's Office
Duties and Responsibilities	Assist the General Counsel in providing professional legal advice and counsel to University administrative officials on matters concerning legal rights and obligations. Assist in all other matters of a legal nature concerning the University.
Justification of Position	The University has had a single attorney since 1996. Since then, the University has grown substantially. In addition, the move to a research mission has created more complex and additional duties in this office.
Position Title	Procurement Compliance Specialist
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$33,000
Funding Source	Local
Area/Department of Assignment	Purchasing Department
Duties and Responsibilities	Monitor University purchasing, contracting, leasing and contract-related purchasing for compliance with all applicable state and federal laws and regulations.
Justification of Position	Additional assistance needed due to department workload.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

Position Title	Assistant to the Associate Athletic Director of Operations
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$31,824
Funding Source	Local
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Assist the Associate Athletic Director of Operations with oversight of operations for Appleton Tennis Center and Bronco Stadium and game management functions. Oversee and direct operations of the Caven-Williams Sports Complex.
Justification of Position	Additional facilities and workload have increased demand of services and require additional staff.

Position Title	Executive Assistant
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$42,000
Funding Source	Appropriated
Area/Department of Assignment	President's Office
Duties and Responsibilities	Provide daily and long-term administrative support to the President and the President's Office.
Justification of Position	Additional assistance needed due to reorganization of the president's staff, increasingly busy schedule and interface with the foundation office in light of pending comprehensive campaign.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

Position Title	Financial Aid Counselor
Type of Position	Professional
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	January 4, 2006
Salary Range	\$32,000
Funding Source	Local
Area/Department of Assignment	Financial Aid
Duties and Responsibilities	Provide financial aid application counseling to students and parents. Assist in the administration of financial aid programs.
Justification of Position	Increased enrollment growth has resulted in a significant increase in financial aid applicants and recipients. Adding a new position will help meet the increasing demand for financial aid processing and counseling.

Position Title	Assistant/Associate Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	10 month
Effective Date	March 1, 2006
Salary Range	\$60,000
Funding Source	Appropriated
Area/Department of Assignment	Community & Environmental Health
Duties and Responsibilities	Provide instruction, advising and mentoring. Act as Director for Master of Health Science Program.
Justification of Position	This appointment will allow for restructuring in the College of Health Sciences.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

Position Title	Assistant/Associate Professor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	9 month
Effective Date	July 1, 2006
Salary Range	\$54,637
Funding Source	Grant
Area/Department of Assignment	Biology Department
Duties and Responsibilities	Provide interdisciplinary instruction in Bioinformatics with the Biology, Computer Science, Electrical and Computer Engineering or Mathematics Departments.
Justification of Position	This position will be initially funded through the Idaho INBRE Grant to support the mission of the grant. The position will be converted to BSU appropriated funds beginning Fall of 2007.
Position Title	Laboratory Materials Supervisor
Type of Position	Classified Staff
FTE	.5 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$11,991
Funding Source	Appropriated
Area/Department of Assignment	Geosciences Department
Duties and Responsibilities	Support rock preparation, acid extraction, and mineral separation laboratories. Distribute, maintain, and order supplies. Prepare materials for classroom use and train students in lab techniques.
Justification of Position	Additional support needed due to new programs.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

Position Title	Office Specialist 2
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$19,074
Funding Source	Appropriated
Area/Department of Assignment	Vice President for Finance and Administration
Duties and Responsibilities	Provide administrative support to Vice President's Office including customer service, correspondence, and record keeping functions.
Justification of Position	Student and temporary staff have provided these functions in the past. A permanent position is needed for continuity and to cover additional workload.

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	.5 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$10,722
Funding Source	Local
Area/Department of Assignment	Instructional & Performance Technology
Duties and Responsibilities	Provide administrative support to department Chair, faculty, staff, Graduate Assistants and students.
Justification of Position	Permanent position needed due to increase in faculty and students in the program. A temporary staff member has provided these services for five years.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

Position Title	Custodian
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	January 15, 2006
Salary Range	\$16,848
Funding Source	Local
Area/Department of Assignment	Intercollegiate Athletics
Duties and Responsibilities	Perform heavy-duty cleaning and related maintenance work.
Justification of Position	Additional custodial staff needed due to new Indoor Football facility and expansion of the Varsity Center.

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	January 15, 2006
Salary Range	\$21,445
Funding Source	Local
Area/Department of Assignment	Controller's Office
Duties and Responsibilities	Perform a variety of support functions such as record keeping, correspondence, information collection, and communication.
Justification of Position	Assistance needed to cover workload for administrative support functions.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

CHANGE IN POSITIONS

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	from .5 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	Additional funding of \$9,418
Funding Source	Appropriated
Area/Department of Assignment	College of Health Sciences
Duties and Responsibilities	Provide office management functions and administrative assistance for the Dean's Office.
Justification of Position	Additional assistance needed for support to College Associate Deans.

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	from .5 FTE to .75 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	Additional funding of \$5,496
Funding Source	Appropriated
Area/Department of Assignment	Geosciences Department
Duties and Responsibilities	Provide administrative support for daily operations of department including budgeting, financials, reporting, and other support services.
Justification of Position	Increase in workload due to new proposal for a Geosciences PhD program.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued**

Position Title	Administrative Assistant 1
Type of Position	Classified Staff
FTE	from .75 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	Additional funding of \$3,818
Funding Source	Local
Area/Department of Assignment	Applied Academics
Duties and Responsibilities	Coordinate the Basic and Applied Academic study lab.
Justification of Position	Additional FTE needed to cover Increase in workload.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

DELETED POSITIONS

Position Title	Financial Support Technician
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$19,074
Funding Source	Local
Area/Department of Assignment	Select-A-Seat
Duties and Responsibilities	Provide accounting support for Select-A-Seat including record keeping, research, and correcting accounting entries.
Justification of Position	Reorganization and combining staff duties allow for deletion of this position.

Position Title	Parking/Traffic Supervisor
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	December 4, 2005
Salary Range	\$26,083
Funding Source	Local
Area/Department of Assignment	Public Safety, Risk Management & Transportation
Duties and Responsibilities	Direct daily activities of campus traffic and parking operations and supervise staff.
Justification of Position	Department reorganization resulted in the abolishment of this position.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: B. Appointment Authority and Procedures

August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.
2. Delegation of Authority
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.
3. Specifically Reserved Board Authority
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:
 - a. Position Authorizations
 - (1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
 - (a) position title;
 - (b) type of position;
 - (c) FTE
 - (d) Term of appointment;
 - (e) Effective date;
 - (f) approximate salary range;
 - (g) funding source;
 - (h) area or department of assignment;
 - (i) a description of the duties and responsibilities of the position; and
 - (j) a complete justification for the position

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY**

SUBJECT

A request by Idaho State University for approval of new positions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.B.3.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II. B.3.

DISCUSSION

Idaho State University requests approval to:

- Add five (5) new positions (4.6 FTE) supported by state and local funds;
- Change three (3) classified positions from part-time to full-time (3.0 FTE).

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University for five (5) new positions (4.6 FTE) and changes in three (3) classified positions from part-time to full-time (3.0 FTE).

Moved by _____ Seconded by _____ Carried Yes_____ No_____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

**NEW POSITIONS
ACADEMIC**

Position Title	Assistant Professor (2 positions)
Type of Position	Faculty
FTE	2.0
Term of Appointment	9 month
Effective Date	December 5, 2005
Salary Range	\$64,000.00
Funding Source	State Funds
Area/Department of Assignment	College of Engineering
Duties and Responsibilities	Regular faculty duties including teaching, research and service.
Justification of Position	To provide additional support for the Nuclear Engineering program.

Position Title	Assistant Professor
Type of Position	Faculty
FTE	1.0
Term of Appointment	9 month
Effective Date	December 5, 2005
Salary Range	\$57,500.00
Funding Source	State Funds (50%) and Local Funds (50%)
Area/Department of Assignment	Physics
Duties and Responsibilities	Teach graduate classes, pursue research and research funding, and advise graduate students in nuclear science.
Justification of Position	To provide additional support for the nuclear science classes in Idaho Falls.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

OTHER

Position Title	Conference and Program Coordinator
Type of Position	Non-Classified
FTE	.60
Term of Appointment	12 month
Effective Date	December 5, 2005
Salary Range	\$30,000 - \$32,000
Funding Source	Local Funds
Area/Department of Assignment	Office of Research
Duties and Responsibilities	Responsible for management and operation of the Institute of Nuclear Science and Engineering, including events planning and coordination; grant writing and management; report preparation; publication writing and editing; public relations and communications; act as liaison with other departments at ISU, CAES, INL, DOE and other institutions; engage in strategic planning and development.
Justification of Position	To provide additional support for conference and workshops associated with the Institute of Nuclear Science and Engineering.
Position Title	Coordinator for Academic Programs
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	10 month
Effective Date	December 5, 2005
Salary Range	\$31,204.80
Funding Source	State Funds
Area/Department of Assignment	Center for Teaching & Learning
Duties and Responsibilities	Work with academic programs, including Honors, ACAD courses (First Year Seminar), and C.L.A.S.S.; organize events; schedule and teach classes; assist with program assessments; serve on advisory boards.
Justification of Position	To provide administrative support for the First Year Seminar and Clustered Learning Programs. The duties of this position have been previously filled by a temporary employee.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION/AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued**

CHANGES IN POSITIONS

Position Title	Administrative Assistant 1 (PCN 7634)
Type of Position	Classified
FTE	change from .75 to 1.0
Term of Appointment	12 month
Effective Date	December 5, 2005
Salary Range	\$21,444.80
Funding Source	State Funds
Area/Department of Assignment	University Relations
Duties and Responsibilities	Provide support to the director and staff of University Relations and to Photographic Services.
Justification of Position	To provide full-time clerical support due to increased need.
Position Title	Administrative Assistant 1 (PCN3444)
Type of Position	Classified
FTE	change from .77 to .85
Term of Appointment	change from 9 month to 10 month
Effective Date	December 5, 2005
Salary Range	\$20,750.40
Funding Source	State Funds
Area/Department of Assignment	Mass Communications
Duties and Responsibilities	Provide day-to-day clerical support.
Justification of Position	To provide additional clerical support due to increased program activity.
Position Title	Office Specialist 2 (PCN 3194)
Type of Position	Classified
FTE	change from .75 to 1.0
Term of Appointment	12 month
Effective Date	December 5, 2005
Salary Range	\$19,073.00
Funding Source	State Funds
Area/Department of Assignment	Human Resources
Duties and Responsibilities	Provide primary front desk and office coverage and backup for ISU and state payroll processing within the HR office.
Justification of Position	To provide full-time clerical support for more complete office coverage.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO**

SUBJECT

A request by the University of Idaho for approval of one new position.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.B.3.

DISCUSSION

The University of Idaho requests approval to create one (1) new position (1.0 FTE) supported by non-appropriated funds.

IMPACT

Once approved, the changes can be processed on the State Employee Information System.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish one new position supported by non-appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued**

NEW POSITIONS

OTHER

Position Title	Financial Technician
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	December 1, 2005
Salary Range	\$29,120.00
Funding Source	Non-appropriated funds
Area/Department of Assignment	Sponsored Programs
Duties	Responsible for managing accounting and related automated records
Justification	New position

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
EASTERN IDAHO TECHNICAL COLLEGE**

SUBJECT

A request by Eastern Idaho Technical College for new positions.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section II.B.3.

BACKGROUND

Items submitted for review and approval according to Board Policy Section II.B.3.

DISCUSSION

Eastern Idaho Technical College requests approval to create two (2) new positions (2.0 FTE) supported by grant funding.

IMPACT

Once approved, the positions can be processed on the State Employee Information System.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed this request for conformance with Board policy and recommends approval.

BOARD ACTION

A motion to approve the request by Eastern Idaho Technical College for two (2) new positions supported by grant funding.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
EASTERN IDAHO TECHNICAL COLLEGE - continued**

NEW POSITIONS

Position Title	Instructor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	10 month
Effective Date	August 14, 2005
Salary Range	\$41,600
Funding Source	Grant Funds
Area/Department of Assignment	Business, Office, & Technology Division
Duties and Responsibilities	Teaches horticulture to released-time high school students on the EITC campus.
Justification of Position	This instructor has been teaching students as an adjunct faculty member. The teaching workload has increased to require a full-time position. The position will continue based on enrollment and funding.
Position Title	Instructor
Type of Position	Faculty
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	August 14, 2005
Salary Range	\$30,160
Funding Source	Grant Funds
Area/Department of Assignment	Adult Basic Education
Duties and Responsibilities	Teaches English as a Second Language courses to migrant workers, their families, and others who require a working knowledge of English.
Justification of Position	Workload increases now require a full-time, twelve-month instructor previously covered with several part-time, adjunct instructors.

**CONSENT - BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
AGENCIES OF THE STATE BOARD**

SUBJECT

Reports from Board Agencies

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Each agency of the Board has prepared a series of reports that allow a quick but informative view of each organization. The reports include financial data for fiscal year 2006 and prior fiscal years.

DISCUSSION

For this quarter's report, a Key Issues document is included. Each agency picked key elements from their strategic plan and reported on their progress. The Key Issues page is the first page in each agency's report series. Data on the second page includes a set of graphs that compares fiscal year 2006 to fiscal year 2005 by actual quarterly expenditures. The third page displays prior year actual expenditures separated by "object code" (personnel costs, operating expense, capital outlay, and trustee & benefits). The fourth page of each agency group is a spreadsheet that displays expenditures into more detailed categories. This report compares the data from fiscal 2006 and three prior years. The working title for this group of mini-reports is "dashboard reports".

For Fiscal Year 2006 the Idaho Career Information System (CIS) is appropriated as part of the Division of Professional-Technical Education (PTE). The data presented for PTE in fiscal year 2006 includes the appropriation and expenditures for CIS.

IMPACT

Board members and other interested parties will have a quick and easy method to review historical and current financial and strategic plan information for Board agencies. Agency directors and fiscal staff will have a tool that allows easy presentation of commonly-requested operational data.

STAFF COMMENTS AND RECOMMENDATIONS

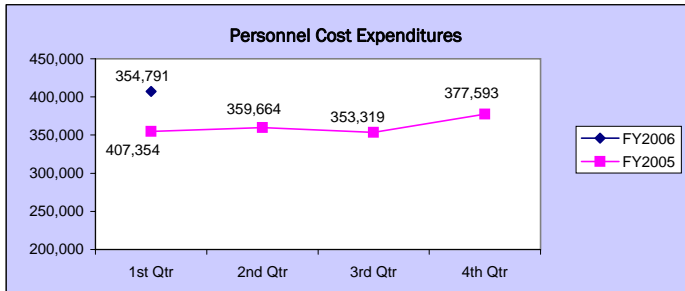
At the request of the Executive Director, agencies and Board staff have worked together developing these mini-reports. The financial data will be incorporated into Board agendas on a quarterly basis.

BOARD ACTION

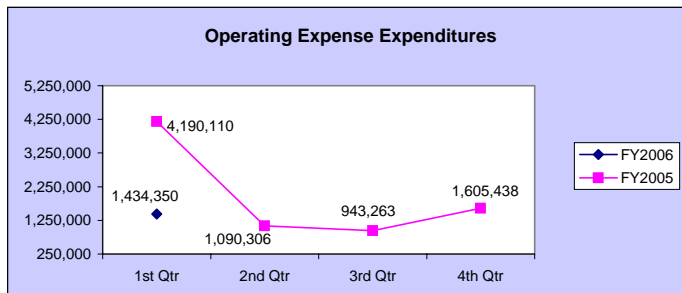
This item is for informational purposes only. Any action will be at the Board's discretion.

THIS PAGE INTENTIONALLY LEFT BLANK

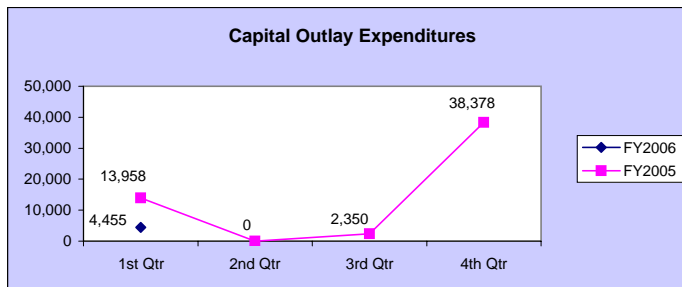
**Office of the State Board of Education
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006**



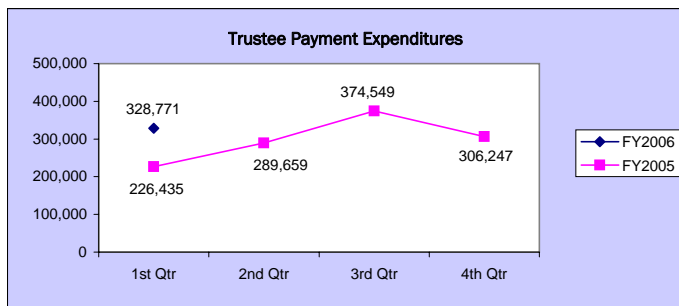
Personnel Cost Expenditures: Fluctuation is due to having seven payrolls in the 1st and 3rd quarters for FY 2004. In FY 2005 the first and second quarters have seven payrolls.



Operating Expense Expenditures: The increase in FY 2005 is due to an increase in State and Federal Funds, mainly for the Assessment and Accountability grant and the English Language Acquisition grant.

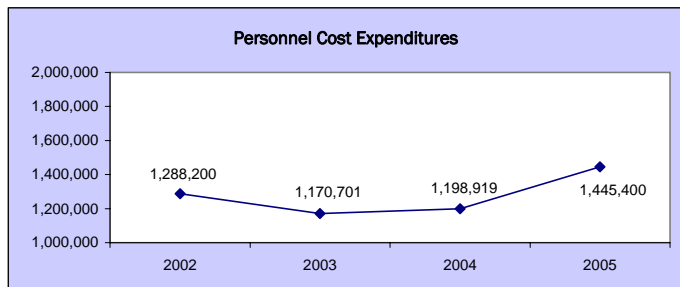


Capital Outlay Expenditures:

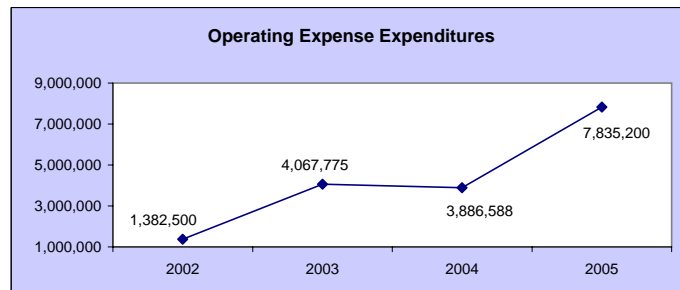


Trustee Payment Expenditures: Trustee payment expenditures are dependent on Trustee claim patterns which are extremely variable. The increase in FY 2005 is due to an increase in Federal Funds for the English Language Acquisition Grant.

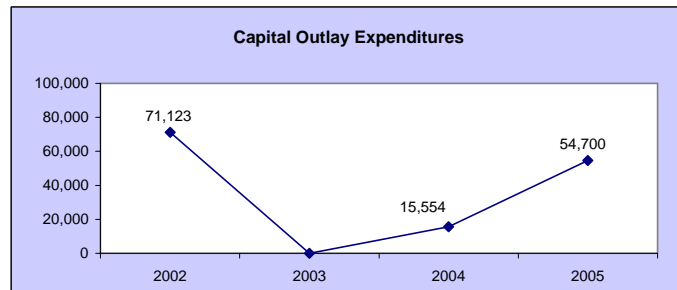
**Office of the State Board of Education
Performance Report to the State Board of Education
Prior Four Year Comparison**



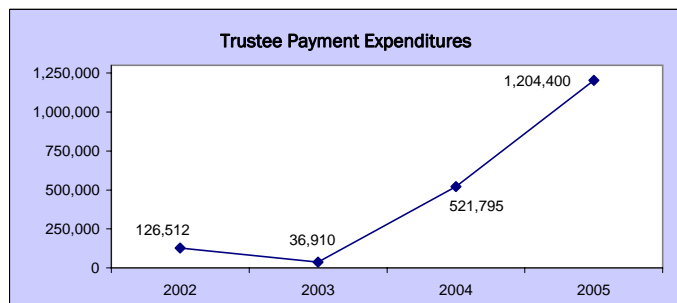
Personnel Cost Expenditures: FY 2003 and FY2004 are lower due to vacant positions.



Operating Expense Expenditures: The spike in FY 2005 includes an increase in the Federal Fund for the Assessment & Accountability and the LEP program.



Capital Outlay Expenditures:



Trustee Payment Expenditures: The increase is due to an increase in Federal Fund spending authority. The federal fund increase is used for the teacher standards and language acquisition activities in public schools.

Office of the State Board of Education
Summary of Appropriation & Expenditures
Fiscal Year 2003 - 2006
Through September 2005

Fund Source	FY 2003			FY 2004			FY 2005			FY 2006		
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL
1 Appropriation	5,247,700	1,537,800	6,785,500	3,574,300	5,715,500	9,289,800	4,107,200	8,814,700	12,921,900	4,596,300	7,131,900	11,728,200
ACTUAL EXPENDITURES												
2 Salary & Benefits	1,054,674	116,027	1,170,701	1,066,818	132,101	1,198,919	1,180,218	265,149	1,445,367	333,308	74,046	407,354
3 Communication Costs	26,262	9,989	36,251	20,802	1,756	22,558	35,145	1,280	36,425	4,227	805	5,032
4 Employee Development	7,342	618	7,960	4,556	365	4,921	15,264	2,932	18,196	4,910	350	5,260
5 General Services	12,297	8,608	20,906	79,656	32,586	112,242	31,291	3,446	34,737	6,006	277	6,282
6 Professional Services	3,229,459	421,051	3,650,510	1,846,312	1,624,290	3,470,602	2,304,423	4,958,203	7,262,626	667,039	301,036	968,075
7 Repair & Maintenance Services	10,092	-	10,092	4,719	-	4,719	12,181	117	12,298	56	117	173
8 Administrative Services	7,454	2,769	10,224	11,386	406	11,792	9,412	6,048	15,460	5,323	6,206	11,528
9 Computer Services	14,839	-	14,839	18,298	9,000	27,298	45,129	26,220	71,349	5,748	26,220	31,968
10 Employee Travel	59,425	2,807	62,232	55,497	5,602	61,100	58,513	12,792	71,305	17,159	612	17,770
11 Administrative Supplies	4,531	556	5,087	10,460	934	11,393	30,374	647	31,020	4,998	647	5,645
12 Fuel Costs	-	-	-	-	-	-	3,000	-	3,000	-	-	-
13 Manufacturing & Merchandise Costs	-	-	-	-	-	-	-	-	-	-	-	-
14 Computer Supplies	12,116	1,160	13,276	8,980	676	9,656	14,403	1,000	15,403	6,610	1,000	7,610
15 Repair & Maintenance Supplies	27	-	27	405	-	405	-	-	-	-	-	-
16 Institutional & Residential Supplies	-	-	-	-	-	-	-	-	-	-	-	-
17 Specific Use Supplies	-	-	-	14	53	68	1,573	296	1,869	-	296	296
18 Insurance	4,312	-	4,312	4,006	-	4,006	1,316	-	1,316	-	-	-
19 Utility Charges	-	-	-	-	-	-	-	-	-	-	-	-
20 Rental & Operating Leases	52,735	2,973	55,708	52,382	460	52,842	61,387	2,347	63,733	30,164	90	30,254
21 Miscellaneous	79,567	96,784	176,352	55,932	37,054	92,986	150,419	39,960	190,379	308,550	35,906	344,456
22 Subtotal Operating Expenditures	3,520,458	547,317	4,067,775	2,173,406	1,713,181	3,886,588	2,773,831	5,055,286	7,829,117	1,060,788	373,561	1,434,350
23 Capital Outlay				4,457	11,097	15,554	52,336	2,350	54,686	4,455		4,455
24 Trustee & Benefits	29,410	7,500	36,910	42,821	478,974	521,795	85,900	1,110,990	1,196,890		328,771	328,771
25 TOTAL	4,604,542	670,844	5,275,386	3,287,502	2,335,353	5,622,856	4,092,285	6,433,775	10,526,061	1,398,552	776,378	2,174,930
26 % Change Over/Under Prior Year	85%	80%	84%	(29)%	248%	7%	24%	175%	87%			
27 % of Appropriation Remaining										70%	89%	81%
28 % of Months Remaining										75%	75%	75%

Comments:

FY 2003: \$3.5 million in ongoing General Fund money was appropriated for the Assessment & Accountability effort. Support of the MOST program was shifted from the Albertson Foundation grant to federal Title II funding. There was a reduction in the FY 2003 base of \$1,107,800 for one-time expenditures.

FY 2004: The FY 2003 General Fund base was reduced by \$687,400 due to low revenue projections. The Federal Fund appropriation increased \$5,114,800. OSBE is the State Education Agency (SEA) for the federal funds that come from the U.S. Department of Education. OSBE is responsible for the administration of the expanded Assessment and Accountability program, Teacher Standards, Limited English Proficiency program and supervision of federally-funded programs across all school districts.

THIS PAGE INTENTIONALLY LEFT BLANK

KEY ISSUES UPDATE
IDAHO SCHOOL FOR THE DEAF AND THE BLIND
July - September 2005

In reference to the ISDB Strategic Plan, listed below are the 3 – 5 key elements of concern or focused interest this quarter. Under each key element are listed 2 – 4 bullets explaining exactly what ISDB is doing to correct the problem or what the agency has done to accomplish the goal.

1. Participate in SBOE-SC Review of ISDB Program, Service Delivery, and Funding Models

- a. Review various options for state-wide service delivery, required statute, & SBOE policy changes
- b. Develop strategic planning items & organizational plan changes for the various options considered
- c. Explore strategies for improving service to rural areas and small populations
- d. Benchmarking other state's strategies that currently employ various models
- e. Coordinate with OPE Review for best perspective in SBOE-SC recommendations

2. Governing Statutes significantly outdated; will require significant attention

- a. Current statutes give no authority to operate an Outreach Program (over 85% of ISDB clientele)
- b. Current statutes give no authority for Birth-3yr intervention programs - IDH&W cooperation
- c. Current SBOE policy attempts to address this lack of authority. Policy needs to be updated.

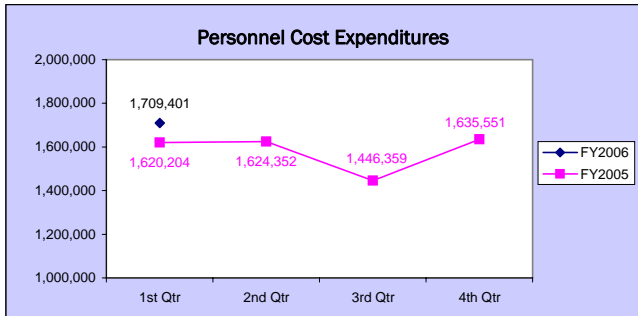
3. Revised / Re-Designed overall Agency Funding Model might be in order

- a. Current salary structure fails to recruit/retain sufficient number of highly qualified professionals
- b. Significant Outreach manpower shortage creates burdensome caseloads (Consultants)

4. Revised Delivery Model may require change of Main Campus location

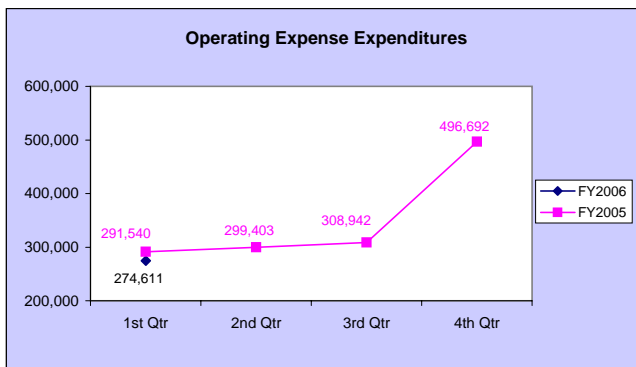
- a. Significant advance planning and funding would be required to accomplish such a move
- b. Finding a suitable & available facility might take considerable lead-time
- c. Losing community infrastructure needs might present serious political / economic impact on local Gooding community

**Idaho School for the Deaf and the Blind
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006**

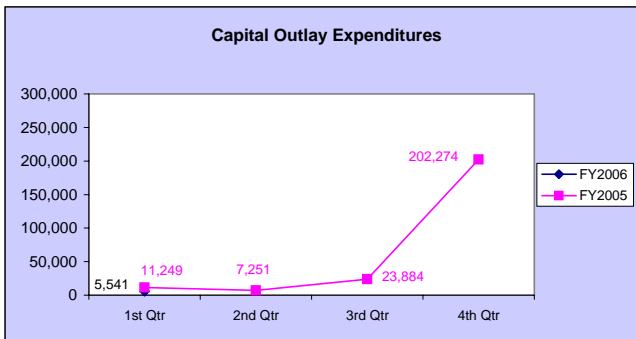


Personnel Cost Expenditures:

1Q fluctuation is due to higher employee benefit costs and ISDB's internal funding of pay raises.

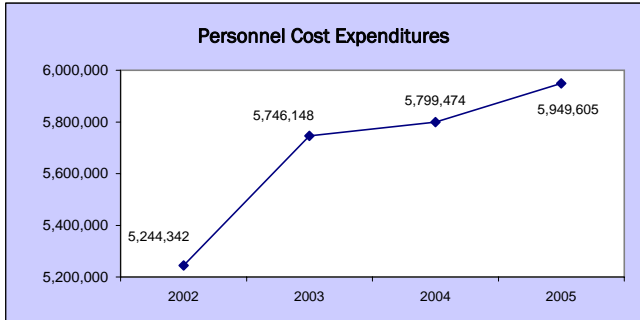


Operating Expense Expenditures: 1Q fluctuation is mainly due to timing issues of OE payments.

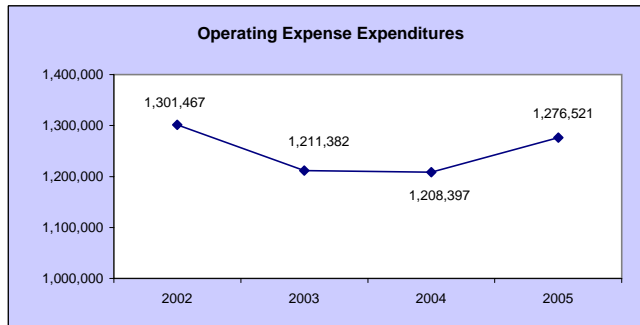


Capital Outlay Expenditures: 1Q CO decrease is due to timing issues of CO purchases. Typically CO purchases are delayed until the 4th quarter to ensure adequate funding is available for these purchases.

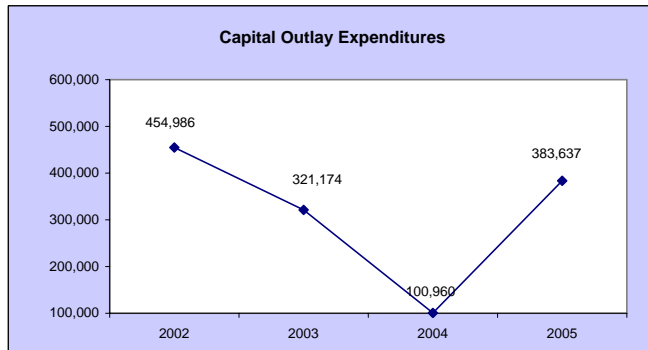
**Idaho School for the Deaf and the Blind
Performance Report to the State Board of Education
Prior Four Year Comparison**



Personnel Cost Expenditures: In FY04, received \$118,900 for changes in employee benefit costs. In FY02, received \$236,800 for routine, state directed CEC increases; received an additional \$50,000 earmarked for salary competitiveness increase and \$47,000 for a new position of a post secondary transition staff member. FY02 was a lump sum budget allocation, with a total \$404,000 allocation increase for PC.



Operating Expense Expenditures: FY04 includes \$111,000 of transfers from PC into OE and FY01 includes \$106,171 of transfers from PC into OE.



Capital Outlay Expenditures: Large increase in FY04 due to purchase of mini school bus, cottage carpet and vinyl replacement project, and purchase of 4 fleet vehicles. Decrease in FY03 due to putting PC savings into Contingency Fund rather than transferring to CO. Balances in FY00-02 were due to transfers into CO from PC due to PC savings from hard to fill positions such as SLP's. Positions were filled as highly qualified individuals were recruited.

Idaho School for the Deaf and the Blind
Summary of Appropriation & Expenditures
Fiscal Year 2003 - 2006
Through September 2005

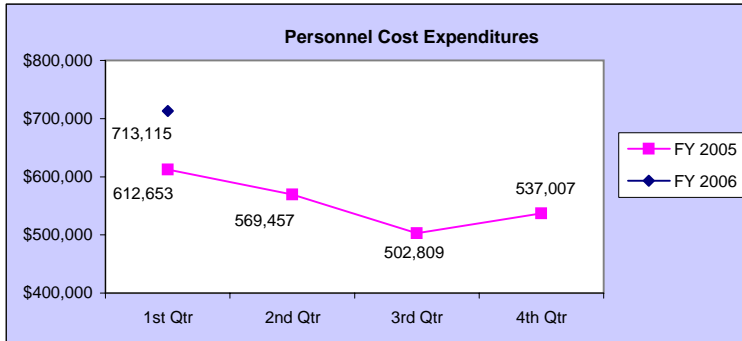
Fund Source	FY 2003			FY 2004			FY 2005			FY 2006 YTD		
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL
1 APPROPRIATION (incl. non cog adj)	7,051,500	417,200	7,468,700	7,183,600	431,700	7,615,300	7,505,500	502,435	8,007,935	7,943,900	211,700	8,155,600
ACTUAL EXPENDITURES												
2 PERSONNEL COSTS:	5,793,039	6,435	5,799,474	5,945,974	3,631	5,949,605	6,310,832	15,634	6,326,466	1,674,517	34,884	1,709,401
OPERATING EXPENDITURES												
3 Communication Costs	68,150	5	68,155	65,807		65,807	81,165		81,165	15,324		15,324
4 Employee Development	26,039	1,403	27,442	29,840	3,413	33,253	24,201	7,806	32,007	4,981	1,990	6,971
5 General Services	11,102		11,102	14,071	400	14,471	16,610	165	16,775	3,993	1,725	5,718
6 Professional Services	122,876	(871)	122,005	106,703	81,837	188,540	20,536	97,503	118,039	37,132	3,332	40,464
7 Repair & Maintenance Services	40,687	800	41,487	95,311	594	95,905	75,777	5,000	80,777	15,464	8,105	23,569
8 Administrative Services	10,923	131	11,054	14,991	485	15,476	15,430	3,601	19,031	4,565	475	5,040
9 Computer Services	12,758		12,758	19,447		19,447	22,734	20,522	43,256	5,966		5,966
10 Employee Travel	30,469	2,585	33,054	40,966	2,515	43,481	46,545	4,342	50,887	16,914	217	17,131
11 Administrative Supplies	20,735		20,735	22,156		22,156	20,664		20,664	6,699		6,699
12 Fuel Costs	42,484		42,484	47,116		47,116	58,938	133	59,071	8,378		8,378
13 Manufacturing & Merchandise Costs	91		91	13		13	65		65			
14 Computer Supplies	46,297	2,088	48,385	38,452	12,418	50,870	50,115	5,758	55,873	15,749	3,287	19,036
15 Repair & Maintenance Supplies	97,829		97,829	82,414		82,414	102,696	41,445	144,141	14,984		14,984
16 Institutional & Residential Supplies	66,005	19,663	85,668	63,505	29,896	93,401	52,775	30,594	83,369	7,559	4,983	12,542
17 Specific Use Supplies	106,999	1,552	108,551	83,103	15,616	98,719	107,112	37,510	144,622	14,897	828	15,725
18 Insurance	30,351		30,351	35,126		35,126	21,925		21,925	462		462
19 Utility Charges	41,106	113,564	154,670	40,965	104,268	145,233	62,099	87,387	149,486	22,084		22,084
20 Rental & Operating Leases	48,615		48,615	50,860	600	51,460	61,468	700	62,168	15,823		15,823
21 Miscellaneous	239,825	4,136	243,961	165,051	8,582	173,633	168,344	44,912	213,256	37,475	1,220	38,695
22 Subtotal Operating Expenditures:	1,063,341	145,056	1,208,397	1,015,897	260,624	1,276,521	1,009,199	387,378	1,396,577	248,449	26,162	274,611
23 CAPITAL OUTLAY:	34,999	65,961	100,960	225,098	158,539	383,637	185,386	59,272	244,658	5,541		5,541
24 TRUSTEE & BENEFITS:												
25 GRAND TOTAL:	6,891,379	217,452	7,108,831	7,186,969	422,794	7,609,763	7,505,417	462,284	7,967,701	1,928,507	61,046	1,989,553
26 % Change Over/Under Prior Year	(1)%	(23)%	(2)%	4%	94%	7%	4%	9%	5%			
27 % of Appropriation Remaining										76%	71%	76%
28 % of Months Remaining										75%	75%	75%

KEY ISSUES UPDATE
DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION
July - September 2005

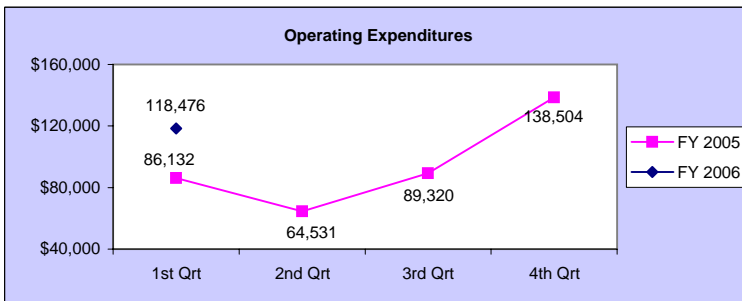
In reference to the DPTE Strategic Plan, listed below are four key elements of concern or focused-interest this quarter. Under each key element are listed three bullets explaining what DPTE is doing to correct the problem or what DPTE has done to accomplish the goal.

1. Develop effective and cost efficient professional-technical models of education. (G-IV, Obj 1)
 - a. Implement career clusters to improve organization and delivery
 - b. Improve planning assistance for secondary and postsecondary program planning.
 - c. Prepare for the implementation of new federal legislation.
2. Increase the number of qualified professional-technical educators. (G-I, Obj 4)
 - a. Coordinate additional teacher pre-service and in-service workshops
 - b. Improve teacher certification to target specific needs
 - c. Increase participation of PTE instructors in academic integration training
 - d. Work with teacher education to stabilize PTE teacher preparation.
3. Support placement and completion rates for professional-technical students. (G- III, Obj 6)
 - a. Increase student leadership activities.
 - b. Increase student organization membership
 - c. Address special population, minority and other at risk populations in PTE
4. Ensure funds designated for the PTE system are efficiently managed to support the role and mission. (G-IV, Obj 2)
 - a. Work to resolve maintenance of effort issue with federal government.
5. Assess and prioritize professional-technical workforce development needs. (G-III, Obj 1)
 - a. Respond to state and regional needs for short-term technical training.

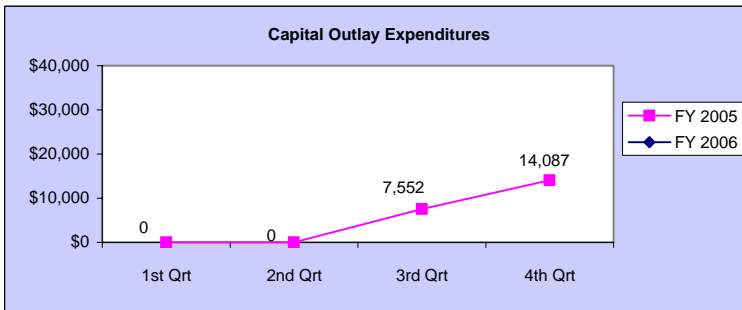
Division of Professional-Technical Education Performance Report
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006



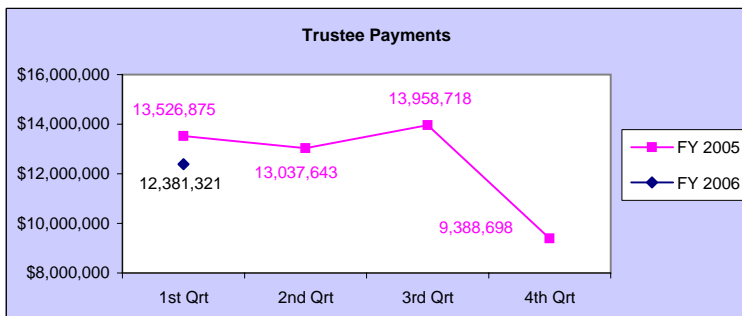
Personnel Cost Expenditures: The increase in expenditures from FY04 to FY05 was due to appropriation increases for CEC and Employee Benefits. FY05 first quarter expenditures includes House Bill 805 1% payments. FY04 third quarter included three pay periods. FY05 third quarter included only two pay periods.



Operating Expense Expenditures: Quarterly fluctuation is due to fixed operating costs for rent due in first and third quarters. FY05 fourth quarter expenditures included one-time non-recurring expenditures for computer programming.

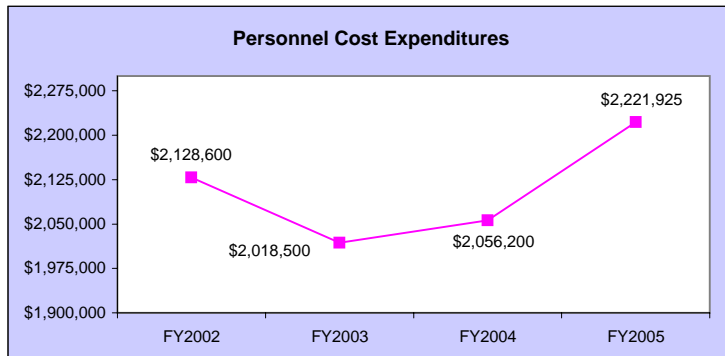


Capital Outlay Expenditures: FY04 Capital Expenditures were delayed until the third and fourth quarter due to unknown budget issues related to holdbacks and vacant positions.

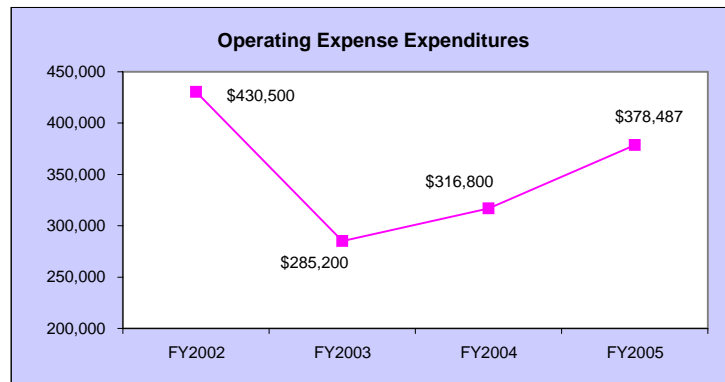


Trustee Payment Expenditures: Trustee Payment expenditures are dependent on Trustee claim patterns which are extremely variable. Seventy percent payments for secondary schools and professional-technical schools are made in the second or third quarters, depending on claims submission patterns.

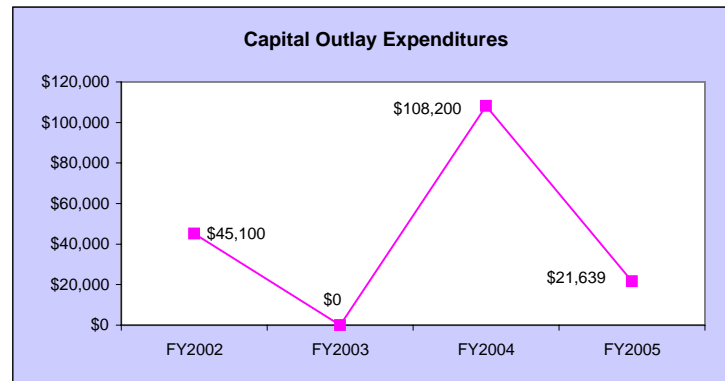
**Division of Professional-Technical Education
Performance Report to the State Board of Education
Prior Four Year Comparison**



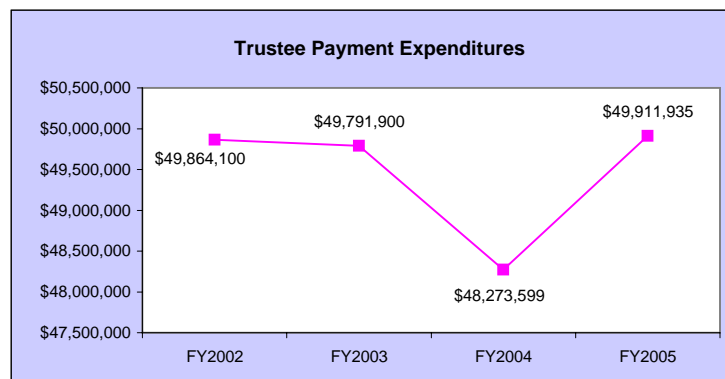
Personnel Cost Expenditures: Decrease for FY03 was due to a base reduction in funding. Increase for FY05 was due to appropriation increases for CEC and Employee Benefits. FY05 also includes HB805 1% payments.



Operating Expense Expenditures: Fluctuation in FY03 was due to a base reduction in funding.



Capital Outlay Expenditures: FY03 reduction was due to a base reduction in funding and no carry over or transfer authority.



Trustee Payment Expenditures: Trustee Payment expenditures are dependent on Trustee claim patterns which are extremely variable. Base reduction in funding is not recognized until FY04 due to prior year encumbrance clearance.

Division of Professional-Technical Education
Summary of Appropriation & Expenditures
Fiscal Year 2003 - 2006
Through September 30, 2005

Fund Source	FY 2003			FY 2004			FY 2005			FY 2006		
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL
1 APPROPRIATION	47,585,174	12,420,763	60,005,937	47,651,853	12,234,158	59,886,011	50,835,726	12,019,292	62,855,018	53,637,888	12,249,623	65,887,511
ACTUAL EXPENDITURES												
2 PERSONNEL COSTS:	1,596,234	422,284	2,018,517	1,621,323	434,891	2,056,214	1,762,678	459,247	2,221,925	515,131	197,984	713,115
OPERATING EXPENDITURES												
3 Communication Costs	26,529	2,870	29,399	16,770	6,264	23,033	15,238	6,187	21,425	8,682	65	8,747
4 Employee Development	3,316	1,109	4,424	2,727	1,768	4,494	5,658	1,105	6,763	2,095	562	2,657
5 General Services	2,384	50	2,434	1,902	4,078	5,980	10,768	-	10,768	751	-	751
6 Professional Services	6,000	-	6,000	6,000	-	6,000	21,706	-	21,706	157	78	235
7 Repair & Maintenance Services	1,558	265	1,823	1,446	-	1,446	2,504	-	2,504	9	-	9
8 Administrative Services	3,292	2,820	6,112	4,401	2,558	6,958	7,715	-	7,715	565	998	1,563
9 Computer Services	41,396	5,523	46,918	75,502	50	75,552	112,930	-	112,930	6,100	6,645	12,745
10 Employee Travel	30,845	29,379	60,224	34,108	24,430	58,537	54,586	11,421	66,007	14,099	3,573	17,672
11 Administrative Supplies	6,424	2,792	9,215	7,263	2,382	9,645	10,725	-	10,725	2,556	2,190	4,746
12 Fuel Costs	-	-	-	-	-	-	-	-	-	-	-	-
13 Manufacturing & Merchandise Costs	-	-	-	-	-	-	-	-	-	-	-	-
14 Computer Supplies	2,512	625	3,137	8,944	1,077	10,021	13,177	-	13,177	5,618	258	5,876
15 Repair & Maintenance Supplies	-	-	-	299	-	299	-	-	-	-	-	-
16 Institutional & Residential Supplies	-	-	-	-	-	-	-	-	-	-	-	-
17 Specific Use Supplies	-	86	86	119	44	163	250	-	250	82	-	82
18 Insurance	3,235	-	3,235	5,146	-	5,146	(988)	-	(988)	-	-	-
19 Utility Charges	-	-	-	-	-	-	-	-	-	-	-	-
20 Rental & Operating Leases	59,126	39,819	98,946	57,109	36,749	93,858	58,732	34,987	93,719	29,223	26,632	55,855
21 Miscellaneous	13,224	-	13,224	15,589	55	15,644	11,499	289	11,788	7,180	358	7,538
22 Subtotal Operating Expenditures:	199,839	85,337	285,176	237,324	79,454	316,778	324,500	53,989	378,489	77,117	41,359	118,476
23 CAPITAL OUTLAY:	-	-	-	108,215	-	108,215	21,639	-	21,639	-	-	-
24 TRUSTEE & BENEFITS:	42,356,946	7,434,947	49,791,892	40,816,067	7,457,421	48,273,488	42,742,323	7,169,612	49,911,935	9,591,044	2,790,277	12,381,321
25 GRAND TOTAL:	44,153,018	7,942,567	52,095,586	42,782,929	7,971,766	50,754,695	44,851,140	7,682,848	52,533,988	10,183,292	3,029,620	13,212,912
26 % Change Over/Under Prior Year	-2%	8%	-1%	-3%	0%	-3%	5%	-4%	4%			
27 % of Appropriation Remaining										81.01%	75.27%	79.95%
28 % of Months Remaining										75%	75%	75%

**KEY ISSUES UPDATE
IDAHO DIVISION OF VOCATIONAL REHABILITATION
July - September 2005**

Goal #1 - Continually Improve The Division's Performance.

OBJECTIVES:

- More fully utilize the expertise of the Field Services Employee Council. IDVR has involved the Field Services Employee Council in the development and review of new policies affecting the agency. Their expertise will continue to be used in important issues affecting the agency.
- Utilize Information Technology to its maximum capacity. IDVR has installed videoconferencing capabilities in all of the Regional offices and three of the sub-offices. Funding has been secured to add additional units in nine more of the sub-offices during the next year.

Goal #2 - Pursue Relevant Program Expansion to Meet Customer Needs.

OBJECTIVES:

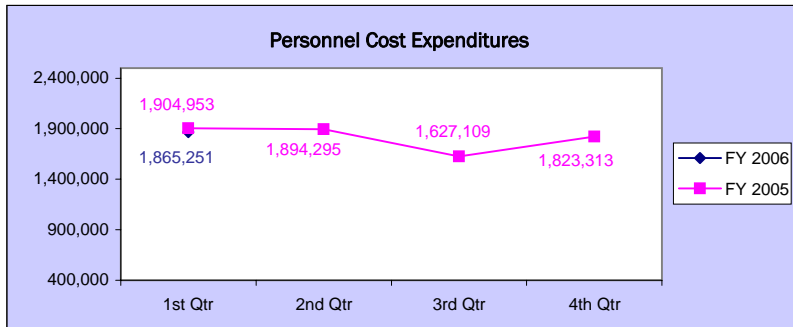
- Enhance revenue opportunities for all VR programs. . IDVR has partnered with the Division of Medicaid in providing statewide training on the SSA Work Incentives, especially PASS Plans. Additionally, the agency has piloted a project to hire two part time individuals to assist clients in writing PASS plans to assist in paying for needed items related to their rehabilitation plans. This will allow IDVR to maximize the funding available while continuing to serve the increasing numbers of individuals applying for services.

Goal #3 – Establish VR as the Primary Source on Information Relating to Vocational Training, Education and Employment of People with Disabilities.

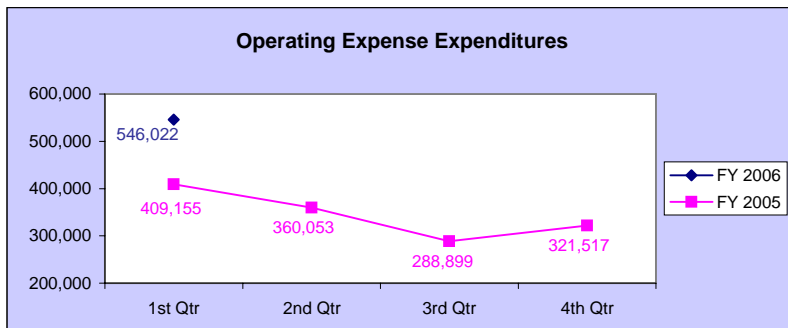
OBJECTIVES:

- ♦ Cultivate and maintain close collaborative relationships with our community partners. IDVR has continued to work in collaborative relationships with others tasked to serve people with disabilities. Through a partnership with the Division of Medicaid, IDVR has been able to offer statewide employer symposiums providing direct information to employers about how IDVR services can be useful to them in their employment development efforts.

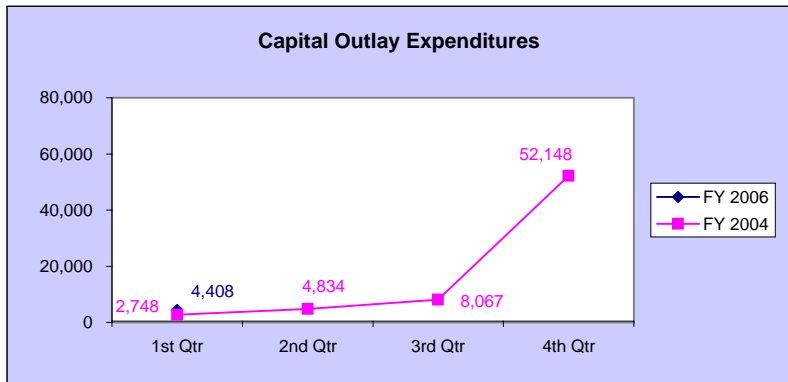
**Idaho Department of Vocational Rehabilitation
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006**



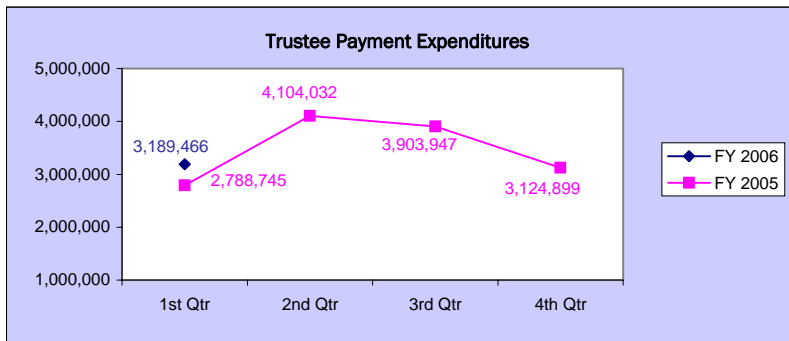
Personnel Cost Expenditures: First Quarter FY 2005 was greater than the same for FY 2006 because of House Bill 805 1% temporary salary increase payments in the first quarter of FY 2005. The rest of the increase is due to more vacant positions in the first quarter of FY 2006 than in the same quarter FY 2005.



Operating Expense Expenditures: Fluctuation is due to the payment of some rents in the first quarter of FY 2005 and not in the first quarter of FY 2004. The annual rent for the current and prior year was paid from the first quarter FY 2006. The agency has also experienced an increase in travel and training.

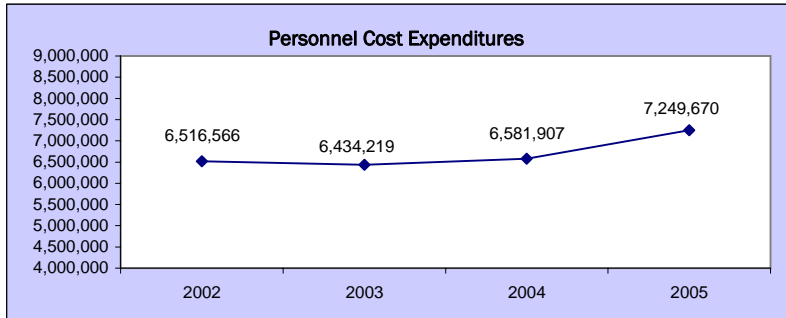


Capital Outlay Expenditures: The agency has made a practice of purchasing capital outlay in the last quarter of the year. There has been no Capital Outlay appropriation for the Division since FY 2003 and most purchases are held off until fourth quarter to allow us to use salary savings and other sources at the end of the year.

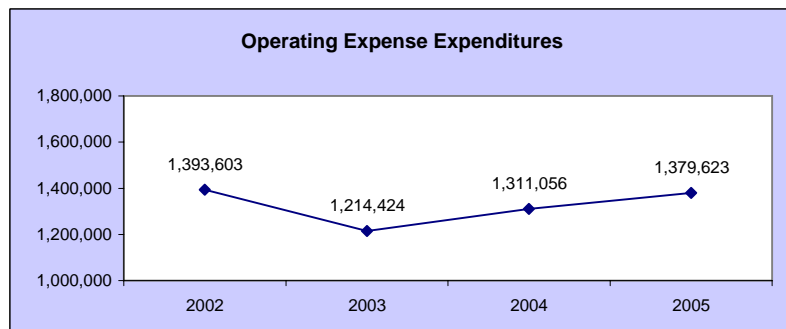


Trustee Payment Expenditures: Trustee Payment expenditures are higher in the first quarter of FY 2006 than in FY 2005 due to timing of payment for tuition for clients.

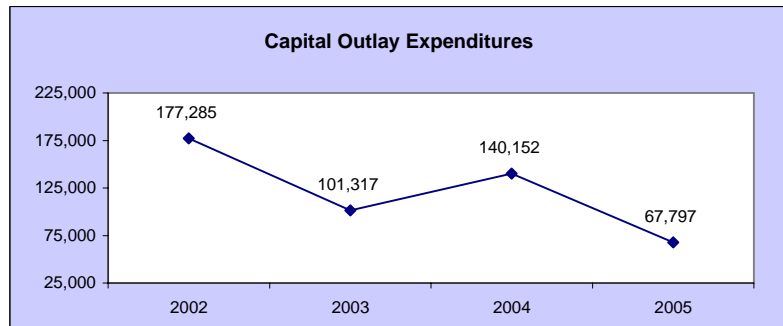
**Idaho Department of Vocational Rehabilitation
Performance Report to the State Board of Education
Prior Four Year Comparison**



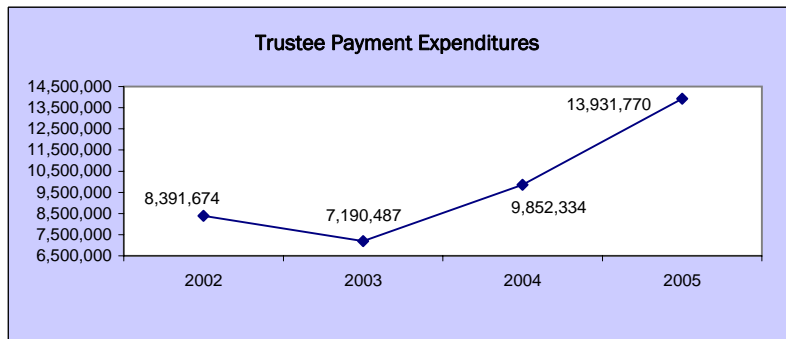
Personnel Cost Expenditures: The increase between FY 2005 from FY 2004 was due to several factors. There was a 1% temporary salary increase from HB 805 in early 2005, a CEC package in late FY 2004 that increased Personnel costs significantly in 2005 and a final temporary salary increase at the end of FY 2005.



Operating Expense Expenditures: The increase in 2005 was due partly to the initiation of charging some administrative costs to the State Kidney program and the additional spending in operating for the new Work Services/Community Supported Employment programs. The Division has expended 38% of the appropriated operating funds with only 25% of the year elapsed. Significant expenditures for in-service training have taken place in the first quarter of FY 2006 and not in FY 2005.



Capital Outlay Expenditures: The Division has not been appropriated Capital Outlay since FY 2003. Expenditures in 2004 and 2005 we accomplished with transfers of authority from Trustee and Benefits. These Capital Outlay purchases were for only those item necessary for normal operations. This same scenario exists for FY 2006 with out funds appropriated for Capital Outlay. The agency has temporarily vacated its four year replacement cycle for capital outlay and only replaced items of necessity.



Trustee Payment Expenditures: Part of the increase in FY 2004 is due to the loosening of some caps implemented in 2003 to curtail spending. Most of the increase was due to a \$2.1 million carryover of the Federal Grant from FY 2003. The agency requested and received non-cog authority in 2004 in the amount of \$1.7 million in order to spend this carryover. The increase from 2004 to 2005 was due to a new Work Services/Community supported Employment program with 3,800,000 for Trustee and Benefits in 2005. We also had a \$1,000,000 in non-cog in Trustee and Benefits in 2005. FY 2006 spending is on track.

Idaho Division of Vocational Rehabilitation
Summary of Appropriation & Expenditures
Fiscal Year 2003 - 2006
Through September 30, 2005

Fund Source	FY 2003			FY 2004			FY 2005			FY 2006		
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL
1 APPROPRIATION	3,635,400	13,878,700	17,514,100	3,673,000	15,474,900	19,147,900	7,679,300	15,352,700	23,032,000	7,736,700	14,892,900	22,629,600
ACTUAL EXPENDITURES												
2 PERSONNEL COSTS:		6,434,219	6,434,219		6,581,907	6,581,907	98,133	7,151,537	7,249,670	28,698	1,836,554	1,865,251
OPERATING EXPENDITURES												
3 Communication Costs		223,999	223,999		357,095	357,095	25,265	336,190	361,455	509	77,973	78,482
4 Employee Development		25,023	25,023		47,398	47,398	2,780	43,214	45,994		7,399	7,399
5 General Services		53,406	53,406		25,873	25,873	2,447	42,311	44,758		15,373	15,373
6 Professional Services		20,574	20,574		24,867	24,867	400	17,279	17,679	400	11,053	11,453
7 Repair & Maintenance Services		61,652	61,652		111,437	111,437	12,724	102,691	115,415	38	26,960	26,998
8 Administrative Services		11,550	11,550		7,388	7,388		4,134	4,134		596	596
9 Computer Services		1,355	1,355		85,985	85,985	57,284	(24,326)	32,958	12,300	60,114	72,414
10 Employee Travel		97,067	97,067		121,443	121,443	11,456	142,788	154,244	4,758	26,572	31,330
11 Administrative Supplies		38,915	38,915		44,377	44,377	5,037	48,599	53,636		15,568	15,568
12 Fuel Costs		13,440	13,440		14,919	14,919	529	21,613	22,142	660	6,723	7,383
13 Manufacturing & Merchandise Costs							109		109		28	28
14 Computer Supplies		82,164	82,164		15,508	15,508		15,589	15,589		12,123	12,123
15 Repair & Maintenance Supplies		10,733	10,733		18,711	18,711	131	8,742	8,873		1,449	1,449
16 Institutional & Residential Supplies												
17 Specific Use Supplies		412	412		1,130	1,130	21	1,544	1,565		481	481
18 Insurance		9,610	9,610		8,912	8,912		4,045	4,045			
19 Utility Charges		2,246	2,246		2,402	2,402		3,570	3,570		736	736
20 Rental & Operating Leases		467,497	467,497		368,941	368,941	45,807	379,896	425,703		203,608	203,608
21 Miscellaneous		94,780	94,780		124,001	124,001	7,071	60,682	67,754	3,033	57,568	60,601
22 Subtotal Operating Expenditures:		1,214,424	1,214,424		1,380,389	1,380,389	171,061	1,208,562	1,379,623	21,698	524,324	546,022
23 CAPITAL OUTLAY:		169,528	169,528		228,902	228,902	31,879	35,918	67,797		4,408	4,408
24 TRUSTEE & BENEFITS:	3,635,357	5,390,564	9,025,921	3,662,152	6,248,035	9,910,187	7,365,284	6,556,340	13,931,771	1,963,617	1,215,701	3,189,466
25 GRAND TOTAL:	3,635,357	13,208,735	16,844,092	3,662,152	14,439,233	18,101,385	7,666,357	14,952,357	22,628,861	2,014,013	3,580,986	5,595,000
26 % Change Over/Under Prior Year	(8)%	0%	(1)%	1%	9%	7%	109%	4%	25%			
27 % of Appropriation Remaining										74%	76%	75%
28 % of Months Remaining										75%	75%	75%

1432400
0.381194
0.62

**KEY ISSUES UPDATE
IDAHO PUBLIC TELEVISION
July - September 2005**

In reference to the IdahoPTV Strategic Plan, listed below are key elements of concern or focused interest this quarter. Under each key element are listed bullets explaining exactly what IdahoPTV is doing to accomplish the goal.

Provide access to citizens anywhere of IdahoPTV/PBS resources via the WWW.

- a. In 1Q2006, IdahoPTV.org had 2,438,291 hits, 358,112 visits, with an average visit length of 4:23.
- b. In July, began offering all new episodes of DIALOGUE and DIALOGUE FOR KIDS in MP3 audio format via idahopty.org. Users of the web can now listen to DIALOGUE via MP3 compatible devices.
- c. In July, IdahoPTV launched a new Outdoor Idaho website called "A Taste of Idaho" highlighting Idaho's food industry.
- d. In July, IdahoPTV began offering high quality secure video downloads via omn.net of THE HORSE series.

Progress towards DTV implementation.

- a. USDA RUS Grant: The tower and building construction bids for Kooskia, Kamiah, Juliaetta and Lewiston came back higher than budgeted. We plan to advertise the bids again early 2006.
- b. USDA RUS Grant: The new translator for Lewiston is installed and operating well.
- c. In September, IdahoPTV secured all funding for Phase 1 (of 3) Studio Equipment from PTFP & State of Idaho totaling \$1 million.
- d. Negotiations were successfully completed with the US Forest Service for the citing of a future digital translator on No Business Peak in the McCall area.

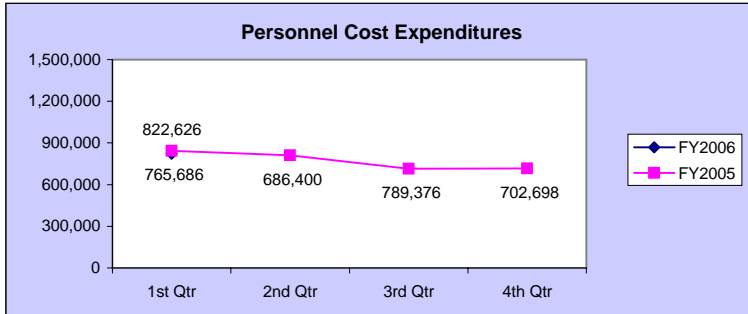
Provide relevant Idaho-specific information.

- a. Dialogue produced a special program aired regionally and website called "The Fire Next Time" examining how communities deal with divisive issues.
- b. Outdoor Idaho produced a new program called "A Taste of Idaho" that examines Idaho's growing food industry.
- c. In September, we provided web streaming of the John Roberts' Confirmation Hearings and the Idaho Supreme Court school facilities oral arguments.
- d. IdahoPTV received 6 national and regional awards for local productions including 1st Place for "Tapped Out" from Assc of Capitol Reports & Editors.

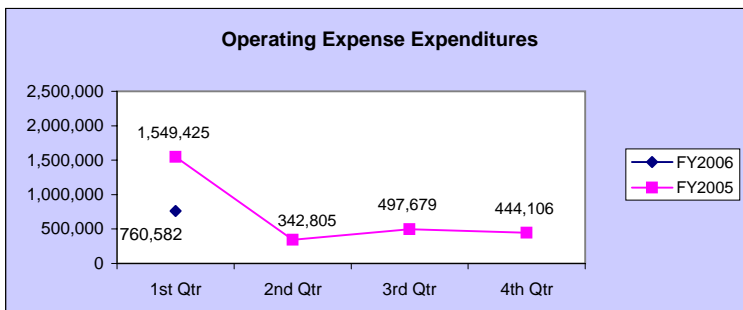
Seek increased levels of state, federal and private support.

- a. In September, US Department of Commerce/PTFP granted IdahoPTV a competitive matching grant of \$453,720 for Phase 1 (of 3) studio equipment.
- b. In September, IdahoPTV was awarded a \$35,000 Ready-To-Learn in Literacy from the US Dept of Education to provide multi-media content to Idaho schools.
- c. IdahoPTV submitted a requested competitive grant fund application to the Murdock Charitable Trust for field camera and editing equipment replacement.
- d. In September, IdahoPTV conducted 12 fall preview events for viewers, sponsors and donors in Boise, Hailey, Idaho Falls, Pocatello, Twin Falls and Moscow.

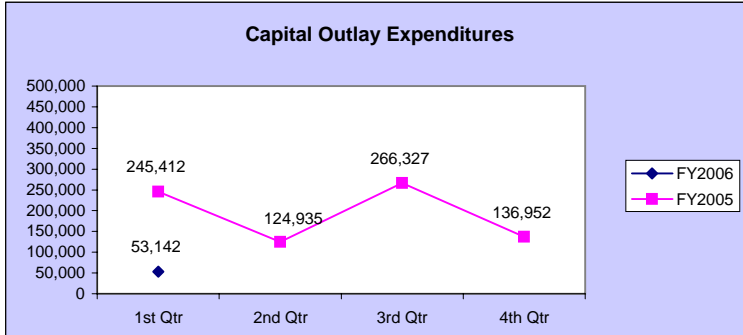
Idaho Public Television
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006



Personnel Cost Expenditures: Personnel costs are in line with this quarter last year.

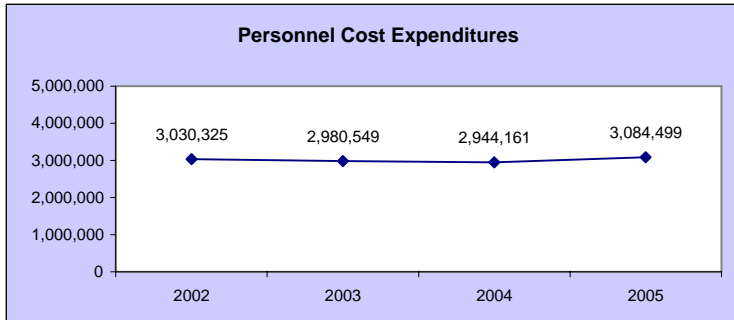


Operating Expense Expenditures: Operating expense is lower due to IdahoPTV delaying payment to PBS of an annual dues installment until FY 2Q2006 because the return on investment exceeded the percent of discount we would have received on the early payment.

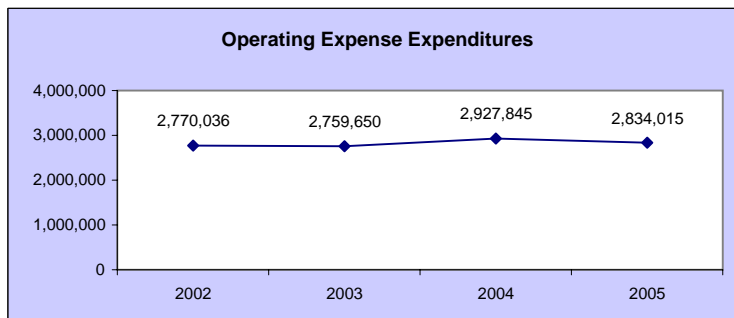


Capital Outlay Expenditures: Capital Expenditures are a result of grant funded projects.

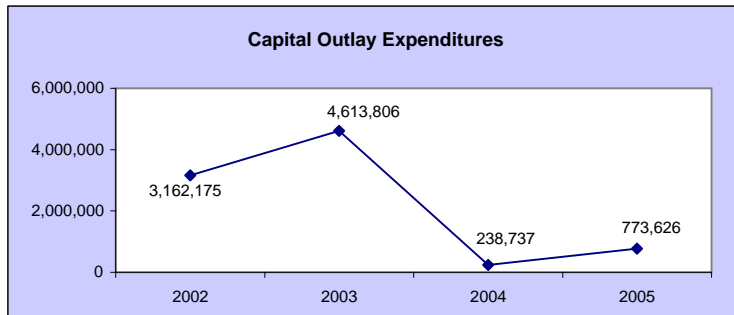
**Idaho Public Television
Performance Report to the State Board of Education
Prior Four Year Comparison**



Personnel Cost Expenditures: As reported in previous SBoE Quarterly Dashboard Reports, IdahoPTV Personnel Costs have trended flat over the last four fiscal years as a result of reductions in support from the State of Idaho.



Operating Expense Expenditures: As reported in previous SBoE Quarterly Dashboard Reports, IdahoPTV Operating Expenses have trended flat over the last four years.



Capital Outlay Expenditures: As reported in previous SBoE Quarterly Dashboard Reports, Capital Outlay Expenditures were high in FY 2002 and 2003 because of the mandated conversion of transmitters to digital. Due to the lack of match provided by the State of Idaho, capital expenditures dropped significantly bringing a virtual halt to the statewide conversion of IdahoPTV to digital.

IDAHO PUBLIC TELEVISION
Summary of Appropriation & Expenditures
Fiscal Year 2003 - 2006
Through September 2005

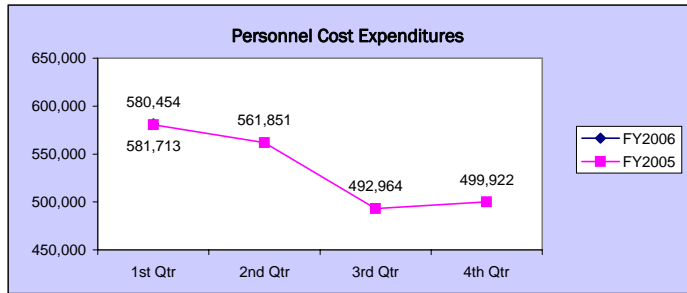
Fund Source	FY 2003			FY 2004			FY 2005			FY 2006 YTD		
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL
1 APPROPRIATION	5,417,954	804,600	6,222,554	1,553,200	995,200	2,548,400	1,595,000	861,800	2,456,800	2,143,800	900,100	3,043,900
ACTUAL EXPENDITURES												
2 PERSONNEL COSTS:	878,900	804,600	1,683,500	845,000	820,200	1,665,200	888,600	861,800	1,750,400	230,503	254,059	484,562
OPERATING EXPENDITURES												
3 Communication Costs	12,169		12,169	30,482		30,482	38,719		38,719	16,468		16,468
4 Employee Development	5,638		5,638	8,359		8,359	16,029		16,029	8,209		8,209
5 General Services	631		631	3,191		3,191	774		774	(178)		(178)
6 Professional Services	63,458		63,458	39,954	9,693	49,647	48,684		48,684	10,431		10,431
7 Repair & Maintenance Services	15,948		15,948	30,671		30,671	32,964		32,964	19,000		19,000
8 Administrative Services	3,356		3,356	17,706		17,706	23,063		23,063	14,728		14,728
9 Computer Services	-		-	-		-	11,718		11,718	855		855
10 Employee Travel	10,961		10,961	13,884		13,884	18,704		18,704	8,947		8,947
11 Administrative Supplies	620		620	3,330		3,330	5,857		5,857	2,071		2,071
12 Fuel Costs	3,097		3,097	1,345		1,345	6,988		6,988	4,905		4,905
13 Manufacturing & Merchandise Costs	70		70	-		-	-		-	-		-
14 Computer Supplies	136		136	4,540	6,750	11,290	7,229		7,229	1,791		1,791
15 Repair & Maintenance Supplies	5,829		5,829	16,308		16,308	14,975		14,975	5,257		5,257
16 Institutional & Residential Supplies	-		-	-		-	-		-	23		23
17 Specific Use Supplies	958		958	1,404		1,404	3,706		3,706	559		559
18 Insurance	22,091		22,091	34,608		34,608	18,033		18,033	-		-
19 Utility Charges	72,683		72,683	58,963		58,963	45,557		45,557	26,418		26,418
20 Rental & Operating Leases	341,235		341,235	357,781		357,781	360,659		360,659	362,308		362,308
21 Miscellaneous	22,219		22,219	60,674	32,102	92,776	52,742		52,742	22,060		22,060
22 Subtotal Operating Expenditures:	581,100	-	581,100	683,200	48,545	731,745	706,400	-	706,400	503,852	-	503,852
23 CAPITAL OUTLAY:	3,821,754	-	3,821,754	25,000	71,238	96,238	-	-	-	-	-	-
24 TRUSTEE & BENEFITS:	-	-	-	-	-	-	-	-	-	-	-	-
25 GRAND TOTAL:	5,281,754	804,600	6,086,354	1,553,200	939,983	2,493,183	1,595,000	861,800	2,456,800	734,355	254,059	988,414
26 % Change Over/Under Prior Year	n/a	n/a	n/a	-71%	17%	-59%	3%	-8%	-1%			
27 % of Appropriation Remaining										66%	72%	68%
28 % of Months Remaining										75%	75%	75%

KEY ISSUES UPDATE
IDAHO STATE HISTORICAL SOCIETY
July - September 2005

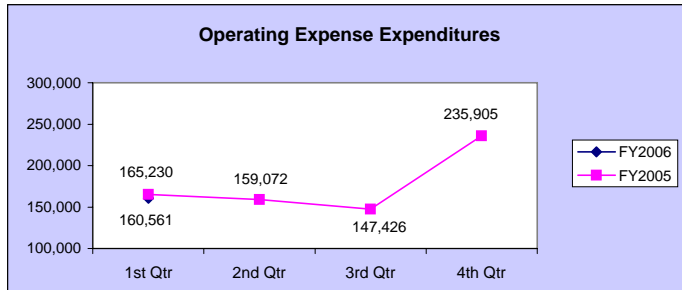
In reference to the Idaho State Historical Society Strategic Plan, listed below are the 3 – 5 key elements of concern or focused interest this quarter. Under each key element are listed 2 – 4 bullets explaining exactly what the Idaho State Historical Society is doing to correct the problem or what the agency has done to

- 1 Idaho State Historical Society provides access to historic resources and information on the heritage of the state.
 - a. Final work continues on the 35,800 square foot Phase II addition to the Idaho History Center to provide additional research facilities and increased access to historical library and archival holdings. Move will be complete and reopened to public 11/30.
 - b. Technical Services programmed all new computers/security system/telephone access for the new Idaho History Center. Extensive work done on purchasing equipment and furnishings.
 - c. Continued work at the newly restored Relic Hall at Franklin using by beginning the interpretation of artifacts on display in the building.
- 2 Idaho State Historical Society identifies, protects, records and conserves the historic resources of Idaho.
 - a. Reviewed 672 federal construction projects under Section 106 guidelines of the national Historic Preservation Act to assure no negative impact on historic resources of Idaho.
 - b. Processed and stored 1690 additional cubic feet of permanent city, county, district and state government records at State Archives facilities.
 - c. Recorded and/or processed 30 oral history interviews in Idaho in conjunction with the national World War II oral history project.
- 3 Idaho State Historical Society provides education and outreach programs to improve the interpretation and appreciation of Idaho history.
 - a. Distributed the revived Idaho Yesterdays academic journal as a joint project of the ISHS, Idaho State University and Boise State University; produced and distributed quarterly newsletter The Mountain Light
 - b. The Lewis and Clark exhibition at the Museum opened in May 2005; continued work on bringing the NPS Lewis and Clark Corps II to Julia Davis Park in 2006.
 - c. Recorded paid attendance of 6301 visitors at the Idaho Historical Museum and 6502 visitors at the Old Idaho Penitentiary during the quarter.

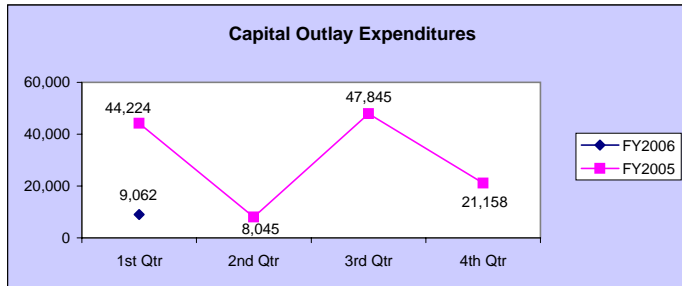
**Idaho State Historical Society
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006**



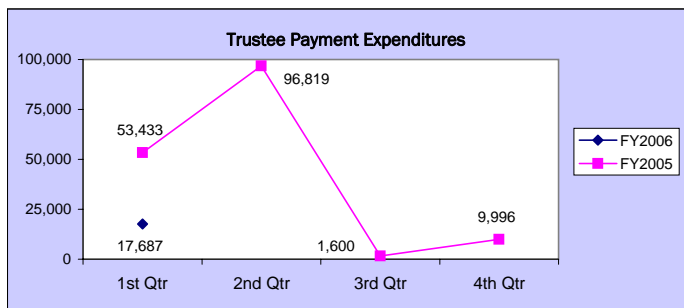
Personnel Cost Expenditures: Fluctuation minimal.



Operating Expense Expenditures: Fluctuation is due to timing difference of payment of rents.

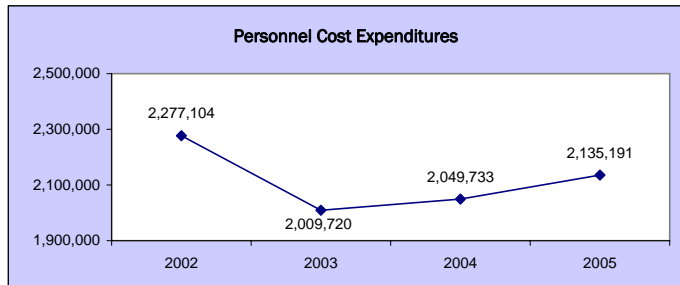


Capital Outlay Expenditures: Fluctuation is due to grants and grants match.

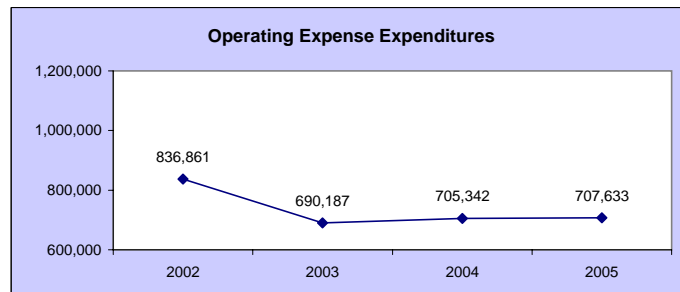


Trustee Payment Expenditures: Trustee Payment expenditures are dependent on grants paid from Idaho Governor's Lewis and Clark Trail Bicentennial Committee.

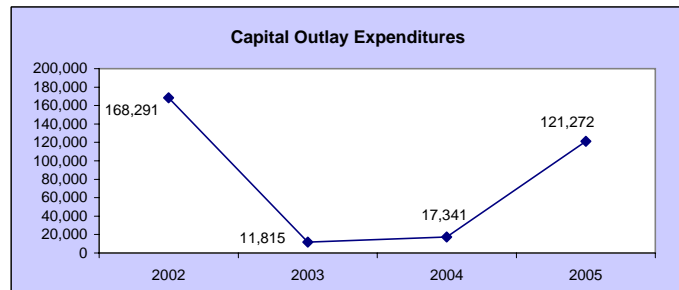
**Idaho State Historical Society
Performance Report to the State Board of Education
Prior Four Year Comparison**



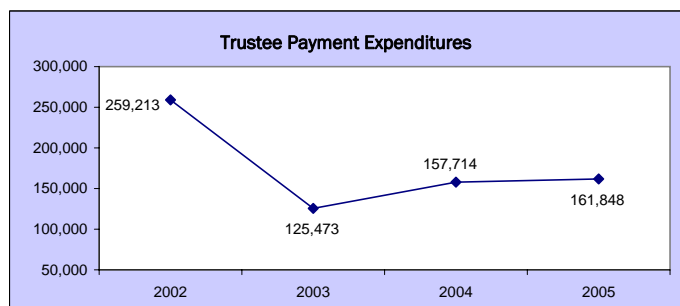
Personnel Cost Expenditures: Fluctuation in FY03 and FY04 was due to mandated budget reduction which resulted in loss of staff.



Operating Expense Expenditures: Fluctuation in FY03 and FY04 was due to a base reduction in funding as a result of mandated budget cutbacks.



Capital Outlay Expenditures: Reduction in FY03 and FY04 was due to the elimination of the budget to purchase books and periodicals for the historical library.



Trustee Payment Expenditures: Trustee Payment expenditures are primarily dependent on grants paid from the Idaho Governor's Lewis and Clark Trail Bicentennial Committee.

Idaho State Historical Society
Summary of Appropriation & Expenditures
Fiscal Year 2003 thru 2006
Through September 2005

Fund Source	FY 2003			FY 2004			FY 2005 YTD			FY 2006 YTD			
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	
Original Appropriation	1,907,100	1,613,800	3,520,900	1,923,700	1,857,600	3,781,300	1,973,800	1,795,500	3,769,300	2,200,000	2,222,400	4,422,400	1
Holdbacks/Reversions	(66,700)		(66,700)			-			-				
Supplemental		50,000	50,000										
Receipts to Appropriations	144		144		394	394			-				
1 NET APPROPRIATION	1,840,544	1,663,800	3,504,344	1,923,700	1,857,994	3,781,694	1,973,800	1,795,500	3,769,300	2,200,000	2,222,400	4,422,400	
ACTUAL EXPENDITURES													
2 PERSONNEL COSTS:	1,379,978	629,742	2,009,720	1,401,972	647,762	2,049,733	1,429,270	705,651	2,134,921	379,998	201,715	581,713	
OPERATING EXPENDITURES													
3 Communication Costs	45,062	2,747	47,810	44,264	1,465	45,730	42,699	3,191	45,890	12,451	1,769	14,220	
4 Employee Development	2,273	4,228	6,501	5,470	6,835	12,305	3,676	11,107	14,783	2,878	2,605	5,483	
5 General Services	15,041	18,068	33,109	4,833	15,398	20,232	9,122	8,537	17,659	4,572		4,572	
6 Professional Services	19,771	10,169	29,940	16,983	39,205	56,188	11,855	31,614	43,469	2,283	2,116	4,399	
7 Repair & Maintenance Services	34,940	36,236	71,177	49,233	11,279	60,513	51,308	17,668	68,976	22,773	3,121	25,894	
8 Administrative Services	19,089	32,530	51,619	8,438	18,153	26,592	23,527	32,420	55,947	1,026	4,579	5,605	
9 Computer Services	5,194	4,413	9,607	5,016	4,075	9,091	6,262	1,064	7,326	2,290	1,300	3,590	
10 Employee Travel	24,921	17,378	42,298	30,551	22,228	52,779	30,194	37,279	67,473	9,977	7,449	17,426	4
11 Administrative Supplies	8,086	3,955	12,041	10,876	2,075	12,951	10,022	11,883	21,905	5	3,437	5,986	9,423
12 Fuel Costs	5,365	249	5,614	6,538	15	6,553	6,551	24	6,576	2,362		2,362	
13 Manufacturing & Merchandise Costs		30,736	30,736		20,373	20,373	11	23,077	23,088		6,087	6,087	
14 Computer Supplies	8,552	852	9,405	5,146	890	6,037	3,287	283	3,570	812	178	990	
15 Repair & Maintenance Supplies	16,772	7,858	24,631	11,465	7,903	19,368	15,169	7,771	22,940	5,492	2,714	8,206	
16 Institutional & Residential Supplies			-			-			-			-	
17 Specific Use Supplies	6,586	13,984	20,570	5,271	40,328	45,599	2,711	38,716	41,427	2,038	5,293	7,331	
18 Insurance	12,779		12,779	18,123		18,123	15,281		15,281			-	
19 Utility Charges	64,247	6,962	71,209	59,214	6,052	65,265	6	77,235	6,390	16,106	1,845	17,951	
20 Rental & Operating Leases	137,326	11,054	148,379	141,168	6,301	147,469	1	90,957	7,660	9,983	2,877	12,860	
21 Miscellaneous	30,790	31,974	62,764	46,537	33,640	80,177	32,918	36,161	69,079	3,819	10,343	14,162	
22 Subtotal Operating Expenditures:	456,796	233,392	690,187	469,127	236,215	705,342	432,786	274,846	707,633	102,299	58,262	160,561	
23 CAPITAL OUTLAY:	144	11,671	11,815	989	16,352	17,341	2	56,075	65,197	3	9,062	9,062	
24 TRUSTEE & BENEFITS:	1,600	123,873	125,473	51,600	106,114	157,714	55,600	106,248	161,848		17,687	17,687	
25 GRAND TOTAL:	1,838,517	998,678	2,837,195	1,923,687	1,006,443	2,930,130	1,973,732	1,151,942	3,125,674	482,297	286,726	769,023	
26 % Change Over/Under Prior Year	(22)%	(16)%	(20)%	5%	1%	3%	3%	14%	7%				
27 % of Appropriation expended										78%	87%	83%	
28 % of Fiscal Year expended										75%	75%	75%	

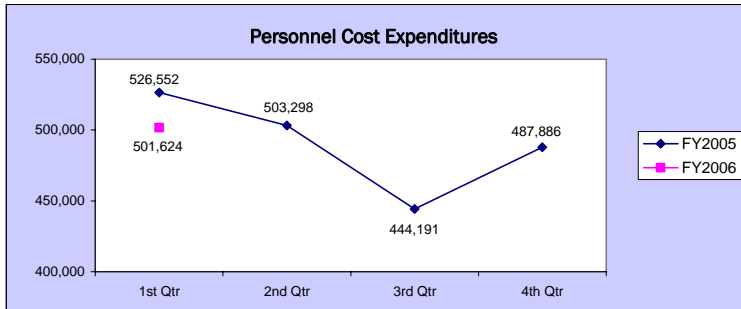
- 1 Historical Society took over costs of US Assay Office from DOA
2 All salary savings from declined insurance, unpaid sick leave & delay in refilling vacated positions and all operating expense economies applied to replacement equipment purchases
3 FY2005 Grants & grant Match
4 Archive records pickup increased
5 Archive materials & Lewis & Clark exhibit
6 Assumed Assay Building Utilities (see # 1)

KEY ISSUES UPDATE
IDAHO STATE LIBRARY
July - September 2005

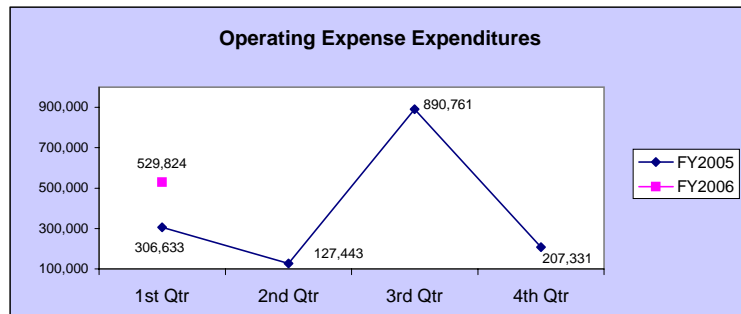
Below are the 3 key elements of the State Library's Strategic Plan. Under each are listed bullets explaining accomplishments, activities, and/or obstacles during this quarter.

1. *Idaho State Library educates Idahoans in library, literacy, and information skills.*
 1. Held workshops for 157 public and school librarians working with youth ages 12-18.
 2. Held the annual week-long Summer Institute for 56 participants in 3 tracks: project management, advanced LiLI-D searching, and basics for elementary school library aides.
 3. Began development of our first Camtasia production, Searching the LiLI-U Catalog, which will be sent to all public, academic, middle and high school libraries to use as a training tool for staff and their patrons.
2. *Idaho State Library is a central resource that provides statewide leadership and services to maximize the common efforts of Idaho libraries.*
 - a. Began planning for Phase 3 (southwestern Idaho) of LiLI-Unlimited implementation, the statewide cataloging and interlibrary loan service.
 - b. Our 2-day Futures Think Tank identified trends and scenarios, and produced concepts for a vision for Idaho libraries in 2020. Five of six regional meetings were held to gather additional feedback on the vision. (See www.lili.org/futures/ for summary, blog, and other background material.)
 - c. State Library Board received consultant's report on the information needs of Idaho's print-impaired residents. Advisory Committee continued the strategic planning process based on those findings.
3. *Idaho State Library promotes and advocates values of libraries serving all citizens.*
 - a. First phase of the Summer Reading advocacy campaign, targeted to parents and educators, was very successful. To date, 111 public library outlets have reported registering 36,620 children, a 32% increase over 2004.
 - b. Participated in the 5th annual National Book Festival in Washington, DC with a display of Idaho books and 2 staff members handing out the ever-popular Idaho potato pins. Attendance this year was estimated at 100,000 people.

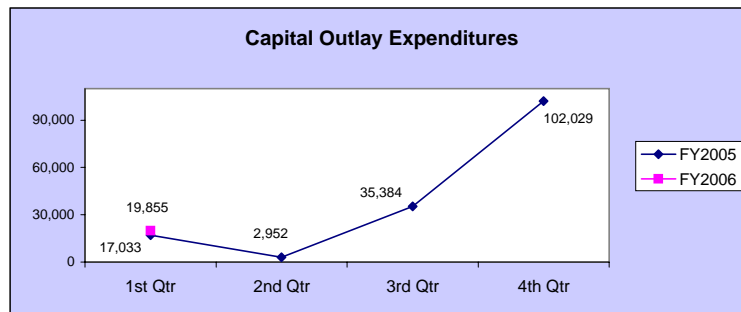
Idaho State Library
Performance Report to the State Board of Education
Quarterly Financial Data For FY 2005 and FY 2006



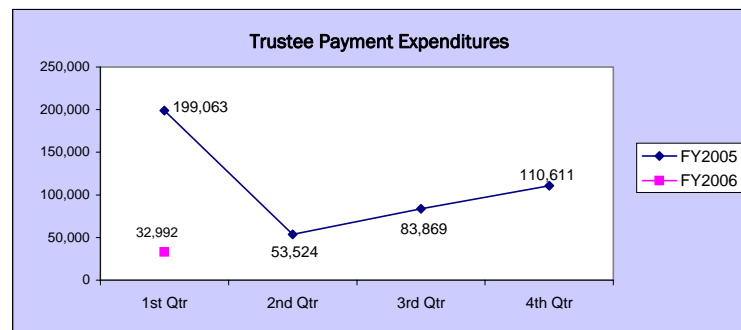
Personnel Cost Expenditures: Fluctuations are due to vacant positions and the decrease in FY03 includes the loss of 3 FTE. The increase in FY04 reflects full staffing and the expenditure of salary savings at the end of the fiscal year. One-time 1% CEC and merit increases are reflected in FY05 expenditures.



Operating Expense Expenditures: Fluctuation in the timing of federal expenditures and one-time grants is reflected in the lower operating expenditures in FY02 and higher expenditures in FY05.

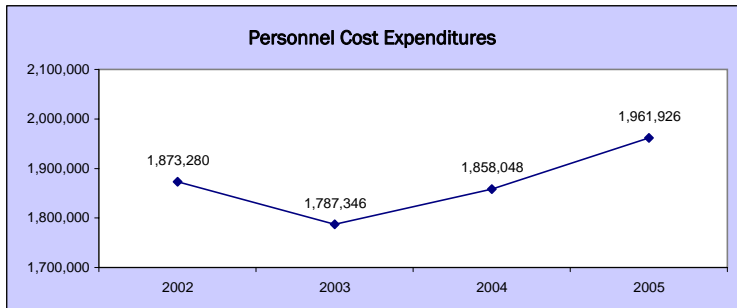


Capital Outlay Expenditures: Decrease in FY03 and FY04 was due to the loss of capital outlay appropriation in the General Fund. Object transfers from personnel and operating were used for those expenditures. Increased expenditures in FY05 reflect construction costs for the digital recording studio, funded primarily through gifts.

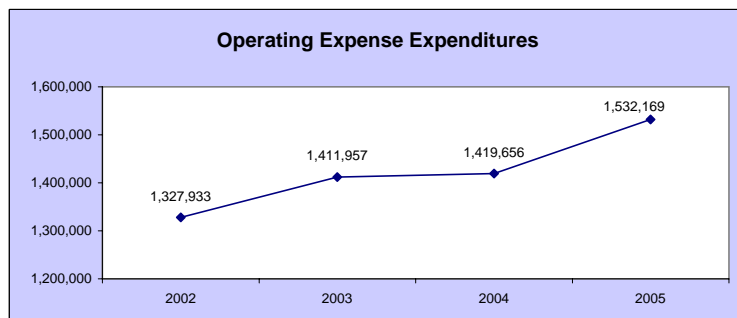


Trustee Payment Expenditures: Trustee Payment Expenditures are dependent on Trustee claim patterns and the amounts awarded to sub-grantees which are extremely variable. No State General Fund dollars are included in Trustee Payments with the exception of \$25,000 awarded in FY02 for the Statewide Read To Me Program.

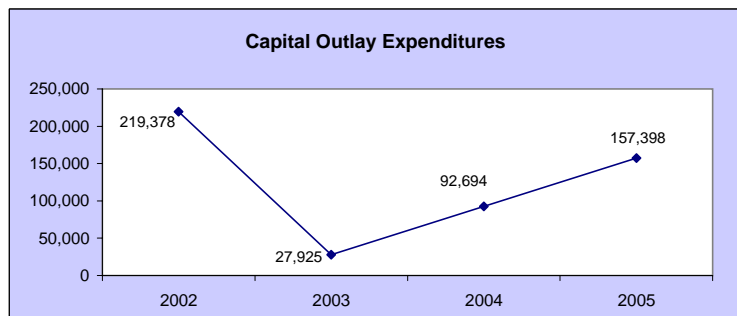
**Idaho State Library
Performance Report to the State Board of Education
Prior Four Year Comparison**



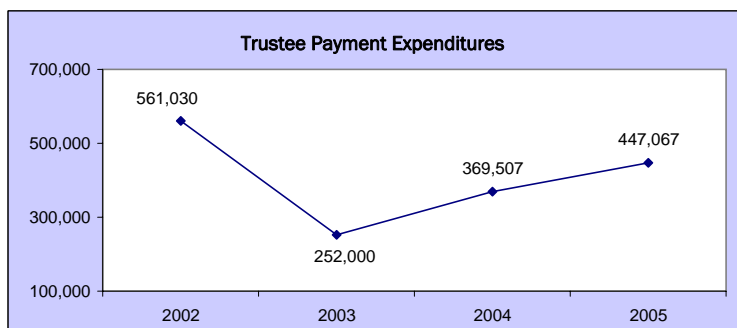
Personnel Cost Expenditures: Fluctuations are due to vacant positions and the decrease in FY03 includes the loss of 3 FTE. The increase in FY04 reflects full staffing and the expenditure of salary savings at the end of the fiscal year. One-time 1% CEC and merit increases are reflected in FY05 expenditures.



Operating Expense Expenditures: Fluctuation in the timing of federal expenditures and one-time grants is reflected in the lower operating expenditures in FY02 and higher expenditures in FY05.



Capital Outlay Expenditures: Decrease in FY03 and FY04 was due to the loss of capital outlay appropriation in the General Fund. Object transfers from personnel and operating were used for those expenditures. Increased expenditures in FY05 reflect construction costs for the digital recording studio, funded primarily through gifts.



Trustee Payment Expenditures: Trustee Payment Expenditures are dependent on Trustee claim patterns and the amounts awarded to sub-grantees which are extremely variable. No State General Fund dollars are included in Trustee Payments with the exception of \$25,000 awarded in FY02 for the Statewide Read To Me Program.

Idaho State Library
Summary of Appropriations & Expenditures
Fiscal Year 2003 - 2006
Through September 2005

Fund Source	FY 2003			FY 2004			FY 2005 YTD			FY 2006 YTD		
	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL	GENERAL	OTHER	TOTAL
1 APPROPRIATION	2,329,700	1,656,800	3,986,500	2,418,600	1,467,300	3,885,900	2,552,200	2,029,700	4,581,900	2,669,400	1,910,100	4,579,500
ACTUAL EXPENDITURES												
2 PERSONNEL COSTS:	1,622,064	165,283	1,787,346	1,687,980	170,067	1,858,048	1,776,105	185,822	1,961,926	453,659	47,965	501,624
OPERATING EXPENDITURES												
3 Communication Costs	35,963	17,179	53,142	21,980	13,434	35,414	23,588	10,004	33,593	12,040	399	12,439
4 Employee Development	11,096	2,655	13,751	11,905	3,899	15,804	14,363	1,050	15,413	8,772	660	9,432
5 General Services	28,884	26,040	54,924	23,096	10,200	33,296	30,621	119,354	149,975	7,242	203,214	210,456
6 Professional Services	14,580	186,370	200,949	15,797	191,061	206,858	15,425	124,960	140,385	1,161	55,350	56,511
7 Repair & Maintenance Services	8,479	651	9,130	11,256	1,344	12,601	17,649	-	17,649	3,416	-	3,416
8 Administrative Services	29,555	63,701	93,256	20,221	79,557	99,778	21,515	31,657	53,173	4,753	5,366	10,119
9 Computer Services	232,813	282,625	515,438	234,086	323,169	557,255	246,609	303,550	550,159	7,491	4,000	11,491
10 Employee Travel	24,880	28,045	52,925	39,761	31,957	71,717	54,264	13,095	67,359	19,552	4,613	24,165
11 Administrative Supplies	8,996	4,276	13,272	5,668	2,492	8,161	10,520	3,180	13,700	3,793	225	4,017
12 Fuel Costs	1,534	948	2,482	1,736	1,304	3,040	3,908	24	3,932	891	-	891
13 Manufacturing & Merchandise Costs	-	-	-	-	-	-	-	-	-	-	-	-
14 Computer Supplies	15,830	2,749	18,579	13,568	613	14,181	13,351	1,247	14,598	3,573	1,206	4,779
15 Repair & Maintenance Supplies	2,657	490	3,147	154	-	154	-	-	-	49	-	49
16 Institutional & Residential Supplies	-	-	-	-	-	-	-	-	-	-	-	-
17 Specific Use Supplies	3,553	42,504	46,057	3,815	30,277	34,092	6,808	68,957	75,765	293	16,367	16,660
18 Insurance	8,923	-	8,923	8,152	-	8,152	2,749	-	2,749	-	-	-
19 Utility Charges	1,705	-	1,705	1,720	-	1,720	1,714	-	1,714	243	-	243
20 Rental & Operating Leases	224,189	20,366	244,555	223,522	14,081	237,603	223,769	9,393	233,162	114,764	6,099	120,862
21 Miscellaneous	17,636	62,086	79,722	19,176	60,653	79,829	17,146	141,698	158,844	13,232	31,061	44,293
22 Subtotal Operating Expenditures:	671,270	740,687	1,411,957	655,614	764,041	1,419,655	703,999	828,170	1,532,169	201,265	328,559	529,824
23 CAPITAL OUTLAY:	15,000	12,925	27,925	74,996	17,698	92,694	71,500	85,898	157,398	11,261	8,594	19,855
24 TRUSTEE & BENEFITS:	-	252,000	252,000	-	369,508	369,508	-	447,067	447,067	-	32,992	32,992
25 GRAND TOTAL:	2,308,333	1,170,895	3,479,228	2,418,591	1,321,314	3,739,905	2,551,604	1,546,956	4,098,560	666,185	418,110	1,084,295
26 % Change Over/Under Prior Year	(17.19)%	(1.94)%	(12.62)%	4.78%	12.85%	7.49%	5.50%	17.08%	9.59%			
27 % of Appropriation Remaining										75%	78%	76%
28 % of Months Remaining										75%	75%	75%

Comments: The "other" appropriation for FY 2003 - 2006 includes funds appropriated to Public Schools and transferred to ISL for the LiLi Database. Adjustments to the appropriations,

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

SUBJECT

Alcohol Permits Approved by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND

In June of 2004, the State Board of Education adopted a new policy governing the use of alcohol on campus. The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

DISCUSSION

The last update presented to the Board was at the October 2005 Board meeting. Since that meeting, Board staff has received 8 permits from Boise State University and 3 permits from Idaho State University.

Board staff has prepared a brief listing of the permits issued for use from October through November 2005; it is attached for the Board's review.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

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

THIS PAGE IS LEFT INTENTIONALLY BLANK

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY OCTOBER 2005 – NOVEMBER 2005		
EVENT	LOCATION	DATE (S)
US Bank	Hall of Fame	10/27/05
Broncoville Corporate Tailgate	Grass area across from Hall of Fame on east side of Diesel Technology Building	10/29/05
Joe Diffie	Taco Bell Arena	11/2/05
Broncoville Corporate Tailgate	Grass area across from Hall of Fame on east side of Diesel Technology Building	11/5/05
Bill Cosby	Morrison Center Main Hall	11/12/05
Broncoville Corporate Tailgate	Grass area across from Hall of Fame on east side of Diesel Technology Building	11/19/05
Beethoven Symphony #9 Boise Philharmonic	Morrison Center Main Hall	11/19/05
Christmas Carol	Morrison Center Main Hall	12/2-3/2005
Rock-N-Racquets	Taco Bell Arena	12/3/05
Nutcracker	Morrison Center Main Hall	12/9-10/05
A Christmas Carol Reception	Morrison Center Main Hall	12/3/05

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY**

OCTOBER 2005

EVENT	LOCATION	DATE (S)
Reception and Post Reviewing for Forum for Space Nuclear Technology	Multi Purpose Room	10/26/05
Research / Creative Activity Event	Lower Lobby of PAC Building	10/28/05
Pharmacy Dean's Advisory Council Reception and Dinner	Lower Lobby of PAC Building	10/29/05
Evening of Thanks and Recognition	PAC Rotunda, lower level Music Department	11/7/05
Festival of Trees Opening Gala	Upper & Lower Rotunda and Veranda of PAC Building	11/29/05
Festival of Trees Holiday Tea	Promenade 201D of PAC Building	12/3/05

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO**

OCTOBER 2005

EVENT	LOCATION	DATE (S)
President's Holiday Celebrations	Student Union Building Ballroom & Appaloosa Lounge	12/3/05

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

J. Use of Institutional Facilities and Services

June 2004

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term “alcoholic beverage” shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which are consistent with this Policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.

CONSENT - PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005

SUBJECT

Approval of 2nd Reading of Amendment of Board Policy – IV.B.10 – Idaho Student Information Management System (ISIMS)

REFERENCE

October 2005

The Board approved the 1st reading of this amendment

APPLICABLE STATUTE, RULE, OR POLICY

NA

BACKGROUND

The Board approved the first reading of the amendment to this policy at the October 2005 meeting.

DISCUSSION

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

IMPACT

If the Board approves the 2nd reading of amendment to Board Policy – IV.B.10 – Idaho Student Information Management System (ISIMS), the amendment will become final.

If the Board rejects 2nd reading of amendment to Board Policy – IV.B.10 – Idaho Student Information Management System (ISIMS), the policy will remain in the Board's Policies and Procedures.

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the approval of the 2nd reading as submitted.

BOARD ACTION

A motion to approve the 2nd reading of amendment to Board Policy – IV.B.10 – Idaho Student Information Management System (ISIMS).

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT - PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005

SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES

B. State Department of Education

~~10. Idaho Student Information Management System~~

~~This policy covers the State Board of Education, the State Department of Education, and the State Contractors for student achievement testing.~~

~~a. Purpose of this Policy~~

~~This policy provides direction for the establishment, operation and maintenance of the Idaho Student Information Management System (ISIMS). ISIMS is a statewide data management system for public elementary and secondary education entities in Idaho that provides centralized data warehousing, report generation and systemized data analysis. ISIMS is authorized under Idaho Code 33-120A (House Bill 367, 2003 Session).~~

~~b. Roles and Responsibilities~~

~~The State Board of Education will set policy for and exercise general oversight over ISIMS. Contracts executed by the State Superintendent of Public Instruction related to ISIMS will comply with all Board policies, and are subject to the advice and consent of the Board. The Board will also review and make recommendations to the Legislature and State Department of Education on fiscal matters related to ISIMS.~~

~~The State Department of Education will implement and administer ISIMS. The State Department of Education will have responsibility for day-to-day operations and support of the system, including, but not limited to, technical support, system maintenance, training, contract negotiations, and executing contracts.~~

~~c. Participation in ISIMS~~

~~As provided for in Idaho Code 33-512, all Idaho public school districts and specially chartered school districts shall fully participate in ISIMS. Private schools choosing to use ISIMS for delivery and reporting of data will be responsible to pay actual incremental costs of their participation, including, but not limited to, costs resulting from software and connectivity.~~

~~The state contractor for ISAT will be provided access to ISIMS. Such access will include the ability to receive data from and send data to all districts and schools and the data warehouse, and to create such reports as may be requested or required by the Board or the State Department of Education.~~

~~d. Access to Data~~

CONSENT - PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005

~~ISIMS will be structured to provide real-time, appropriate access to educational data. The State Department of Education will annually submit to the Board a list of participants in ISIMS with their corresponding levels of access to data. This list shall be subject to Board approval, and will include all ISIMS participants, including but not limited to, the Board, the State Department of Education, the Division of Professional-Technical Education, Board-approved contractors, the J.A. & Kathryn Albertson Foundation, and participating K-12 districts and schools. At all times, the Board and the State Department of Education will have real-time access to educational data.~~

~~The Executive Director of the State Board of Education and the Superintendent of Public Instruction are authorized to jointly approve changes to the participation list or access levels between regularly scheduled Board meetings; however, any such changes are subject to Board ratification at the next scheduled Board meeting.~~

~~e. Student Identifiers~~

~~Subject to Board approval, the State Department of Education will create a system to provide discrete student identification numbers for all students enrolled in Idaho public schools.~~

~~f. Security and Confidentiality~~

~~Subject to Board approval, the State Department of Education will create methods and connections to assure the secure transfer of data through ISIMS. All data, including student identifiers, records, and class materials shall be organized and maintained in compliance with all federal and state laws and regulations governing confidentiality of student information.~~

~~g. Course Codes~~

~~Subject to Board approval, the State Department of Education will develop a numbering system that will be used uniformly throughout the state to identify standards-based courses. These codes shall be updated annually by the State Department of Education and approved by the Board.~~

~~h. Accountability~~

~~Participating districts and schools will submit all student data in a manner that complies with state and federal reporting and disaggregation requirements and within time frames established by the Board.~~

~~i. Reporting~~

~~Beginning in June 2003, the State Department of Education shall submit reports to the Board detailing progress on the implementation of ISIMS. These reports shall be submitted in accordance with a schedule established by the Executive Director and~~

CONSENT - PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005

~~shall include but not be limited to programming, material acquisition, stakeholder participation, human resources, and compliance with all pertinent policies and rules.~~

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

TAB	DESCRIPTION	ACTION
<hr/>		
	BOISE STATE UNIVERSITY	
1	Dean of College of Business & Economics - Appointment	Motion to approve
<hr/>		
	BOISE STATE UNIVERSITY	
2	Athletics Director – Multi-year Contract Addendum	Motion to approve
<hr/>		

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval of the appointment for the Dean of the College of Business & Economics at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II. B.3.a.(2)b. and II.F.2.b(1).

DISCUSSION

Boise State University is hiring a new Dean of the College of Business & Economics, Howard L. Smith.

IMPACT

The initial appointment of this employee is requested at a salary that is equal to or higher than 75% of the chief executive officer's annual salary and is also higher than the College and University Professional Association for Human Resources (CUPA) median.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed this request for conformance with Board policy, including notation by the institution of the relationship of the requested salary to the College and University Personnel Association (CUPA) median, and recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to appoint the Dean of the College of Business & Economics at a salary of \$175,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

**EMPLOYMENT OF ADMINISTRATOR—SALARY LEVEL NEEDS STATE BOARD OF
EDUCATION APPROVAL**

Position Title:	Howard L. Smith
Type of Position	Dean, College of Business & Economics
FTE	Faculty appointment with tenure
Term of Appointment	1.0 FTE
Effective Date	12 month
Salary Range	June 1, 2006
Funding Source	\$175,000
Area/Department of Assignment	Appropriated Funds
Duties and Responsibilities	College of Business & Economics
	Provide leadership and management of the College of Business and Economics.
Justification:	Position required for successful operation of College. Salary is comparable to other salary levels for similar positions in AACSB-accredited higher education institutions. This is a highly competitive market. CUPA median salary is \$170,587.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: B. Appointment Authority and Procedures

August 2002

B. Appointment Authority and Procedures

1. Nothing herein may be construed to be in limitation of the powers of the Board as defined by Sections 33-3006, 33-3104, 33-2806, and 33-4005, Idaho Code, or as otherwise defined in the Idaho Constitution or Code.
2. **Delegation of Authority**
The Board delegates all authority for personnel management not specifically retained to the executive director and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures. Provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.
3. **Specifically Reserved Board Authority**
(Note: This is not an exclusive or exhaustive list and other reservations of Board authority may be found in other areas of these policies and procedures.) Board approval is required for the following:
 - a. **Position Authorizations**
(1) Any permanent new position, regardless of funding source, requires Board approval. Agenda Item Format: Requests for new position authorizations must include the following information:
 - (a) position title;
 - (b) type of position;
 - (c) FTE
 - (d) Term of appointment;
 - (e) Effective date;
 - (f) approximate salary range;
 - (g) funding source;
 - (h) area or department of assignment;
 - (i) a description of the duties and responsibilities of the position; and
 - (j) a complete justification for the position

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

(2) Any permanent position being deleted. The affected position should be identified by type, title, salary, area or department of assignment, and funding source.

b. The initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary.

c. The employment agreement of any head coach or athletic director (at the institutions only) longer than one year, and all amendments thereto.

d. The criteria established by the institutions for initial appointment to faculty rank and for promotion in rank, as well as any additional faculty ranks and criteria as may be established by an institution other than those provided for in these policies (see subsection G.) Any exceptions to the approved criteria also require Board approval.

e. The procedures established for periodic performance review of tenured faculty members. (see subsection G.)

F. Policies Regarding Nonclassified Employees

2. Compensation

b. Salaries, Salary Increases and other Compensation related items

(1) Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA), or its equivalent, without prior Board approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval of a multi-year contract addendum for Gene Bleymaier, the Athletics Director.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section II. B.3.a(2)c. and II.H.

DISCUSSION

Boise State University intends to supplement the Employment Contract for Gene Bleymaier (see Attachment 1). The base employment contract (based on the SBOE model contract-Attachment 2) approved by the Board will remain unchanged. This item replaces the "ADDENDUM TO EMPLOYMENT CONTRACT" (Attachment 3) regarding compensation that was effective July 1, 2003.

The term is five years, which will expire on June 30, 2010. The total salary is \$220,000 for each year of contract with additional incentives and expectations as detailed in the attached proposed contract.

IMPACT

This multi-year contract for the athletic director increases the total annual salary and provides additional incentives and performance expectations. The funding for the additional salary and incentives are from private sources and a two percent increase in appropriated salary.

STAFF COMMENTS AND RECOMMENDATIONS

Staff posed several questions to BSU regarding the terms of this contract and received replies that answered the questions.

Staff has reviewed this request for conformance with Board Policy and recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to offer a multi-year contract addendum for Gene Bleymaier, Athletics Director, in the form presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

**SECOND ADDENDUM TO EMPLOYMENT CONTRACT FOR GENE BLEYMAIER,
ATHLETICS DIRECTOR—SALARY LEVEL NEEDS STATE BOARD OF
EDUCATION APPROVAL**

Position Title	Gene Bleymaier
Type of Position	Athletics Director
FTE	Director
Term of Appointment	1.0 FTE
Effective Date	60 month
Salary Range	July 1, 2005
	Salary of: \$220,000 (\$106,800 from appropriated funds; \$113,200 from non-appropriated funds including Foundation/BAA General Contribution Funds, Media contract funds, Humanitarian/MPC Bowl Payments
Funding Source	Appropriated and Local
Area/Department of Assignment	Intercollegiate Athletics Department
Duties and Responsibilities	Oversight of all University athletics
Justification:	This contract addendum is designed to continue the employment of the Athletic Director and bring the salary for the position closer to the WAC average.

SECOND ADDENDUM TO EMPLOYMENT

CONTRACT FOR GENE BLEYMAIER

This document is intended to supplement the Employment Contract for Gene Bleymaier by Boise State University, dated _____, 2005 and replaces the "ADDENDUM TO EMPLOYMENT CONTRACT" that was effective July 1, 2003. The following terms are considered a part of the Employment Contract and are incorporated therein by reference, with all other provisions of the Employment Contract not addressed herein remaining unchanged. The additional terms are as follows:

1. Term. This is a five (5) year contract. The five (5) years will expire on June 30, 2010.
2. Salary. The total salary of \$220,000 for the each year of this contract is broken down as follows:
 - A. \$106,800 Appropriated Funds *
 - B. \$113,200 Athletics Department Non-State Funds; from the following sources:
 - Foundation/BAA General Contribution Funds
 - Media Contract Funds
 - Humanitarian/MPC Bowl Payments
- * Any raises given over the life of this contract may increase this figure. Provided, however, that any such raises are at the sole discretion of the President of Boise State University and may be subject to the approval of the State Board of Education.
3. All funds provided for in section 2 of this addendum shall be paid through the University's normal bi-weekly payroll with the applicable withholdings as required by law and applicable deductions as directed by Mr Bleymaier.
4. Mr. Bleymaier is entitled to the use of a courtesy car through the athletic department tradeout program, if available, for his business use.
5. The University shall provide Mr. Bleymaier with a country club membership during the term of this contract
6. Additional Expectations:
 - A. Role of Athletic Director: Mr. Bleymaier is expected to devote himself fulltime to the effective management of the Athletic Department. Duties and responsibilities will be those customarily associated with the position of an athletic director at a Division 1-A university.

- B. Mr. Bleymaier agrees to supervise and manage his department to insure, to the maximum extent possible, that all staff follow applicable University policies, State Board of Education policies, NCAA, and applicable conference rules and regulations at all times.
 - C. Manage departmental fiscal areas consistent with State Board of Education policies and the policies of Boise State University.
 - D. Maintain student athlete graduations within six (6) years at a rate equal to or better than the general BSU student body.
7. Incentives. The following annual incentives are available to Mr. Bleymaier conditioned upon the successful completion of the Additional Expectations enumerated above, conditioned upon compliance with all terms of the Employment Contract, and conditioned upon his continued employment to the July following the year the incentive criteria was met. Further, all funds provided for in this section 7 shall be paid in one lump sum through the University's payroll system with the applicable withholdings as required by law and applicable deductions as directed by Mr. Bleymaier. All the below amounts are cumulative. Provided, however, that the total amount paid in any one year cannot exceed 25% of the Salary set forth in section 2 above.

A. Overall Departmental Performance:

NACDA Director's Cup National Sports Award:

Top 25	= \$12,500
Top 50	= \$10,000
Top 100	= \$7,500
Top 150	= \$5,000

B. Academic Performance:

- 1. For the first two years of this agreement (ending June 30, 2006 and June 30, 2007), as long as the athletic department meets the NCAA Academic Progress Report (APR) minimum goal of 925, and if student athletes' graduation rate exceeds the general student body's rate by the following rates, then the following incentives will be earned:

<u>Graduation rates</u>	<u>Incentive pay</u>
5%	\$1,500
10%	\$3,000
15%	\$4,500
20%	\$6,000
25%	\$7,500

2. For the remaining three years of this agreement (ending June 30, 2008, June 30, 2009 and June 30, 2010) the following NCAA APR scores shall be used to determine the applicable incentives:

<u>Department APR Score</u>	<u>Incentive pay</u>
940-944	\$5,000
945-949	\$6,500
950-954	\$8,000
955-959	\$9,500
960-964	\$11,000
965-969	\$12,500
970 or above	\$15,000

C. Conference Championships:

Football	\$10,000
Basketball (Men or Women)	\$10,000
All other sports	\$2,000 (per sport)

D. If Not Conference Champions:

Football Bowl Appearance	\$7,500
NCAA Basketball Tournament Appearance (Men or Women)	\$7,500
NIT Basketball Tournament Appearance (Men or Women)	\$3,000

E. NCAA or NIT Basketball Tournament Finish (Men or Women):

NCAA "Sweet Sixteen" or Higher	\$5,000
NIT Third Round or Higher	\$3,000

F. Top 25 National Finish by Any Sport Team: \$2,500/team

MR BLEYMAIER

BOISE STATE UNIVERSITY

Gene Bleymaier

Robert W. Kustra, President

Date: _____

Date: _____

THIS PAGE INTENTIONALLY LEFT BLANK

ADDENDUM TO EMPLOYMENT CONTRACT

GENE BLEYMAIER

This document is intended to supplement the Employment Contract for Gene Bleymaier by Boise State University, dated June 19, 2003. The following terms are considered a part of that Employment Contract and are incorporated therein by reference. The additional terms are as follows:

1. Term. This is a five (5) year contract. The five (5) years will expire on June 30, 2008.
2. Salary. The total salary of \$155,748 for the each year of this contract is broken down as follows:
 - A. \$100,748 Appropriated Funds *
 - B. \$25,000 Foundation/BAA General Contribution Funds
 - C. \$25,000 Media Contract Funds
 - D. \$5,000 Humanitarian Bowl Work

* Any raises given over the life of this contract may increase this figure. Provided, however, that any such raises are at the sole discretion of the President of Boise State University and may be subject to the approval of the State Board of Education.
3. All funds provided for in section 2 of this addendum shall be paid through the University's normal bi-weekly payroll with the applicable withholdings as required by law and applicable deductions as directed by Mr. Bleymaier.
4. Supplemental Pay. In addition to the above salary, Mr. Bleymaier shall be paid the following payments from the Foundation's Athletic Director Retention Fund (JR59) account:
 - A. On July 1, 2003, a payment of \$33,333
 - B. On January 1, 2004, a payment of \$33,333
 - C. On January 1, 2005, a payment of \$33,333 plus any and all interest accrued in the Foundation's Athletic Director Retention Fund (JR59) account
5. All three payments provided for in section 4 of this addendum shall each be paid in one lump sum through the University's payroll system with the applicable withholdings as required by law and applicable deductions as directed by Mr. Bleymaier.

6. Mr. Bleymaier is entitled to the use of a courtesy car, if available, for his business use.
7. The University shall provide Mr. Bleymaier with a country club membership during the term of this contract.
8. Additional Expectations:
 - A. Role of Athletic Director: Mr. Bleymaier is expected to devote himself fulltime to the effective management of the Athletic Department. Duties and responsibilities will be those customarily associated with the position of an athletic director at a Division 1-A university.
 - B. Mr. Bleymaier agrees to supervise and manage his department to insure, to the maximum extent possible, that all staff follow applicable University policies, State Board of Education policies, NCAA, and applicable conference rules and regulations at all times.
 - C. Manage departmental fiscal areas consistent with State Board of Education policies and the policies of Boise State University.
 - D. Maintain student athlete graduations within six (6) years at a rate equal to or better than the general BSU student body.
9. Incentives. The following annual incentives are available to Mr. Bleymaier conditioned upon the successful completion of the Additional Expectations enumerated above, conditioned upon his continued employment to the July following the year the incentive criteria was met. Further, all funds provided for in this section 9 shall be paid in one lump sum through the University's payroll system with the applicable withholdings as required by law and applicable deductions as directed by Mr. Bleymaier:

A. Departmental Performance

Sear's Cup National Sports Award:

Top 50	= \$10,000
Top 100	= \$7,500
Top 150	= \$5,000

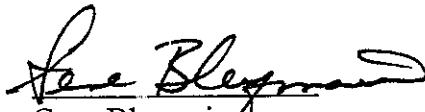
B. Academic Performance. If student athletes' graduation rate exceeds the general student body's rate then the following incentives will be earned:

<u>Graduation rates</u>	<u>Incentive pay</u>
25%	\$7,500
20% ✓	\$6,000
15%	\$4,500
10%	\$3,000
5%	\$1,500

C. Post-Season Competition:

Football Bowl Appearance	\$7,500 ✓
NCAA Men's Basketball Tournament Appearance	\$7,500
NCAA Women's Basketball Tournament Appearance	\$7,500

MR. BLEYMAIER


Gene Bleymaier

Date: 6-19-03

BOISE STATE UNIVERSITY


Charles P. Ruch, President

Date: 6/19/03

THIS PAGE INTENTIONALLY LEFT BLANK

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between Boise State University (University), and Gene Bleymaier (Athletic Director).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Gene Bleymaier as the Athletic Director of its intercollegiate sport program (Program). Athletic Director represents and warrants that he is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Athletic Director shall report and be responsible directly to the University's President or the President's designee. Athletic Director shall abide by the reasonable instructions of President or the President's designee and shall confer with the President or the President's designee on all administrative and technical matters.

1.3. Duties. Athletic Director shall manage and supervise the Program and shall perform such other duties in the University's athletic program as the President may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Athletic Director to duties at the University other than as Athletic Director, provided that Athletic Director's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation and incentives as provided in section 9 of the attached addendum shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on July 1, 2003 and terminating, without further notice to Athletic Director, on June 30, 2008 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Athletic Director, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval of University's Board of Trustees. This Agreement in no way grants to Athletic Director a claim to tenure in employment, nor shall Athletic Director's service pursuant to this agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Compensation

3.1.1 In consideration of Athletic Director's services and satisfactory performance of this Agreement, the University shall provide to Athletic Director compensation as set forth in the attached addendum. Accompanying such compensation shall be:

- a) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Athletic Director hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits

3.2. Media. Agreements requiring the Athletic Director to participate in Programs related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by the Athletic Director. Athletic Director agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Athletic Director nor any assistant Athletic Department employees shall appear without the prior written approval of the President on any competing radio or television program (including but not limited to a call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the President, Athletic Director shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

3.2.1 Athletic Director agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Athletic Director, during official practices and games and during times when Athletic Director or any part of the Program is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University.

ARTICLE 4

4.1. Athletic Director's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Athletic Director, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Athletic Director's full time and best efforts to the performance of Athletic Director's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation of all Program sport participants to enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage all Program participants to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws and the policies, rules and regulations of the University, the University's governing board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Athletic Director's employees know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the President and to the Department's Director of Compliance if Athletic Director has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Athletic Director shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University's Policy Manual; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.2. Outside Activities. Athletic Director shall not undertake any business, professional or personal activities, or pursuits that would prevent Athletic Director from devoting Athletic Director's full time and best efforts to the performance of Athletic Director's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Athletic Director may, with the prior written approval of the President, enter into separate arrangements for outside activities and endorsements which are consistent with Athletic Director's obligations under this Agreement. Athletic Director may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the President.

4.3. NCAA Rules. In accordance with NCAA rules, Athletic Director shall obtain prior written approval from the University's President for all athletically related

income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Athletic Director accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the conference, or the NCAA.

4.4 Hiring Authority. Athletic Director shall have the responsibility and the sole authority to recommend to the President the hiring and termination of Program personnel, but the decision to hire or terminate shall be made by the President and shall, when necessary or appropriate, be subject to the approval of President and the University's Board of Trustees.

4.5 Scheduling. Athletic Director shall make decisions with respect to the scheduling of competitions for sports in the Program.

4.7 Other Athletic Director Opportunities. Athletic Director shall not, under any circumstances, interview for, negotiate for, or accept employment as a Athletic Director at any other institution of higher education requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the President. Such approval shall not unreasonably be withheld.

ARTICLE 5

5.1 Termination of Athletic Director for Cause. The University may, in its discretion, suspend Athletic Director from some or all of Athletic Director's duties, temporarily or permanently, and with or without pay; reassign Athletic Director to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable policies, rules and regulations, University and Athletic Director hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

- a) A deliberate or major violation of Athletic Director's duties under this agreement or the refusal or unwillingness of Athletic Director to perform such duties in good faith and to the best of Athletic Director's abilities;

- b) The failure of Athletic Director to remedy any violation of any of the terms of this agreement within 30 days after written notice from the University;
- c) A deliberate or major violation by Athletic Director of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Athletic Director at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Athletic Director from duty without the University's consent;
- e) Any conduct of Athletic Director that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;
- f) The failure of Athletic Director to represent the University and its athletic programs positively in public and private forums;
- g) The failure of Athletic Director to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA;
- h) The failure of Athletic Director to report a known violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Athletic Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program; or
- i) A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, the conference, or the NCAA, by one of Athletic Director's employees for whom Athletic Director is administratively responsible, or a member of any team in the Program if Athletic Director knew or should have known of the violation and could have prevented it by ordinary supervision.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the President or his designee shall provide Athletic Director with notice, which notice shall be accomplished in the manner provided

for in this Agreement and shall include the reason(s) for the contemplated action. Athletic Director shall then have an opportunity to respond. After Athletic Director responds or fails to respond, University shall notify Athletic Director whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Athletic Director, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources. Provided, however, that the supplemental pay in section 4 of the attached addendum shall be paid to the Athletic Director as set forth in said section 4.

5.1.4 If found in violation of NCAA regulations, Athletic Director shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This section applies to violations occurring at the University or at previous institutions at which the Athletic Director was employed.

5.2 Termination of Athletic Director for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Athletic Director.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Athletic Director, as liquidated damages and not a penalty, the salary set forth in section 2 of the attached addendum, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Athletic Director obtains reasonably comparable employment, whichever occurs first. The University shall also pay the Athletic Director any as yet unpaid amounts of the supplemental pay set forth in section 4 of the addendum. In addition, Athletic Director will be entitled to continue his health insurance plan and group life insurance as if he remained a University employee until the term of this Agreement ends or until Athletic Director obtains reasonably comparable employment, whichever occurs first. Athletic Director shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law.

5.2.3 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Athletic Director may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Athletic Director shall constitute adequate and reasonable compensation to Athletic Director for the damages and injury suffered by

Athletic Director because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Athletic Director for Convenience.

5.3.1 The Athletic Director recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Athletic Director also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract term.

5.3.2 The Athletic Director, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If the Athletic Director terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If the Athletic Director terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before June 30, 2005, the sum of \$30,000.00; (b) if the Agreement is terminated between July 1, 2005 and June 30, 2006 inclusive, the sum of \$20,000.00; (c) if the Agreement is terminated between July 1, 2006 and June 30, 2007 inclusive, the sum of \$10,000.00. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

5.3.4 The parties agree that the University will incur administrative and recruiting costs in obtaining a replacement for Athletic Director, in addition to potentially increased compensation costs if Athletic Director terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Athletic Director and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Athletic Director. The liquidated damages are not, and shall not be construed to be, a penalty. This section 5.3.4 shall not apply if Athletic Director terminates this Agreement because of a material breach by the University.

5.3.5 Except as provide elsewhere in this Agreement, if Athletic Director terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Athletic Director.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Athletic Director becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head Athletic Director, or dies.

5.4.2 If this Agreement is terminated because of Athletic Director's death, Athletic Director's salary and all other benefits shall terminate as of the last day worked, except that the Athletic Director's personal representative or other designated beneficiary shall be paid all compensation due (including any payments due under the supplemental pay of section 4 of the attached addendum) or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to the Athletic Director's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Athletic Director becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head Athletic Director, all salary and other benefits shall terminate, except that the Athletic Director shall be entitled to receive any compensation due (including any payments due under the supplemental pay of section 4 of the attached addendum) or unpaid and any disability-related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Athletic Director. In the event of termination, suspension, or reassignment, Athletic Director agrees that Athletic Director will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.7 No Liability. The University shall not be liable to Athletic Director for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Athletic Director, regardless of the circumstances.

5.8 Waiver of Rights. Because the Athletic Director is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Athletic Director, or terminates this Agreement for good or adequate cause or for convenience, Athletic Director shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provide by the State Board of Education and its Governing Policies and Procedures Manual, and the University Policy Manual.

ARTICLE 6

6.1 Board Approval. This Agreement shall not be effective until and unless approved of the University's Board of Trustees and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the University's Board of Trustees; and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board of Trustees and University's rules and policies regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the trade-out program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Athletic Director by the University or developed by Athletic Director on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Athletic Director's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this agreement or its earlier termination as provided herein, Athletic Director shall immediately cause any such personal property, materials, and articles of information in Athletic Director's possession or control to be delivered to the President.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable

substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. The Athletic Director hereby consents and agrees that this document may be released and made available to the public after it is signed by the Athletic Director. The Athletic Director further agrees that all documents and reports he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: President
Boise State University
1910 University Drive
Boise, Idaho, 83725

with a copy to: University Counsel
Boise State University
1910 University Drive
Boise, Idaho, 83725

the Athletic Director: Gene Bleymaier
Last known address on file with
University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. The Athletic Director shall not, without the University's prior written consent in each case, use any name, trade name,

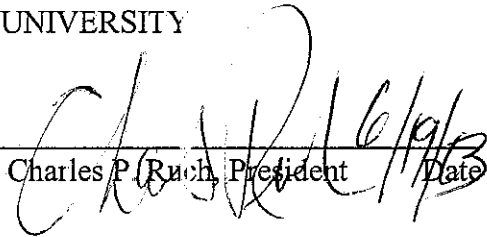
trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of his official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

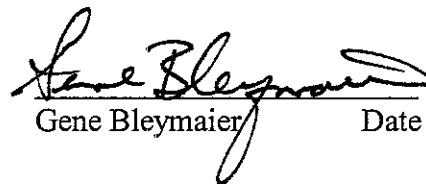
6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.16 Opportunity to Consult with Attorney. The Athletic Director acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

UNIVERSITY


Charles P. Ruch, President Date

ATHLETIC DIRECTOR

 6-19-03
Gene Bleymaier Date

Approved by the Board of Trustees on the 17th day of April, 2003.

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. Policies Regarding Coaching Personnel and Athletic Directors April 2002

H. Policies Regarding Coaching Personnel and Athletic Directors (Institution Employees Only)

1. Agreements Longer Than One Year

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than five (5) years, subject to approval by the Board as to the terms, conditions, and compensation thereunder, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

2. Agreements For One Year Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

3. Academic Incentives

Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives. Each institution shall report to the Board annually concerning each coach's performance relative to the academic incentives of the coach's contract.

4. Part-time Coaches Excepted

The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

5. Assistant Coaches

The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY Corporate Partnership Agreement with Agri-Beef	Motion to approve
2	BOISE STATE UNIVERSITY Parking Structure Project - Request for Proposal for Design & Build	Motion to approve
3	BOISE STATE UNIVERSITY Classroom Remodel Project	Motion to approve
4	BOISE STATE UNIVERSITY SkySuites Project	Motion to approve
5	IDAHO STATE UNIVERSITY Center for Advanced Energy Studies (CAES) Project - Request for Proposal of Design & Build	Motion to approve
6	UNIVERSITY OF IDAHO Contract for Legal Services	Motion to approve
7	INTERCOLLEGIATE ATHLETICS - FINANCIAL REPORTS	Motion to approve
8	INTERCOLLEGIATE ATHLETICS - EMPLOYEE COMPENSATION REPORTS	Motion to approve
9	AMENDMENT OF BOARD POLICY Section V.E – Gifts & Affiliated Foundations – 2nd Reading	Motion to approve
10	AUDIT PRESENTATION Moss Adams	Motion to approve
11	OPTIONAL RETIREMENT PROGRAM Deferred Compensation Plan	Motion to approve

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

TAB	DESCRIPTION	ACTION
12	IDAHO PROMISE SCHOLARSHIP Increase Category B Award	Motion to approve
13	STUDENT HEALTH INSURANCE Report of Workgroup	Information item
14	BOISE STATE UNIVERSITY Loan Refinancing	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to enter into a corporate partnership agreement with Agri Beef Company

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.6.b.

BACKGROUND

Boise State University athletics department actively promotes corporate partnerships with its intercollegiate athletic teams and facilities. These partnerships give the sponsor an opportunity to advertise and promote their organization at university athletic events and in media advertising at these events in exchange for a multi-year monetary commitment and in-kind contribution. This partnership is designated as a naming opportunity for the Stadium Club in the new Press Box/SkySuite addition proposed for Bronco Stadium and includes partnership benefits that include:

- Officially naming the Stadium Club as the “Agri Beef Stadium Club”
- A SkySuite in the proposed facility
- Sideline passes
- Signage and media advertisement in the athletics venues
- Print advertisement and corporate hospitality
- Use of logo in advertising
- Opportunity to serve Agri Beef product in Stadium Club area

This contract is contingent upon the approval of the construction of the new addition.

DISCUSSION

Boise State University has negotiated and accepted, contingent upon Board approval, a corporate partnership agreement for the listed consideration:

An amount of \$1,400,000 will be provided by corporate partner for fifteen years of naming rights. One-half of that amount, \$700,000, is on deposit upon the approval of this contract, and the remaining will be paid in ten equal installments beginning after the completion of the construction of the SkySuite project. If the project is not constructed by October 2009, the deposit will be returned (interest free) to the sponsor.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued**

IMPACT

In exchange for such consideration, there would be provided to the corporate partner the opportunity to advertise in various formats inside the facility that includes name recognition, SkySuite area, stadium advertising spots, print and internet advertising, logo rights, games passes, and a number of other opportunities to capitalize on Boise State's successful athletics programs.

STAFF COMMENTS AND RECOMMENDATIONS

Board legal counsel reviewed the contract and had several questions for BSU staff. Because of the timing of the request to BSU from Board staff, comments from BSU may not be incorporated into the agenda. Board and BSU staff will be available to discuss at the Board meeting, if questions arise.

Although staff has reviewed the agenda item for compliance with Board policy, a recommendation is not possible until staff questions regarding the contract are answered.

BOARD ACTION

A motion to approve a request by Boise State University to enter into a corporate partnership agreement with Agri Beef Company, the terms and conditions as provided in the attached Agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



THIS AGREEMENT, made this 26th day of September 2005, by and between Boise State University (herein after UNIVERSITY) and Agri Beef Co. (herein after Donor).

Witnesseth:

WHEREAS, the UNIVERSITY has a proprietary interest in its intercollegiate athletic teams and facilities and in the use of any material relating to those terms and facilities; and

WHEREAS, Donor desires to purchase certain rights from the UNIVERSITY pertaining to the naming rights of the Stadium Club located in the proposed new addition to Bronco Stadium;

WHEREAS, the UNIVERSITY is willing to sell such rights to Donor upon the terms and conditions set forth below;

WHEREAS, this agreement will not violate any other agreement of either party; and

NOW, THEREFORE, in consideration of the covenants and terms of the Agreement, the UNIVERSITY agrees to sell to Donor rights to Stadium Club located in the proposed new addition to Bronco Stadium as set forth herein:

A. UNIVERSITY hereby grants to Donor the rights to naming the Stadium Club upon the completion of the new facility and extending for (15) fifteen years.

B. UNIVERSITY shall provide Donor the following:

1. Stadium Club Naming Rights:

- Boise State shall allow the Stadium Club in the new addition to be named the "Agri Beef Stadium Club" or other names as agreed upon by both parties
- Boise State shall refer to Agri Beef as the "Official Beef Supply Company of the Broncos"
- Boise State Food service shall purchase all beef served in the Agri Beef Stadium Club from Agri Beef at a fair market price as agreed upon by both parties

2. Bronco Stadium Advertising: (Effective Date: 9-1-05 through completion of this agreement)

- One 4 x 8 foot back-lit rotating ad panel in North End Zone

3. Bronco Vision (Effective Date: 9-1-05 through completion of this agreement)

- One 30 second Bronco Vision spot per game

4. Print Advertising (Effective Date: 9-1-05 through completion of this agreement)

- One ½ page full color ad in all football and men's basketball game programs

5. Logo Rights (Effective Date: 9-1-05 through completion of this agreement)

- Ability to use the Bronco logo to promote Agri Beef and Boise State Athletics with written approval from the UNIVERSITY.

6. Passes (Effective Date: 9-1-05 through completion of this agreement)

- Two sideline passes for each home football game

7. SkySuite Benefit

- Agri Beef will receive one SkySuite located in a preferred location

C. This Agreement is subject to the following terms and conditions:

1. Donor acknowledges that the University intends to provide a SkySuite at the stadium at Boise State University for the enhancement and enjoyment of University athletics and other activities at Boise State University and before the University can begin construction, the University must receive adequate commitments to license the SkySuites so that the Idaho State Board of Education may approve the SkySuite construction project, and Donor desires to make a payment to the University and the Bronco Athletic Association (BAA) for the benefit of the University in exchange for the right to purchase a license to receive tickets for seating in the proposed SkySuite Level during all Bronco Stadium events.
2. Donor acknowledges that the project to construct the SkySuites has not yet been approved by the Idaho State Board of Education and that this AGREEMENT is part of a fundraising commitment to construct such project. Thus, the BAA and the University currently cannot state that the project will in fact be constructed. If such project is not approved by the Idaho State Board of Education, the BAA and the University have no duties whatsoever under this AGREEMENT except to return the Deposit (interest free). However, the Deposit is an inducement to construct the SkySuites project and Donor has no right to revoke this AGREEMENT and no right to return of the Deposit except in the event of a denial of the project by the Idaho State Board of Education or the University's failure to complete the Stadium Club by October 1, 2009.
3. Donor understands that the Idaho State Board of Education has approved the sale and consumption of alcohol in the SkySuites proposal. However, Donor acknowledges that the Idaho State Board of Education has complete discretion over the use of alcohol on the University campus and property and thus the approval of alcohol sale and consumption may be revoked or altered at any time at the discretion of the Idaho State Board of Education.
4. This AGREEMENT represents an intention and commitment by the donor to license a SkySuite for a determined period of time at a specified amount. Donor agrees that donor will enter into and sign a license agreement to that effect. A final License document will follow which details the criteria that constitute the final agreement.
5. Tax Deduction: Donor has entered into this agreement because of the opportunity and value received in the form of advertising, promotion, and name recognition related to the Stadium Club as well as becoming the preferred beef supplier of BAA and the "Official Beef Supply Company of the Broncos". It is estimated that 80% of the total payments reflect that value. The remaining portion of the payment (20%) entitles Donor to receive tickets for seating at all Bronco Stadium events. The tickets received as a result of this Agreement are goods received in exchange for a payment. Neither the BAA nor the University make any representation or warranty regarding the possible tax deductibility of any amounts under this AGREEMENT and that the Donor specifically agrees that the Donor is making no reliance on the tax deductibility. For further information, Donor should consult his/her/its tax advisor.
6. The naming rights referenced above, and any significant changes, are subject to the approval of the State Board of Education.
7. All copy and graphics proposed for display by Donor are subject to approval by the University. The University shall have the right to decline to display any copy or graphics which are in violation of any statute, regulation or ordinance, or which the University reasonably considers to be misleading or offensive or that

convey a message the University feels does not meet the standards for University advertisements. The University shall not display a message which contains a comparative or qualitative description of Donor's product, price information, or endorsement about Donor's product.

8. Donor shall be in default if it, voluntarily or involuntarily, is the subject of a bankruptcy proceeding or a criminal indictment or prosecution. Both parties acknowledge that the positive public image of the University is of paramount importance to this AGREEMENT. Thus, these events of default, or other similar situations or similar actions of the Donor that could reasonably cast a negative image on the University by its relationship with the Donor shall be considered an event of default.

9. Donor shall indemnify and hold harmless the University, its Governing Board, officers, agents, and employees from any and all loss, damage or liability that may be suffered or incurred by the University, its officers, agents or employees caused by or arising out of this AGREEMENT and caused by the conduct of Donor, its employees, agents or representatives.

10. The University and Donor agree that in fulfilling the terms of this Agreement, that neither party will discriminate against any employee or applicant for employment on the basis of race, color, religion, national origin, ancestry, sex, disability, or Vietnam Era Veteran's or other Veteran status. Any breach of this clause may be regarded as a material breach of this Agreement.

11. This AGREEMENT grants no rights to the Donor regarding the operation, control, or management of the Stadium or Stadium Club. All facilities remain in the sole and exclusive control, operation and management of the University.

D. Donor agrees to:

1. Pay the UNIVERSITY \$700,000 cash on or before October 15, 2005 (Deposit). Following this first payment, Donor will then pay the UNIVERSITY or its designee \$70,000 per year as follows for a total of \$1,400,000.00. Payments to be made on or before October 1st of each of the following years; provided however that Payment #1 will be made October 1 of the first year the facility is complete and each payment thereafter will follow annually for 9 years.

Assuming a completion date of September 2008:

October 1, 2008:	\$70,000	October 1, 2013:	\$70,000
October 1, 2009:	\$70,000	October 1, 2014:	\$70,000
October 1, 2010:	\$70,000	October 1, 2015:	\$70,000
October 1, 2011:	\$70,000	October 1, 2016:	\$70,000
October 1, 2012:	\$70,000	October 1, 2017:	\$70,000

- E.** The Donor shall comply with all University and State Board of Education policies; and local, state and federal laws in the performance of this Agreement and in the usage of the rights granted hereunder.
- F.** The rights granted to each party hereunder are not assignable or transferable by either party without the express written consent of the other party, which consent shall not be unreasonably withheld. The nature of this sponsorship is personal and image oriented. The University may assign its right to receive payment without prior consent to the Donor.
- G.** Any questions or concerns regarding this Agreement should be addressed to:

Curt Apsey
Senior Associate Athletic Director
Boise State University
1910 University Drive
Boise, ID 83725

Rick Stott
Vice President
Agri Beef Co.
1555 Shoreline Dr. #300
Boise, Idaho 83702

- H. Either party shall have the right to terminate this Agreement in the event that the other party is in breach of its obligations hereunder and such breach has not been cured within thirty (30) days of written notice thereof from the non-breaching party.
- I. In the event litigation is brought by either party in order to enforce the terms of this Agreement, the party found in breach of contract shall pay the reasonable attorney's fees and costs of litigation of the successful party.
- J. Agri Beef will have the first right of negotiation to extend this agreement and may exercise this option no later than March 15, 2022.

IN WITNESS whereof, the parties have caused this Agreement to be executed on the date first set forth above.

AGRI BEEF CO.

By 

Rick R Stott
Vice President Business Development

BOISE STATE UNIVERSITY

By 

Gene Bleymaier
Director of Athletics

By 

Stacy Pearson
Vice President, Finance & Administration

BOISE STATE UNIVERSITY FOUNDATION
BRONCO ATHLETIC ASSOCIATION
PLEDGE FORM

Emp. Id.: _____
Designation # for gift pledge: _____

I/we hereby make the following commitment for the STADIUM CLUB AND EXPANSION
(Project/Fund name)
in the sum of \$1,400,000 to be paid by SEE AGREEMENT
(total commitment) (date)
Attached Payment in the amount of: \$700,000 OCTOBER 1, 2005 SEE AGREEMENT
Future Pledge in the amount of: \$700,000
Total Commitment: \$1,400,000

Pledge Information:

I would like to make 10 payments in the amount of \$70,000 beginning in
(number) (each payment amount)
the OCTOBER of * on the following basis:
(month) (year)
* SEE AGREEMENT
☒ Annually
☐ Semi-annually
☐ Quarterly
☐ Monthly Automatic Bank Withdrawal

Pledge reminder to be sent? YES ☒ NO ☐ If yes, Written or by Email (Circle one)

This is a: Personal pledge ☐ Corporate pledge ☒

Name(s): RICK R STOTT (individual or corporate contact)

Company: AGRI BEEF CO. (if applicable)

Address: PO BOX 6640, BOISE ID 83707

Phone: 208.338.2500

Email Address: RICK.STOTT@AGRI BEEF.COM

Signature(s): [Signature] Date: 9-26-05

Signature(s): _____ Date: _____

C: Foundation Accounting

2/17/04

BAA Form Pledge Form1 # 1.doc

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

. Disposal of Personal Property

Sale, surplus disposal, trade-in, or exchange of property with a value greater than two hundred fifty thousand dollars (\$250,000) requires prior Board approval.

b. Sale of Services

The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to select a design consultant for an amount not to exceed \$100,000. The intent is for this consultant to develop the Request for Qualifications (RFQ) and Request for Proposals (RFP) for a parking structure using the design-build project delivery method.

REFERENCE

October 2005 Board approved 2005 Campus Master Plan Update

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections V.K.1 and V.I.3.a.

BACKGROUND

The proposed parking structure is identified in the campus master plan approved by the SBOE in October 2005. This project will include a four-level 856 space parking structure as the base bid, with an additive alternate for the development of 8,724 square feet of retail/office space in the first level of the garage facing University Drive. Development of the retail space option would have the effect of reducing the total number of parking spaces to 780. In addition to the parking structure, this project will include the installation of closed circuit television (CCTV) components to improve security in selected parking lots, plus improvements to several gravel parking lots. These parking lot improvements would include paving, lighting, landscaping, and on-site storm water drainage treatment.

The proposed location for the parking structure is the block bordered by University Drive on the north Chrisway Drive on the west, and Juanita Street on the east.

Development of an additional parking structure on campus will assist in replacing parking spaces that have been utilized for current and future facility development, as well as address anticipated student growth and the need for parking it creates. The parking structure on Chrisway Drive will also create much needed parking spaces at the perimeter of campus but near the academic destinations of the campus. In addition to the academic quadrangle, development near the proposed site will include the Student Services Building, which will generate a significant need for short-term parking.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

DISCUSSION

The preliminary estimates indicate a total project cost of \$11,400,000, including the retail/office space. These estimates include inflationary increases and a 15% design contingency. The University proposes to use the design-build project delivery method. A design consultant will be selected through the Request for Proposals Process to develop the Request for Qualifications (RFQ) and the Request for Proposals (RFP) for the project. The consultant would be hired for an amount not to exceed \$100,000. In the process of developing the RFP, the design consultants will typically perform approximately 40% of the design of the parking structure. Once this process is completed the University will bring the selected design-build team and a detailed project to the Board for approval.

IMPACT

The design fees will be paid from parking revenues. The University's current plan is to bond finance the parking deck. The source of revenues for repayment will be parking revenues (45 percent) and the strategic facilities fee (55 percent). In addition, the University will need to acquire three parcels of property and relocate three departments that currently utilize half of the proposed site. The University has set funds aside for property acquisition and the relocation of the modular buildings to the south expansion zone.

STAFF COMMENTS AND RECOMMENDATIONS

BSU finance staff provided the Board office with preliminary comments regarding project financing. As with other projects, a detailed presentation of costs and financing will be available when construction approval/financing is requested. The overall financing model will depend upon the mix of retail space involved in the parking structure, interest rates, projected maintenance costs, and operating revenues (parking fees, retail leases). University reserves will also be included in the financing mix.

Staff recommends Board approval to select a design consultant to develop the Request for Qualifications and Request for Proposals.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

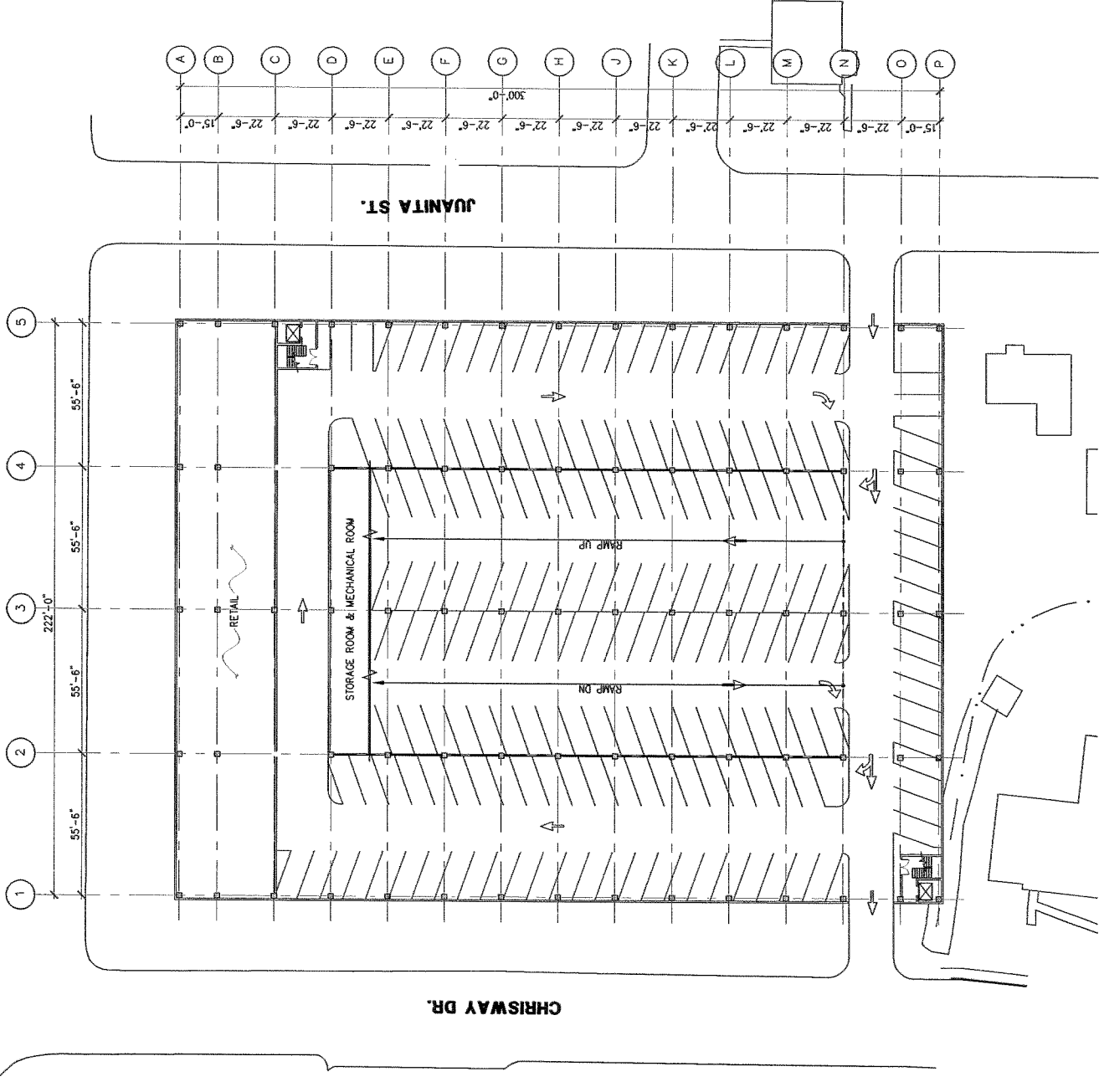
**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY**

BOARD ACTION

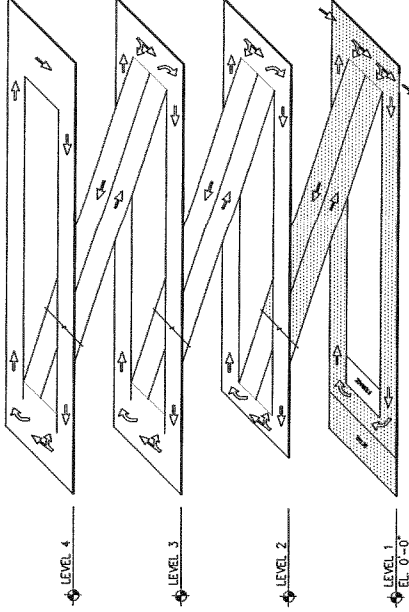
A motion to approve the request by Boise State University to select a design consultant for an amount not to exceed \$100,000 to develop the Request for Qualifications (RFQ) and Request for Proposals (RFP), through the Division of Public Works, for a parking structure using the design-build project delivery method. It is understood that Board approval for project financing and construction will be sought at a later time.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY DR.



LEVEL 1
OPTION 1



ISOMETRIC

CAR TABULATION (PARKING STRUCTURE)

Levels	Self Parking	Accessible	Total	Area
LEVEL 4 (TOP)	166	0	166	48,988 S.F.
LEVEL 3	234	0	234	67,736 S.F.
LEVEL 2	194	0	194	56,862 S.F.
LEVEL 1	186	0	186	57,170 S.F.
TOTAL	780	0	780	232,756 S.F.

PARKING DATA

TOTAL PARKING CAPACITY	780 STALLS
STALL WIDTH	8'-6"
PARKING ANGLE (PARKING STRUCTURE)	70° & 90°
EFFICIENCY (PARKING STRUCTURE ONLY)	298 S.F./STALL

RETAIL DATA

Levels	Area
LEVEL 1	8,724 S.F.
TOTAL	8,724 S.F.

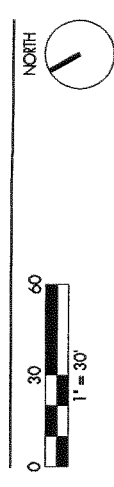


1.0

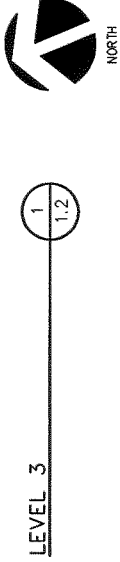
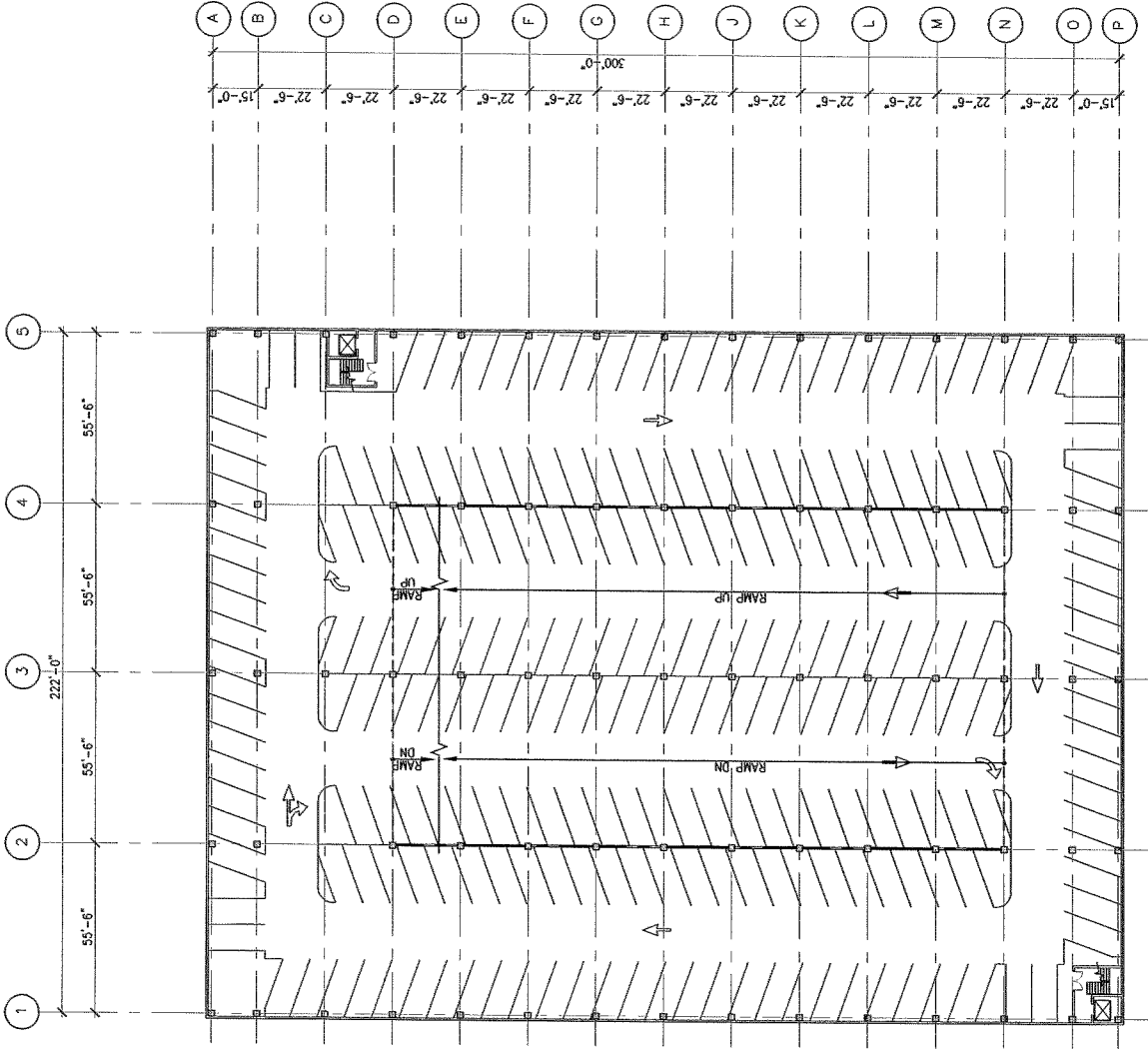
08/22/05 / 23-6947.00



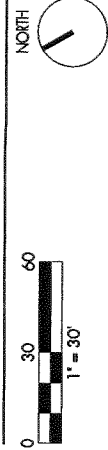
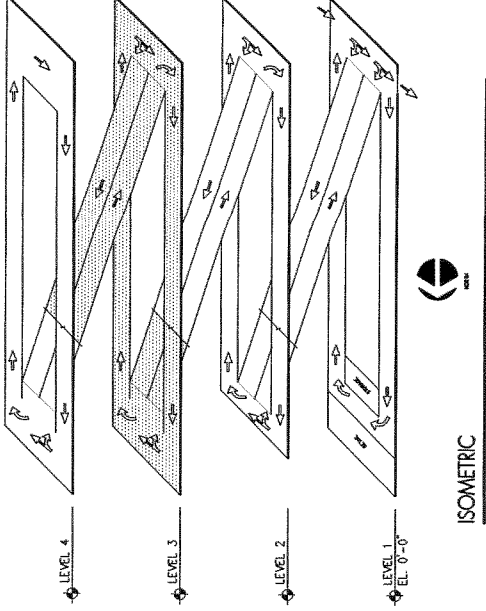
WALKER
PARKING CONSULTANTS



08/22/05 / 23:6947.00

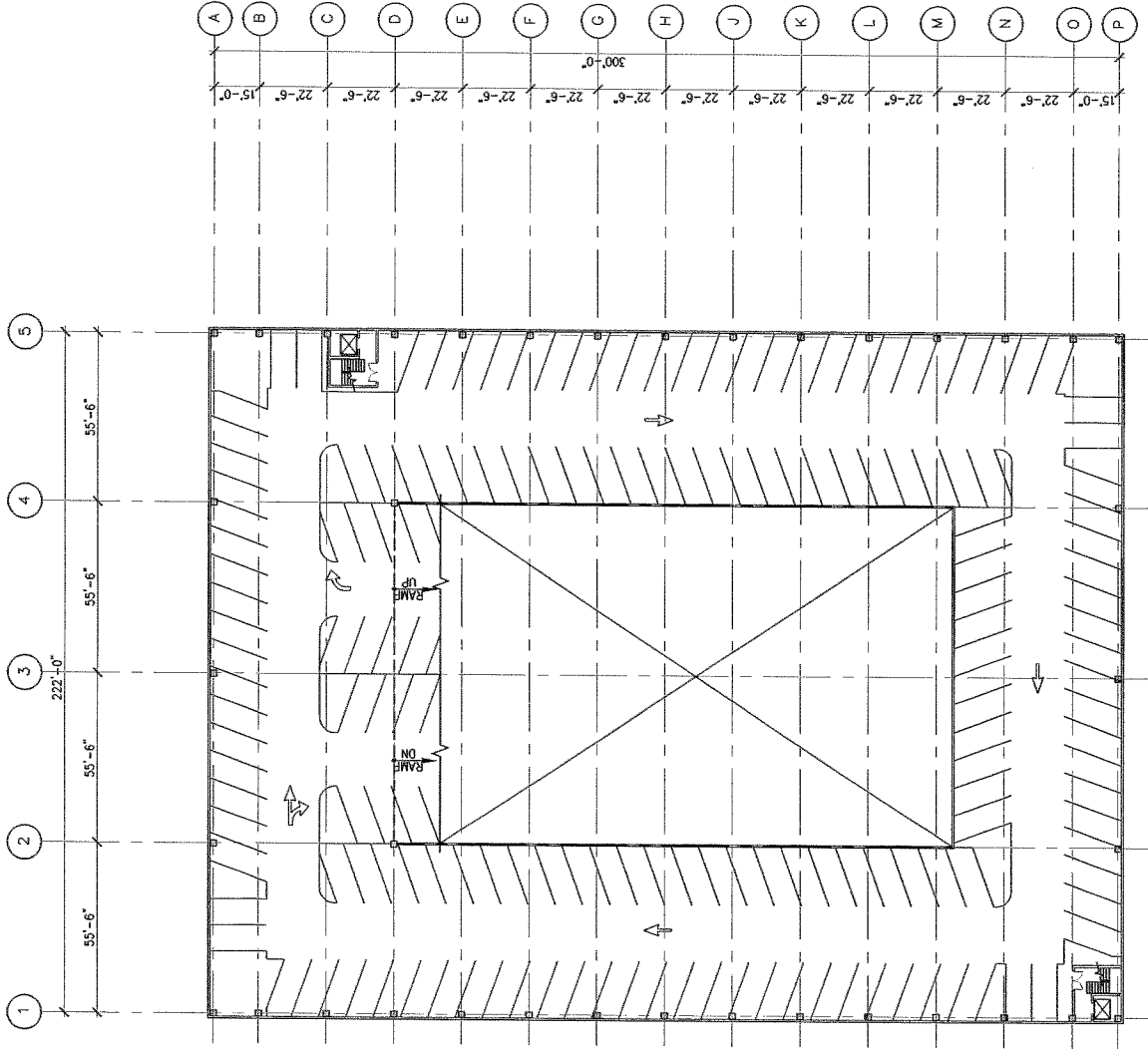



LEVEL 3
OPTION 1



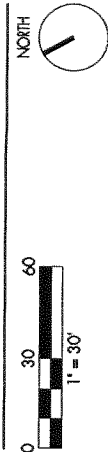
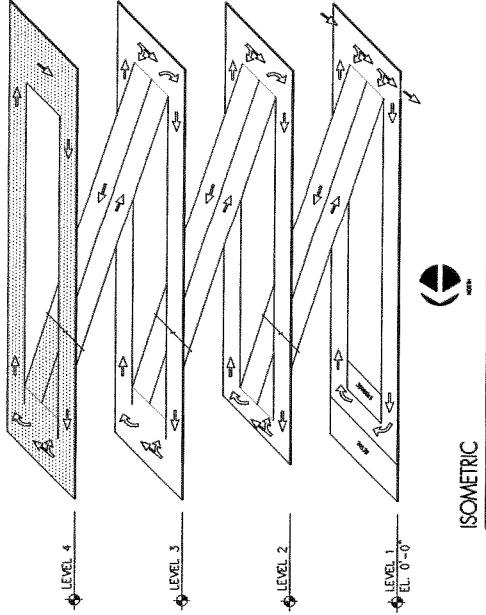
1.2

08/22/05 / 23-6947.00



LEVEL 4 (TOP)  1.3

LEVEL 4 (TOP)
OPTION 1



REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: K. Construction Projects**

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

3. Acquisition of Personal Property and Services

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars (\$500,000) require prior Board approval.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University (BSU) requests approval to remodel a classroom, Multi-Purpose Classroom (MPC) #309, into a physics research lab for a cost not to exceed \$575,000.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

BACKGROUND

Boise State University is in the process of hiring a new physics faculty member to replace a retiring faculty member. Since the new faculty member will have both teaching and research responsibilities, it is necessary for the university to provide a physics research lab that is proximate to the teaching labs and classrooms currently used to provide physics instruction and research. A currently existing classroom, MPC 309, will be remodeled into a physics research lab. This remodel will utilize the remaining capacity in the existing electrical switch gear by providing a new distribution panel and transformer in the mechanical penthouse of the building to accommodate the power needs of this project and the future electrical power needs in the building.

DISCUSSION

This project will create a research lab to accommodate a new faculty member in Physics. In order to make space available for the needed research labs, one existing classroom (MPC 309) will need to be remodeled. The classroom space will be replaced when the Interactive Learning Center opens.

The scope of the remodel work includes interior demolition, patching, lab casework, 5' ducted fume hood, 5' bio-safety cabinet, acoustical panel ceiling systems, interior finishes, modifications to the air distribution system, lighting, electrical work, and plumbing.

IMPACT

The total cost of this lab remodel project is \$575,000 (see attached project budget worksheet). The source of funding for this project is institutional funds set aside to remodel current space. It is anticipated that the remodel would be completed by December 2006.

STAFF COMMENTS AND RECOMMENDATIONS

BSU provided a Capital Project Tracking Sheet, which is attached. The project budget includes a 10% contingency amount.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

Staff has reviewed this project for conformance with Board Policy and recommends approval.

BOARD ACTION

A motion to approve a request by Boise State University to remodel an existing classroom, Multi-Purpose Classroom # 309, into a physics research lab at a cost not to exceed \$575,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

History Narrative

5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

23
24
25
26
27
28
29
30

THIS PAGE INTENTIONALLY LEFT BLANK

Architectural & Engineering Services PROJECT BUDGET

Project Number:	TBD		
Project Title:	309 MPCB - Physics Research Lab Remodel (890SF)		
Fund Source No:	TBD	Dept. ID No.	
Project Mgr.:	Patrick Sullivan		
Date:	October 24, 2005		
Category	Budget	Revised	
Architectural Fees	\$40,950		
Reimbursables	\$9,000		
Add Services	\$3,000		
Testing & Balancing	\$22,000		
Construction Contract 1	\$390,000		
Construction Contingency	\$19,500		
FF&E (Blinds & Window Treatment)	\$3,000		
Repair Existing 3rd Floor HVAC	\$20,000		
Builder's Risk Insurance Premium			
Miscellaneous	\$3,127		
Plan Check	\$2,000		
Document Reproduction			
FO&M - Labor (Moving Fees)	\$800		
Advertising	\$300		
I.T. (Telephone & Data)	\$8,000		
Site Survey			
Soil Investigation			
Locks	\$800		
Signage	\$250		
Project Contingency (estimating)	\$52,273		
Total	\$575,000		
Comments: Construction Cost Estimate Provided by CTA Architects and Engineers. Costs include Electrical infrastructure upgrade to provide power to both the Physics Lab and future expansion needs within the building.			

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: K. Construction Projects

April 2002

K. Construction Projects

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category (construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests Board approval to procure architectural services, not to exceed \$900,000, to complete preliminary design and programming through design development for a design-build project for the addition of a Press Box/SkySuite facility at Bronco Stadium.

REFERENCE

January 2005	Information item to discuss the feasibility analysis of the proposed stadium expansion projects completed by Conventions Sports and Leisure International.
March 2005	SBOE approval for Boise State to market the lease of SkySuites and Club Seats.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Sections V.K.1. and V.I.3.a.

BACKGROUND

This project encompasses the architectural services for preliminary design and programming through design development, including a cost estimate, for the addition of a Press Box/SkySuite facility using the design-build project delivery method, in preparation to expand Bronco Stadium. The estimated cost of these services is \$900,000. In March of 2005, the State Board of Education approved the request for BSU to proceed with the solicitation process for SkySuites, Club Seats and donations for this expansion.

DISCUSSION

The press box on the west side of Bronco Stadium was built in 1970 and is no longer adequate to serve the needs of a Division-1A program and post season bowl game. National televised broadcasts (ESPN) and the presence of national media have put a tremendous strain on the current press box. Due to space limitations noted below, Boise State is unable to provide a satisfactory working environment in this facility for those involved on game day:

- Overflow space, normally used for reserved seating, must be provided outside the press box for additional reporters, pro scouts and media members.
- On several occasions it is required that space be provided for as many as five television and radio broadcast groups. In reality, the facility only allows for two such groups, which forces us to relocate them into inadequate space or to the lower concourse.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

- In the main control room of the press box, eight people are needed for game day operations (public address, statistics, clock operations and video replay). Five of these people are provided work stations while others must stand throughout the game.
- Coach's booths for each team are inadequate and the area used for the visiting team is split in order to accommodate game day needs
- Current press box also lacks any type of video deck. As a consequence, television stations must shoot their video from the sidelines which is inadequate in today's world of media production.

Bronco Stadium does not currently provide SkySuite accommodations which are common among most Division 1A stadiums. SkySuites and club seating would be built on the west side and provide seating for large groups. This planned addition will feature a three story structure above Bronco Stadium devoted to the media, coaches and suite/seat renters/lessees.

In the addition there will be a multi-purpose stadium club room that will seat approximately 500 people. Dining will be available for SkySuite and Club Seat lessees' prior to each home Bronco football game and the MPC Computers Bowl. This facility will also be leased to community groups and local businesses for special occasions (i.e., conferences, receptions, weddings, etc.) which would provide additional revenue opportunities for the facility.

Since 2000, season tickets sales have increased from 10,000 to 19,700 in 2005. Stadium attendance over this span has grown from an average of 24,000 to full capacity, 30,600. The football team's success has created a greater demand for televised games in Bronco Stadium. Boise State played four nationally televised games at home in 2004 and will play one more in the 2005 campaign. All games for the next four years will be televised in Bronco Stadium on either ESPN, Fox Sports West or KTVB Channel 7.

IMPACT

The total budget for architectural services for preliminary design and programming through design development is not to exceed \$900,000. Funding has been identified from the reserve and operating budgets of the athletic department. The university's finance staff has confirmed that sufficient funds are available to fund these services and still meet the obligations of the Indoor Practice Facility construction and operating costs. The project budget for the Press Box/SkySuite expansion has a preliminary cost estimate of \$32-\$44 million in 2004 based on a conceptual design created by Ellerbe Beckett, a national sports facility design firm. The University would like to propose use of the design-

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

build project delivery method to ensure that the construction costs do not exceed the project budget and that the University receives the best facility possible with the funds allocated for design and construction.

The source of funding for this expansion project will come from annual revenues created by leases of SkySuites and Club Seats. Currently, the University has signed lease commitments for all 31 proposed SkySuites with a waiting list of 3 patrons. The University also has signed commitments for 250 of the 650 projected Club Seats. In addition to these annual revenues, facility naming opportunities and donations will be utilized. A significant component of this proposed design project is to determine the budget necessary to meet the needs identified in the final design. State Board approval will be requested to proceed with the project when the design development phase is complete and a more detailed facilities program statement and project cost estimate is determined. The university and the athletic department understand that if this design project is approved, there is no commitment to approve the construction of the expansion projects.

STAFF COMMENTS AND RECOMMENDATIONS

BSU finance staff provided the Board office with an explanation of the project funding, noting that current athletic department revenues will not be used for construction of the SkySuites project. Indications are that premium seating and SkySuite box revenues would support debt service on approximately \$40 million of construction. In the current construction environment, a final construction amount will not be known until after 'design development' has occurred.

BSU notes that additional donations will be required, as this project will not be financed solely from proposed revenues. BSU officials indicate they will propose a construction project that fits within solid revenue (on-hand and pledges) amounts.

Boise State University will finance the cost to procure architectural services and complete the 'design development' phase with existing funds, fully knowing the potential risk that a future decision to proceed with construction is not guaranteed.

With the above understanding, staff recommends proceeding with procurement of architectural services through the Division of Public Works and completion of the project through design development.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

BOARD ACTION

A motion to approve the request by Boise State University to procure architectural services through the Division of Public Works, in an amount not to exceed \$900,000, to complete preliminary design and programming through design development, for a design-build project to provide an addition of a Press Box/SkySuite facility to Bronco Stadium.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

History Narrative

5

624

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: K. Construction Projects**

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

3. Acquisition of Personal Property and Services

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars (\$500,000) require prior Board approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Boise State University, Idaho State University, and University of Idaho request approval to proceed with the design of the Center for Advanced Energy Studies (CAES) building in cooperation with the Idaho National Laboratory.

REFERENCE

April 2005	Overview of CAES by Dr. Leonard Bond at SBOE regular meeting
August 2005	Update information on CAES at SBOE regular meeting

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.8 and V.K.

BACKGROUND

At the April 21, 2005 SBOE meeting, Dr. Leonard Bond, Director of the Center for Advanced Energy Studies (CAES), provided an overview of the Center mission and its programs to be located in Idaho Falls. The Battelle Energy Alliance (BEA) was awarded the contract from the Department of Energy to manage the new Idaho National Laboratory (INL) for nuclear energy research. As part of the contract, Battelle committed to establish CAES which is designed to become a nationally and internationally recognized focal point for the advancement of education in energy science and technology. A Memorandum of Agreement was signed by the Governor, the University Presidents, and Battelle Memorial Institute to work towards the establishment of a joint laboratory/university center which would serve as a research center for the INL with the construction of a State-owned building to house the CAES. Governor Kempthorne has stated that "the laboratory has committed to create within Idaho a new Center for Advanced Energy Studies...to help augment the State's reputation as a high-tech destination of choice for companies looking to expand or relocate."

A chronology for CAES has been prepared and periodically updated for the SBOE which provides background information beginning with the first proposed facility which was to be named the Center for Science & Technology (CST). The most recent update sent to the SBOE is dated October 11, 2005.

DISCUSSION

The CAES facility is planned to open during FY2008 and is expected to be between 50,000 and 60,000 square feet. To satisfy the BEA requirement for an operations lease as opposed to a capital lease, the lease agreement must show that BEA has use of approximately 58.5% of the building space. Common space (hallways,

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY – continued**

restrooms, maintenance, foyer) for this building is estimated to be almost one third of the total space, and 8.5% of this space will be designated to BEA, allowing them to satisfy their requirement for an operations lease while providing approximately one-half of the usable space (office and laboratory space) to share among the three universities. BEA has agreed to cover the occupancy costs for 58.5% of the building. The three universities will share the remaining space on a one-third basis with a considerable amount of that space for shared laboratories. The facility is envisioned to be a two-story, structural steel building with a brick façade. The facility will be located on state property north of the ISU/UI Center for Higher Education. When fully occupied, the CAES facility will have a total of up to 175 people, including approximately 100 faculty, researchers, and staff; 50 graduate students; and 25 undergraduate students. The interior design will be cooperatively planned among all the users with the architect.

DOCUMENTS INCLUDED AS ATTACHMENTS:

1. Aerial Photo of University Place
2. Aerial Photo of Site
3. Conceptual Site Plan
4. Summary of CAES Space
5. Breakdown of Space Requirements
6. Number of Offices
7. INEEL Settlement Fund Agreement
8. Hud Grant Agreement/FY2000 EDI – Special Project No. B-00-SP-ID-0116
9. Hud Grant Agreement/FY2001 EDI – Special Project No. B-01-SP-ID-0172
10. Lease Agreement between ISU and BEA for CAES
11. CAES Business Case
12. CAES Program Plan

IMPACT

The design and construction of the facility is estimated to cost approximately \$14 million. Funding for the facility is based on: (1) \$5 million from the INEEL Settlement Fund, as defined in the Idaho Code 67-806A, for use according to the terms of the agreement for the construction of the Center for Science and Technology in Idaho Falls (dated June 29, 2001), between the Office of the Governor of the State of Idaho and the Regents of the University of Idaho and the Trustees of Idaho State University; (2) \$1,942,756 from two grants from the U.S. Department of Housing and Urban Development (HUD) to the University of Idaho: HUD Grant B-00-SP-ID-0116 in the amount of \$925,000 and HUD Grant B-01-SP-ID-0172 in the amount of \$1,017,756 for use according to the terms of the grant (approximately \$300,000 has been expended from one of the grants for preliminary designs for the CST facility);

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

and (3) approximately \$7 million through the issuance of bonds, using ISU's bond capacity, to be retired over 20 years supported by rent paid by BEA and its affiliates for occupancy of approximately 58.5% of the CAES facility.

Cost of infrastructure (roadway, utilities, and parking) is estimated to be approximately \$2.5 million. INL has requested additional funds in FY2006 from a federal appropriation to install a utility corridor from Fremont Avenue to the new building location north of the railroad tracks. This funding is in the House Energy and Water Bill as a plus-up. It is envisioned that the utility corridor would have all the necessary utilities, communications and a roadway. If the appropriation is not approved during this legislative session, another request will be made next year. If federal dollars are not available, Battelle has indicated its willingness to cover the cost within their rent.

Maintenance and occupancy costs will be covered according to the assignment of space with 58.5% of the total M&O being paid by CAES as part of their rental agreement and the three universities paying their respective share. The specific amounts for the three universities will be worked out later when actual shared spaces are defined.

Each organization occupying the building will provide furniture and laboratory equipment for the spaces they occupy. The universities will cooperatively determine their equipment needs based on their specific programs and opportunities for sharing equipment and space. University general funds and donations will be used to cover the costs of the equipment and furnishings.

STAFF COMMENTS AND RECOMMENDATIONS

As noted in the proposed Board action, the three universities request permission to issue a Request for Proposal, through the Division of Public Works, to begin the process of selecting an architect for this project. The cost of architectural services will be funded by one of the two available grants from the Federal Department of Housing and Urban Development (HUD).

Board staff hosted a work session on November 10, 2005, for the purpose of gathering all relevant information about this project and request being brought to the Board. If necessary, additional material on this agenda item will be provided to Board members before the December 1 meeting.

Staff has reviewed the request for conformance with Board policy and recommends approval of the request to proceed with selection of an architect, design development and development of a project cost estimate as noted in the proposed motion.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY – continued**

BOARD ACTION

A motion to approve the request by Idaho State University to issue a Request for Proposal (RFP) through the Division of Public Works for selection of an architect to design the Center for Advanced Energy Studies facility, and proceed with pre-design/programming, through design development, to include a construction cost estimate. It is understood that permission to proceed with the financing plan and construction of the complete CAES project will be requested at a future Board meeting. The allowable cost for the architect and engineer fees for the entire project will be no greater than \$1,680,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

As of: 2-Nov-05

1 Institution/Agency:

Project:

Center for Advanced Energy Studies (CAES) Facility

2 Project Description:

This facility is for a cooperative center with Battelle Energy Alliance and the three Idaho universities, BSU, ISU, and UI. The facility will promote, perform, and revitalize research disciplines. It will be located on state owned land north of the ISU/UI Center for Higher Education at University Place in Idaho Falls. It will ultimately house a total of 175 people, including faculty, researchers, staff, and graduate and undergraduate students in office and laboratory spaces. The entire project will be under the Division of Public Works.

3 Project Use:

The Center will be an academic and research institution in which the INL, the DOE, Idaho Universities, other national universities, and the international community cooperate to conduct energy-related research, technical training, and other events.

4 Project Size:

The facility is planned to open during FY2008 and is expected to be approximately 50,000 square feet with Battelle having 58.5% of the space. Interior space has been identified for offices and laboratories by specific usage.

[illegible]

THIS PAGE INTENTIONALLY LEFT BLANK







Space Type	CAES Leadership & Training	Energy Policy Institute	Nuclear Education & Research	INL R&D Centers
Directors, Assistant Directors, Fellows, Full Time Faculty (160 sq ft)	17 Offices	1 Office	24 offices	4 Offices
Grad Students, Visitors, Research Associates (80 sq ft)		6 Offices	77 Offices	7 Offices
Collaboratory Space				
Admin Support/Reception Area (120 sq ft)	2 Offices			3 Offices
Technicians (80 sq ft)			6 Offices	
Conference Rooms (Capacity 8)(208 sq ft)	2 Conf. Rooms			
Conference Rooms (Capacity 16)(416 sq ft)	1 Conf. Room			2 Conf. Room
Suites (900 sq ft)PT	1 Suite			2 Suites
Labs				
Chemistry Laboratory - Large open laboratory studios that can host multiple experiments and multiple research teams. Bench, instrument and equipment space is organized in a modular manner to encourage the most efficient use of the space while providing access to approximately 8 chemical fumehoods.			2500 sq. ft	
Area Roof Top 1000 sq ft				
Analytical Laboratory - Large open laboratory studios that can host multiple experiments and multiple research teams. Bench, instrument and equipment space is organized in a modular manner to encourage the most efficient use of the space			3000 sq. ft	
Scanning Electron Microscope (close to analytical lab)			800 sq. ft	
High-bay Engineering Laboratory - Large open laboratory with reinforced concrete floor capable of supporting heavy containment vessels, engineering equipment, prototype testing apparatus, thermal hydraulics engineering experiments, and material science experiments. (What kind of crane support			1500 sq. ft	
Advanced Materials Laboratory (1)			3000 sq. ft	
Radiochemistry Laboratory - flexible, with a number of hoods and glove boxes			3000 sq. ft	
Solar photovoltaic Materials Laboratory - using plasma and microwave assisted deposition and annealing - need window access to sunlight top floor			1000 sq. ft	
Hydrogen Laboratory -			2500 sq. ft	
Systems and Physical Modeling Laboratory			1000 sq. ft	
Power Wall Visualization Room (Shared with Center for Advanced Modeling & Simulation (CAMS))			1500 sq. ft	
Shared instrumentation rooms (2)			360 sq. ft	
Store Room - commonly chemical, equipment, and electronic parts			500 sq. ft	
Technician Work Space Instrument Shop/Repair Room min of 2 rooms			1000 sq. ft	
Classrooms None Requested				
Cafeteria/Breakroom None Requested				

ATTACHMENT 5

[illegible]

		CAES Leadership				Energy Policy Institute		Nuclear Education & Research					Centers					Training		
Space Type	Benchmark with Stanford	IUC	BEA	NUC	Common	IUC & INL	Electronic Data Systems (EDS)	Benchmark ISU	Benchmark U of I	Benchmark BSU	Common Office Space	Collaboratory Centers for Nuclear Fuels and Mat'ls Research (CNFMR)	Center for Space Nuclear Research (CSNR)	Center for Advanced Modeling & Simulation (CAMS)	Center for Nuclear Systems Design & Analysis (CNSDA)	Common Space for centers	BEA	EPRI		
Dean/Vice Pres. Office (Hard Wall)	160				2	1						1	1		2				7	
Full-Time Faculty (Hard Wall)	160				15			10	10	4									39	
Management staff (Hard Wall)	100																		0	
Staff Office (Cube)	80						3							7					10	
Grad. Student Office (Cube)	80					6		30	30	6									72	
Admin Support/Reception Area	120				2											3			5	
Vistors, Research Associates	80										8								8	
Technician office											6								6	
Conf Rooms (Capacity 8)	208				2														2	
Conference Rooms (Capacity 16)	416				1											2				
Suites PT(900 sq ft)					1											2				
Power Wall																			0	
Classrooms None Requested																			0	
Tech Work Areas																			0	
Labs																			0	
Remote Lab																			0	
Teaching Labs																			0	
Laboratory Support Rooms																			0	
Cafeteria/Breakroom None Requested																			0	
																			0	
Total		0	0	0	19	7	3	40	40	10	14	1	1	7	2	3	0	0	147	

AGREEMENT

This Agreement (Agreement) is entered into by and between the Office of the Governor of the State of Idaho (State) and the Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho (Regents) and the Trustees of Idaho State University, a body politic and corporate organized and existing under the Constitution and laws of the State of Idaho (Trustees). The Regents and Trustees are collectively referred to herein as "the Universities," and the Universities and the State are collectively referred to herein as "the Parties."

1. PURPOSE AND SCOPE

To satisfy the intent and terms of a court settlement, dated October 16, 1995, and a subsequent settlement agreement, dated September 23, 1996, (collectively, the "Settlement") between the State and the U.S. Department of Energy ("DOE"), the State will provide funds (the "Funds") to the Regents from the Idaho National Engineering and Environmental Laboratory ("INEEL") Settlement Fund (as defined in Idaho Code §67-806A). The Funds are to be used to create jobs, diversify the economy of southeastern Idaho and induce investment in the technology-based strengths of the region by providing financial assistance for the construction of a Center for Science and Technology ("the Facility") in Idaho Falls, Idaho. The Funds shall be used in accordance with the criteria, terms and conditions set forth in this Agreement.

2. TERM & EFFECTIVE DATE

Upon signature by the Governor of the State of Idaho, this Agreement shall become effective as of March 1, 2001. The Agreement shall remain in effect until all funds have been transferred to the Regents by the State and the Regents and Trustees have expended such funds according to the terms of this Agreement, or until March 1, 2006, whichever is earlier.

3. PAYMENTS

A. The State will provide the Regents with five million dollars (\$5,000,000) subject to the conditions established herein. Of this sum, the State shall provide the Universities with \$100,000 within fourteen (14) calendar days of execution of this Agreement for the purpose of completing the conditions for transfer of the remaining \$4,900,000, as set forth below.

B. The State will provide the Regents with the remaining \$4,900,000 only upon completion of the following actions to the State's satisfaction within the term of this Agreement.

1. Approval of the Facility by the State of Idaho Board of Education and the Regents.

2. Acquisition of an interest by either the Regents or the State Board of Education in the real property on which the Facility will be located sufficient that a reasonable business person would build a comparable facility on that real property.

3. Development by the Universities of a Project Planning Guide containing the elements listed in Attachment A, or whose contents are otherwise acceptable to the State, and completion of the process described in the Project Planning Guide.

- C. Payments shall be in accordance with State of Idaho laws and rules. The Office of the Governor, Division of Financial Management, shall be the financial officer for this Agreement. The Parties may agree upon a means of electronic payment of money to the Regents pursuant to this Agreement.

4. REFUND OF MONEYS

To the extent costs for the construction of the Facility are less than the allocated amount, including any interest or income accumulated thereon, or in the event the Universities are unable or choose not to proceed with this project, the Regents shall refund any and all unexpended moneys for this project to the State, within fourteen (14) calendar days of: (1) completion of the project, (2) a decision not to proceed with the project, or (3) March 1, 2006, whichever is earliest.

5. RESPONSIBILITY FOR COST OVERRUNS

The Regents shall be solely responsible for all costs of construction of the Facility that exceed the amount of Funds paid to the Regents pursuant to this Agreement and earmarked for those purposes (and any interest or income generated thereon).

6. BANKING OF FUNDS

A. The Regents shall manage the portion of Funds under their control in a manner consistent with state laws and rules.

B. The Regents may only expend interest and investment income accumulated on the portion of Funds under their control in a manner consistent with the terms of this Agreement. The Regents shall account for interest accumulated on the portion of Funds under their control as set forth in Section 8.

7. REPRESENTATIONS OF THE UNIVERSITIES:

The Universities represent and warrant that:

1. they are Idaho State nonprofit institutions of higher learning;
2. they have the power to enter into and perform under this Agreement and have taken all necessary steps to properly exercise such power;

3. the persons executing this Agreement on behalf of the Universities are fully authorized to do so and can bind the Universities by their signatures;
4. no person has been employed or retained to solicit or secure this Agreement upon an agreement or understanding for a commission, percentage, brokerage or contingent fee;
5. they will cooperate fully with all governmental agencies as necessary to fulfill the goals and purposes of this Agreement and the use of the Funds; and
6. they will pay, when due, any and all wages, salaries, obligations, and taxes owed by them related to this Agreement.

8. REPORTING AND AUDITING REQUIREMENTS

A. The Regents shall provide the State with semi-annual financial statements of the expenditures and revenues related to the construction of the Facility.

B. The Regents shall provide the State copies of all semi-annual reports submitted to the U.S. Department of Housing and Urban Development related to the Facility.

C. To comply with the provisions of the Settlement between DOE and the State of Idaho, and, to the extent funds are appropriated by the U.S. Congress pursuant to Section 3161 of the National Defense Authorization Act for Fiscal Year 1993, the State must consider the following criteria in determining on what projects and programs moneys from the INEEL Settlement Fund will be expended:

1. projected number of jobs created;
2. quality of jobs created, including but not limited to earning potential and sustainability;
3. ability to induce investment or growth consistent with the identified and potential economic strengths of the region;
4. ability to reduce Idaho's economic dependence on DOE and DOE-related activities;
5. past performance of the applicant or the type of project or program;
6. amount of local participation in the project;
7. integration with other state economic development efforts;

8. ability of the project to become self-sufficient; and
9. other unique factors, such as innovative features of the project.

D. For the duration of this Agreement, plus an additional period of five (5) years, the Universities shall provide the State with semi-annual performance reports to assist the State in complying with the terms of the Settlement. Reports shall include at a minimum:

1. a narrative summary of the: projected number of jobs created; quality of jobs created, including but not limited to earning potential and sustainability; amount of local participation in the project; integration with other state economic development efforts; and Facility revenues from contracts and grants.
2. a brief status report for the construction and operation of the Facility, including a description of any major problems or concerns;
3. a description of any significant milestones completed during the reporting period; and
4. known or anticipated changes to schedules.

E. For the reporting requirements set forth in paragraphs A and D above, reporting periods shall begin on January 1 and July 1. Financial statements and performance reports shall be due within 30 calendar days of the close of the reporting period.

F. The Universities agree to keep records that are sufficient to permit the preparation of reports required by the State under the terms of the Settlement and to permit the tracing of the Funds to a level of expenditures adequate to ensure that the Funds have been spent lawfully and in accordance with the terms and conditions of this Agreement.

G. The Universities agree to maintain for the duration of this Agreement, plus an additional period of at least five (5) years, all books, records, documents, and other evidence of accounting procedures and practices, which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of or related to this Agreement. If any audit or other action involving records is initiated before the five (5) year period has expired, the Universities will retain such records until all issues are resolved, or for three (3) additional years, whichever is longer.

H. The State reserves the right to audit or examine, in such a manner and at all reasonable times as it deems appropriate, all activities of the Universities arising in the course of performance of, or related to, this Agreement.

I. Prior to or upon termination of this Agreement, a final independent audit or examination of costs and expenditures shall be performed. This obligation may be met via audits performed under the AGREEMENT BETWEEN THE STATE AND UNIVERSITIES

PAGE 4 of 11

Single Audit Act of 1984 on an annual basis. The State shall have the right to recover an appropriate amount after fully considering the recommendations on disallowed costs resulting from the final audit or examination when conducted.

J. Notwithstanding anything contained in this Agreement, the Universities recognize and acknowledge that DOE, or other federal agencies, may also have audit rights with respect to the Funds, which audit rights may or may not be exercised on the same basis or at the same time as the State's audit rights under this Agreement. Any apparent approval by the State with regard to the Funds, or the failure of the State to affirmatively assert a disapproval of the Universities' acts pursuant to the State's audit rights shall not be construed or deemed to be a waiver on the part of the State to exercise any rights under this Agreement, including but not limited to the right to recover the Funds, or any portion thereof, upon a federal audit.

9. TERMINATION

A. This Agreement may be terminated if the State determines that the Universities are in default of their obligations. A determination by the State to terminate under this section shall be a final determination.

B. The Contracting Officer shall provide written notice to the Universities of default by the Universities. If the Universities do not cure such default within ten (10) calendar days after receipt of such written notice, the State may terminate this Agreement and may pursue any and all legal, equitable, and other remedies available to the State.

C. For purposes of this Section, the Universities shall be in "default" if:

1. The Universities fail or refuse to perform under or in accordance with this Agreement; or
2. The Universities fail to abide by, or disregard, any applicable statutes, ordinances, rules, regulations, directives or orders of any governmental entity related to the performance of activities under this Agreement.

10. EFFECT OF TERMINATION

A. Upon termination of this Agreement for any reason, the Regents shall return, within fourteen (14) calendar days of written notice from the State, any unused portion of the Funds.

B. If the State determines that any portion of the Funds was expended in breach of this Agreement, the State has the right to recoup that portion of the Funds from the Regents, their contractor(s) or subcontractor(s). The Regents shall require any individual or entity receiving Funds, or any portion thereof, to acknowledge and abide by the requirements of this section. The requirements of this section shall be included in all agreements, contracts, subcontracts or assignments entered into by the Universities related to this Agreement or the Funds.

11. DESIGNATED KEY PERSONNEL

The Universities shall notify the State in writing of any change in key personnel. The following are designated key personnel for the Universities during the term of this Agreement:

Laura Hubbard
Director, Capital Planning and Budget
University of Idaho
P.O. Box 443162
Moscow, Idaho 83844-3162

Robert Stiger
Dean, University of Idaho, Idaho Falls Center
1776 Science Center Drive
Idaho Falls, ID 83402

12. CONTRACTING OFFICER

The Idaho Department of Commerce shall serve as the Contracting Officer for the State. The State shall notify the Universities in writing of any change in Contracting Officer. The Contracting Officer shall respond to all written requests made by the Universities within fourteen (14) calendar days. Failure to respond within the time allotted shall constitute approval of the request.

13. COMPLIANCE WITH APPLICABLE LAWS

The Universities shall comply with all applicable federal, state, and local laws and regulations in performing all work under this Agreement. The Universities shall require any individual or entity receiving the Funds, or any portion thereof, to acknowledge and comply with this section. The requirements of this section shall be included in any agreements, contracts, subcontracts or assignments entered by the Universities related to this Agreement or the Funds.

14. PROHIBITIONS ON USE OF FUNDS AND ACTIVITIES

- A. The Regents shall not use Funds provided by this Agreement to pay administrative costs.
- B. The Regents shall not use Funds provided by this Agreement to pay for services rendered or goods or equipment purchased prior to the effective date of this Agreement.
- C. The Regents shall not use Funds provided by this Agreement to fund the operations or maintenance of the Facility, or to fund any other project, including but not limited to, training and educational services.
- D. Funds provided by this Agreement shall not be used to influence or attempt to influence an officer or employee of any governmental agency, any member, officer or employee of Congress or the Idaho Legislature in connection with the awarding, continuation, renewal, amendment, or modification of any contract, grant, loan, or cooperative agreement.

E. The Universities shall not:

1. knowingly hire any ineligible individual(s), embezzle, willfully misapply, steal or obtain by fraud the Funds, or any portion thereof;
2. induce any employee to give up any money or thing of value under threat of dismissal;
3. willfully obstruct or impede any investigation related to this Agreement;
4. directly or indirectly promise any employment, position, compensation, contract, appointment or other benefit made possible in whole or in part by the Funds to any person as consideration, favor or reward for any political activity or for the support of, or opposition to, any candidate or political party in connection with any election, primary or caucus;
5. directly or indirectly knowingly cause or attempt to cause any person to make a contribution of a thing of value (including services) for the benefit of any political cause, candidate or party by means of denial or threat of denial of any employment or other benefit funded by or related to the Funds; or
6. solicit or accept unlawful or illicit gratuities, favors or anything of monetary value under the operation of this Agreement.

F. The Regents and Trustees shall comply with all applicable federal, state and local laws and regulations, including but not limited to those prohibiting discrimination and requiring equal opportunity, in performing all work under this Agreement. The Regents and the Trustees shall require an individual or entity receiving Funds or any portion thereof, to acknowledge and comply with this Section. The requirements of this Section shall be included in any agreements, contracts, subcontracts, or assignments entered by the Regents or the Trustees related to this Agreement,

G. The Universities recognize and acknowledge that criminal penalties may result from theft, embezzlement or other prohibited activities under this Agreement.

H. The Universities shall immediately report to the State any alleged or suspected incident of fraud, abuse or other prohibited activity related to this Agreement or the Funds.

15. PROPERTY

The Facility shall be considered property of the Regents and must be managed in accordance with applicable Idaho laws and rules.

16. INSURANCE REQUIREMENTS

A. The Parties understand that each is insured with respect to tort liability by the Bureau of Risk Management, a statutory system of self insurance established by Idaho Code §67-5776, and subject to

the limits and requirements of the Idaho Tort Claims Act, Idaho Code §6-901 et seq. Each Party agrees to accept that coverage as adequate insurance of the other Party with respect to personal injury and property damage.

B. The Regents shall require any of its contractors during the construction of the Facility to maintain Workers Compensation Insurance as required by statute and Commercial General Liability Insurance and Builder's Risk Insurance in accordance with the guidelines established by the Bureau of Risk Management. The Regents shall require Professional Liability Insurance covering the design of the Facility in an amount of no less than one million dollars (\$1,000,000). If the Professional Liability Insurance required by this section is obtained through a "claims made" policy, this coverage or its replacement shall have a retroactive date of no later than the inception of this Agreement. Such errors and omissions insurance or its replacement shall also provide a minimum of five (5) years' extended reporting coverage, or the maximum under the State of Idaho Statute of Limitations for claims under this coverage, whichever is greater, after the services are last provided under the design of the Facility.

17. LIABILITIES AND LOSSES

The Parties agree that any liability claim, suit, or loss resulting from or arising out of the Parties' performance of activities under this Agreement shall be allocated, as between the state agencies, in accordance with the guidelines adopted by the Department of Administration's Bureau of Risk Management. Each party to this Agreement agrees to notify the Bureau of Risk Management and the other party in the event it receives notice or knowledge of any claims arising out of the performance of activities under this Agreement. To the extent a determination is made that a claim is not within the coverage provided by the insurance policies procured by the Bureau of Risk Management or its self-insurance program, and to the extent allowed by law, the Universities shall be primarily responsible for conducting the defense of and/or payment of such claim.

18. ASSIGNMENT AND SUBCONTRACTING

A. The Regents may contract with other entities to construct the Facility. No other contract or assignment of responsibilities under this Agreement may be made without the State's prior written consent.

B. Any assignment, contract or subcontract shall not relieve the Regents of their obligations under this Agreement, and the Regents shall be responsible for the satisfactory performance by any assignee, contractor or subcontractor. Assignments, contracts or subcontracts permitted under this section will not be deemed to require any additional payment by the State.

19. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Idaho and performed therein.

20. APPROPRIATION BY LEGISLATURE

A. This Agreement shall in no way or manner be construed so as to bind or obligate the State beyond the term of any particular appropriation of funds by the Idaho State Legislature or the United States Congress as may exist from time to time. In the event the Legislature of the State of Idaho, or the United States Congress, fails, neglects, or refuses to appropriate such funds as may be required and designated to continue payment of this Agreement, this Agreement shall be at such time automatically terminated. All future rights and liabilities of the Parties shall thereupon cease within thirty (30) calendar days after notice to the Universities.

B. It is the intent of the parties that the Universities will not require the Idaho State Legislature to appropriate any moneys to fund any portion of the construction or continued operation and maintenance of the Facility. It is the intent of the parties that these activities be self-supporting and will be funded from revenues generated by use fees, federal grants and performance contracts.

21. NOTICE

Any notice required under this Agreement shall be in writing and shall be delivered by certified or registered mail, return receipt requested, to the following addresses:

If to the State:
CST Contract Officer
Idaho Department of Commerce
P.O. Box 83720
Boise, ID 83720-0093

If to the Universities:
Director, Capital Planning and Budget
University of Idaho
P.O. Box 443162
Moscow, ID 83844-3162

Either party may modify the above notice information by written notice as provided for in this section.

22. NONWAIVER OF BREACH

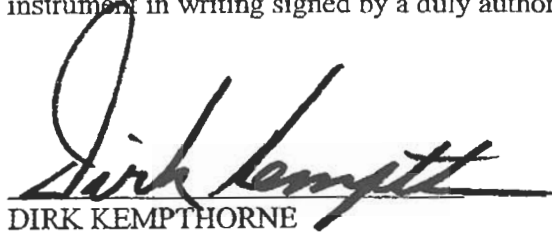
The failure of the State to insist upon strict performance of any of the terms and conditions of this Agreement, or to exercise any option herein conferred in any one or all instances, shall not be construed to be a waiver or relinquishment of any such covenant or condition, but the same shall be and remain in full force and effect unless such waiver is evidenced by the prior written consent of the State.

23. SEVERABILITY

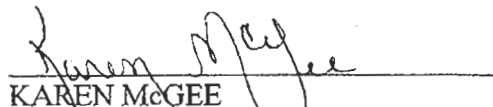
If any provision of this Agreement is held invalid, the remainder of the Agreement shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the Agreement did not contain the particular provision held to be invalid.

24. MERGER

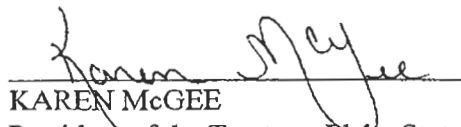
This Agreement and related Attachment constitute the entire agreement between the Parties and shall supersede all previous proposals, oral or written, negotiations, representations, commitments, and all other communications between the Parties concerning the scope of this Agreement. It may not be released, discharged, changed, extended or modified and no claim for additional services not specifically provided herein will be allowed by the State, except to the extent provided by an instrument in writing signed by a duly authorized representative of the Universities and the State.


DIRK KEMPTHORNE
Governor

Date: 6-29-01


KAREN MCGEE
President, Regents of the University of Idaho

Date: 6-21-01


KAREN MCGEE
President of the Trustees, Idaho State University

Date: 6-21-01

FY 2000 EDI - SPECIAL PROJECT NO. B-00-SP-ID-0116

GRANT AGREEMENT

This Grant Agreement between the Department of Housing and Urban Development ("HUD") and the University of Idaho (the "Grantee") is made pursuant to the authority of Public Law 106-74 (the FY 2000 Appropriations Act for HUD and other agencies) and House Report 106-379 (the Conference Report on the Appropriations Act), with an adjusted grant amount as shown below, pursuant to the Consolidated Appropriations Act for FY 2000 (PL 106-113). The Grantee's application package, as may be amended by the provisions of this Grant Agreement, is hereby incorporated into this Agreement.

In reliance upon and in consideration of the mutual representations and obligations hereunder, HUD and the Grantee agree as follows:

Subject to the provisions of the Grant Agreement, HUD will make grant funds in the amount of \$925,000.00 available to the Grantee.

The Grantee agrees to abide by the following:

ARTICLE I. HUD Requirements.

The Grantee agrees to comply with the following requirements for which HUD has enforcement responsibility.

- A. The grant funds will only be used for activities described in the application, which is incorporated by reference and made part of this Agreement as may be modified by Article VII (A) of this Grant Agreement.
- B. **EQUAL OPPORTUNITY REQUIREMENTS**
The grant funds must be made available in accordance with the following:
 - 1. For projects involving housing, the requirements of the Fair Housing Act (42 U.S.C. 3601-20) and implementing regulations at 24 CFR Part 100; Executive Order 11063 (Equal Opportunity in Housing) and implementing regulations at 24 CFR Part 107.
 - 2. The requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) (Nondiscrimination in Federally Assisted Programs) and implementing regulations issued at 24 CFR Part 1.

3. The prohibitions against discrimination on the basis of age under the Age Discrimination Act of 1975 (42 U.S.C. 6101-07) and implementing regulations at 24 CFR Part 146, and the prohibitions against discrimination against handicapped individuals under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and implementing regulations at 24 CFR Part 8.
 4. The requirements of 24 CFR 5.105(a) regarding equal opportunity as well as the requirements of Executive Order 11246 (Equal Employment Opportunity) and the implementing regulations issued at 41 CFR Chapter 60.
 5. For those grants funding construction covered by 24 CFR 135, the requirements of section 3 of the Housing and Urban Development Act of 1968, (12 U.S.C. 1701u) which requires that economic opportunities generated by certain HUD financial assistance shall, to the greatest extent feasible, be given to low- and very low-income persons and to businesses that provide economic opportunities for these persons.
 6. The requirements of Executive Orders 11625 and 12432 (concerning Minority Business Enterprise), and 12138 (concerning Women's Business Enterprise). Consistent with HUD's responsibilities under these Orders, the Grantee must make efforts to encourage the use of minority and women's business enterprises in connection with grant funded activities. See 24 CFR Part 85.36(e) , which describes actions to be taken by the Grantee to assure that minority business enterprises and women business enterprises are used when possible in the procurement of property and services.
 7. Where applicable, Grantee shall maintain records of its efforts to comply with the requirements cited in Paragraphs 5 and 6 above.
- C. The Grantee agrees to assume all of the responsibilities for environmental review and decision making and actions, as specified and required in regulations issued by the Secretary pursuant to the Multifamily Housing Property Disposition Reform Act of 1994 and published in 24 CFR Part 58.

- D. Administrative requirements of OMB Circular A-133 "Audits of States, Local governments and Non-Profit Organizations."
- E. For State and Local Governments, the Administrative requirements of 24 CFR Part 85, including the procurement requirements of 24 CFR Part 85.36; and the requirements of OMB Circular A-87 regarding Cost Principles for State and Local Governments. For Non-Profits, the Administrative requirements of 24 CFR Part 84, including the procurement requirements of 24 CFR Part 84.40, and OMB Circular A-122 regarding Cost Principles for Non-Profit Institutions. For Institutions of Higher Education the applicable OMB Circular regarding Cost Principles is A-21.
- F. The regulations at 24 CFR Part 87, related to lobbying, including the requirement that the Grantee obtain certifications and disclosures from all covered persons.
- G. Restrictions on participation by ineligible, debarred or suspended persons or entities as described in Executive Order 12549 and at CFR 24 Part 5.105(c).
- H. The Uniform Relocation Act as implemented by regulations at 49 CFR Part 24.
- I. The Grantee will comply with all accessibility requirements under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and implementing regulations at 24 CFR Part 8, where applicable.

ARTICLE II. Conditions Precedent to Draw Down.

The Grantee may not draw down grant funds until the following actions have taken place:

- A. The Grantee and HUD have executed a contract.
- B. The Grantee has received and approved any certifications and disclosures required by 24 CFR 87.100 concerning lobbying and by 24 CFR 24.510(b) regarding ineligibility, suspension and debarment.
- C. Any other preconditions listed in Article VII (C) of this Grant Agreement.

ARTICLE III. Draw Downs.

- A. A request by the Grantee to draw down grant funds under the Voice Response Access system or any other payment system constitutes a representation by the Grantee that it and all participating parties are complying with the terms of this Grant Agreement.
- B. The Grantee will be paid on an advance basis provided that the Grantee minimizes the time elapsing between transfer of the grant funds and disbursement for project purposes and otherwise follows the requirements of 24 CFR Part 85 and Treasury Circular 1075 (31 CFR Part 205).
- C. Before the Grant Agreement is signed, the Grantee may incur cost for activities which are exempt from environmental review under 24 CFR Part 58 and may charge the costs to the grant.

ARTICLE IV. Progress Reports.

The Grantee shall submit to the Grant Officer a progress report every six months after the effective date of the Grant Agreement. Progress reports shall include reports on both performance and financial progress and shall conform with 24 CFR 85.40 and 85.41 or 24 CFR Sections 84.50 through 84.53, as applicable. Additional information required or increased frequency of reporting as may be described in Article VII (C).

- A. The performance reports must contain the information required under 24 CFR Part 85.40(b) (2) or 24 CFR Part 84.51(a), as applicable including a comparison of actual accomplishment to the objectives indicated in the approved application, the reasons for slippage if established objectives were not met, and additional pertinent information including explanation of significant cost overruns.
- B. Financial reports shall be submitted on Standard Form 269 and the following: for construction costs, form 271; for non-construction costs, a breakdown in costs similar to the line items in the application budget.
- C. No grant payments will be approved for projects with overdue progress reports.

ARTICLE V. Project Close-out.

- A. The Grantee shall initiate project close-out within 30 days of project completion by submitting to HUD the Financial Status Report. (Form 269A). Grantee shall indicate in Block 12 of SF 269A: "Ready to initiate project close-out." HUD will then send close-out documents to the Grantee. At HUD's option, the Grantee may delay initiation of project close-out until the resolution of any HUD monitoring findings. If HUD exercises this option the Grantee must promptly resolve the findings.
- B. The Grantee recognizes that the close-out process may entail a review by HUD to determine compliance with the Grant Agreement by the Grantee and all participating parties. The Grantee agrees to cooperate with any review in any way possible, including making available records requested by HUD and the project for on-site HUD inspection.
- C. Within 90 days of project completion, the Grantee shall provide to HUD the following documentation., in the format approved by HUD.
 - 1. A Certification of Project Completion.
 - 2. A Grant Close-out Agreement.
 - 3. A final financial report giving the amount and types of project costs charged to the grant (that meet the allowability and allocability requirements of OMB Circular A-122 or A-87 as applicable, including the "necessary and reasonable" standard); a certification of the costs; and the amounts and sources of other project funds.
 - 4. A final performance report providing a comparison of actual accomplishments with each of the project commitments and objectives in the approved application, the reasons for slippage if established objectives were not met and additional pertinent information including explanation of significant cost overruns.
- D. The Grantee agrees that the grant funds are allowable only to the extent that the project costs, meeting the standard of OMB Circular A-122. A-87 or A-21 as applicable, equal the grant amount plus other sources of project funds provided.

- E. When HUD has determined that the grant funds are allowable, the activities were completed as described by the Grant Agreement, and all Federal requirements were satisfied, HUD and the Grantee will sign the Close-out Agreement.

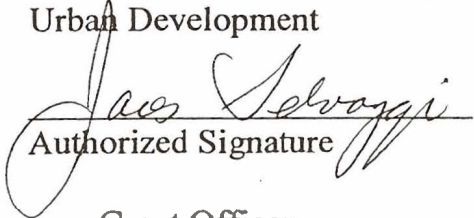
ARTICLE VI. Default.

A default under this Grant Agreement shall consist of using grant funds for a purpose other than as authorized by this Agreement, any noncompliance with legislative, regulatory, or other requirements applicable to the Agreement, any other material breach of this Agreement, or any material misrepresentation in the application submissions.

ARTICLE VII. Additional Provisions.

- A. Project Description. The project is as described in the application with the following changes: NONE
- B. Changes or Clarification to the Application Related to Participating Parties: NONE
- C. Special Conditions: The grantee shall carry out such environmental review procedures as are recommended by the HUD Oregon State Office - environmental officer, prior to HUD's release of grant funds.

U.S. Department of Housing and
Urban Development


Authorized Signature


Grant Officer

Title

Date

9/20/02

University of Idaho


Authorized Signature

Assistant VP Financial Administration
Title

Date

12/29/02

Assistance Award/Amendment

U.S. Department of Housing
and Urban Development
Office of Administration



1. Assistance Instrument <input type="checkbox"/> Cooperative Agreement <input checked="" type="checkbox"/> Grant		2. Type of Action <input checked="" type="checkbox"/> Award <input type="checkbox"/> Amendment	
3. Instrument Number B-00-SP-ID-0116	4. Amendment Number	5. Effective Date of this Action 9/20/02	6. Control Number
7. Name and Address of Recipient University of Idaho 111 Morrill Hall Moscow, ID 83844-3010 EIN: 82-60000945		8. HUD Administering Office Community Planning and Development	
10. Recipient Project Manager		8a. Name of Administrator	8b. Telephone Number
11. Assistance Arrangement <input type="checkbox"/> Cost Reimbursement <input type="checkbox"/> Cost Sharing <input checked="" type="checkbox"/> Fixed Price		9. HUD Government Technical Representative Janice Smith (202) 708-3434	
12. Payment Method <input type="checkbox"/> Treasury Check Reimbursement <input type="checkbox"/> Advance Check <input checked="" type="checkbox"/> Automated Clearinghouse		13. HUD Payment Office Chief Financial Officer	
14. Assistance Amount		15. HUD Accounting and Appropriation Data	
Previous HUD Amount \$		15a. Appropriation Number	15b. Reservation number
HUD Amount this action \$925,000		860/20162 Year 2000	EID-00-
Total HUD Amount \$925,000		Amount Previously Obligated	\$
Recipient Amount \$		Obligation by this action	\$925,000
Total Instrument Amount \$925,000		Total Obligation	\$925,000

16. Description

This FY 2000 EDI-Special Project grant will be used for start up costs to develop technology transfer and business development with Idaho.

This award consists of the following items which are appended to and hereby made parts of this Award:

- (A) Cover Page - HUD Form 1044
- (B) Grant Agreement

17. <input checked="" type="checkbox"/> Recipient is required to sign and return three (3) copies of this document to the HUD Administering Office		18. <input type="checkbox"/> Recipient is not required to sign this document.	
19. Recipient (By Name) Jerry Wallace		20. HUD (By Name) James Seivaggi	
Signature & Title  Vice President for Finance and Admin.	Date (mm/dd/yyyy) 12/29/00	Signature & Title  National EDI-SP Manager	Date (mm/dd/yyyy) 9/20/02

form HUD-1044 (8/90)
ref. Handbook 2210.17

THIS PAGE INTENTIONALLY LEFT BLANK

FY 2001 EDI-SPECIAL PROJECT NO. B-01-SP-ID-0172
GRANT AGREEMENT

This Grant Agreement between the Department of Housing and Urban Development (“HUD”) and University of Idaho (the “Grantee”) is made pursuant to the authority of Public Law 106-377 (the FY 2001 Appropriations Act for HUD and other agencies) and House Report 106-988 (the Conference Report on the Appropriations Act). The grant was reduced by 0.22% pursuant to the FY 2001 Omnibus Consolidated and Emergency Appropriations Act (PL 106-554), which mandated a government wide rescission. The Grantee’s application package, as may be amended by the provisions of this Grant Agreement, is hereby incorporated into this Agreement.

In reliance upon and in consideration of the mutual representations and obligations hereunder, HUD and the Grantee agree as follows:

Subject to the provisions of the Grant Agreement, HUD will make grant funds in the amount of \$ 1,017,756.00 available to the Grantee.

The Grantee agrees to abide by the following:

ARTICLE I. HUD Requirements.

The Grantee agrees to comply with the following requirements for which HUD has enforcement responsibility.

- A. The grant funds will only be used for activities described in the application, which is incorporated by reference and made part of this Agreement as may be modified by Article VII (A) of this Grant Agreement.
- B. **EQUAL OPPORTUNITY REQUIREMENTS**
The grant funds must be made available in accordance with the following:
 1. For projects involving housing, the requirements of the Fair Housing Act (42 U.S.C. 3601-20) and implementing regulations at 24 CFR Part 100; Executive Order 11063 (Equal Opportunity in Housing) and implementing regulations at 24 CFR Part 107.
 2. The requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) (Nondiscrimination in Federally Assisted Programs) and implementing regulations issued at 24 CFR Part 1.

3. The prohibitions against discrimination on the basis of age under the Age Discrimination Act of 1975 (42 U.S.C. 6101-07) and implementing regulations at 24 CFR Part 146, and the prohibitions against discrimination against handicapped individuals under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and implementing regulations at 24 CFR Part 8.
 4. The requirements of 24 CFR 5.105(a) regarding equal opportunity as well as the requirements of Executive Order 11246 (Equal Employment Opportunity) and the implementing regulations issued at 41 CFR Chapter 60.
 5. For those grants funding construction covered by 24 CFR 135, the requirements of section 3 of the Housing and Urban Development Act of 1968, (12 U.S.C. 1701u) which requires that economic opportunities generated by certain HUD financial assistance shall, to the greatest extent feasible, be given to low- and very low-income persons and to businesses that provide economic opportunities for these persons.
 6. The requirements of Executive Orders 11625 and 12432 (concerning Minority Business Enterprise), and 12138 (concerning Women's Business Enterprise). Consistent with HUD's responsibilities under these Orders, the Grantee must make efforts to encourage the use of minority and women's business enterprises in connection with grant funded activities. See 24 CFR Part 85.36(e) , which describes actions to be taken by the Grantee to assure that minority business enterprises and women business enterprises are used when possible in the procurement of property and services.
 7. Where applicable, Grantee shall maintain records of its efforts to comply with the requirements cited in Paragraphs 5 and 6 above.
- C. The Grantee agrees to assume all of the responsibilities for environmental review and decision making and actions, as specified and required in regulations issued by the Secretary pursuant to the Multifamily Housing Property Disposition Reform Act of 1994 and published in 24 CFR Part 58.
- D. Administrative requirements of OMB Circular A-133 "Audits of States,

Local governments and Non-Profit Organizations.”

- E. For State and Local Governments, the Administrative requirements of 24 CFR Part 85, including the procurement requirements of 24 CFR Part 85.36, and the requirements of OMB Circular A-87 regarding Cost Principles for State and Local Governments. For Non-Profits, the Administrative requirements of 24 CFR Part 84, including the procurement requirements of 24 CFR Part 84.40, and OMB Circular A-122 regarding Cost Principles for Non-Profit Institutions. For Institutions of Higher Education the applicable OMB Circular regarding Cost Principles is A-21.
- F. The regulations at 24 CFR Part 87, related to lobbying, including the requirement that the Grantee obtain certifications and disclosures from all covered persons.
- G. Restrictions on participation by ineligible, debarred or suspended persons or entities as described in Executive Order 12549 and at CFR 24 Part 5.105(c).
- H. The Uniform Relocation Act as implemented by regulations at 49 CFR Part 24.
- I. The Grantee will comply with all accessibility requirements under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and implementing regulations at 24 CFR Part 8, where applicable.

ARTICLE II. Conditions Precedent to Draw Down.

The Grantee may not draw down grant funds until the following actions have taken place:

- A. The Grantee and HUD have executed a contract.
- B. The Grantee has received and approved any certifications and disclosures required by 24 CFR 87.100 concerning lobbying and by 24 CFR 24.510(b) regarding ineligibility, suspension and debarment.
- C. Any other preconditions listed in Article VII (C) of this Grant Agreement.

ARTICLE III. Draw Downs.

A request by the Grantee to draw down grant funds under the Voice Response Access system or any other payment system constitutes a representation by the Grantee that it and all participating parties are complying with the terms of this Grant Agreement.

- B. The Grantee will be paid on an advance basis provided that the Grantee minimizes the time elapsing between transfer of the grant funds and disbursement for project purposes and otherwise follows the requirements of 24 CFR Part 85 and Treasury Circular 1075 (31 CFR Part 205).
- C. Before the Grant Agreement is signed, the Grantee may incur cost for activities which are exempt from environmental review under 24 CFR Part 58 and may charge the costs to the grant.

ARTICLE IV. Progress Reports.

The Grantee shall submit to the Grant Officer a progress report every six months after the effective date of the Grant Agreement. Progress reports shall include reports on both performance and financial progress and shall conform with 24 CFR 85.40 and 85.41 or 24 CFR Sections 84.50 through 84.53, as applicable. Additional information required or increased frequency of reporting as may be described in Article VII (C).

- A. The performance reports must contain the information required under 24 CFR Part 85.40(b) (2) or 24 CFR Part 84.51(a), as applicable including a comparison of actual accomplishment to the objectives indicated in the approved application, the reasons for slippage if established objectives were not met, and additional pertinent information including explanation of significant cost overruns.
- B. Financial reports shall be submitted on Standard Form 269A and a breakdown in costs similar to the line items in the application budget.
- C. No grant payments will be approved for projects with overdue progress reports.

ARTICLE V. Project Close-out.

- A. The Grantee shall initiate project close-out within 30 days of project

completion by submitting to HUD the Financial Status Report. (Form 269A). Grantee shall indicate in Block 12 of SF 269A: "Ready to initiate project close-out." HUD will then send close-out documents to the Grantee. At HUD's option, the Grantee may delay initiation of project close-out until the resolution of any HUD monitoring findings. If HUD exercises this option the Grantee must promptly resolve the findings.

- B. The Grantee recognizes that the close-out process may entail a review by HUD to determine compliance with the Grant Agreement by the Grantee and all participating parties. The Grantee agrees to cooperate with any review in any way possible, including making available records requested by HUD and the project for on-site HUD inspection.
- ~~C. Within 90 days of project completion, the Grantee shall provide to HUD the following documentation., in the format approved by HUD.~~
 - 1. A Certification of Project Completion (provided by HUD).
 - 2. A Grant Close-out Agreement (provided by HUD).
 - 3. A final financial report giving the amount and types of project costs charged to the grant (that meet the allowability and allocability requirements of OMB Circular A-122 or A-87 as applicable, including the "necessary and reasonable" standard); a certification of the costs; and the amounts and sources of other project funds.
 - 4. A final performance report providing a comparison of actual accomplishments with each of the project commitments and objectives in the approved application, the reasons for slippage if established objectives were not met and additional pertinent information including explanation of significant cost overruns.
- D. The Grantee agrees that the grant funds are allowable only to the extent that the project costs, meeting the standard of OMB Circular A-122, A-87 or A-21 as applicable, equal the grant amount plus other sources of project funds provided.
- E. When HUD has determined that the grant funds are allowable, the activities were completed as described by the Grant Agreement, and all Federal requirements were satisfied, HUD and the Grantee will sign the Close-out Agreement.

ARTICLE VI. Default.

A default under this Grant Agreement shall consist of using grant funds for a purpose other than as authorized by this Agreement, any noncompliance with legislative, regulatory, or other requirements applicable to the Agreement, any other material breach of this Agreement, or any material misrepresentation in the application submissions.

ARTICLE VII. Additional Provisions.

A. Project Description. The project is as described in the application with the following changes: NONE

B. Changes or Clarification to the Application Related to Participating Parties:
None

C. Special Conditions: The grantee shall carry out such environmental review procedures as are recommended by Lisa Frack, Environmental Officer, Portland, OR telephone number (503) 326-2701 prior to HUD's release of grant funds.

U.S. Department of Housing and
Urban Development

University of Idaho

Authorized Signature

DAS

Title

Date


Authorized Signature

Vice President
Finance and Administration

Title

Date

7/29/03

Assistance Award/Amendment

U.S. Department of Housing
and Urban Development
Office of Administration

1. Assistance Instrument <input type="checkbox"/> Cooperative Agreement <input checked="" type="checkbox"/> Grant		2. Type of Action <input checked="" type="checkbox"/> Award <input type="checkbox"/> Amendment	
3. Instrument Number B-01-SP-ID-0172	4. Amendment Number	5. Effective Date of this Action	6. Control Number
7. Name and Address of Recipient University of Idaho Grants and Contracts, 414 Morrill Hall Moscow, ID 83844-3020 EIN: 82-60000945		8. HUD Administering Office Community Planning and Development	
10. Recipient Project Manager Robert R. Stiger (208) 282-7960		9. HUD Government Technical Representative (202) 708-3773 EXT. 4621 Gregory Lambert	
11. Assistance Arrangement <input type="checkbox"/> Cost Reimbursement <input type="checkbox"/> Cost Sharing <input checked="" type="checkbox"/> Fixed Price	12. Payment Method <input type="checkbox"/> Treasury Check Reimbursement <input type="checkbox"/> Advance Check <input checked="" type="checkbox"/> Automated Clearinghouse	13. HUD Payment Office Chief Financial Officer	
14. Assistance Amount		15. HUD Accounting and Appropriation Data	
Previous HUD Amount \$		15a. Appropriation Number 15b. Reservation number	
HUD Amount this action \$1,017,756.00		861/30162 Year 2001 EID-01-	
Total HUD Amount \$1,017,756.00		Amount Previously Obligated \$	
Recipient Amount \$		Obligation by this action \$1,017,756.00	
Total Instrument Amount \$1,017,756.00		Total Obligation \$1,017,756.00	

16. Description

This EDI-Special Project Grant will be used for construction of a Center for Science and Technology

This Award consists of the following items which are appended to and hereby made part of this Award:

- (A) Cover Page - HUD Form 1044
- (B) Grant Agreement

SPECIAL CONDITION:

The grantee shall carry out such environmental review procedures as are recommended by Lisa Frack, Environmental Officer Portland, OR telephone number ((503) 326-2701 prior to HUD's release of grant funds.

17. <input checked="" type="checkbox"/> Recipient is required to sign and return three (3) copies of this document to the HUD Administering Office		18. <input type="checkbox"/> Recipient is not required to sign this document.	
19. Recipient (By Name) Laura E. Hubbard		20. HUD (By Name) Donald P. Mains	
Signature & Title VP for Finance and Administration	Date (mm/dd/yyyy) 7/29/03	Signature & Title DAS for Economic Development	Date (mm/dd/yyyy)

Form HUD-1044 (8/90)

THIS PAGE INTENTIONALLY LEFT BLANK

LEASE AGREEMENT

BETWEEN

IDAHO STATE UNIVERSITY

AND

BATTELLE ENERGY ALLIANCE, LLC

FOR

THE CENTER FOR ADVANCED ENERGY STUDIES

ARTICLE 1 - DESCRIPTION OF PREMISES.....	41
ARTICLE 2 - TERM.....	42
ARTICLE 3 - OPTION TO EXTEND LEASE	42
ARTICLE 4 - PAYMENT	42
ARTICLE 5 – TITLE	43
ARTICLE 6 – APPLICABLE LAWS, CODES AND ORDINANCES	43
ARTICLE 7 – WARRANTY AS TO MECHANICAL EQUIPMENT AND UTILITIES	43
ARTICLE 8 - USE OF PREMISES	43
ARTICLE 9 - TERMINATION.....	44
ARTICLE 10 – COMMON AREAS AND ALTERATIONS TO PREMISES BY LESSOR.....	44
ARTICLE 11 - IMPROVEMENTS	45
ARTICLE 12 - ACCEPTANCE OF PREMISES.....	46
ARTICLE 13 - MAINTENANCE AND REPAIR.....	46
ARTICLE 14 - JANITORIAL SERVICES	48
ARTICLE 15 - ASSUMPTION OF RISK	48
ARTICLE 16 - LIENS	48
ARTICLE 17 - LIABILITY INSURANCE.....	48
ARTICLE 18 – PROPERTY INSURANCE	49
ARTICLE 19 - CONDEMNATION.....	49
ARTICLE 20 - DAMAGE OR DESTRUCTION.....	50
ARTICLE 21 - CLOSURE AND SURRENDER OF PREMISES	50
ARTICLE 22 - ACCESS TO PREMISES.....	50
ARTICLE 23 - INSTALLATION OF SIGNS	51
ARTICLE 24 - HOLDOVER	51
ARTICLE 25 – DISPUTES AND GOVERNING LAW.....	51
ARTICLE 26 - DEFAULT	51
ARTICLE 27 - LIMITATION OF LIABILITIES	52
ARTICLE 28 - NOTICES.....	52
ARTICLE 29 - WAIVER OF RIGHTS.....	52
ARTICLE 30 - TRANSFER OF OBLIGATION.....	53
ARTICLE 31 - HAZARDOUS SUBSTANCES TRACKING AND COMMUNICATION.....	53
ARTICLE 32 - ORDER OF PRECEDENCE	53
ARTICLE 33 - SHARED USE OF SPACE AND EQUIPMENT	53
ARTICLE 34 - ARTICLES INCORPORATED BY REFERENCE	53
ARTICLE 35 – EXAMINATION OF RECORDS	54
ARTICLE 36 – STATUS OF BATTELLE MEMORIAL INSTITUTE.....	54
ARTICLE 37 - ENTIRE AGREEMENT	55

LEASE AGREEMENT

THIS LEASE, made and entered into this day of _____, 2000 __, by and between the **IDAHO STATE UNIVERSITY** an institution of higher education and agency of the State of Idaho (Lessor), with the acknowledgment and consent of the University of Idaho and Boise State University, all three collectively referred to herein as the Idaho Universities Consortium, and **BATTELLE ENERGY ALLIANCE, LLC**, a limited liability company organized under the laws of the State of Delaware, the (Lessee or BEA) collectively referred to as the Parties.

WITNESSETH:

WHEREAS, BEA is the Management and Operating (**M&O**) contractor for the Idaho National Laboratory (**INL**) under Contract with the U.S. Department of Energy (**DOE**); and

WHEREAS, the Idaho State Legislature, through appropriation of funds for the design and ultimate construction of a facility that will contain the Center for Advanced Energy Studies (**CAES**) on at the Idaho Falls Center for Higher Education campus, has approved a facility to be jointly occupied by the Idaho Universities Consortium and BEA in a collaboration intended to foster the deployment of new technology beneficial to the residents of the state, to encourage further collaborative research between the Consortium and BEA, and to enhance educational offerings at the Idaho Falls Center for Higher Education campus;

WHEREAS, the Consortium contemplates the construction of a multipurpose building at the Idaho Falls Center for Higher Education campus in the City of Idaho Falls, Bonneville County, Idaho, which shall be designed and constructed through a joint collaboration between the Consortium and BEA; and

WHEREAS, BEA, with the intent of collaborating with the Consortium, is desirous of renting general office, and dry and wet laboratory space in the facility, and BEA is willing to lease said space upon the terms and conditions and for the purposes hereinafter set forth;

NOW, THEREFORE, it is agreed:

ARTICLE 1 - DESCRIPTION OF PREMISES

Lessor, for and in consideration of the rental payments herein provided and the covenants and agreements herein contained, hereby agrees to lease to Lessee approximately 29,250 gross square feet or 58.5% of the gross square feet of space located in the facility that will contain CAES (**Premises** or **Building**), as more fully described in Exhibit A, Description of Premises, and by this reference made a part hereof. The Parties agree that Lessee will make available to the Lessor its leased laboratory and class room

space on a non-interference basis and without cost; provided however, (1) such non-interference use by Lessor of Lessee's leased space must be pre-authorized in writing by Lessee's Director of the Center for Advanced Energy Studies, and (2) if Lessor's use of any of Lessee's leased space and associated equipment results in any damage (excluding reasonable wear and tear), Lessor agrees to reimburse Lessee for such damage. All parking areas provided for Lessee's use are included in and subject to the terms and conditions of this Lease.

ARTICLE 2 - TERM

A. The original term of this Lease shall be, subject to the provisions of Article 9 herein, for twenty (20) years beginning on the ____ day of _____, 200_ ("Effective Date") and expiring on the ____ day of _____, 202-.

B. The Effective Date of this Lease shall be amended by mutual agreement of the Parties signing a "COMMENCEMENT DATE AGREEMENT" (see Exhibit B).

C. The term "Beneficial Occupancy" means the time when the Lessor has met the requirements of the Lease in order to place the Premises in a condition of occupancy by the Lessee and the Lessor has received a "Certificate of Occupancy" from the City of Idaho Falls.

ARTICLE 3 - OPTION TO EXTEND LEASE

The Lessee shall have the option to extend this Lease for six (6) additional five (5) year terms for up to thirty (30) additional years, provided that Lessee is not in default hereunder at the time of extension or on the date of expiration of the original or any succeeding terms hereof. Lessee shall give notice of intent to extend the Lease and such extension shall be automatic unless notice is given by Lessee to Lessor of intent to terminate the Lease at least six (6) months prior to the expiration of the original or any succeeding terms hereof. The base rent for any such extension shall be negotiated by the Lessor and the Lessee prior to the beginning of each renewal term. The negotiation will take into consideration that (i) the bond financing will have been paid off by the Lessee, (ii) the need for additional capital improvements, and (iii) Lessee's leasing of 58.5% of the square footage of the Facility but paying for 50%, together with Lessee's making available to Lessor its laboratory and classroom space as provided in Article 1.

ARTICLE 4 - PAYMENT

A. **Base Rent** - The Lessee covenants and agrees to pay Lessor as rental for said Premises a base monthly rental rate of \$XXX. The "amount necessary to provide the proceeds to pay the portion of the construction costs of the Premises which exceeds the previous proceeds provided to construct the Premises" will include all issuance costs as charged by the Office of the State Treasurer, and all interest on an amount not to exceed \$_____ capitalized from the date of issuance to a date no more than six

months beyond the date scheduled for completion of the project. Rent shall be due on the fifth business day of each month, payable in arrears.

B. Service Rent – In addition to the Base Rent, the Lessee shall pay a pro rata share (based on percentage of facility occupied) of all actual maintenance and operations costs, utilities, parking (if charged in the future), applicable taxes on the facility or its operation, and insurance (subject to change) on an annual basis. Such monthly payment shall be based initially on one twelfth (1/12) of the estimated annual cost, with payment due at the same time as the base rent, and the service rent subsequently being adjusted to actual annual cost within sixty (60) days after the end of each Lessor fiscal year. If the actual cost was less than the amount that the Lessee paid, such excess shall be allowed as a credit against the service rent charges next coming due or if at the end of the Lease such excess repaid to Lessee.

ARTICLE 5 – TITLE

The Lessor warrants it has title to the premises, or sufficient interest and rights in the premises to guarantee the Lease with no interference to the Lessee's rights of possession under the Lease. Should the Lessee suffer any damages or expenses as the result of any defect in the Lessor's title or rights and interests in the premises, the Lessor shall reimburse the Lessee for all such damages or expenses.

ARTICLE 6 – APPLICABLE LAWS, CODES AND ORDINANCES

The Lessor, as part of the Lease consideration, agrees to comply with all applicable laws, codes, ordinances, rules, regulations and requirements of all federal, state and municipal governments and their appropriate departments, commission, boards and officials applicable to the ownership and establishment of the premises and at its own expense, to obtain all necessary permits and related items. The Lessee agrees to comply with all laws, codes, ordinances, rules, regulations and requirements of all federal, state and municipal governments and their appropriate departments, commissions, boards and officials applicable to its tenancy and use of the said premises.

ARTICLE 7 – WARRANTY AS TO MECHANICAL EQUIPMENT AND UTILITIES

The Lessor warrants that the mechanical equipment and utilities will be in good serviceable and proper operating condition on the Commencement Date, and agrees it will maintain the equipment and utilities and perform regular preventative maintenance on all equipment and devices as recommended by the original equipment manufacturer during the Lease term, and any extension periods of this Lease. The equipment and utilities include all plumbing, heating, cooling systems, and electrical and mechanical devices and fixtures.

ARTICLE 8 - USE OF PREMISES

- A. Lessee agrees that the Premises are to be used as laboratory facilities and associated offices for the prior written consent of the Lessor. Lessee shall not allow Lessee's use of the Premises in a manner which would increase insurance premiums (unless Lessee pays the increased premium through service rent) or for any illegal purpose.
- B. Lessor shall provide Lessee with written notice of Lessor's requirements imposed upon the Premises by Lessor's environmental permits applicable to CAES. Lessee shall ensure that all Lessee activities conducted on the Premises are in full compliance with Lessor's requirements contained in such written notification. In return, Lessor shall provide adequate advance notice and opportunity to comment upon any proposed change(s) to such environmental permits and shall cooperate fully with Lessee in making reasonable changes and accommodations with regard to such permits to facilitate Lessee's continued use of the Premises.
- C. Lessee shall cooperate with the Lessor in the Lessor's development of general CAES policies and procedures (i.e., hazardous chemicals handling and disposal, reporting and tracking, fitness for duty, safety, etc.) for the management and operation of CAES. Any subsequent modification or adjustment to such policies and procedures shall be in writing and shall be developed by Lessor in cooperation with Lessee. The Lessee, its agents, officers, employees, subcontractors, licensees, and invitees shall comply with CAES policies and procedures for the management and operation of CAES and the Premises. Failure to comply with such policies and procedures shall be grounds for default as set forth in Article 26, "Default".
- D. Lessor and Lessee agree that each Party will allow the other to use designated areas of the Premises on a basis that does not interfere with planned activities of the other Party.

ARTICLE 9 - TERMINATION

- A. **Termination by Lessee.** Lessee shall have the right upon at least 12 months' advance written notice to terminate this Lease for any reason.
- B. **BMI's Obligation.** If Lessee terminates this Lease under Article 9.A. of this Lease, the terms of Article 36 of this Lease shall apply effective the day after the last day of Lessee's occupation of the Premises.
- C. **Termination by Lessor.** Lessor may terminate this Lease during the original term under any one of the following circumstances: (i) as allowed in Article 20 of this Lease; (ii) as allowed in Article 21 of this Lease; (iii) as allowed in Article 27 of this Lease.

ARTICLE 10 – COMMON AREAS AND ALTERATIONS TO PREMISES BY LESSOR

A. The Lessee shall have nonexclusive use of all areas of CAES designated by the Lessor as common areas for the use generally of the tenants of CAES. The Lessor shall maintain the common areas in good condition.

B. Prior to the commencement of the original leasehold term, in order to ready the Premises for Beneficial Occupancy, the Lessor shall, at its own expense, complete the work that is necessary to establish Beneficial Occupancy as generally described in Exhibit B.

C. The Lessee has the right during the Lease term or any option or extension to make alterations or to attach fixtures and erect signs in or upon the Premises. The fixtures, alterations and/or signs placed in, upon or attached to the Premises are and remain the property of the Lessee or the Government and may be removed by the lessee prior to or upon the expiration of this Lease. At the option of Lessee, and with the written consent of Lessor, Lessee's improvements may be left on the Premises upon termination or expiration of the term or any option of this Lease. If left after Lessee vacates the Premises, the improvements become the property of the Lessor. If the improvements are removed by the Lessee, the Lessee agrees to restore the Premises to their condition prior to installation of Lessee's property, reasonable wear and tear excepted. Plans for structural change will be submitted to the Lessor for approval and approval will not be unreasonably withheld.

D. Title to property of the United States Government will not be affected by the incorporation of the property or its attachment to any property not owned by the Government. Government property will not become a fixture or lose its identity as personalty because of affixation to realty. Any damage to the premises caused by the removal of Government property will be repaired and restored by Lessee to its condition prior to attachment of government property, less normal wear and tear.

E. If major capital alterations or modifications are desired and mutually agreed upon the Lessor will provide them and a new rental rate will be negotiated to cover the cost of installation. Any real estate taxes or assessments, if any, resulting from capital improvement of the premises by Lessor are the responsibility of Lessor.

ARTICLE 11 - IMPROVEMENTS

A. After the commencement of any leasehold term, and at Lessee's own expense, the Lessee may make additions or improvements to the Premises after having obtained Lessor's prior written approval to do so. Lessor's concurrence of any additions or improvements shall eliminate any right to request restoration or removal upon termination of this Lease. Upon early termination or expiration of the respective leasehold term, all such improvements and additions, unless otherwise approved by the Lessor shall become the property of Lessor.

B. Lessee may, during any leasehold term, install in the Premises such furnishings, machinery, equipment and fixtures as Lessee deems necessary for its use of the

Premises, provided such furnishings, machinery, equipment, or fixtures do not materially damage the Premises, are not hazardous to other tenants or users of the property upon which the Premises are situated, are not in conflict with Lessor's permits or any other applicable regulatory requirements, and do not unduly interfere with any other tenant's use and enjoyment of their premises. Should Lessee's installation of any such furnishings, machinery, equipment and/or fixtures require service upgrades to the Premises to support the same, Lessee shall be responsible for all costs related to such service upgrades. During the respective leasehold term, the furnishings, machinery, equipment, and fixtures shall remain the personal property of the Lessee. Upon early termination or expiration of the respective leasehold term, if there is no default by the Lessee in the Lease, the Lessee shall have the right to remove all such furnishings, machinery, equipment and fixtures from the Premises regardless of whether this personal property is attached to the Premises by piping, wiring, bolts or otherwise. If so removed, Lessee shall repair any damage to Premises caused by the removal.

ARTICLE 12 - ACCEPTANCE OF PREMISES

The taking of possession of the Premises by the Lessee shall constitute an acknowledgment by Lessee that the Premises are in good and habitable condition and as represented by Lessor.

ARTICLE 13 - MAINTENANCE AND REPAIR

A. All matters regarding maintenance and repair of the Premises (and Common areas if applicable) shall be referred to:

Name: _____, Manager, Facilities Operations

Office Address:

Work Phone Number: (208)

Pager Number (208)

Home Address:

Emergency Phone Number:(208)

Said individual or his/her designee shall be available at all times to receive such contacts.

B. The Lessor shall provide and pay for maintenance, repair and replacement of the Premises, including the building interior, exterior, grounds, and all equipment, fixtures, and appurtenances furnished by the Lessor under this Lease in order to keep the same in good repair and habitable condition, except for damage resulting from willful abuse or negligence of the Lessee. The appropriate share of these expenses (based on percentage of the

facility occupied by Lessee) will be billed to Lessee in the service rent. The Lessor shall have the right to enter upon the Premises at reasonable times in order to inspect the same and to perform such maintenance and repair, as well as replacement, but this right shall be exercised in a manner that does not unreasonably interfere with Lessee's use of the Premises. Methodology used to establish maintenance requirements, future maintenance forecasts and actual maintenance performance records as may be reasonably available will be made available to Lessee upon request.

C. Maintenance, repair, and replacement services by the Lessor, in accordance with Paragraph B, will be coordinated with Lessee, and will include but not be limited to the following:

1. Snow removal and ice control in parking areas and sidewalks;
2. Painting of interior and exterior of the building as reasonably required for maintenance;
3. Scheduled routine preventive maintenance of existing building mechanical, electrical and heating, ventilation, and air conditioning (HVAC) systems;
4. Repair or replacement of existing building mechanical, electrical and HVAC systems caused by wear and tear during ordinary use of these systems. This includes required relamping of interior and exterior light fixtures;
5. Grounds maintenance including grass, tree, and shrub care and clean-up plus maintenance and repair of automatic underground sprinkler system;
6. Pest control on interior (sprays will not be used on interiors) and exterior of building as needed to control ants, insects, rodents, or other common pests to maintain the Premises in habitable condition. Lessor shall give Lessee advance notice before spraying or applying chemicals to provide control of any and all pests;
7. Replacement/repair of exterior and interior worn or failed structural components;
8. Replacement of carpet and drapes and/or blinds as needed and as mutually agreed to by the Parties. Replacements should be color coordinated with the existing draperies and/or blinds and floor coverings;
9. Perform or have performed all necessary inspections, periodic testing, and maintenance of elevators, fire extinguishers, fire alarm, and fire preventive equipment and systems in accordance with applicable laws, regulations and warranties;
10. Facility system outages under the control of Lessor, of any duration, affecting the Premises, will not be initiated by the Lessor without notification and concurrence of the Lessee at least 48 hours in advance of such outage;
11. In the event Lessor learns that a fire suppression or detection system is out of service, Lessor shall notify Lessee and provide a manned fire watch during non-working hours. The fire watch shall be performed on a minimum frequency of every two (2) hours; and
12. Lessor shall be responsible to maintain an acceptable temperate range for the Building. This range shall be 68 degrees F to 78 degrees F during normal working hours.

ARTICLE 14 - JANITORIAL SERVICES

A. Lessor shall provide and pay for all janitorial services for common use areas, and shall keep those portions of the Premises in good and habitable condition. The appropriate share of these expenses (based on percentage of the facility occupied by Lessee) will be billed to Lessee in the service rent.

ARTICLE 15 - ASSUMPTION OF RISK

A. Lessor shall not be responsible for any injuries or damages incurred by Lessee, its agents, officers, employees, invitees or licensees arising from acts or omissions of any co-tenants or from any cause other than the negligence or willful misconduct of Lessor or its employees.

B. Lessor shall take reasonable measures to maintain the Premises in safe and habitable condition and shall be responsible for injuries or damages incurred by Lessee, its agents, officers, employees, invitees or licensees arising out of or resulting from, and to the extent of, the negligence or willful misconduct of Lessor or its employees. Lessee shall be responsible for occupying and utilizing the space leased hereunder in a safe manner and shall be responsible for injuries or damages incurred by Lessor, its agents, officers, employees, invitees or licensees arising out of or resulting from, and to the extent of, the negligence or willful misconduct of Lessee or its employees.

ARTICLE 16 - LIENS

Each Party shall keep the Premises and the property on which the Premises are situated, free from any liens or encumbrances arising out of any work performed, materials furnished or obligations incurred by that Party. If any such lien is filed against the building, Lessee's leasehold interest or Lessor, the Party responsible for incurring such lien shall cause the same to be discharged within twenty (20) days after the date of filing the same.

ARTICLE 17 - LIABILITY INSURANCE

A. Lessee shall provide and maintain at its sole cost and expense the following minimum insurance coverage throughout the original term of the Lease and any extensions thereof:

1. Comprehensive or Commercial Form General Liability Insurance (contractual liability included) in the minimum amount of five million dollars (\$5,000,000) per occurrence, and with an aggregate limit of not less than one million dollars (\$1,000,000);
2. Workers compensation insurance in accordance with the laws of the state of Idaho;
3. Comprehensive business automobile liability insurance, including operation of owned, scheduled, non-owned, and hired automobiles, covering bodily injury and property damage with a

combined single limit of not less than five million dollars
(\$5,000,000) per occurrence;

B. All insurance required hereunder shall be maintained in full force and effect through a company or companies reasonably satisfactory to Lessor. All insurance required under paragraphs A.1 and A.3, above, shall name (the State of Idaho and the Idaho State Board of Education, in its capacity as an executive department of state government, and in its capacity as the board of regents of the University of Idaho, the Board of Trustees of Boise State University, and the Board of Trustees of Idaho State University, and each of their respective officers, employees, agents, and assigns (all of whom are collectively referred to as the **University Insureds**) as additional insureds), and shall contain a clause requiring written notice to Lessor thirty (30) days in advance of the cancellation, non-renewal, or material modification of said insurance as evidenced by return receipt of United States certified mail; provided, however, that Lessee's insurance shall name the University Insureds as additional insureds solely with regard to claims arising out of the Lessee's use of the Premises under this Lease; and provided further that nothing in this paragraph B shall be construed to extend Lessee's insurance policies to any of the University Insureds with regard to any claims that arise out of or result from the sole actions/inactions of the University Insureds. Coverage on a claims made basis shall survive for a period of not less than three (3) years after termination of this Lease. Certificates of insurance evidencing compliance with this Article shall be supplied contemporaneously to Lessor with the execution and delivery of this Lease. Said certificates shall evidence compliance with all sections of this Article.

ARTICLE 18 – PROPERTY INSURANCE

The Lessor shall provide and maintain property and casualty insurance on the Building, insuring the Building against damage or loss as a result of fire or other natural casualty; provided, however, that Lessee shall pay its pro rata share of such cost of insurance as part of the Service Rent. Lessor shall not provide personal property insurance on any of Lessee's personal property used, stored or otherwise situated within the Building, and Lessee shall bear all responsibility for any damage or loss to said personal property, regardless of the cause.

ARTICLE 19 - CONDEMNATION

In the event that an authority superior to the Lessor, such as the State of Idaho or the United States of America should condemn the Premises of the CAES facility for public use, whether the right condemned shall consist of the fee title or interest less than fee simple but of such nature as to render operations by the Lessee impractical or unfeasible, then this Lease shall forthwith terminate, without any further obligation by Lessee or BMI under any provision of this Lease. Lessor shall not be obligated in any way to Lessee as a result of such condemnation, except to pay to Lessee any sums actually paid to Lessor by the condemning authority for rent paid by Lessee but not yet earned by Lessor, or for leasehold improvements owned by Lessee. Lessee shall be responsible for recovering any damages to which Lessee is legally entitled directly from the condemning authority.

ARTICLE 20 - DAMAGE OR DESTRUCTION

A. If the Premises are damaged or destroyed by fire or any cause other than an act or omission of Lessee, its employees, agents, invitees, or licensees, Lessor shall restore the Premises, except for such fixtures, improvements and alterations as are installed by Lessee, as nearly as practicable to their condition immediately prior to such damage or destruction. Lessee, at Lessee's expense, may so restore all such fixtures, improvements, and alterations installed by the Lessee. Lessor, at Lessee's expense, shall so restore the Premises with respect to all damage caused by any act or omission of Lessee, its employees, agents, invitees or licenses, and Lessee agrees to reimburse Lessor upon demand for all sums expended for such restoration. The obligations to restore provided in this paragraph shall be subject to Lessor's termination rights provided below. Any restoration shall be promptly commenced and diligently prosecuted, subject to availability of funds, and to the terms and conditions of any applicable bond purchase or related agreement. Lessor shall not be liable for any consequential damages by reason of any such damage or destruction.

B. Notwithstanding any of the foregoing provisions of this Article, in the event the Premises shall be destroyed or damaged to such an extent that Lessor deems that it is not economically feasible to restore the same, then Lessor may terminate this Lease as of the date of the damage or destruction by giving the Lessee notice to that effect. Upon such termination, neither Lessee nor BMI shall have any further obligation to Lessee under any provision of this Lease.

C. If Lessor undertakes to restore the Premises as provided within this Article, then commencing with the date of the damage or destruction and continuing throughout the period of restoration, the Service Rent for the Premises shall be abated for such period in the same proportion as the untenable portion of the Premises bears to the whole thereof, except that there shall be no abatement to the extent that any such damage or destruction is caused by any act or omission of the Lessee, its employees, agents, invitees or licensees.

ARTICLE 21 - CLOSURE AND SURRENDER OF PREMISES

Subject to the covenants and conditions set forth within this Lease, Lessee, at the expiration or sooner termination of this Lease, shall quit and surrender the Premises in good, neat, clean and sanitary condition, except for reasonable wear and tear, and damage not caused by acts or omissions by Lessee, its employees, agents, invitees or licensees.

ARTICLE 22 - ACCESS TO PREMISES

Lessee will allow Lessor free access at all reasonable times to said Premises for the purpose of inspection and to fulfill any of Lessor's obligations under this Lease. Lessor

shall have the right to place and maintain "For Rent" signs in a conspicuous place on said Premises for ninety (90) days prior to expiration of this Lease.

ARTICLE 23 - INSTALLATION OF SIGNS

Lessee will not cause or permit the display of any sign, notice or advertisement in or about the Premises without Lessor's prior written consent, which shall not be unreasonably withheld, except as may be required by law.

ARTICLE 24 - HOLDOVER

If Lessee lawfully holds over after the expiration of the term of this Lease, such tenancy shall be a month to month tenancy. During such tenancy Lessee agrees to pay Lessor the same rates as the just expired term, and to be bound by all the applicable terms, covenants and conditions herein specified. Such tenancy may be terminated by either Party upon giving thirty (30) days prior written notice to the other Party.

ARTICLE 25 – DISPUTES AND GOVERNING LAW

A. Pending resolution of a disputed matter, the Parties shall continue performance of their respective obligations pursuant to this Lease. Disputes regarding any factual matter relating to this Lease shall be discussed by the Parties' authorized representatives who shall use their reasonable efforts to amicably and promptly resolve the dispute. If the authorized representatives are unable to resolve any controversy or claim arising out of or relating to this Lease, or the breach thereof, the Parties agree that the controversy or claim shall be submitted to mediation by a mediator satisfactory to both Parties.

B. This Lease shall be governed by the law of the State of Idaho.

ARTICLE 26 - DEFAULT

A. If any rents reserved, or any part thereof, shall be and remain unpaid when the same shall become due, or if Lessee shall violate or default in any of the covenants and agreements herein contained, then the Lessor may terminate this Lease upon giving thirty (30) days prior notice, and re-enter and take possession of said Premises. Notwithstanding such re-entry by Lessor, the liability of Lessee for the base rent, service rent, and leasehold tax provided herein shall not be extinguished for the balance of the term of the Lease. Lessee shall continue to pay the base rent, service rent, and leasehold tax, as they become due, and covenants and agrees to make good to the Lessor any deficiency arising after re-entry and re-letting of the Premises at a lesser rental than herein agreed to. The Lessee shall pay such deficiency each month as the amount thereof is ascertained by the Lessor.

B. The rights and remedies of the Lessor in this Article are in addition to any other rights or remedies provided by law and under this Lease.

ARTICLE 27 - LIMITATION OF LIABILITIES

A. Neither Party shall be liable to the other Party for indirect, consequential, or special damages whether based on tort, contract, strict liability or other legal or equitable theory or action.

B. Neither Party shall be liable under this Lease for, or be considered to be in material breach or default under this Lease on account of any delay in or failure of performance due to Force Majeure. Force Majeure is defined as any event, cause or condition beyond a party's reasonable control (such events, causes or conditions include but are not limited to: fire, flood, earthquake, volcanic activity, wind, and other acts or the elements; court order and act or failure to act of civil, military or governmental authority; strike, lockout and other labor disputes; riot, insurrection, sabotage and war; breakdown of or damage to facilities or equipment; and any act or omission of any person or entity except an act or omission of such party or of such party's contractors or suppliers of any tier or anyone acting on behalf of such party that is within the reasonable control of such party or of such party's contractors or suppliers of any tier acting on behalf of such party), which prevents or delays the party claiming the Force Majeure from performing its obligations under this Lease; provided, however, that any party claiming Force Majeure shall be entitled to a delay only to the extent, despite the exercise of due diligence, it is unable to overcome the effects of the Force Majeure event. In the event of Force Majeure, the time for performance thereby delayed shall be extended by a period of time reasonably necessary to compensate for such delay. Nothing in this paragraph shall require either party to settle any strike, lockout or other labor dispute. Each party shall give the other party prompt written notice of any event it considers to be a Force Majeure.

ARTICLE 28 - NOTICES

All notices, demands, and requests to be given by either party to the other shall be in writing and served either personally or sent by United States mail, postage pre-paid, to the addresses below or such other addresses as may be designated by the parties from time to time:

TO LESSOR at:	Vice President for Business Affairs Idaho State University P.O. Box Pocatello, ID
TO LESSEE at:	BEA Attention: Director, Supply Chain Management P.O. Box 1625 Idaho Falls, ID 83415

ARTICLE 29 - WAIVER OF RIGHTS

The failure of either Party to insist upon strict performance of any of the covenants and agreements of this Lease, or to exercise any option or right herein conferred, shall not be construed to be a waiver or relinquishment of any such option or right, or any other covenants or agreements, but the same shall be and remain in full force and effect.

ARTICLE 30 - TRANSFER OF OBLIGATION

The covenants and agreements of this Lease shall be binding upon the heirs, legal representatives, successors and agreed assigns of any or all the Parties hereto.

ARTICLE 31 - HAZARDOUS SUBSTANCES TRACKING AND COMMUNICATION

A. Lessee is responsible for tracking, recording, and proper use and disposal of all of the hazardous substances that are received, stored, handled or disposed of by Lessee on or from the Premises, including spills or accidents involving hazardous substances within the Premises, and both planned and unplanned releases to the environment. Lessee shall maintain appropriate inventory and material balance records for their material, accordingly.

B. Lessee shall provide Lessor with current data documenting such tracking and recording required under Paragraph A above, and cooperate with Lessor to integrate such data into a CAES computerized data base system.

ARTICLE 32 - ORDER OF PRECEDENCE

The Contract comprises the following documents in the order of precedence set forth below:

1. CAES Lease Agreement and Amendments thereto
2. Exhibit A, Description of Premises
3. Exhibit B, Commencement Date Agreement
4. Exhibit C, Monthly Rental Rate

The above order of precedence controls in the event of any conflict, inconsistency or ambiguity in the terms and conditions set forth within these documents.

ARTICLE 33 - SHARED USE OF SPACE AND EQUIPMENT

The Parties acknowledge and agree that the cooperation, collaboration, and shared use of space, equipment and personnel for research are important to the successful operation of this facility. In that regard, the provisions of this Lease shall be interpreted in such a manner as to support such purposes.

ARTICLE 34 - ARTICLES INCORPORATED BY REFERENCE

The following Federal Acquisition Regulation (FAR) clauses and Federal Acts are incorporated herein by reference.

1. Affirmative Action for Workers With Disabilities, FAR 52.222-36 (Jun 1998)
2. Americans with Disabilities Act, 28 CFR Part 36, (as revised July 1, 1994).
3. Equal Opportunity, FAR 52.222-26 (Feb 1999)
4. Limitations on Payments to Influence Certain Federal Transactions, FAR 52.203-12 (Jun 1997)
5. Anti-Kickback Act of 1986 (Jul 1995)
6. Equal Opportunity for Special Disabled Veterans, Veterans of the Vietnam Era, and Other Eligible Veterans (Dec 2001), FAR 52.222-35. (Dec 2001)

ARTICLE 35 – EXAMINATION OF RECORDS

Unless exempted by applicable law, the Parties agree that the State of Idaho and the Comptroller General of the United States or the DOE Inspector General or any duly authorized representatives shall, have access to and the right to examine any books, documents, papers, and records that are relevant to each Party's performance under this Lease.

ARTICLE 36 – STATUS OF BATTELLE MEMORIAL INSTITUTE

- A. Parent Company Assurance. Battelle Memorial Institute (**BMI**) is a party to this Lease for the sole purpose of providing secondary security, as provided in paragraph D below, for the amortization of certain bonds issued by Lessor in the amount of \$7 million for the purpose of providing partial financing in assist in constructing the Building (such bonds being referred to hereafter as "Bond Debt"). The primary security for amortizing the Bond Debt is the rentals due Lessor under this Lease. Except as provided in paragraph D of this Section 36, BMI has no obligation to Lessor under this Lease.
- B. Amortization of Bond Debt. The Parties agree that the rentals paid to Lessor under Article 4.A this Lease shall be applied to amortize the Bond Debt. Payments made to Lessor under Article 4.B for maintenance of the Building shall not be considered rental payments for purposes of this Article 36.B.
- C. Successor Contractor. If (i) the Lessee's contract with DOE (Contract No. DE-AC07-05ID14517) expires or is terminated before amortization of the Bond Debt and (ii) Lessee is succeeded by another contractor, Lessor hereby consents to Lessee's assignment of this Lease to the successor contractor. The rentals made to Lessor by such successor contractor shall be applied as prescribed in subsection B above. Lessor agrees that despite assignment of this Lease to any successor contractor, this Section 36 is made for the express benefit of BMI and is enforceable by BMI.
- D. BMI's Obligation. If the total rentals under this Lease, as provided in paragraphs B and C above, are insufficient to amortize the Bond Debt, or if Lessee terminates the Lease pursuant to Article 9, BMI shall be responsible for making payment to the Lessor of any shortfall required to amortize the Bond Debt. Upon acceptance of assignment of this Lease, BMI shall succeed to the rights and obligations of Lessee or any successor contractor under this Lease; provided however, that BMI shall accept assignment of this

Lease solely for the time necessary to amortize the Bond Debt and once the Bond Debt is amortized, BMI shall be immediately and automatically released from any and all obligations under this Lease.

- E. Release of BMI. Once the Bond Debt is amortized as provided in the preceding subsections, BMI shall be released from any and all obligations under this Lease.
- F. Sublease. The Parties agree that (i) Lessee or (ii) BMI, provided it becomes the Lessee under paragraph D above, may enter into subleases under this Lease regarding the Leased Premises.

ARTICLE 37 - ENTIRE AGREEMENT

This document and Exhibits "A", "B", and "C", hereto contain the entire and integrated agreement of the Parties and may not be modified or amended except in writing signed and acknowledged by both Parties.

Both Parties acknowledge that ISU and/or the Consortium will work with the Office of the State Treasurer to enter into a financing contract, including a site lease and related documents in order to secure financing of a portion of the facility. In the process of securing financing, certain provisions of this Lease may require amendment or conformance with the financing documents. Both Parties agree to cooperate and act in good faith in considering and approving required amendments. In particular, Lessor may be required to agree to certain provisions to ensure compliance with the Internal Revenue Code and reporting requirements, which may require additional assurances from BEA.

IN WITNESS WHEREOF, the Parties hereto have signed this Lease on the date(s) written below.

LESSOR:	Title	Date
---------	-------	------

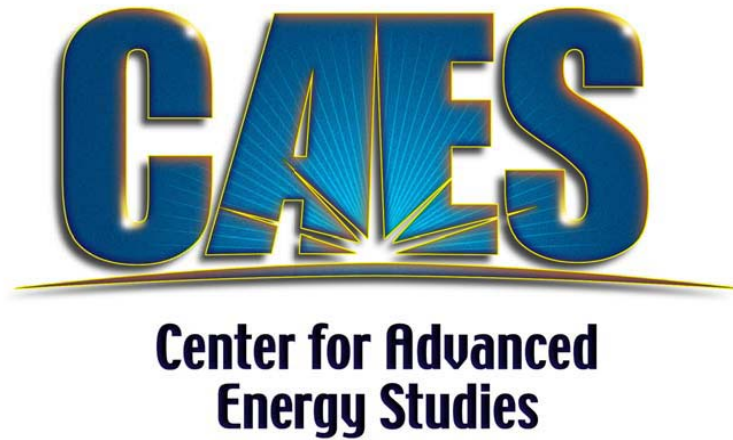
LESSEE:	Title	Date
---------	-------	------

BATTELLE MEMORIAL INSTITUTE	Title	Date
-----------------------------	-------	------

ACKNOWLEDGED AND CONSENTED TO:

University of Idaho	Title	Date
---------------------	-------	------

Boise State University	Title	Date
------------------------	-------	------



CENTER FOR ADVANCED ENERGY STUDIES

BUSINESS CASE



Table of Contents

- 1 Mission and Planning
 - 1.1 Mission
 - 1.2 Congruency with DOE Strategic and Program Plans
- 2 Overview of CAES
 - 2.1 Project Data Summary: Goals and Objectives
 - 2.2 Project Funding
 - 2.3 Risk Analysis
 - 2.4 Identification of Alternatives: Explanation and Exploration
 - 2.5 Project Timeline
- 3 Project Analysis
 - 3.1 Lease Summary
 - 3.2 Lease Analysis (in accordance with OMB Circular A-11)
 - 3.3 Lease Rate Market Analysis
- 4 Summary



Mission and Planning

1.1 Mission

“The Center for Advanced Energy Studies (CAES) mission is to address critical science issues that resolve the grand challenges associated with providing an appropriate mix of advanced energy technologies to address critical United States and global energy needs. Although CAES will have an emphasis on nuclear energy, it will also address other energy areas critical to ensuring U.S. energy security. Additional areas include but are not limited to affordability, limited environmental impacts and leadership in the global energy arena. Advanced energy sources to be researched include nuclear, hydrogen, fossil fuels (coal, oil and gas) and the full spectrum of renewable energy sources.

CAES will advance the education of the next generation of scientists and engineers, engage in long-term university-based research activities and host a range of national and international events. Activities are being designed to facilitate an informed debate which will address the questions and issues concerning the “best energy technology mix necessary to meet U.S. and global needs.” This dialogue will present the facts about the benefits of nuclear energy in the world energy and environmental debate and conduct a wide range of academic and public activities.”¹

CAES will advance academic capabilities by fostering collaboration and interdisciplinary studies and by making its research and development facilities and resources available to a network of universities. The Center will serve as a hub for a university network and as a gateway for developing collaboration, partnerships and connectivity between researchers.

1.2 Congruency with DOE Strategic and Program Plans

The Department of Energy’s vision for the Idaho National Laboratory (INL) is to enhance the Nation’s energy security by becoming the preeminent, internationally-recognized nuclear energy research, development, and demonstration laboratory within 10 years. Specific mission requirements are outlined in the INL Management and Operating (M&O) Contract No. DE-AC07-05ID14517. The contract requires that the INL be a multi-program National Laboratory with world-class nuclear capabilities. The INL will foster new academic, industry, government, and international collaborations to produce the investment, programs and expertise that ensure this vision is realized. The development of the CAES facility realizes DOE’s vision and is required by the M & O contract as part of the assumption of a major role in revitalizing nuclear engineering and science education in the U.S. - Section C.5.e. specifically, the contract reads:

¹ CAES Program Plan, September 2005, Section 1.3 Mission , p 1-2



“Establishing a Center for Advanced Energy Studies in Idaho Falls, Idaho, as directed by DOE. The Center shall be an independent entity, in which the INL and Idaho, regional, and other Universities cooperate to conduct on-site research, classroom instruction, technical conferences, and other events for a world-class academic and research institution.”

2 Overview of CAES

2.1 Project Data Summary: Goals and Objectives

“The CAES facility will be a premier international user facility for promoting, performing, and revitalizing research, education, and training in nuclear energy science, engineering, technology, and related disciplines. The facility, to be opened during FY 2008, is expected to be between 50,000 and 60,000 sq. feet. Battelle Energy Alliance (BEA) will have beneficial use of approximately 58.5% of the building. The facility is envisioned to be a two-story, structural steel building with a brick façade. The current planning assumption is that the CAES facility will be located at the Idaho State University/University of Idaho Center for Higher Education at University Place in Idaho Falls. ISU and the Idaho Division of Public Works will issue a request for proposal and award a contract to an architectural engineering firm to complete the design and then contract for the construction based on the completed design.”

When fully occupied the CAES facility will hold a total of 175 people, including approximately 100 faculty, researchers and staff, 50 graduate students and 25 undergraduate students.”²

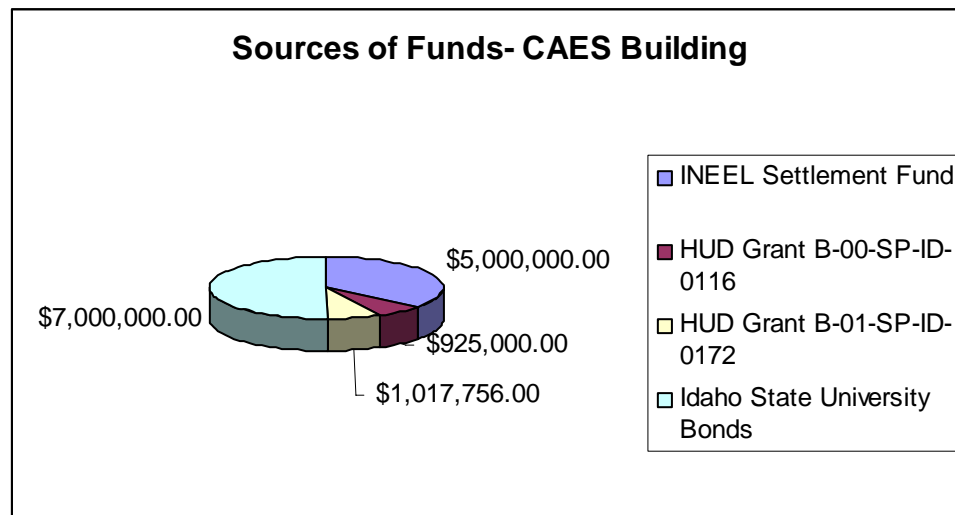
² CAES Program Plan, September 2005, p 16



2.2 Project Funding

“The design and construction of the State of Idaho-owned CAES facility is estimated to cost approximately \$14 million. Funding for this facility has been obtained as follows:

- A total of \$5 million dollars from the INEEL Settlement Fund, as defined in the Idaho Code 67-806A, for use according to the terms of the agreement for the construction of the Center for Science and Technology in Idaho Falls, dated June 29, 2001, between the Office of the Governor of the State of Idaho and the Regents of the University of Idaho and the Trustees of Idaho State University.
- A total of \$1,942,756 in two grants from the U.S. Department of Housing and Urban Development (HUD) to the University of Idaho, HUD Grant B-00-SP-ID-0116 in the amount of \$925,000 and HUD Grant B-01-SP-ID-0172 in the amount of \$1,017,756 for use according to the terms of the grant.
- Additional support for the design and construction of the CAES facility through the issuance of bonds, exempt from federal income taxation, in the amount of \$7 million by Idaho State University to be retired over 20 years by rent paid by BEA and its affiliates for occupancy of approximately 58.5% of the CAES facility.
- The CAES facility will be constructed following all laws and regulations of the State of Idaho and the project will be administered under the provisions of Idaho Statutes of Title 67, Chapter 57. The Idaho Division of Public Works will secure all plans and specifications for, let all contracts for, and have charge of and supervision for the construction of the CAES facility.”³



³ CAES Program Plan, September 2005, p 17



2.3 Risk Analysis

The CAES facility is a relatively low risk governmental project. Risk is defined in terms of the governmental nature of the project. That is, if the project is less governmental in nature, the private sector risk is considered to be higher.

“The following types of illustrative criteria indicate ways in which facilities are less governmental:

- 1 There is no provision of Government financing and no explicit Government guarantee of third party financing.*
- 2 Risks incident to ownership of the asset (e.g. financial responsibility for destruction or loss of the asset) remain with the lessor unless the Government was at fault for such losses.*
- 3 The asset is a general purpose asset rather than being for a special purpose of the Government and is not built to the unique specification of the Government as lessee.*
- 4 There is a private market for the asset.*
- 5 The project is not constructed on Government land.”⁴*

The CAES facility satisfies all five of the criteria listed above which indicates that it will be of low governmental risk.

Criteria 1: There is no provision of Government⁵ financing and no explicit Government guarantee of third party financing. Instead, Article 36 of the Lease Agreement Between Idaho State University and BEA for CAES (Lease Agreement) asserts that “[Battelle Memorial Institute will provide secondary security] for the amortization of certain bonds issued by Lessor (Idaho State University) in the amount of \$7,000,000 for the purpose of providing partial financing to assist in constructing the building.” In addition, the Lease Agreement contains no provision indicating Government financing. As such, there is no provision of Government financing and no Government guarantees within the CAES Lease Agreement.

Criteria 2: The Lease Agreement provides for the lessor to retain the risks incident to ownership of the asset unless the Government was at fault for such losses. Article 20, Section A of the Lease Agreement provides, “If the premises are damaged or destroyed by fire or any other cause other than an act or omission of Lessee, its employees, agents, invitees or licensees, Lessor shall restore the Premises, except for such fixtures, improvements and alterations as are installed by Lessee, as nearly as practicable to their condition immediately prior to such damage or destruction.” As Article 20 clearly indicates, the Government retains no risks incident to ownership of the asset; therefore, the second criterion also indicates low governmental risk for this project.

⁴ OMB Circular A-11, Appendix B p 8

⁵ For the purposes of this analysis, “Government” refers to the Federal Government and not any State or Local Governments.



Criteria 3: The CAES facility is a general purpose asset. As defined in OMB Circular A-11 “Budgetary Treatment of Lease Purchases and Leases of Capital Assets,” a general purpose asset is an asset not clearly constructed for the exclusive and limited use of the Government. As discussed previously, the CAES facility is comprised of laboratories and offices. This type of building is easily re-leased to another entity as office space, laboratories, medical facilities or other uses. Because CAES is in close proximity to Idaho State University and the INL, there is also a sustainable market for both educational and consumer needs; therefore, the CAES facility is a general purpose asset. The third criterion again supports that this project is of low governmental risk.

Criteria 4: There is a private market for this asset. A private market for this asset would include educational institutions, medical care providers, and other businesses in need of office or laboratory space. As a sufficient demand from these institutions/businesses exists, there is a private market for this asset. Again, this criterion proves the project to be of a low governmental risk.

Criteria 5: The CAES facility will not be constructed on Government land. The CAES facility will be constructed on land owned by the State of Idaho, under control of the State Board of Education.⁶ As this land is not federally owned, the fifth and final criterion has also been satisfied to prove that this project is of low governmental risk.

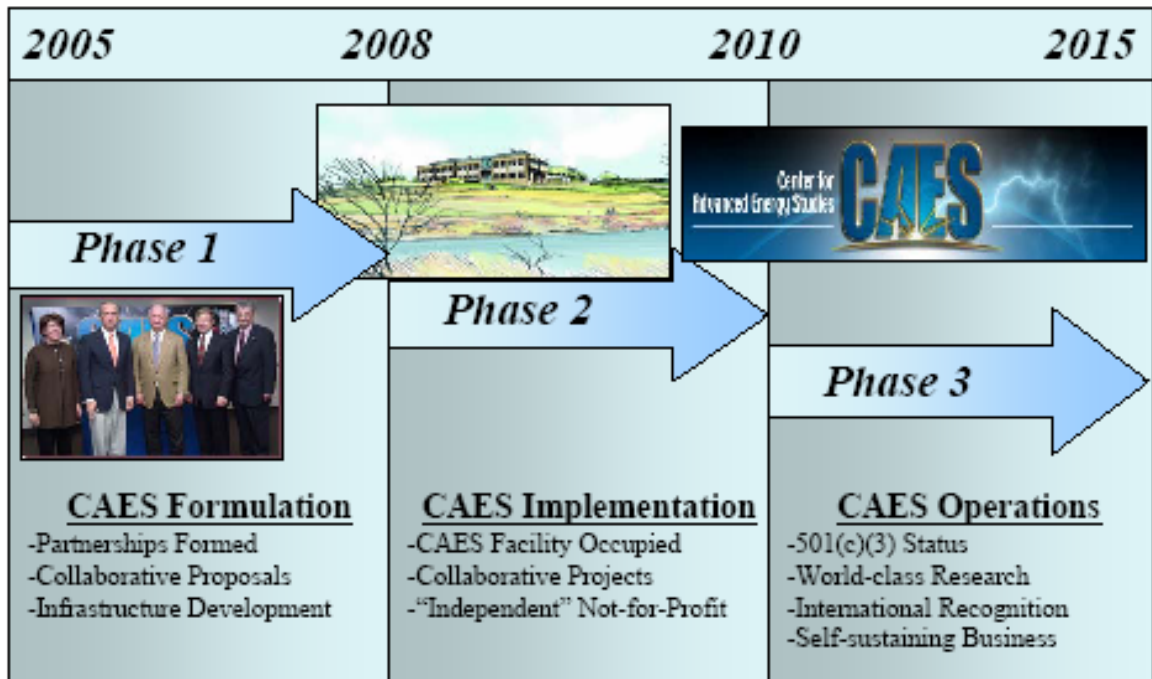
In conclusion, the CAES facility is of low governmental risk. The Government will provide neither the financing nor the financial guarantees for this project. In addition, the Government will not bear the risks incident to ownership of the asset. Lastly, there is a private market for this asset and the asset is built for a general purpose.

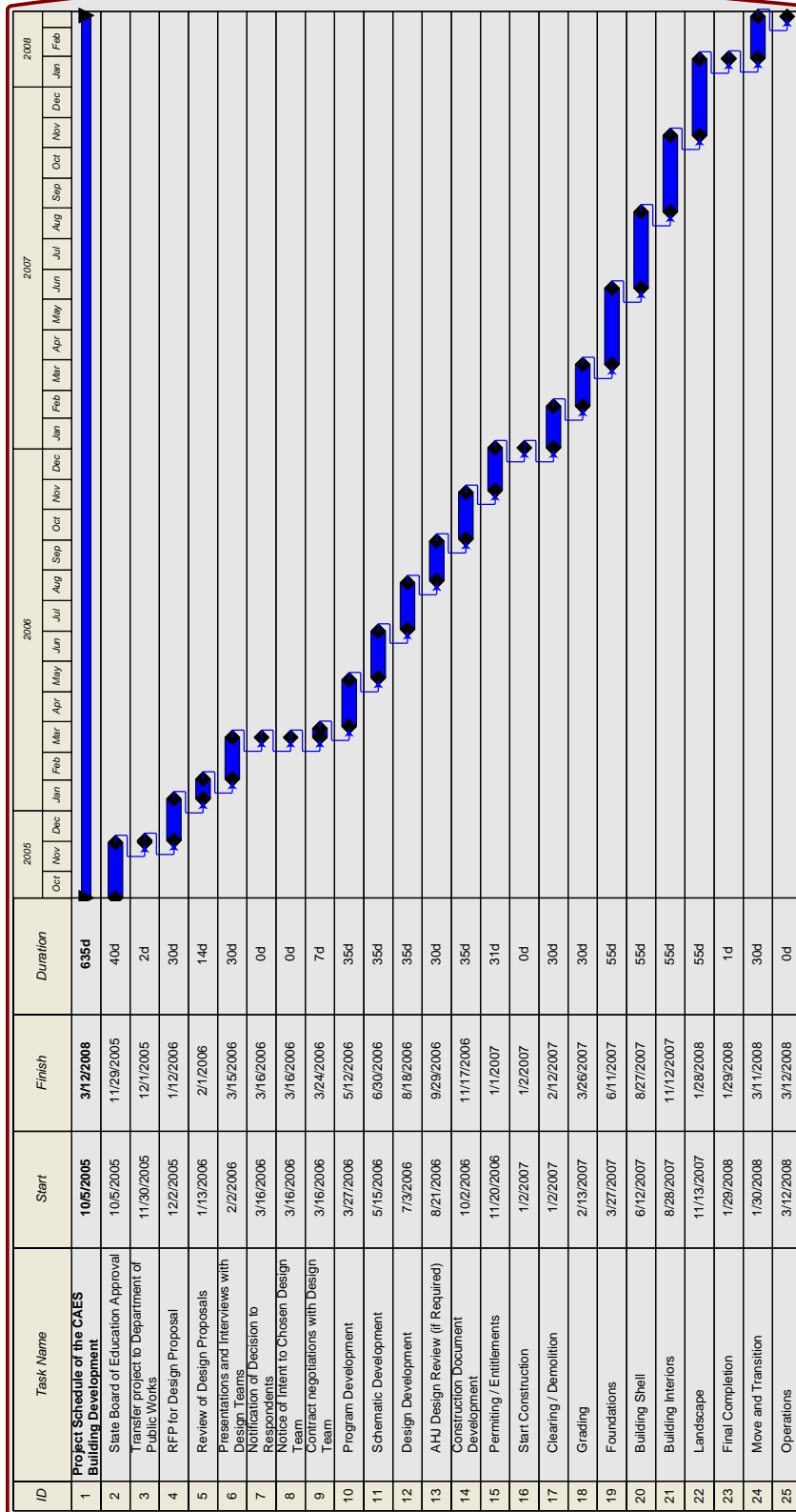
2.4 Identification of Alternatives: Explanation and Exploration

CAES is a collaborative effort and will be built on non-government owned land. There are no known alternatives that will produce a CAES facility that will create the benefits in collaboration, proximity, and shared resources as the given proposal. Alternatives considered included, but were not limited to, variations in site, funding, and programs.

⁶ See Article 5 of the Lease Agreement.

2.5 Project Timeline







3 Project Analysis

3.1 Lease Summary

The lease has the following specifications:

Lessor:	Idaho State University
Lessee:	Battelle Energy Alliance, LLC
Term:	20 years
Rate:	\$17.80 ⁷
Cancellation:	12 months

3.2 Lease Analysis (in accordance with OMB Circular A-11)

OMB issued Circular A-109 in 1976 to provide uniform guidance to federal agencies on the acquisition of major systems. In recent years, OMB has issued additional, separate guidance on asset acquisition. OMB guidance under Part 3 of Circular [A-11](#) provides information on planning, budgeting, and acquisition of capital assets. The Capital Programming Guide, [Supplement](#) to Part 3 of Circular A-11, also provides a basic reference to principles and techniques for planning, budgeting, acquisition, and management of capital assets.⁸

Since OMB Circular A-11 is the current applicable policy, we have relied on it for our analysis. Also, when required, all financial information included in this analysis is determined in accordance with OMB A-94, as required by DOE Order 413.3.

There are six criteria used to determine whether a lease is an Operating Lease or a Capital Lease. The criteria are as follows:

- 1 Ownership of the asset remains with the lessor during the term of the lease and is not transferred to the Government at or shortly after the end of the lease term.*
- 2 The lease does not contain a bargain price purchase option.*
- 3 The lease term does not exceed 75% of the estimated economic life of the asset.*
- 4 The present value of the minimum lease payments over the life of the lease does not exceed 90% of the fair market value of the asset at the beginning of the lease term.*
- 5 The asset is a general purpose asset rather than being for a special purpose for the Government and is not built to the unique specification of the Government as lessee.*
- 6 There is a private sector market for the asset.*

⁷ Lease rate is contingent upon total Bonding of \$7,000,000- this does not include ANY program fees or ANY other fees associated with obtaining the bond. Interest Rate used = 4.41% (rate given to Moss Adams by State Treasurer's office.

⁸ <http://www.fedgovcontracts.com/pe00-255.htm>



If the lease does not meet all six criteria above, it must be treated as a capital lease for budget scoring purposes.

Criteria 1: Ownership of the asset remains with the lessor during the term of the lease and is not transferred to the Government at or shortly after the end of the lease term.

Ownership of the CAES facility will remain with the lessor (Idaho State University) and will not be transferred to the Government at or shortly after the end of the lease. The Lease Agreement between Idaho State University and Battelle Energy Alliance, LLC for The Center for Advanced Energy Studies (Lease Agreement), provides that the CAES facility will be owned by Idaho State University, an agency of the State of Idaho.⁹ Also, no provision within the Lease Agreement provides for the transfer of the Building to the Government at or shortly after the end of the lease term. As such, the first criterion to establish an operating lease has been satisfied.

Criteria 2: The lease does not contain a bargain price purchase option.

The Lease Agreement does not contain a bargain price purchase option. A bargain price purchase option is a provision allowing the Government to purchase the leased property for a price that is lower than the expected fair market value (FMV) of the property at the date the option can be exercised. The purchase price includes the value of any rebates or income to the agency or Government resulting from its purchase of the asset. As no such provision exists within the Lease Agreement, this criterion is also satisfied.

Criteria 3: The lease term does not exceed 75% of the estimated economic life of the asset.

The lease term for the CAES facility does not exceed 75% of the estimated economic life of the asset. The estimated economic life of the asset is established in OMB Circular A-94 which provides that the useful life of an asset is its taxable life. The 2005 U.S. Master Depreciation Guide published by CCH Incorporated provides for a 39 year useful life. As Article 2 of the Lease Agreement indicates a 20 year lease, the effective lease term is 51%; far below the 75% threshold. Therefore, the third criterion to establish an operating lease has been satisfied.

Criteria 4: The present value of the minimum lease payments over the life of the lease does not exceed 90% of the fair market value of the asset at the beginning of the lease term.

The space BEA is beneficially occupying will be 58.5% of the CAES facility. The fair market value of this space is approximately \$8,156,512. The total lease payments for the

⁹ See Introductory Paragraph of Lease Agreement on p 1.



lease are approximately \$7,000,000. At an approximate rate of 86% the FMV test is satisfied (See Appendix B).

Criteria 5: The asset is a general purpose asset rather than being for a special purpose for the Government and is not built to the unique specification of the Government as lessee.

The CAES facility is a general purpose asset. As defined from OMB Circular A-11, a general purpose asset is an asset not clearly constructed for the exclusive and limited use of the Government. As discussed previously, the CAES facility is comprised of laboratories and offices; this type of building is readily convertible into full office space, laboratories, medical facilities and other uses. As a sustainable market for these types of real estate exists in the Idaho Falls Area for both educational and consumer needs, the CAES facility is a general purpose asset thereby satisfying the fifth criterion to indicate that the Lease Agreement is in fact an operating lease.

Criteria 6: There is a private sector market for the asset.

Lastly, a private sector market does exist for the CAES facility. A private market for this asset would include educational institutions, medical care providers, and other businesses in need of office or laboratory space. As a sufficient demand from these institutions and businesses exists, there is a private market for this asset.¹⁰ Therefore, the sixth and final criterion has been satisfied in order to indicate that this Lease Agreement is an operating lease.

3.3 Lease Rate Market Analysis

As part of the analysis completed for feasibility, we conducted a market lease rate analysis. Similar to national patterns, Idaho Falls, Idaho has experienced a surge in office and medical space occupancy. There is relatively limited availability of office and medical space in Idaho Falls particularly for firms looking for large spaces to lease.

Overall, steady job growth and soaring corporate profits are fueling the surging U.S. office market, which has seen dramatic improvement during the first half of 2005. Nationally, downtown vacancy declined another .4% to 13.4% as suburban vacancy dropped to 15.6% from 16.3% in the second quarter of 2005.¹¹

The CAES facility is a hybrid of office and laboratory space, which makes determining market comparables rather difficult. For comparison purposes, our research uses office

¹⁰ As evidenced by real estate research in the area

¹¹ Office Insight: Mid Year 2005. CB Richard Ellis Second Quarter 2005 Office Vacancy Index.



and medical space. Medical space is most similar to laboratory space in cost of tenant improvements and occupancy per square foot as relative to office, retail or industrial space. The CAES facility is expected to be roughly 60,000 square feet, and Idaho Falls has relatively little availability of large office or medical space. It is important to note that the CAES facility will be built to specifications given; therefore the cost per square foot would be expected to be slightly higher than the more “generic” buildings that are currently available in the markets researched.

In order to determine market comparables, we analyzed available lease opportunities in Idaho Falls, Idaho, as well as locations similar to Idaho Falls across the United States. The markets we used as comparables were those markets adjacent to or including the following laboratories:

- Savannah River Site (Aiken, SC)
- National Renewable Energy Laboratory (Golden, CO)
- Argonne National Laboratory (Argonne, IL)
- Pacific Northwest National Laboratory (Richland, WA)
- Oak Ridge National Laboratory (Oak Ridge, TN)

An analysis of Idaho Falls comparables of office/ medical space reveals a base lease rate of \$14.75 per square foot. With confirmation from local real estate agents, we have ascertained that a range between \$16 - \$20 is reasonable for a mixed-use facility such as the CAES facility.

As detailed above, in addition to the Idaho Falls analysis, we have compared office and medical space in Aiken, South Carolina; Richland, Washington; Golden, Colorado; and Oak Ridge, Tennessee.¹² Our analysis was from two perspectives, currently available space and market analysis and brokers.

Appendix A includes detailed information from each of the markets examined, however the following chart represents our cumulative findings.

Savannah River Site	\$15.00
National Renewable Energy Laboratory (NREL)	\$16.58
Pacific Northwest National Laboratory	\$30.00-\$35.00 ¹³
Oak Ridge National Laboratory	\$21.60

¹² This analysis was done of the cities indicated and surrounding localities.

¹³ Based on confirmation of a current proposal that appears to be a similar project, however our team has not seen the specifics to determine if this is a valid comparable.



4 Summary

Based on the analysis given in this document, we are seeking final approval to proceed with the building lease by the DOE-ID contracting officer for the following reasons:

- The building that will house CAES, together with the land on which the building will be constructed, is owned by the State of Idaho
- Collaborating Idaho universities will carry out many of their own activities in their portion of the building
- The lease will contain a one-year cancellation clause such that DOE and BEA exposure under the lease is limited to one year's rent
- To the extent that rent receipts are insufficient to amortize ISU's bonds, Battelle Memorial Institute has agreed to guarantee retirement of the bonds
- The facility to house CAES is being built to carry out specific terms and conditions of the BEA contract, not as a means that BEA has chosen to advance general contract objectives. Thus, BEA has no discretion.¹⁴

In summary, the lease contemplated between BEA and ISU carries out requirements of the BEA contract. Adherence to the enclosed timeline is highly dependent upon State Board approval of the bonding application and DOE's willingness to grandfather the CAES project from the new OMB Circular A-11 CD-0 and CD-1 requirements. The entire CAES team was energized by the June 2005 kick-off of the project and has been working diligently to make sure that all requirements are fulfilled.

¹⁴Memo from Mark Olsen (BEA General Counsel) to Amy Grose (DOE Idaho Operations Office Chief Counsel) titled, "Approval of BEA's Lease with ISU on the Facility Housing CAES, dated August 25, 2005



APPENDIX A- LEASE MARKET DATA

The following pages of market data include two distinct types of information: comparable analysis and market analysis. The comparable analysis includes properties that are currently available for lease in the markets surveyed. The market analysis is based on conversations with local real estate brokers and represents their best estimate of a lease rate given the parameters of our project. The two may be distinctly different for some of the following reasons:

1. The CAES facility is located in a more/less favorable location than what is currently available on the market
2. The brokers anticipate an upturn/downturn in the market
3. There is currently a surplus/shortage of property available.

Comparable Analysis

Idaho Falls, Idaho Medical Office Comparables¹⁵

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
Idaho Falls, Idaho	Medical	3,245	\$16.00	Agent: Lincoln Property Company. Built in 1994. Connected to local hospital.
		Average	\$16.00	

Idaho Falls, Idaho Comparables- 25,000 Square feet and above

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
Idaho Falls, Idaho	Office	80,580	\$12.50	Agent: RFR Properties. Project not complete.
		Average	\$12.50	

¹⁵ Market information derived from searches of CB Richard Ellis, Cushman Wakefield, Loopnet.com, and other related real estate sources.



Idaho Regional Comparables

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
Caldwell, Idaho	Office	123,710	\$20.00	Agent: Grubb & Ellis: Idaho Commercial Group. Project not complete.
Boise, Idaho	Office	31,949	\$14.50	Agent: Intermountain Commercial Real Estate. Can be used for medical purpose.
Eagle, Idaho	Office	35,000	\$18.00	Agent: Colliers International. Can be used for medical purpose.
Meridian, Idaho	Medical	92,280	\$17.00	Agent: Intermountain Commercial Real Estate. Project not complete.
		Average	\$18.15	

Aiken, South Carolina Comparables

Nothing available which matches our criteria. An analysis of the surrounding areas yields the following results:

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
Spartanburg, South Carolina	Office	25,000	\$12.00	Agent: Grubb & Ellis.
Florence, South Carolina	Office	37,790	\$14.00	Agent: Colliers Keenan.
Columbia, South Carolina	Office	42,000	\$18.00	Agent: Colliers Keenan.
North Charleston, South Carolina	Office	50,625	\$12.50	Agent: Meridian Properties.
Columbia, South Carolina	Office	27,640	\$18.50	Agent: Colliers Keenan.
		Average	\$15.00	



Richland, Washington Comparables

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
Richland, WA (Bioproducts)	Office/Lab	25,000	\$30.00 - \$35.00	Bioproducts proposed deal- see footnote #12
		Average	\$30.00 - \$35.00	

Golden, Colorado Comparables

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
Golden, Colorado	Office	26,781	\$16.00	Agent: Fuller & Company.
Golden, Colorado	Office	25,624	\$21.00	Agent: CB Richard Ellis.
Golden, Colorado	Office	90,000	\$15.50	Agent: Frederick Ross Company.
		Average	\$16.58	

Oak Ridge, Tennessee Comparables

Location	Type	Max Available Space (square feet)	Lease Rate	Comments
ORNL	Office	~200,000	\$21.60	Business Plan number, not confirmed with actual lease-
		Average	\$21.60	



Market Rate Analysis

Name	Firm	Phone Number	Location	Determination (square/foot)
Linda Weiss	Voight Davis Realtors	(208) 524 6000	Idaho Falls, Idaho	\$16.00-\$20.00
Rebecca Wall	Meybohm Realtors	(706) 736 0700	Aiken, South Carolina	\$15.00
Herbert Hafter	Trammell Crow Company	(858) 526 2647	Richland, Washington	\$18.00-\$20.00
Kittie Hook	Fuller & Company	(303) 312 4265	Golden, Colorado	\$20.00-\$45.00
Jon Carlson	Lincoln Property Company	(801) 424 6080	Boise	\$13.75-\$15.75



APPENDIX B- FAIR MARKET VALUE CALCULATION

Total Square feet	Lease Rate anticipated	Total PV of Lease Payments	Total Value- No Interest	%ages		NPV of Lease PMTs	% of value
60000	\$ 17.80	\$ 7,000,000.00	\$ 13,942,756.00	40.00%	\$ 5,577,102	\$ 7,000,000	125.51%
				41.00%	\$ 5,716,530	\$ 7,000,000	122.45%
				42.00%	\$ 5,855,958	\$ 7,000,000	119.54%
				43.00%	\$ 5,995,385	\$ 7,000,000	116.76%
				44.00%	\$ 6,134,813	\$ 7,000,000	114.10%
				45.00%	\$ 6,274,240	\$ 7,000,000	111.57%
				46.00%	\$ 6,413,668	\$ 7,000,000	109.14%
				47.00%	\$ 6,553,095	\$ 7,000,000	106.82%
				48.00%	\$ 6,692,523	\$ 7,000,000	104.59%
				49.00%	\$ 6,831,950	\$ 7,000,000	102.46%
				50.00%	\$ 6,971,378	\$ 7,000,000	100.41%
				51.00%	\$ 7,110,806	\$ 7,000,000	98.44%
				52.00%	\$ 7,250,233	\$ 7,000,000	96.55%
				53.00%	\$ 7,389,661	\$ 7,000,000	94.73%
				54.00%	\$ 7,529,088	\$ 7,000,000	92.97%
				55.00%	\$ 7,668,516	\$ 7,000,000	91.28%
				56.00%	\$ 7,807,943	\$ 7,000,000	89.65%
				57.00%	\$ 7,947,371	\$ 7,000,000	88.08%
				58.00%	\$ 8,086,798	\$ 7,000,000	86.56%
				58.25%	\$ 8,121,655	\$ 7,000,000	86.19%
				58.50%	\$ 8,156,512	\$ 7,000,000	85.82%
				58.75%	\$ 8,191,369	\$ 7,000,000	85.46%
				59.00%	\$ 8,226,226	\$ 7,000,000	85.09%
				60.00%	\$ 8,365,654	\$ 7,000,000	83.68%
				61.00%	\$ 8,505,081	\$ 7,000,000	82.30%
				62.00%	\$ 8,644,509	\$ 7,000,000	80.98%
				63.00%	\$ 8,783,936	\$ 7,000,000	79.69%
				64.00%	\$ 8,923,364	\$ 7,000,000	78.45%
				65.00%	\$ 9,062,791	\$ 7,000,000	77.24%
				66.00%	\$ 9,202,219	\$ 7,000,000	76.07%
				67.00%	\$ 9,341,647	\$ 7,000,000	74.93%
				68.00%	\$ 9,481,074	\$ 7,000,000	73.83%
				69.00%	\$ 9,620,502	\$ 7,000,000	72.76%
				70.00%	\$ 9,759,929	\$ 7,000,000	71.72%
				71.00%	\$ 9,899,357	\$ 7,000,000	70.71%
				72.00%	\$ 10,038,784	\$ 7,000,000	69.73%
				73.00%	\$ 10,178,212	\$ 7,000,000	68.77%
				74.00%	\$ 10,317,639	\$ 7,000,000	67.84%
				75.00%	\$ 10,457,067	\$ 7,000,000	66.94%
				76.00%	\$ 10,596,495	\$ 7,000,000	66.06%
				77.00%	\$ 10,735,922	\$ 7,000,000	65.20%

THIS PAGE INTENTIONALLY LEFT BLANK

Center for Advanced Energy Studies (CAES) Program Plan

September 2005



THIS PAGE INTENTIONALLY LEFT BLANK

Center for Advanced Energy Studies (CAES) Program Plan

September 2005

**Idaho National Laboratory
Idaho Falls, Idaho 83415**

**Prepared for the
U.S. Department of Energy
Under DOE Idaho Operations Office
Contract DE-AC07-05ID14517**

THIS PAGE INTENTIONALLY LEFT BLANK

EXECUTIVE SUMMARY

The world is facing critical energy-related challenges regarding world and national energy demands, advanced science and energy technology delivery, nuclear engineering educational shortfalls, and adequately trained technical staff. Resolution of these issues is important for the United States to ensure a secure and affordable energy supply, which is essential for maintaining U.S. national security, continued economic prosperity, and future sustainable development.

One way that the U.S. Department of Energy (DOE) is addressing these challenges is by tasking the Battelle Energy Alliance, LLC (BEA) with developing the Center for Advanced Energy Studies (CAES) at the Idaho National Laboratory (INL). By 2015, CAES will be a self-sustaining, world-class, academic and research institution where the INL; DOE; Idaho, regional, and other national universities; and the international community will cooperate to conduct critical energy-related research, classroom instruction, technical training, policy conceptualization, public dialogue, and other events.

The Center for Advanced Energy Studies will be central to the nuclear renaissance and an integrating element of the INL transformation, including workforce reinvigoration and diversification, strategic hires, and culture change. By growing research partnerships via a university network, CAES will enable university and other organizational access to INL facilities. Although ultimately evolving into an independent, nonprofit company, as governed by section 501(c)(3) of the Internal Revenue Code, CAES will initially operate as an internal INL organization staffed with representatives from the INL, universities, and industry. As a nonprofit company, CAES will function as a joint institute between the INL, Idaho State University, Boise State University, and the University of Idaho.

This Program Plan serves as the guiding document for the development and management of CAES and describes the implementation strategies being employed to formulate and subsequently operate CAES. The organizational structure, including collaborative partners, program elements, the development schedule, and the business model, are also presented. The progress of CAES will be measured against performance metrics, which will be reported at an annual meeting and published in an annual report. This Program Plan will be reviewed annually and modified as necessary.

Programmatic goals are being established to guide CAES towards achievement of its vision of advancing energy-related research, education, training, and policy. CAES will facilitate the collocation and collaboration of Government-University-Industry energy-related interests by developing a fully functional nuclear education and research user-facility by 2008. CAES will enhance nuclear educational opportunities by creating a bridge between Idaho, national, and international universities and the INL.

Collaborative and collocated centers, established in association with CAES, will serve as key implementation partners. These centers will focus resources in critical energy areas and will partner with CAES researchers and staff. In this manner, CAES will serve as the hub for a wider network of Idaho, regional, and national universities; private industry; and other associated institutions. CAES will form collaborative arrangements with these various institutions to share resources, equipment, and technical staff.

Three Phases have been defined for the establishment of CAES. The initial activities of CAES, **Phase 1—CAES Formulation (2005-2008)**, involve the establishment of key partnerships and collaborations, infrastructure development, and beginning the process of revitalizing nuclear science and engineering education and research. During **Phase 2—CAES Implementation (2008-2010)**, CAES will expand this revitalization effort through additional technical activities and collaborations. CAES will be organized as a separately incorporated, nonprofit company and will seek tax-exempt status under section 501(c)(3) of the Internal Revenue Code. **Phase 3—CAES Operations** represents the long-term operating position of CAES. This Phase will be characterized by sustainable programmatic activities, publications



achieving international impact and recognition, distinctive research signatures, established training programs, and policy studies together with a wide range of education and outreach activities developed in partnership with the Idaho University Consortium (IUC), the National University Consortium (NUC), and the INL.

The Center has achieved a number of significant activities to date towards fulfillment of Phase 1 objectives. The first Director for CAES, Dr Leonard J. Bond, was appointed February 1, 2005. The Secretary of Energy, Samuel Bodman, formally inaugurated the CAES program on June 1, 2005. The core administrative capabilities of CAES and the CAES Steering Committee have been established, and the CAES senior leadership team is being recruited. In cooperation with the INL, the IUC, and the NUC, CAES is in the process of establishing the necessary legal framework between affiliate institutions to streamline and stimulate transdisciplinary interaction and technical collaboration.

Idaho's educational opportunities have already been expanded as the relationship between CAES and its university consortia and affiliate network continue to progress. CAES supported the six-week program for the 1st World Nuclear University Summer Institute held in Idaho Falls, ID, during the summer of 2005. 77 Fellows from 33 countries attended the Summer Institute. The 2+2 Program in undergraduate nuclear engineering was initiated Fall 2005 with six juniors enrolled. INL will supply adjunct professors to teach courses as needed and CAES is working to arrange six-month INL "practicum" assignments for the 2+2 participants. A CAES Scholars Program has helped align INL research needs with appropriate graduate student support, and at the present time, seven full-time nuclear engineering graduate students from ISU are being wholly supported by INL research. A bilateral relationship is being developed with the Dalton Nuclear Institute (DNI), University of Manchester, UK. DNI has 12 UK university partners. This relationship will become the first of several arrangements that form an "international university network" engaged in nuclear and related energy education and research programs that will support the international Gen IV program.

A key element enabling the collocation of government, university, and industry researchers and resources is the future CAES user-facility. A partnership between the State of Idaho, the IUC, and BEA is finalizing construction plans for this facility, which is anticipated to be completed by 2008. When completed, this facility is expected to encompass 50-60,000 ft² of which half is expected to be laboratory space and will house a total of 175 people, including faculty, researchers, staff, and students.

In the course of normal operations, CAES will generate revenue from research, policy studies, and training programs and will incur personnel and other operating costs in support of its employees, resources, and facilities. A business model, including revenue, cost, and staff projections is presented in this Plan. These projections remain consistent with the DOE Field Work Proposal, dated March 9, 2005, and other INL planning documents. Several significant risks (programmatic, infrastructure, legal, and financial) have been identified that could adversely impact the execution of this Program Plan. This Plan discusses these risks and presents proposed mitigation actions, which will minimize or neutralize the identified risks.

CONTENTS

EXECUTIVE SUMMARY	iii
ACRONYMS.....	viii
1. INTRODUCTION.....	1
1.1 Center Description.....	1
1.2 Vision	1
1.3 Mission	1
2. SITUATION ANALYSIS	2
2.1 Energy Challenge	2
2.2 Education Challenge.....	4
2.3 Staffing Challenge.....	5
3. CAES GOALS/OBJECTIVES	6
4. IMPLEMENTATION STRATEGIES	7
4.1 Phase 1 — CAES Formulation (2005-2008).....	7
4.2 Phase 2 — CAES Implementation (2008–2010).....	18
4.3 Phase 3 — CAES Operations (2010–2015+)	20
4.4 Program Schedule.....	21
5. ORGANIZATIONAL STRUCTURE	29
5.1 Steering Committee.....	29
5.2 Executive Advisory Committee (Board of Governors).....	30
5.3 Technical Advisory Committee.....	30
5.4 CAES Administration and Staff	30
5.5 Energy Policy Institute	31
5.6 Collocated Centers.....	32
5.7 Idaho National Laboratory	33

5.8	University Consortia.....	35
5.9	CAES Affiliate Network	37
6.	PROGRAM ELEMENTS	39
6.1	Work Breakdown Structure	39
7.	BUSINESS MODEL	42
7.1	Projected CAES Revenue	42
7.2	Projected CAES Costs	43
7.3	Staffing Plan	44
8.	RISK ASSESSMENT	44
8.1	Programmatic	44
8.2	Infrastructure	45
8.3	Legal	45
8.4	Financial	46
9.	ENVIRONMENTAL, SAFETY & HEALTH CONSIDERATIONS.....	47
10.	QUALITY ASSURANCE CONSIDERATIONS	48
11.	SAFEGUARDS & SECURITY CONSIDERATIONS.....	48
12.	RECORDS MANAGEMENT	48
13.	PROJECT CONTROLS	48
14.	REFERENCES	49

FIGURES

Figure 1.	Projection of World Energy Reserves.	3
Figure 2.	U.S. Current Electricity Generation.	4
Figure 3.	Phased Development of the Center for Advanced Energy Studies.	7
Figure 4.	Secretary of Energy, Samuel Bodman, formerly inaugurating CAES.	8
Figure 5.	Conceptual Illustration of the Future CAES Facility.	17

Figure 6. INL’s Energy Security Integration.	20
Figure 7. CAES Organizational Chart.	29
Figure 8. A 3-Dimensional Simulation of Heat Distribution in ATR.....	32
Figure 9. Illustrative Roadmap for Advanced Materials and Nuclear Fuels.....	33
Figure 10. The Idaho Accelerator Center.....	36
Figure 11. Illustration of the Idaho Affiliated University Network.	37
Figure 12. World Nuclear University’s 2005 Summer Institute at the INL.....	38
Figure 13. CAES Work Breakdown Structure.....	39
Figure 14. Breakdown of CAES Revenue.	43
Figure 15. Breakdown of CAES Costs.	44
Figure 16. ISMS Core Functions.	47



ACRONYMS

ACE	Academic Centers of Excellence
ATR	Advanced Test Reactor
BEA	Battelle Energy Alliance, LLC
BSU	Boise State University
CAES	Center for Advanced Energy Studies
CAMS	Center for Advanced Modeling and Simulation
CNFMR	Center for Nuclear Fuels and Materials Research
CNSDA	Center for Nuclear System Design and Analysis
CRADA	Cooperative Research and Development Agreement
CSNR	Center for Space Nuclear Research
DNI	Dalton Nuclear Institute
DOE	Department of Energy
DOE-ID	Department of Energy, Idaho Operation Office
EITC	Eastern Idaho Technical College
EPI	Energy Policy Institute
EPRI	Electric Power Research Institute
ES&H	Environmental, Safety & Health
ESH&Q	Environmental, Safety, Health & Quality
ETRP	INL Education, Training and Research Partnerships Educational Program
FTE's	Full-time Equivalents
GIF	Generation IV International Forum
HUD	U.S. Department of Housing and Urban Development
IAC	Idaho Accelerator Center
IAEA	International Atomic Energy Agency
IAUN	Idaho Affiliated University Network
INL	Idaho National Laboratory
INPO	Institute of Nuclear Power Operators
INSE	Institute of Nuclear Science and Engineering
IRS	Internal Revenue Service
ISMS	Integrated Safety Management System
ISSM	Integrated Safeguards and Security Management
ISU	Idaho State University
IUC	Idaho Universities Consortium
MFC	Materials and Fuel Complex
MIT	Massachusetts Institute of Technology
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding

NASA	National Aeronautics and Space Administration
NEA	Nuclear Energy Agency
NEI	Nuclear Energy Institute
NSF	National Science Foundation
NSF I/U CRC	NSF Industry-University Cooperative Research Center
NSSTC	National Space Science Technology Center
NTEC	Nuclear Technology Education Consortium
NUC	National University Consortium
QA	Quality Assurance
R&D	Research and Development
RTC	Reactor Technology Complex
TPE	Task Proficiency Evaluation
UI	University of Idaho
USRA	Universities Space Research Association
WANO	World Association of Nuclear Operators
WBS	Work Breakdown Structure
WNA	World Nuclear Association
WNU	World Nuclear University
WSERC	Western Strategic Energy Research Center
WSU	Washington State University

THIS PAGE INTENTIONALLY LEFT BLANK

Center for Advanced Energy Studies (CAES) Program Plan

1. INTRODUCTION

This Program Plan serves as the guiding document for the development and management of the Center for Advanced Energy Studies (CAES) and presents the current implementation strategy. The strategy will coordinate the Center's evolution to the self-sustaining and enduring world-class entity as directed and envisioned by the U.S. Department of Energy (DOE).

This document represents a 5-year plan during which time CAES will progress from its current status as an "Initiative" of the Idaho National Laboratory (INL) to that of an independent, nonprofit entity by the year 2010. The planning activities also include the option of an accelerated schedule (currently under evaluation) that could potentially move CAES to a separately incorporated, nonprofit company by 2008. This Plan also presents the 10-year end-state vision (a recognized world-class advanced energy organization) for CAES as well as the strategies to achieve this vision.

1.1 Center Description

The Center will be an academic and research institution in which the INL; the DOE; Idaho, regional, and other national universities; and the international community cooperate to conduct energy-related research, classroom instruction, technical training, policy conceptualization, public dialogue, and other events.

Although ultimately operating as an independent, nonprofit company, as governed by section 501(c)(3) of the Internal Revenue Code, CAES will initially operate as an internal INL organization staffed with representatives from the INL, universities, and industry.

Collaborative and colocated centers, established in association with CAES, will serve as implementation partners to focus resources in critical energy areas and partner with CAES

researchers and staff. As such, CAES will serve as the hub for a wider network of Idaho, regional and national universities; private industry; and other associated institutions that will form collaborative arrangements to share CAES resources, equipment, and technical staff.

1.2 Vision

By 2015, CAES will become a world-class, advanced-energy organization with an emphasis on nuclear energy and recognized for contributions to energy research, policy studies, and the revitalization of nuclear education. CAES will also train a diverse science and engineering workforce.

World-Class Organization
– an organization that is recognized by its peers, competitors, sponsors and the public as being among the world's best in a particular field.

As a central element of the INL transformation strategy, CAES will engage in workforce reinvigoration, development of a workforce pipeline enabling strategic hiring, workforce diversification, and culture change. CAES will develop research partnerships that provide its university network with enhanced access to INL facilities.

1.3 Mission

The CAES mission is to address critical science and engineering issues that will help resolve the grand challenges associated with providing an appropriate mix of energy technologies needed to address critical U.S. and global energy needs. Although CAES will have an emphasis on nuclear energy, it will also address other energy areas that are critical to ensuring U.S.

energy security, including affordability, limited environmental impacts, and leadership in the global energy arena. Energy technologies to be addressed include those for nuclear, hydrogen, and fossil fuels (coal, oil, and gas) and the full spectrum of renewable energy sources.

The Center will develop its research agenda to advance the education of the next generation of scientists and engineers and provide them with skills and experience needed to address critical workforce needs. CAES will engage in long-term, university-based research activities and host a range of national and international events.

Activities are being designed to facilitate an informed debate, which will address the questions and issues concerning the best energy technology mix necessary to meet U.S. and global needs. This dialogue will present the facts about the benefits and risks of nuclear energy in the world energy and environmental debate, and conduct a wide range of academic and public education activities.

The Center will advance academic capabilities by fostering collaborations and interdisciplinary studies and by making its research and development facilities and those of the INL available to a network of universities.

2. SITUATION ANALYSIS

Critical energy issues, highlighted by recent world events including passage of the most recent U.S. Energy Policy Act (2005), signify a need for action. The need for CAES, in association with the INL, to address key energy challenge issues is evident given the current U.S. and global energy situation, U.S. science and engineering educational challenges, and the combination of current energy industry workforce demographics and future workforce projections.

2.1 Energy Challenge

World energy demands are at an all time high. The world's population, over 6 billion people, uses almost 400 quadrillion BTU of energy annually. This is roughly equivalent to 180 million barrels of crude oil per day. These energy demands are expected to triple by 2050 as a result of several factors.

First, as the population of the world continues to increase, the energy demands are projected to further rise. Global population is expected to increase to over 9 billion people during the current century. Economic industrialization occurring throughout the 3rd world further adds to the global energy demands. Globally, about 1/4 of the land surface is devoted to agriculture and 1/4 is forested. At present, as population grows in general terms, land is converted from forest to food production, and productive agricultural land

is being lost to urban growth. Additionally, meeting these energy demands is further compounded by resource depletion and environmental concerns, such as climate change, land use change, water resource availability, and global sustainable development efforts.

The United States accounts for approximately 5% of the global population and approximately 25% of the world's energy consumption, or approximately 100 quadrillion BTU each year. The United States requires secure, sustainable, and affordable energy supplies that can be achieved with limited environmental impact. In 1997, a report to the President reviewed federal energy research and development challenges (Gibbons, 1997). This report identified that the United States faces major energy-related challenges as it enters the 21st Century.

The world is not running out of energy, but it is running out of the types of hydrocarbon-based energy that are currently the basis for global energy delivery.

The global energy resources currently used are finite. Achieving a sustainable energy system is essential to meeting both U.S. national needs in terms of energy security and economic stability, as

well as global energy demands in ways that avoid wars and economic instability (Tester et al., 2005).

Numerous publications present future energy scenarios. Some reports state that global production of sweet light crude oil will peak in 2005-2006 and that global oil production could be down by 75% within 30 years. Other reports are more optimistic and assume that alternative hydrocarbon resources, including tar sands and gas hydrates, will be utilized and that no problems will be encountered for many decades. One example of estimates for future global energy reserves based on one of many global energy use scenarios is shown in Figure 1. This scenario assumes the rapid development and deployment of advanced nuclear energy technologies used together with a closed nuclear fuel cycle.

The world is not running out of energy, but it is running out of the types of hydrocarbon-based energy that are currently the basis for global energy delivery. Two critical challenges are (a) developing an integrated and coordinated approach – at the global level – that enables an

orderly transition to an advanced energy future that is sustainable, affordable, and has limited environmental impact and that can meet growing global energy demands, and (b) providing the critical technologies to meet the global energy future, whether it be the hydrogen economy that some envision, advanced nuclear energy, and/or new synthetic hydrocarbons together with clean coal and renewable energy technologies.

In the long-term, one vision is of a world transportation system powered by hydrogen and nuclear systems providing electricity via fission and fusion and integrated closed fuel cycles. A closed fuel cycle with recycling of spent nuclear fuel offers an energy system with significantly reduced environmental impact, reduced residual waste volume and isotope life, and zero-greenhouse gas emissions. Full implementation of such energy systems is several generations in the future. Generation IV and advanced nuclear energy sources are not expected to be commercially available before mid-century.

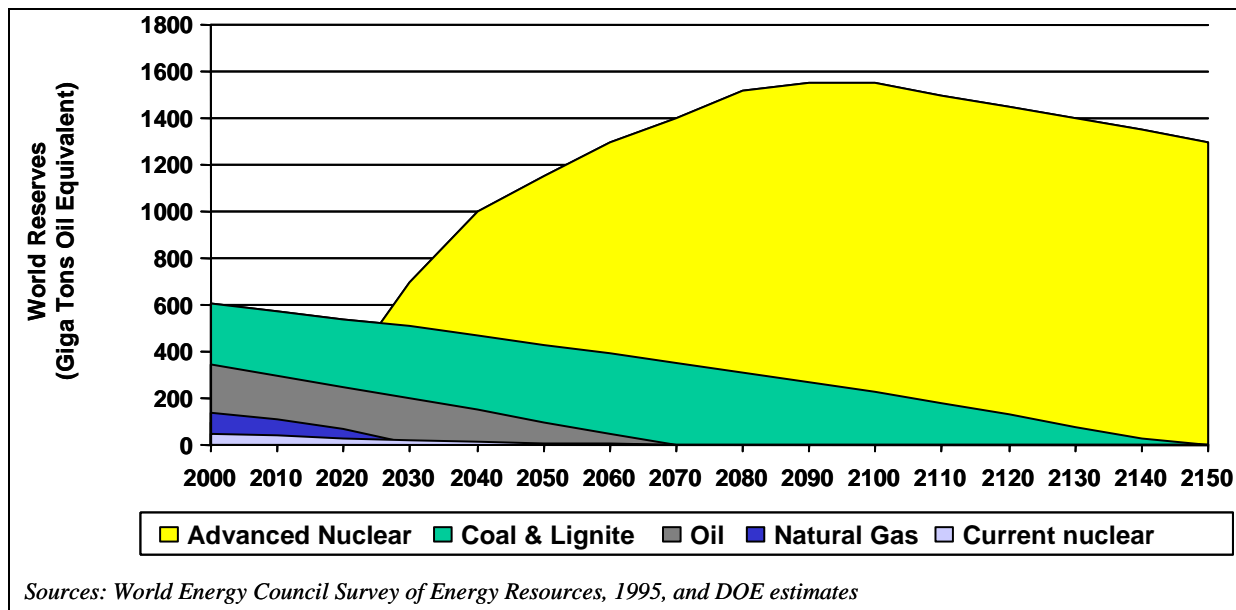


Figure 1. Projection of World Energy Reserves.

Over the next fifty years, the U.S. and the global population will need all current (Figure 2) and envisioned energy technology systems if

global energy demand is to be met. CAES will play a vital role by facilitating integration of the necessary science, engineering, and policy to

create a world-class center of *thought leadership* and science and technology delivery, recognized for addressing some of these critical science and energy policy issues through its established and distinctive signatures.

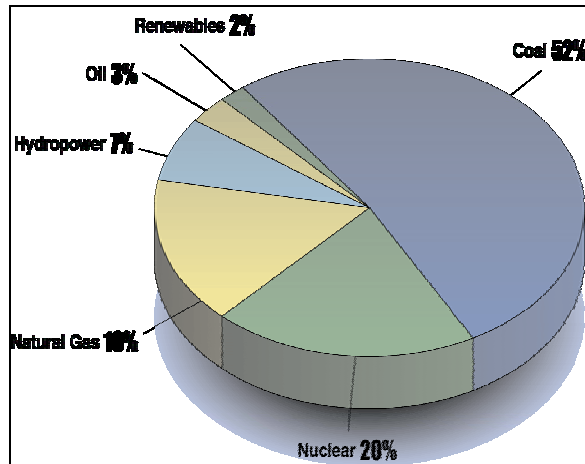


Figure 2. U.S. Current Electricity Generation.



2.2 Education Challenge

A series of recent studies discuss the nuclear education and staffing challenge that is facing the United States and other nations. These studies highlight the need to rebuild critical skills that will be necessary to meet the needs of the nuclear research and energy industry (NETF, 2005; Wogman et al., 2005). For example, Corradini et al., (2003) report that "Over the past decade the number of nuclear engineering programs in the United States has declined by half (from 80 to 40), the number of university research and training reactors by two-thirds (from 76 to 28), and total

enrollments have dropped by almost 60% (from 3,440 to 1,520)" (Corradini et al., 2003).

Several studies report B.S. and M.S. graduates in nuclear engineering number about 200 per year (Magwood, 2002; Corradini et al., 2003). Magwood cites a nuclear engineering department report (Was and Martin, 2000) that states demand is for ~600 graduates annually and rising, and expected to rise further. Further, Magwood reported that total national undergraduate enrollment in nuclear engineering was just under 1,000 in 2001, down from a level of ~1,500 that persisted through the 1980s and until 1995.

Recent data regarding nuclear engineering degrees is available from the Oak Ridge Institute for Science and Education (ORISE, 2005). This information shows:

- **B.S.** level – 219 graduates in 2004, as compared with 222 in 1998 and a low of 120 in 2001.
- **M.S.** level – 154 graduates in 2004, as compared with 160 in 1998 and a low of 130 in 2002.
- **Ph.D.** level – 75 graduates in 2004, as compared with 98 in 1998 and a low of 67 in 2002.

While enrollment in nuclear engineering programs appears to be increasing slightly from the low seen in ~2002, it has returned only to the level of the late 1990's. The demand for nuclear engineers still exceeds the supply. Enrollments are very much lower than will be needed to support a nuclear resurgence. There are also significant challenges in the areas of health physics, actinide chemistry, and related engineering and science disciplines.

The current numbers of students in the pipeline are a particular concern when set in the context of surveys showing that approximately 75% of nuclear personnel currently employed within the DOE national laboratories will be eligible to retire by 2010 (Wogman et al., 2005).

The particular challenges faced in nuclear and related topics are not unique. Within the United States, there is a lack of talent entering the general

science and technology workforce pipeline (BEST, 2004). Recent reports indicate that only 26% of U.S. high school graduates were considered to be qualified for entry into science or engineering programs in further and higher education. The numbers of students entering science and engineering as a percentage of students is a much smaller fraction than those in countries with which the United States has to compete. A further issue is the reduction in numbers of trained science and engineering graduates entering and remaining in the United States and at least in some critical areas reductions in numbers of foreign students in U.S. programs. The ability to provide adequate numbers of educated and trained staff to meet U.S. energy industry needs can be expected to be a major and growing issue over the next decade.

2.3 Staffing Challenge

The educational situation contributes directly to a growing nuclear engineering and related science, engineering, and technical staffing challenge. The “human element” in the nuclear power infrastructure has been identified by the Secretary of Energy Advisory Board’s Nuclear Energy Task Force (NETF) as a key area that must not be neglected (NETF, 2005).

The BEST Report noted that 25% of U.S. scientists and engineers will reach retirement age by 2010. The situation, specifically in nuclear, is even more stark with approximately 75% of nuclear personnel currently employed within the DOE national laboratories eligible to retire by 2010. Likewise, approximately 40% of the current technician workforce is also expected to retire in the next 5-7 years. Many utilities, especially in the commercial nuclear utility ranks, are being forced to coordinate their outages due to insufficient supplemental staff. In fact, some utilities have been placed in a position of reducing power levels so they can continue to operate within their safety basis until an outage can be arranged.

The United States is not alone in this staffing challenge. The Organisation for Economic Co-operation and Development (OECD) has described the global nuclear and related skills shortage. As they point out, meeting the global demand for a nuclear workforce, while at the same time addressing security issues, further complicates the personnel issue (NEA-OECD 2000a). With growing competition in the labor market, an additional concern in staffing the energy sector is that replacement workers are expected to have higher levels of qualifications and training and will experience a higher turnover rate than the current experienced staff.

As such, the continuous people pipeline needed to get new workers into the industry (fossil, nuclear, alternative, etc.) is currently insufficient to meet the needs in energy production, transmission, and distribution given the retirement picture and competition for qualified workers. National and industry-wide approaches are needed to rectify this issue. This is anticipated to result from an increased demand for trained experts during the impending workforce shortage.

The NETF recommended to the Secretary of Energy to address this workforce issue and “establish strong programs of undergraduate, graduate, and post-doctoral fellowships or traineeships in the physical sciences and engineering. One important aspect of these efforts is the development of the workforce that is essential for the resurgence of nuclear technologies” (NETF, 2005).

The Center, together with partnering universities, is seeking to work together with INL and DOE to address this identified need for nuclear engineering and energy-related professional education and related training (B.S., M.S., Ph.D., and post-doctoral education and training). At the technician level, CAES is targeting solutions where standardized, industry-driven curricula can be defined, developed, and packaged for uniform use throughout the country.

3. CAES GOALS/OBJECTIVES

To achieve its vision of being a recognized world-class organization, CAES will meet the following programmatic goals and objectives.

1. CAES will advance energy-related research, education, training, and policy.
 - a. CAES will facilitate research that is critical to resolving the technical challenges associated with achieving a mix of advanced energy sources.
 - b. CAES will advance academic expertise and capabilities in energy science, technology, and policy and do so in Idaho, nationally, and internationally.
 - c. CAES will facilitate the training of the next generation of nuclear scientists, engineers, and technicians.
 - d. CAES will advance sound energy policy leading the United States towards improved energy security.
2. CAES will develop a fully functional, nuclear education and research user-facility by 2008.
3. CAES will enhance Idaho nuclear educational opportunities.
 - a. CAES will create a bridge between Idaho, national, and international universities and the INL.
 - b. CAES and INL research and development capabilities and facilities will be available to a network of universities.
 - c. CAES will aid the Idaho Universities in becoming world-class centers for nuclear research and education.
4. CAES will facilitate the collocation and collaboration of Government-University-Industry energy-related interests.
 - a. CAES will have collocated and collaborating Centers.
5. CAES will be a self-sustaining and internationally recognized advanced energy organization by 2015.
 - a. CAES will develop distinctive technical signatures in energy-related research, education, training, and policy.
 - b. CAES will be a joint institute of the INL, Idaho State University (ISU), Boise State University (BSU), and the University of Idaho (UI).
 - c. CAES will serve as the hub of a network of INL-affiliated universities initially involving Massachusetts Institute of Technology, North Carolina State University, the Ohio State University, Oregon State University, and the University of New Mexico.
 - d. CAES will continue to engage a wider network of partnering organizations (e.g. Dalton Nuclear Institute, University of Manchester, UK) and will support the international Generation IV network.

4. IMPLEMENTATION STRATEGIES

While CAES will ultimately operate as an independent, nonprofit company, it is recognized that program development and certain legal and financial requirements must first be satisfied. As such, the evolution of CAES is planned to involve three distinct phases.

The initial activities of CAES, **Phase 1—CAES Formulation (2005-2008)**, involve the establishment of key partnerships and collaborations, infrastructure development, and beginning the process of revitalizing nuclear science and engineering education and research. During **Phase 2—CAES Implementation (2008-2010)**, CAES will be organized as an independent, nonprofit entity and will operate consistent with IRS requirements so as to obtain tax-exempt status [i.e. 501(c)(3)]. This Phase will continue revitalization efforts by expanding technical activities and collaborations. Finally, **Phase 3—CAES Operations (2010-2015+)** represents the long-term operating position of CAES that will attain world-class recognition by 2015. This Phase will be characterized by publications achieving international recognition in education,

research, training, and policy analysis.

Figure 3 illustrates this evolution of CAES. Specific elements to be emphasized within each Phase of CAES are discussed in the following sections.

4.1 Phase 1 — CAES Formulation (2005-2008)

CAES has achieved a number of significant accomplishments during fiscal year 2005. A summary of these activities is presented here along with key activities currently under way, as well as those that will be completed during the remainder of Phase 1.

4.1.1 CAES Inauguration

The Secretary of Energy, Samuel Bodman, formerly inaugurated the CAES program on June 1, 2005 (see Figure 4) amidst a host of other dignitaries. “*The goal here in Idaho is to become the premier facility for nuclear energy in the country.*”

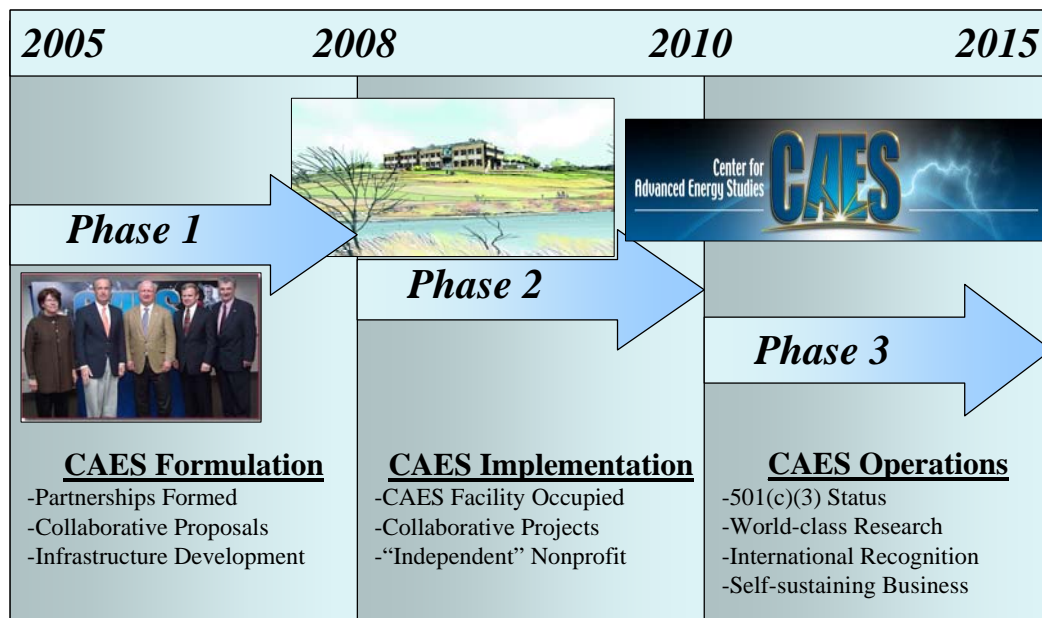


Figure 3. Phased Development of the Center for Advanced Energy Studies.



Figure 4. Secretary of Energy, Samuel Bodman, formerly inaugurating CAES.

4.1.2 Establishment of a Central CAES Organization

During Phase 1, the core administrative capabilities of CAES are being established. A number of administrative elements of CAES were established during FY-05, and several additional elements are being completed during FY-06 to facilitate the advancement of CAES and implementation of a full spectrum of programmatic activities.

This central CAES organization consists of the enabling functions of CAES and is represented in the Work Breakdown Structure (see Figure 13, under Section 6.1) as the Administrative and Collaborative Relations work elements. The establishment of these functions will facilitate and coordinate the broader technical and programmatic elements of CAES.

Strategic Appointments/Hires

The CAES senior leadership team was partially established during FY-05. Dr. Leonard J. Bond was appointed as the first Director for CAES effective February 1, 2005. The UI and ISU University have both appointed Dr. Bond to be an Affiliate Faculty in the Department of Physics, and BSU is in the process of making a similar appointment.

Dr. Michael Lineberry, holding a joint appointment with ISU, has been appointed as the Associate Director of CAES for Education. Mr.

Richard Holman is the Acting Manager for Training and Workforce Initiatives.

Several remaining members of this team will be identified during FY-06. Appointments for the positions of Associate Director for Research and Associate Director for Energy Policy will be made following national searches coordinated by representatives of the INL and the IUC partners.

The CAES Board of Governors will be formalized as an “Executive Advisory Committee” in FY-06. This group will become a formal Board when CAES becomes a nonprofit entity and will provide oversight of CAES activities. The organizational representation of this group has been determined. During FY-06, specific representatives from these organizations will be selected to form this Committee.

The CAES Executive Advisory Committee will establish the Technical Advisory Committee during FY-06. The CAES Technical Advisory Committee will be comprised of technical experts selected from the national laboratory complex, academia, and industry. This Committee will provide the necessary independent technical guidance to the CAES Executive Advisory Committee (Board of Governors) and to the CAES senior leadership team.

It is recognized that during FY-06 program development activities are needed to enable a programmatic and business base to be established for CAES, and that the activities will utilize a combination of INL and university staff on an as-needed basis. The CAES leadership, the Steering Committee, and the Executive Advisory Committee will coordinate these business development activities.

A process to identify and appoint CAES Fellows will be established during FY-06. It is planned that at least five Fellow positions will be filled by FY-07. These staff will be instrumental in establishing, implementing, and achieving the technical and programmatic vision of CAES. A competitive selection process will be implemented to identify and select appropriate candidates for these positions. Candidates will be sought from within the INL, the IUC, and the NUC universities. It is anticipated that these fellowship

appointments will initially have a duration of 1–2 years.

The Center, in cooperation with the INL and the Idaho Affiliated University Network (IAUN), is in the process of establishing the necessary legal framework for (a) a Memorandum of Agreement (MOA) to establish CAES as a joint institute between INL, ISU, UI, and BSU; (b) a draft lease for the new CAES facility; (c) a joint appointment/affiliate staff program; and (d) the IAUN.

The INL/CAES-University “Joint Appointments” process will stimulate transdisciplinary interaction and foster technical collaboration. This will facilitate appointment of the two remaining CAES Associate Director positions, as well as the establishment of CAES Faculty Affiliates and INL-Staff/CAES Affiliates during 2006.

Expedite Establishment of Nonprofit Entity

To best facilitate a collaborative Government-University-Industry partnership and to diversify funding opportunities, CAES is expected to operate as a nonprofit entity and joint institute. Such a classification is important because it permits CAES to seek unique funding opportunities that are not available to the INL or in some cases universities, it establishes CAES as an independent “non-government” organization, and it ultimately provides financial incentives in terms of tax-exempt status.

The nonprofit transition is complex and is currently expected to take at least four years to ultimately obtain tax-exempt status under section 501(c)(3) of the Internal Revenue Code. CAES will further consider the legal framework as well as an accelerated schedule for establishing a separate nonprofit company entity. This transition and the associated business model appear dependent on the completion and occupation of the new CAES facility (planned for 2008).

Strategic Partnerships

A key implementation strategy is the establishment of strategic partnerships. Strategic partners, identified in Section 5, will work in a collaborative manner with CAES. In some cases,

organizations will be collocated with CAES to enhance interactions.

This broader affiliate CAES organization will involve various types of relationships and partnerships. It is envisioned that some partners will bring ongoing independent programs while others will seek to form interdisciplinary collaborative teams that pursue and initiate new programs within CAES.

Given this range of expected interaction, CAES will use a variety of mechanisms to establish and maintain these strategic partnerships, including formal contractual and financial agreements/commitments, cost-sharing arrangements, cooperative research and development agreements (CRADA), and informal MOAs and Memoranda of Understanding (MOU). The INL Technology Partnerships organization and General Counsel will be instrumental in assisting CAES in the establishment of these various arrangements.

Strategic Planning

As CAES moves forward in attracting and organizing the numerous collaborators and development partners, it will continue to shape its technical programs through integrated strategic planning. These efforts will allow CAES to develop its own unique contributions, which align with the three Idaho Universities, a proposed Idaho Fuel Cycle Academic Center of Excellence, the five NUC Academic Centers of Excellence (ACEs), the four collocated Centers and the capabilities of the INL.

It is also expected that as CAES moves forward in establishing its university network, the five NUC universities will play a critical role in formulating an expanded collaboration network with other organizations, such as the Dalton Nuclear Institute, as well as participants from the International Generation IV countries. It is expected that staff exchanges and joint international programs and partnering will be developed. Given the location and nature of the CAES facility as a university building on university land, this will enable the hosting of foreign nationals that could not easily be accommodated in a DOE facility.

During FY-06, CAES will develop detailed Technical Agendas for each of its program areas (research, education, training, and policy). These agendas will be integrated into the CAES FY-06 Strategic Plan and will include an internal analysis of the “greater-CAES community” in terms of its strengths and weaknesses as well as external constraints in terms of threats (competition) and opportunities (financial and programmatic).

4.1.3 Expanding Idaho’s Educational Opportunities

Relationships between CAES and its university consortia and affiliate network continue to progress and have already expanded Idaho’s educational opportunities. CAES will continue these efforts by establishing an Education Committee, chaired by the CAES Associate Director for Education, which will provide the interface and coordination between INL’s Education Programs Office, the partnering universities, and INL’s Human Resources Department. This Committee will address how CAES, through the universities, provides a full spectrum of education opportunities, short courses and workshops.

2+2 Program

The 2+2 Program in undergraduate nuclear engineering, which culminates with a B.S. degree in Nuclear Engineering, was initiated Fall Semester 2005. Six juniors, four from the ISU College of Engineering, and one each from BSU and the UI, are currently enrolled and on schedule to graduate in December 2007. These students are supported with tuition, fees, and a stipend paid as a result of a grant from the AREVA Group (\$50,000) “matched” by a DOE Industry Matching Grant Award of \$40,000.

INL will supply adjunct professors to teach courses as needed. This approach supports the universities and builds the bridge between INL scientists/engineers and the Idaho university community.

The Center is working to arrange six-month INL “practicum” assignments for the 2+2 participants during the summer-fall semester

between their junior and senior years. This is intended to be a special internship in which INL’s unique nuclear facilities are made available for laboratory work. Details are being worked out between CAES and INL staff regarding use of the Advanced Test Reactor (ATR) at the Reactor Technology Complex (RTC), and Neutron Radiography Reactor (NRAD) at the Materials and Fuels Complex (MFC).

Idaho State University is working to achieve accreditation of the B.S. in Nuclear Engineering degree by 2008. The goal is to have the program provide a joint B.S. degree from ISU and the institution that provided the first two years’ education. The three College of Engineering Deans of ISU, UI, and BSU are currently preparing this plan, which requires Idaho State Board of Education approval.

Graduate Program

The graduate curriculum at all three IUC schools is being reviewed to ensure that degree programs meet the needs of the INL. The university community has committed to work with CAES to enhance and expand graduate degree programs and course offerings for academic year 2006–07 to better meet the needs of the new INL and CAES.

The Center is currently arranging for special courses to be taught in highly technical subject areas related to the INL mission. During the summer 2005, this new mechanism for special courses, which includes credit from the IUC universities, was implemented. Dr. Wes Hines of the University of Tennessee taught a Short Course at the Idaho Falls University Place campus during August 2005 entitled, “*Empirical Methods for Nuclear Power Plant Process and Equipment Monitoring*”. Visiting professors Dr. Barry Ganapol, from the Department of Aerospace and Mechanical Engineering, University of Arizona, and Dr. Cassiano R. E. de Oliveira of the Nuclear and Radiological Engineering Program, George W. Woodruff School of Mechanical Engineering, Georgia Institute of Technology, taught the “*Advanced Radiation Transport and Shielding*” short course. Dr. Ray Berry of the INL taught a

short course entitled, “*Computational Fluid Dynamics*.”

CAES Scholars

CAES has already significantly expanded the Idaho universities' participation in INL nuclear energy research. During FY-05, CAES helped align INL research needs with appropriate graduate student support. At the present time seven full-time, traditional nuclear engineering graduate students from ISU are being wholly supported by INL research. This includes five Master's students and two student pursuing Ph.D.'s. CAES is working to increase INL student research support for FY-06 and anticipates that by year's end CAES will have at least 12 CAES Scholars in residence supported by INL.

Distance Learning

The Center will work with the university network, including both the IUC and NUC, to further develop distant learning opportunities for representatives of all participating institutions. For example, consideration will be given to delivery of technical electives on the Idaho Falls and main Idaho campuses for courses taught at the NUC universities.

Education Resource Network

The Center will include access to energy education resources from its web site. Working in partnership with the INL, CAES will seek to become a node in an education information network, which includes nuclear and other advanced energy technologies.

4.1.4 Establishing the Necessary Workforce Training

The CAES Office of Training and Workforce Initiatives has been investigating and assessing the energy sector workforce situation (Section 2.3). CAES will continue to identify the training elements for which CAES can most productively contribute to improve this situation. Two of CAES' national training efforts will be in the area of energy workforce development and improving the numbers and training of nuclear plant startup engineers.

Energy Workforce Development Initiative

The CAES Energy Workforce Development Initiative is an effort to improve the pipeline of people into and development of a robust energy sector workforce. This initiative links several federal agencies, the INL, EPRI, private sector industry, and several educational institutions together to resolve a dilemma in the energy industry—the need to identify, train, and develop new maintenance workers and technicians to replace the large numbers of retiring workers across the sector.

This effort builds on current efforts in both the Departments of Labor and Energy that are aimed at a standardized program. CAES and EPRI, using the existing EPRI Task Proficiency Evaluation (TPE) Program coupled with ISU and Eastern Idaho Technical College (EITC) capabilities and coursework, will support the establishment of a national network of community colleges, vocational-technical schools, and tribal education institutes. The result of this effort will be a standardized two-year curriculum delivered by regional institutions. An unsolicited proposal to develop such an approach is being reviewed by the U.S. Department of Labor's Employment and Training Administration.

Startup Engineer Training (CAES Nuclear Energy Resurgence Curriculum)

The Startup Engineer Training Program is based on the identified needs of industry with regard to the imminent resurgence in nuclear plant construction. It is one element of the CAES nuclear energy resurgence curriculum. With the current focus on expanding the nation's nuclear energy generating capacity it is imperative that the industry has the necessary skills and technical competence to safely and productively undertake system testing and startup activities. Competent “startup” engineers ensure that subsequent plant operations perform safely and efficiently. The activities performed by these engineers can reduce costs by millions and schedules by months. There appears, however, to be a critical shortage of “startup” engineers in the United States. CAES is working to promote a program with industry and regulators that will provide the training and skills

needed to ensure successful, timely, cost-effective, and safe startups.

The goal of this program is to produce trained construction test and startup engineers with demonstrated knowledge, skills, and attitudes, and industry-wide contacts who will be an asset to their utility, regulatory agency, or vendor during plant startup. It is imperative that the engineers involved in construction, startup testing, and initial operations, particularly those in the ranks of the regulators and utilities, have the necessary skills, technical competence and proficiency.

This CAES program will be an industry-wide integrated training program intended to involve all viable commercial reactor designs, reactor vendors, equipment vendors, architect-engineers (AEs), utilities, regulators, and others. The overall goal is to provide training for the people who will conduct the startups and help them develop their knowledge, as well as their technical and interpersonal skills.

The Center also plans to offer this training to the regulators since a strong nuclear industry requires a knowledgeable and experienced regulatory workforce. Separate regulator-specific sessions will be offered to maintain the necessary distance between regulators and regulated.

International Efforts

Knowledge Capture/Management

There are currently no reliable and systematic means for ensuring that the tacit knowledge and skills of the aging workforce are captured and communicated to the remaining workers. CAES is working with industry, the INL, other federal agencies and the international community through the International Atomic Energy Agency (IAEA) to determine an approach to best capture the knowledge of the retiring and departing workforce. The IAEA effort is expected to result in an IAEA TechDoc entitled "Guidance Document on the Preservation (and Enhancement) of Knowledge for Nuclear Power Plant Operating Organizations." Mr. Richard Holman, Acting Manager of the CAES Office of Training and Workforce Initiatives, is an IAEA invited member to this technical committee.

4.1.5 Research

As CAES moves to be an enduring and self-sustaining entity it will achieve its business base by establishing a set of distinctive research signatures. These distinctive signatures will be carefully selected and CAES resources will be focused to establish and maintain these signatures.

Business development activities have been initiated during FY-05 and initial proposals have been submitted. Additional activities will be conducted during FY-06. An integrated CAES Strategic Research Plan will be developed during FY-06 and potential funding opportunities will be identified and targeted. Pre-proposal planning activities will be performed so as to position CAES and the affiliated team to prepare and submit proposals with high probabilities of success. In FY-07 a targeted business development strategy will be implemented to capture the necessary research funding for selected programs and CAES affiliated staff.

The Center began in FY-05 to significantly increase involvement of full-time nuclear engineering graduate students doing their research at INL, via INL support, on problems relevant to major INL programs. This program contributes to the revitalization of nuclear engineering in the IUC. The intent is to increase the nuclear engineering student involvement to at least 12 students-in-residence during FY-06 as well as consider non-nuclear engineering opportunities.

To continue to grow the total number of students involved, it is necessary to bring more faculty into roles within INL programs. As such, a pilot program was initiated in FY-05 whereby faculty began working with INL programs via low-cost "mini-grants". It is anticipated that these working contacts will lead to more substantial involvement of the faculty in INL and CAES programs such as expanded involvement of graduate students and joint proposals for new CAES research. The goal for FY-06 is to continue the pilot program with 10 mini-grants.

The Center is an advanced energy Center, not exclusively an advanced nuclear energy Center. Therefore, both nuclear and non-nuclear research

will be conducted. Topics being considered include:

Nuclear Energy Research

Although discussions and activities were initiated during FY-05, the process of identifying unique CAES research areas will be expanded during FY-06. CAES will conduct a series of workshops to further refine and develop appropriate research topics given its collective research capabilities (INL, IUC, NUC, etc.). Some initial areas being considered include:

1. **International Nuclear Fuel Cycle** – The nuclear fuel cycle represents an ideal area of CAES research emphasis. First, it is of vital importance to ensure safeguarding of existing and planned fuel cycle activities. Second, as nuclear power continues to expand globally, new technologies and institutions will be required. This will be even more critical if the world moves to closure of the nuclear fuel cycle and the recycle of fuel materials.

The combination of challenges in both the technologies and in the institutions of the nuclear fuel cycle provides rationale for a long-term CAES role. With its own technical resources and that of the INL and its University partners, CAES is well positioned to contribute technology. With the Energy Policy Institute (EPI), CAES will contribute to key institutional issues such as the internationalization of nuclear fuel cycle activities.

Fuel cycle activities are multidisciplinary by nature. Engineering, physics, chemistry, mathematics, and simulation, for example, play key roles. This multidisciplinary approach increases the value of the CAES/INL/University consortia. Moreover, the IUC is building an ACE for fuel cycle activities.

An activity initiated by the INL in FY-05 is the SINEMA fuel cycle modeling and simulation research. This is at present an INL activity that will have increased CAES and university involvement. INL researchers will partner with CAES, IUC and NUC researchers

in the development and use of what is envisioned to be a suite of modeling and simulation codes resulting ultimately in the world's most powerful and flexible fuel cycle simulation capability.

In FY-06, \$150K is anticipated to support the IUC development of a strategic plan for the nuclear fuel cycle research ACE. This will be leveraged with the institutional efforts of EPI to form a combined project, which will plan the CAES/IUC fuel cycle activity.

2. **High Temperature Reactor Materials** – CAES will work with a sub-set (5) of the IUC and NUC universities to support and develop a proposal for a National Science Foundation (NSF). The Idaho Falls element of activities would be housed in the CAES facility. These activities will supplement those being developed through collocated centers and within INL programs.
3. **Instrumentation & Controls** – Advanced NDE/Diagnostics Prognostics - CAES will facilitate an advanced NDE workshop focused on the needs of the Next Generation Nuclear Plant (NGNP) and Gen IV systems. The results of this workshop will help define a three-lab research effort (i.e. INL, ORNL, PNNL), with CAES coordinating.

Non-nuclear Energy Research

Discussions and activities were initiated during FY-05 and the process of identifying unique CAES non-nuclear research areas will be expanded during FY-06. CAES will conduct a series of workshops to further refine and develop appropriate research topics given its collective research capabilities (INL, IUC, NUC, etc.). Some initial areas being considered include:

1. **Hydrogen** – Scientific and engineering advancements must be made to realize the potential benefits of a hydrogen economy. In the long term, hydrogen will have to be produced without the release of carbon dioxide and by using abundant and reliable feedstocks. CAES will work with INL, university and industrial partners to help develop the hydrogen science and technology

bases needed to secure our nations' energy future. Specific areas of research being evaluated include fuel reforming, e.g. coal, heavy diesel; electrolysis and thermochemical cycle development; biomass conversion; separations, purification and storage; and fuel cells.

2. **Carbon Management and CO₂**

Sequestration – Carbon dioxide emissions resulting from burning of fossil fuels play a key role in global climate change and continue to be a major international concern. CAES research, working with IUC, NUC and INL collaborators, may focus in the area of carbon capture, transformation and sequestration. Specific areas of research being evaluated include CO₂ emissions modeling, transformation chemistry and subsurface storage technology.

3. **Coal and Fossil Energy** – Coal and fossil energy sources continues to play critical roles in the US and global energy supply. CAES will work with INL and industry research teams to help advance new science needed to improve the utilization and environmental acceptability of these resources. Areas of research will need to be more thoroughly defined but likely will involve improved conversion science and technology. Workshops will be conducted in FY-06 to better define and focus this area of research.

4. **Energy and Water** – Energy, water, and environmental sustainability are inextricably linked to U.S. economic performance as well as the health and welfare of our citizens and environmental quality. Maintaining abundant, sustainable sources of clean water is dependent on the availability of clean, inexpensive, and sustainable energy. Likewise, our nations' energy goals cannot be reached without simultaneously addressing the use of water for power plant cooling, emissions scrubbing, and energy production related issues. The magnitude of the challenge facing us to manage the nexus between energy and water is enormous since the projected needs of both energy and water are expected to grow substantially over the next 25 years.

CAES will work with the INL, IUC and NUC collaborators to establish and implement research to better understand the water cycle and water utilization, as they pertain to energy production and utilization. The science and technologies necessary to help optimize the use of our water resources and the production and utilization of energy also needs to be better understood.

4.1.6 **Energy Policy Institute Startup**

The Energy Policy Institute (EPI) will lead a comprehensive national, international, and regional dialogue on nuclear energy and other energy policy issues that span the range of topics including energy technology mix, energy-water nexus, consequences and impacts to the economy, society, natural resources, and the environment.

Public Policy
– *the result of what society and its institutions decide to do about a problem that affects the lives of its citizenry.*

During FY-06 EPI will be establishing its organization through the hiring of key staff. An Interim CAES Associate Director for Energy Policy will be in place early in FY-06 and activities will be initiated in Idaho Falls. A national search will be performed in FY-06 to hire a permanent CAES Associate Director for Energy Policy. The selected individual is expected to also serve as a tenure track professor at BSU. Additionally, EPI staff, faculty and graduate assistants will be retained.

EPI will assemble a community of interested parties and will begin to execute its research agenda through strategic partnerships with other institutions, presenting research papers at national conferences, and conducting energy policy seminars and workshops. An initial policy study will be performed and reported in FY-06. During FY-07, EPI will showcase its capabilities by organizing and hosting an initial Energy Policy Conference. These activities are expected to build on the initial study to be performed in FY-06 and to form the basis for establishing the EPI

distinctive signature, looking at the policy-technology interface.

The EPI will complete a business development plan that includes identification of potential funding opportunities. Proposals will be developed and submitted to targeted organizations in FY-06–07. Activities will be conducted to enable a fully functioning EPI to be prepared to move into the new CAES facility in Idaho Falls in FY-08 and for EPI to be supporting and aligned with activities at BSU.

4.1.7 CAES Communications

During FY-05, CAES began the implementation of various communication mechanisms. These efforts will continue to be expanded in FY-06 to generate further awareness and advocacy for CAES and its activities.

Informational Outreach

The Center informational outreach efforts will include the routine generation and distribution of various information packages. These information packages involve electronic, video and hardcopy media including text, brochures, newsletters, videos, web pages, photographs, drawings, graphics, and other materials as needed.

The CAES web site at <http://CAESenergy.org> will be further developed to become a key information portal. Periodic electronic newsletters will be distributed to interested individuals, organizations and the affiliate network.

Technical Exchanges

Seminar Series

The Center is working with the IUC and the INL to initiate the CAES Seminar Series during FY-06. Similarly, one result of the initial interaction with the Dalton Nuclear Institute leadership, late in FY-05, was mutual interest expressed in a joint seminar series. This seminar series will include the active participation of visiting scientists and engineers as well as key CAES-affiliated experts. Invited lectures will address a diverse set of energy related topics including nuclear energy, alternative energy sources, energy policy, economics, waste

management, and nonproliferation. This series is expected to be open to the public.

Workshops

The Center is working with the IUC and the INL to define a series of CAES workshops. These workshops will be instrumental in formulating the technical agenda for CAES. For example, EPI will organize workshops and surveys of citizenry, policymakers and other interested stakeholders to help establish priorities of relevant energy policy issues.

Conferences

The Center representatives will be active participants in national and international conferences. This participation will serve to present the work conducted via CAES as well as to promote CAES and its affiliates. Participation will include presentation of individual technical work, programmatic overviews and conference/session coordination.

The Center is scheduled to participate, at a minimum, in the following annual conferences during FY-06.

- American Nuclear Society Winter Meeting, Washington D.C. – November 2005
- ISU Regional Energy Conference – November 2005
- Waste Management 2006, Tucson, AZ – February 2006
- American Nuclear Society Summer Meeting, Reno, NV – June 2006
- American Society of Engineering Education Annual Conference – June 2006
- Alternative Energy Week, Boise, ID, – September 2006.

The Center has also started planning efforts for an advanced NDE workshop, which will look at Very High Temperature Reactor and Generation IV needs.

Consideration is also being given to establishing a CAES Research Conference. This conference could be structured similar to the “Review of Progress in QNDE”, that is run by the

Iowa State University, NDE Center, and the “X-Ray Conference” coordinated by the Physics Department of the University of Denver. Such a conference would have published conference proceedings and could become a focus for national activity in selected technical areas that support advanced nuclear energy.

4.1.8 Infrastructure Development

A partnership between the State of Idaho, the IUC, and BEA will complete construction of the CAES facility at University Place in Idaho Falls in 2008. This new CAES facility will enable the collaboration of university, CAES administration, INL researchers, and other affiliate members.

The CAES facility will be a premier international user-facility for promoting, performing research and revitalizing education and training in nuclear energy science, engineering, technology, and related disciplines (see Figure 5). The facility is expected to encompass 50-60,000 ft² with approximately 50% of the facility will be dedicated to laboratory space and will be opened during 2008. The facility is envisioned to be a two-story, structural steel building with a brick façade. Coordination with other University Place and INL planned building initiatives will ensure the architecture is compatible with the overall campus design.

With CAES and the collocated centers, including industry partners, it is anticipated that this facility will house, when fully occupied, a total of 175 people including approximately 100 faculty, researchers and staff, 50 graduate students and 25 undergraduate students from the 2+2 Program.

CAES Infrastructure Development Project

The IUC and CAES are working together to meet the requirements of the State Board of Education. The building will be a university building located on state/university land. The CAES infrastructure development project team is lead by an ISU Project Manager. Core project team members include an engineering manager (ISU), a project controls lead (ISU), a construction lead, a finance lead (ISU), an INL representative (to coordinate all INL inputs to design), a UI representative, a BSU representative, and a project architect from the Idaho Division of Public Works. This group is working in close cooperation with the CAES Steering Committee and State Board of Education for final approvals.

The current planning assumption is that this new building will be located at the ISU/UI Center for Higher Education at University Place in Idaho Falls. A final siting decision is expected to be made during the first quarter of FY-06. CAES and the IUC have held building requirements workshops and an outline requirements document is ready for transmission to an architectural firm. IUC and the Idaho Division of Public Works will issue a request for proposal and award a contract to an architectural engineering firm to complete the design and then subcontract for the construction based on the completed design.

Bonding/Guarantees

The design and construction of the State-owned CAES facility is estimated to cost approximately \$14 million.



Figure 5. Conceptual Illustration of the Future CAES Facility.

Funding for this facility has been obtained as follows:

- A total of \$5 million dollars from the INEEL Settlement Fund, as defined in the Idaho Code 67-806A, for use according to the terms of the agreement for the construction of the Center for Science and Technology in Idaho Falls, dated June 29, 2001, between the Office of the Governor of the State of Idaho and the Regents of the University of Idaho and the Trustees of Idaho State University.
- A total of \$1,942,756 in grants from the U.S. Department of Housing and Urban Development (HUD) to the University of Idaho, HUD Grant B-00-SP-ID-0116 in the amount of \$925,000 and HUD Grant B-01-SP-ID-0172 in the amount of \$1,017,756 for use according to the terms of the grants.
- Additional support for the design and construction of the CAES through the issuance of bonds, exempt from federal income taxation in the amount of an additional \$7 million by Idaho State University to be retired over 20 years, by rent paid by BEA and its affiliates for occupancy of approximately 50% of the CAES facility.

The CAES building will be constructed following all laws and regulations of the State of Idaho and the project will be administered under the provisions of Idaho Statutes of Title 67, Chapter 57. The Idaho Division of Public Works will secure all plans and specifications for, let all contracts for, and have charge of and supervision of the construction of the CAES facility.

Equipment Acquisition

The normal “supplied with construction” equipment (such as HVAC and laboratory fixtures) will be included in the allocated CAES facility development funding and will be supplied under the construction subcontract. Specialty equipment and equipment to be installed after the building is completed, to support the CAES program, education, research, and the collocated Centers is provided by other sources.

Specialty equipment for the new CAES facility will be provided through a combination of sources including: (a) INL excess equipment, (b) direct programmatic funding, (c) university funds, and (d) large items, through INL and university capital equipment and DOE funds.

4.1.9 Operation, Management and Performance

The Formulation Phase of CAES – Phase 1 is intended to establish the foundation on which CAES will build a world-class entity. This foundation includes the establishment of key partnerships and the development of necessary infrastructure, and the formulation of researcher-friendly administrative tools.

During Phase 1 CAES will initiate an annual CAES meeting, which will include presentations and discussions of key projects, programs and business development activities. CAES will also initiate its semi-annual Executive Advisory Committee Meetings and strategic planning workshops.

The operation, management and performance monitoring mechanisms will be developed and implemented to ensure successful execution of this program plan. Prior to the establishment of CAES as an independent entity CAES will operate in accordance with INL and BEA practices and requirements. A CAES handbook will be developed during Phase 1 to aid collaborators, researchers and staff for the transition to an independent entity.

The Center will identify and apply operating policies from other related and successful institutions such as the National Science Foundation (NSF) Industry/University Cooperative Research Centers Program (Gray and Walters, 1998), other Battelle-operated National Laboratories (Oak Ridge National Laboratory, Pacific Northwest National Laboratory), and the National Space Science Technology Center (NSSTC). For example, NSSTC, a partnership between National Aeronautics and Space Administration (NASA) Marshall, seven Alabama research universities and the State of Alabama, has a 20-year history and currently has 350 to 400 people actively engaged in its research efforts. This successful organization, described as a “confederation”, has received strong State, university and NASA support.

A survey of energy research centers was performed by BSU and INL staff and has been reported to CAES (O'Brien and Louis, 2005).

CAES leadership will continue to learn from both successful, and less successful centers and policy organizations.

A set of CAES performance metrics will be developed during Phase 1. These metrics are expected to include:

- The number of **Peer Reviewed Publications** (and Citations/Impact)
- The number of **Conference Presentations**
- The number of issued **Reports**
- **Business Volume**
- **Collaborative Partnerships**
- The number of **Staff, Affiliate and Associated Faculty and Students**.

A summary of activities and performance against these metrics, including interactions with collocated and collaborating centers and the university network will be provided in the Annual Report and presented at the Annual meeting. Other periodic reports and information will be provided through semi-annual newsletters and the CAES web site (<http://CAESenergy.org>).

4.2 Phase 2 – CAES Implementation (2008–2010)

The Center Implementation – Phase 2 will focus on development of a full spectrum of programmatic activities in education, research, training and policy studies while operating as an independent nonprofit entity, and expanding its collaborations as the hub for the university network. These activities will be key to supporting the INL transformation, including the revitalization of the human capital (workforce), workforce skill-mix adjustment, engagement of the wider research community, workforce pipeline development and support of the INL workforce diversity strategic hiring goals and objectives.

The Center will be functioning as the hub for a university network and a network of wider collaborations, both in the United States as well as internationally and will serve as a gateway for contacts with INL researches and facilities.

4.2.1 Occupy New CAES Facility

The commencement of Phase 2 is scheduled to coincide with the completion of the new CAES facility. This facility will serve both as a visible achievement as well as be a key physical enabler for CAES to progress towards its programmatic vision.

The Center administrative and research staff, INL researchers through the collocated research centers and institutes, and CAES affiliate faculty and researchers will jointly relocate into the new CAES facility during FY-08. The collocation of government, academia and private industry resources and staff will foster CAES interactions and technical collaborations.

It is expected that the building will be at least 50% occupied by the end of FY-08 and the full occupancy of 175 people will be achieved by 2010.

4.2.2 Transition to Nonprofit Entity

During Phase 2 CAES will move to be organized and recognized as an independent nonprofit entity. It is anticipated that CAES will transition to a nonprofit entity by FY-10 (accelerated schedule is during 2008). This transition will move CAES from its current internal INL organizational status, operating with an MOA that establishes the teaming with three Idaho universities and an expanded affiliated university network (the 5 charter members of NUC), to an independent entity. This nonprofit transition will better position CAES to begin operating consistent with IRS requirements including the establishment of complete and independent records (establishment of 24-month operating history) that will be used in support of tax-exempt status consideration. Initial review of requirements and planning for this transition began in FY-05. The detailed planning for this transition approach will be completed in FY-06.

4.2.3 Program Achievements

The Center programmatic achievements will continue to be realized during this Implementation Phase. These accomplishments will be evident in each of the CAES technical areas.

Research

It is expected that CAES will focus its research efforts in 3-5 critical areas, which align with its distinctive expertise. These research signatures will form the basis for CAES research activities, business development and delivery on grants and contracts. In each area it will be necessary to achieve and maintain a critical mass for the research effort (expected to be \$3–5M per area). Performance will be measured using the CAES performance metrics and reported at the annual meeting and through the Annual Report.

Education

A CAES education committee, established in Phase 1, will ensure that needed courses are provided through the IUC. A core activity will continue to be to support the “2+2” B.S. in Nuclear Engineering and to enable it to be an accredited program with internships at the INL site. At least 50 graduate students and post-docs will be associated with CAES activities.

In addition to graduate and undergraduate education the CAES Seminar Series will have been established and will be attracting national and international lecturers. Additionally, a program of short courses, and workshops will be fully functional.

Following on the success of the first WNU, Summer Institute 2005, CAES will seek to maintain and develop its interactions with the WNU and host a second WNU Summer Institute that is provisionally planned for 2007 or 2008.

Policy

The CAES EPI will be fully established before the start of Phase 2. As such, EPI will be performing an expanded number of policy studies, hosting workshops and increasing its impact as a center for thought leadership.

EPI will be establishing a recognized and distinctive signature, currently anticipated to be the technology-policy interface. It will work closely with the INL to integrate with the INL energy security strategy (Figure 6).

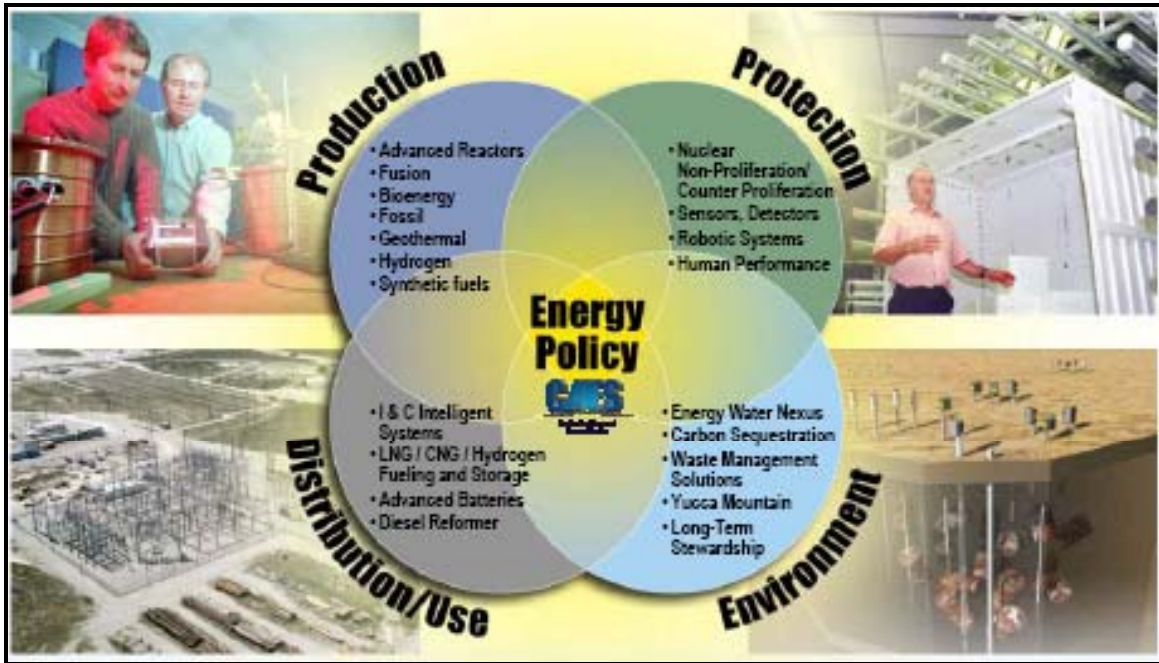


Figure 6. INL's Energy Security Integration.

EPI will have an expanded set of partnerships with such groups as the Joint Global Change Research Institute and the Global Energy Technology Strategy Program.

Training

The Center will be integral to the training efforts in the energy community. As an implementation resource to EPRI, INPO and NEI, CAES will help train and develop the nuclear workforce at the crafts/technician level. By providing leadership, support and coordination, CAES will help strengthen national energy-related curricula presented at community colleges, vocational technical schools and tribal education institutes nationwide.

A full-cost recovery Startup Engineering Training and Resource Program will provide training and information resources for reactor startup activities to national and international clients. This program will be staffed with both permanent and as needed technical personnel from industry and the NRC.

The Center will serve as a national and international training resource. In cooperation

with the INL Technical Library CAES and INL will hold the largest standing resource base of reactor startup literature and information resources in the world. As an international resource CAES will support the International Atomic Energy Agency (IAEA) in addressing the questions of workforce development and knowledge capture.

4.3 Phase 3 — CAES Operations (2010–2015+)

4.3.1 Sustainable Operations

As an independent entity, CAES must achieve a self-sustaining funding stream based on its technical and programmatic contributions. CAES revenue streams include direct programmatic funding, funding obtained by the researchers and EPI, the four affiliated independent centers, sublease payments from affiliate members, as well as financial support from both the DOE and the INL. It is intended that CAES operate as an independent organization no later than the beginning of FY-12. The long-term operating position for CAES is that CAES revenue will be 1/3 DOE, 1/3 other federal agencies and 1/3 other

grants and contracts, including payments for space and collaborating activities and provision of administrative services to collocated centers and related industrial partners.

The personnel costs associated with CAES researchers, staff, students and affiliate members dominate CAES costs. A CAES business model is presented in Section 7. This model projects a positive net cash flow for CAES that will enable investment and growth. Achieving this vision is dependent on adequate investments being made in CAES activities in both Phase 1 and Phase 2.

4.3.2 Programmatic Accomplishments

Research

The CAES distinctive research signatures will have been used to integrate faculty, students and researcher activities. These research signatures will continue to form the basis for CAES research activities, business development and delivery on grants and contracts. In each area it will be necessary to achieve and maintain a critical mass for the research effort (expected to be \$3–5M per area). Performance will be measured using the CAES performance metrics and reported at the annual meeting and through the Annual Report.

Education

Nuclear engineering and science research will be growing nationwide. The educational opportunities provided by the Idaho universities in partnership with INL and CAES will be seen as a key component of this revitalization. A collaborative bridge between Idaho, national and international universities and the INL will have been established and will be fully functional.

Graduate and undergraduate students will be receiving practical work experience through this broad educational network. Distance learning capabilities will support enhanced student-faculty-professional interactions. Access to government, industry and university resources will provide unique, one-of-a-kind educational opportunities.

Policy

The CAES EPI will be fully established and operational. EPI will continue to perform an increasing number of significant policy studies and workshops. Through these efforts EPI will be recognized internationally as a pre-eminent energy policy institute.

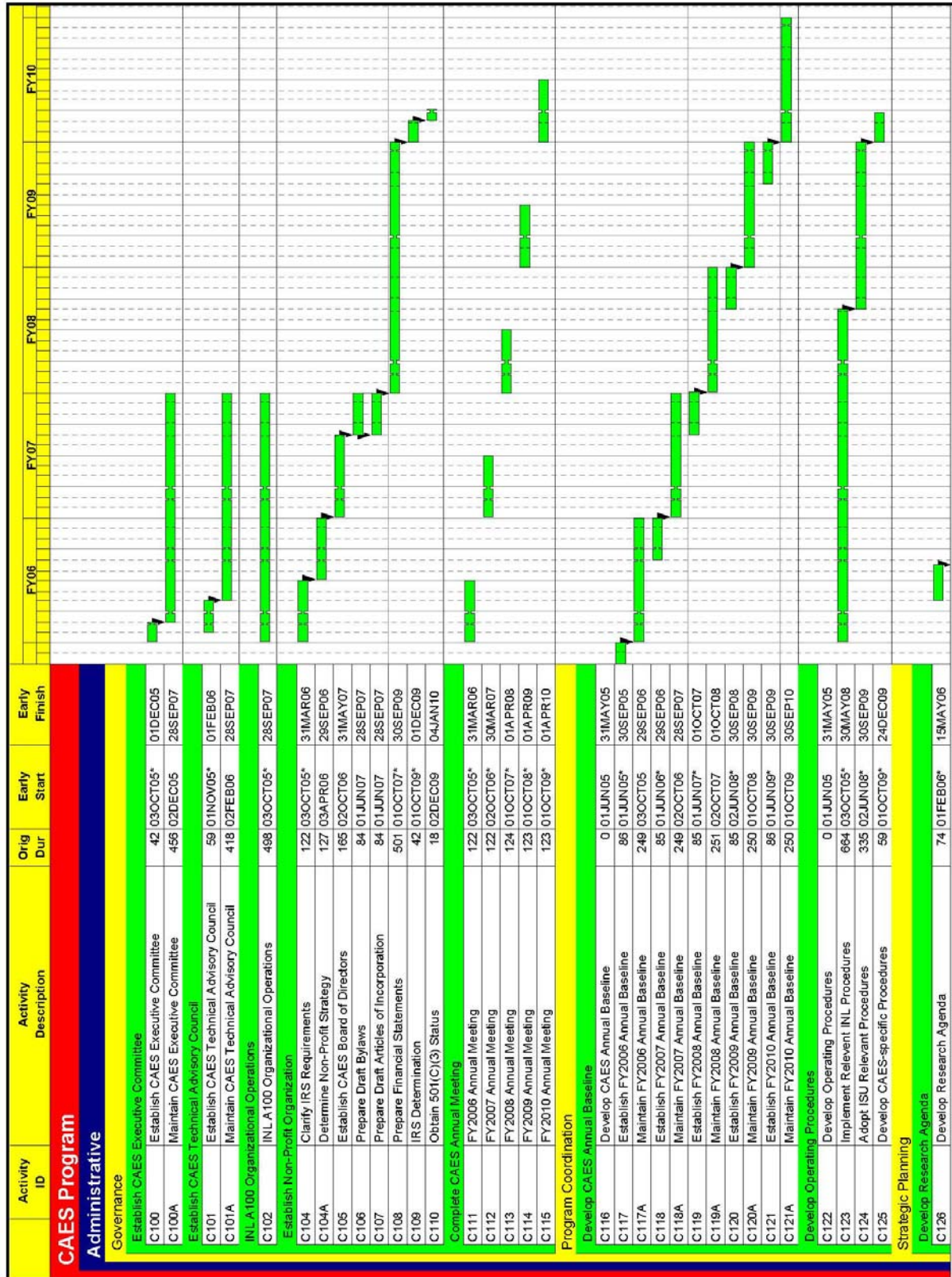
Through its broad collaborative partnerships EPI will come to be instrumental in identifying energy-related issues and formulating solution-oriented energy policy.

Training

The Center will be identified as a leader for the development of training curriculum, activities, and materials for future generation reactors. The establishment of technical training programs in support of the nuclear industry will gain international recognition for CAES. CAES will also be an advisor to the Nuclear Regulatory Commission for training and workforce-related questions.

4.4 Program Schedule

The following Program Schedule details the activities, milestones and key deliverables for CAES for the period FY-06–10.



|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

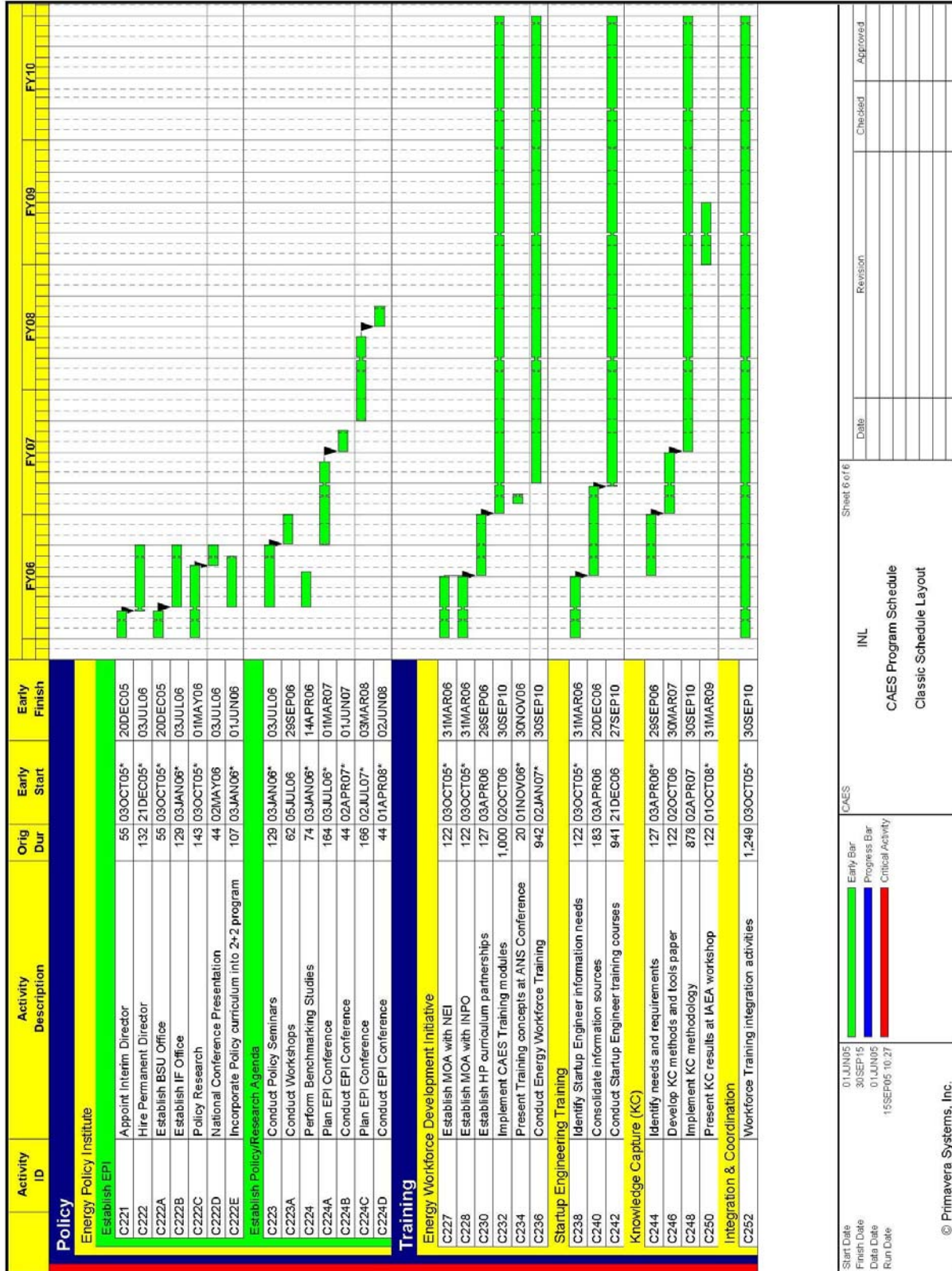
Sheet 2 of 6

Activity ID	Activity Description	Orig Dur	Early Start	Early Finish	FY06	FY07	FY08	FY09	FY10
C146	Relocation Support & 60% Occupancy	585	02JUN08*	30SEP10					
Resource Management									
Equipment Acquisition									
C147	Equipment Acquisition	0	03OCT05*	30SEP05					
C148	Procure Scanning Transmission Microscope	230	01OCT09*	01SEP10					
C149	Procure Focused Ion Beam System	230	01OCT09*	01SEP10					
Obtain IT Computer Network Services									
C150	Obtain IT Computer Network Services	0	03OCT05*	30SEP05					
C151	INL Services	664	03OCT05*	30MAY08					
C152	ISU Services	585	02JUN08*	30SEP10					
Equipment Maintenance									
C153	Equipment Maintenance	1,270	02SEP10	30SEP15					
Collocated Relations									
Collocated Centers									
Create CNFMR									
C154	Create CNFMR	0	01JUN05	31MAY05					
C155	Appoint Director	186	03OCT05*	30JUN06					
C156	Establish CAES/CNFMR Agreement	63	03JUL06*	28SEP06					
C156A	Maintain CAES/CNFMR Agreement	1,000	02OCT06*	30SEP10					
Create CSNR									
C157	Create CSNR	0	01JUN05	31MAY05					
C158	Establish IF-based Office	58	03OCT05*	23DEC05					
C159	Establish CAES/CSNR Agreement	191	03JAN06*	28SEP06					
C159A	Maintain CAES/CSNR Agreement	1,000	02OCT06*	30SEP10					
Create CNSDA									
C160	Create CNSDA	0	01JUN05	31MAY05					
C161	Appoint Director	80	03OCT05*	01FEB06					
C162	Establish IF-based Office	168	02FEB06*	28SEP06					
C163	Establish CAES/CNSDA Agreement	150	01MAR06*	28SEP06					
C163A	Maintain CAES/CNSDA Agreement	1,000	02OCT06*	30SEP10					
Create CAMS									
C164	Create CAMS	0	01JUN05	31MAY05					
C165	Establish CAES/CAMS Agreement	107	01FEB06*	30JUN06					
C165A	Maintain CAES/CAMS Agreement	1,063	03JUL06*	30SEP10					
University Consortia									
Idaho University Consortium									
C166	Idaho University Consortium	0	01JUN05	31MAY05					
C167	Appoint IUC Committee/Director	80	03OCT05*	01FEB06					
C168	Establish Charter	107	02FEB06	03JUL06					
C169	Establish Agreement	63	05JUL06	02OCT06					
C169A	Maintain CAES/IUC Agreement	1,000	03OCT06	01OCT10					
C170	Joint Appointments	1,249	03OCT05*	30SEP10					
National University Consortium									
C171	National University Consortium	0	01JUN05	31MAY05					
C172	Appoint NUC Committee/Director	79	03OCT05*	31JAN06					
C173	Establish Charter	107	01FEB06	30JUN06					
C174	Establish Agreement	64	03JUL06*	02OCT06					

Sheet 3 of 6

		Activity ID	Activity Description	Orig Dur	Early Start	Early Finish	FY06	FY07	FY08	FY09	FY10
	C174A	Maintain NUC Agreement		351 03OCT06*	03MAR08						
	C175	Establish Sublease		64 04MAR08*	02JUN08						
	C175A	Maintain Sublease		585 03JUN08	01OCT10						
	C176	Joint Appointments		1,249 03OCT05*	30SEP10						
	Idaho Affiliated Universities Network										
	C177	Idaho Affiliated Universities Network		0 01JUN05	31MAY05						
	C178	Establish Charter		122 30JUN06*	22DEC06						
	C179	Establish Agreement (8)		64 02JAN07	30MAR07						
	C179A	Maintain Agreement		229 02APR07	29FEB08						
	C190	Establish Sublease		64 03MAR08	30MAY08						
	C180A	Maintain Sublease		585 02JUN08	30SEP10						
	C181	Expand IAUN Membership (18)		500 03OCT06*	01OCT08						
	C181A	Maintain IAUN Membership		500 02OCT08	01OCT10						
		Affiliate Network									
World Nuclear University											
C182		World Nuclear University		0 01JUN05	31MAY05						
C183		Establish Agreement		164 03OCT05*	31MAY06						
	C183A	Maintain Agreement		1,085 01JUN06*	30SEP10						
	C184	Host Summer Institute FY08		64 02JUN08*	29AUG08						
	Dalton Nuclear Institute										
	C185	Dalton Nuclear Institute		0 01JUN05	31MAY05						
	C186	Establish Agreement		249 02OCT06*	28SEP07						
	C186A	Maintain Agreement		751 01OCT07*	30SEP10						
	Western Strategic Energy Research Center										
	C187	Western Strategic Energy Research Center		0 01JUN05	31MAY05						
	C188	Establish Agreement		108 03JAN08*	31MAY06						
	C188A	Maintain Agreement		1,085 01JUN06*	30SEP10						
	Industrial Partners										
	Burns & Roe										
	C189	Burns & Roe		0 01JUN05	31MAY05						
	C190	Appoint Director for CNSDA		80 03OCT05*	01FEB06						
	C191	Establish Agreement		150 01MAR06*	28SEP06						
	C191A	Maintain Agreement		999 02OCT06	28SEP10						
	C192	Finalize Sublease		64 03MAR08*	30MAY08						
	C192A	Maintain Sublease		585 02JUN08	30SEP10						
	Studsvik Scandpower										
	C193	Studsvik Scandpower		0 01JUN05	31MAY05						
	C194	Appoint Director for CNSDA Analysis		80 03OCT05*	01FEB06						
	C195	Establish Agreement		150 01MAR06*	28SEP06						
	C195A	Maintain Agreement		1,000 02OCT06*	30SEP10						
	C196	Finalize Sublease		64 03MAR08*	30MAY08						
	C196A	Maintain Sublease		585 02JUN08*	30SEP10						
	USRA										
	C197	USRA		0 01JUN05	31MAY05						
	C198	Establish Agreement		191 03JAN06*	28SEP06						
	C198A	Maintain Agreement		1,000 02OCT06*	30SEP10						
	C199	Finalize Sublease		64 03MAR08*	30MAY08						
	C199A	Maintain Sublease		585 02JUN08	30SEP10						

Activity ID	Activity Description	Orig Dur	Early Start	Early Finish	FY06	FY07	FY08	FY09	FY10
Research									
DOE Sponsored									
CAES Scholars									
C200	EPRI	0	03OCT05*	30SEP05					
C201	Establish Agreement	191	03JAN06*	29SEP06					
C201A	Maintain Agreement	1,000	02OCT06	30SEP10					
C202	Finalize Sublease	64	03MAR08*	30MAY08					
C202A	Maintain Sublease	585	02JUN08	30SEP10					
CAES Mini-Grant Research Program									
C203	INL NE Research Support for Students (7)	249	03OCT05*	29SEP06					
C203A	Expand INL NE Research Support (12)	249	02OCT06	28SEP07					
Solicit IUC/NUC Faculty									
C203B	Solicit IUC/NUC Faculty	59	03OCT05*	03JAN06					
C203C	Define INL Placement Opportunities	63	04JAN06	31MAR06					
C203D	Award 5 IUC Mini-Grants	128	03APR06	28SEP06					
C203E	Award 5 NUC Mini-Grants	126	03APR06	28SEP06					
Private Sector Sponsors									
C204	Private Sector Sponsors	1,249	03OCT05*	30SEP10					
Academic Sponsors									
C205	Academic Sponsors	1,249	03OCT05*	30SEP10					
Education									
K-12 Education									
C206	K-12 Education	1,249	03OCT05*	30SEP10					
Undergraduate Education									
NE 2+2 B.S. Program									
C208	NE 2+2 B.S. Program	0	01JUN05	31MAY05					
C209	ABET Program Accreditation	292	02OCT06*	30NOV07					
C210	Initial Student Enrollment	562	01SEP05*	30NOV07					
C211	Initial Graduates	18	03DEC07	03JAN08					
Graduate Education									
NE MS, PhD Program									
C212	NE MS, PhD Program	0	01JUN05	31MAY05					
C213	Initial Student Enrollment	811	01SEP05*	28NOV08					
C214	Initial Graduates	18	01DEC08*	24DEC08					
C214A	Coordinate Curriculum/Special Courses	1,249	03OCT05*	30SEP10					
Post-Doc/Fellowships									
C215	Post-Doc/Fellowships	1,249	03OCT05*	30SEP10					
Faculty									
CAES Affiliate Faculty									
C217	CAES Affiliate Faculty	0	01JUN05	31MAY05					
C218	Appoint Initial Affiliate Faculty (5)	249	03OCT05*	29SEP06					
C219	Expand Affiliate Faculty (20)	500	02OCT06*	30SEP08					
C219A	Maintain Affiliate Faculty	500	01OCT08*	30SEP10					
Conference									
Regional Energy Conference									
C219B	Conduct CAES/ISU Regional Energy Conference	41	03OCT05*	30NOV05					



THIS PAGE INTENTIONALLY LEFT BLANK

5. ORGANIZATIONAL STRUCTURE

The organizational structure of CAES is initially that of an internal organization (Org. A100) within the INL with the CAES Director reporting directly to the INL Laboratory Director. This initial CAES organization is designed to facilitate start-up operations of CAES including establishment of the administrative organization, the formulation of collaborative relationships, the establishment of research, educational, policy and training agendas and cooperation with university-led infrastructure development efforts.

Figure 7 illustrates the current CAES organization. The roles and responsibilities of the various CAES members are discussed in the following sections.

5.1 Steering Committee

The CAES Steering Committee, established in FY-05, provides oversight for the Formulation Phase of CAES program (Phase 1) and for facility

development. The membership of this committee includes:

- INL Chief Research Officer (Chair, Dr. Bill Rogers)
- Director, CAES (Dr. Leonard J. Bond)
- Vice-President for Academic Affairs, Idaho State University (Dr. Robert Wharton)
- Vice-President for Research, University of Idaho (Dr. Charles Hatch)
- Interim Vice-President for Research, Boise State University (Dr. Jack Pelton).

Under the leadership of the Steering Committee, CAES, in partnership with the State, IUC member universities, and INL staff will develop detailed program and project plans including business development activities.

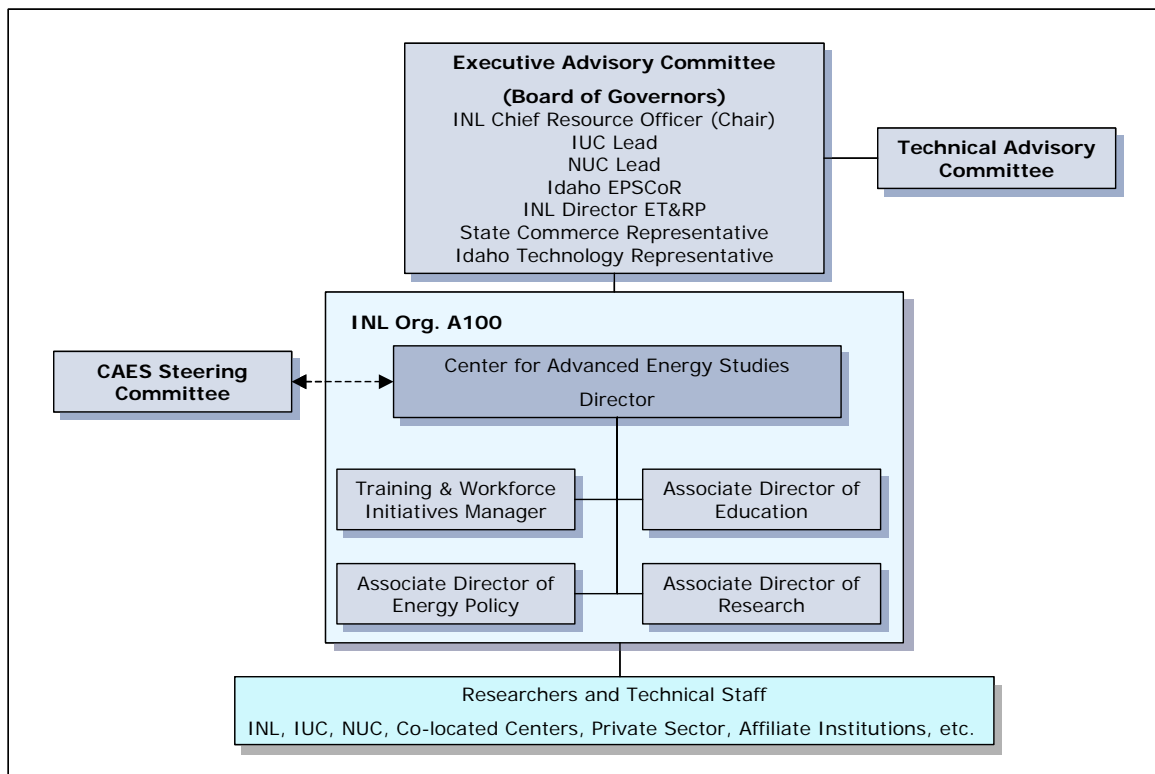


Figure 7. CAES Organizational Chart.

5.2 Executive Advisory Committee (Board of Governors)

A CAES Executive Advisory Committee, to be established during FY-06, will be responsible for oversight of CAES policy, budgeting, planning, human resources, and program evaluation. This Committee will serve initially as an Executive Advisory Committee until such time as CAES moves to a nonprofit status at which time it will be formalized as the Board of Governors.

The initial membership of the CAES Executive Advisory Committee (Board of Governors) is anticipated to include:

- INL Chief Research Officer
- Idaho University Consortium Representative
- National University Consortium Representative
- Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Representative
- INL Director of Education, Training, and Research Partnerships
- State of Idaho Commerce Representative
- State of Idaho Technology Representative
- State Board of Education Representative.

5.3 Technical Advisory Committee

The CAES Executive Advisory Committee (Board of Governors) will establish, during FY-06, a Technical Advisory Committee consisting of 5-8 members. This advisory committee will be formed as a subcommittee of the Executive Advisory Committee and will support CAES by providing technical guidance and recommendations. These recommendations will primarily focus on enhancing the CAES programs in research, education, policy and training.

5.4 CAES Administration and Staff

The CAES administration organization is responsible for all operational aspects of CAES. As an INL organization, CAES position descriptions, qualifications, and experience requirements are being developed in accordance with the current INL job classification requirements. Formal R2A2's (roles, responsibilities, accountabilities and authorities) will be developed for each CAES position. These R2A2's will be used to guide CAES members and will establish performance expectations. All senior staff will be expected to actively engage in both research and educational activities of CAES.

Each CAES Associate Director and Manager will have programmatic and related responsibilities in the areas of (a) Research, (b) Education, (c) Policy Studies, and (d) Training, respectively as well as cross-cutting collaborative roles.

5.4.1 Director

The CAES Director, Dr. Leonard J. Bond, serves as the program lead for CAES operations. Responsibilities of the Director include all aspects of program formulation, implementation and operation such as safety, quality and technical excellence. Operational activities include, but are not limited to, the management of human, capital and financial resources.

5.4.2 Associate Director for Research

The CAES Associate Director for Research will serve as the program lead for CAES research. Responsibilities of the Associate Director include business development and coordination of all CAES sponsored and affiliated research. Activities include establishment of collaborative agreements, development of joint research proposals, coordination of research operations, and management of product delivery in terms of quality, schedule, costs and technical excellence. This position is anticipated to be filled during

the first quarter of FY-06. This position is anticipated to be a joint appointment with the UI.

5.4.3 Associate Director for Education

The CAES Associate Director for Education, Dr. Michael Lineberry, serves as the program lead for CAES educational programs. Responsibilities of the Associate Director include coordination of all CAES sponsored and affiliated educational programs. Activities include establishment of collaborative agreements, development of joint educational proposals, coordination of educational programs, development of workshops, short courses, seminars and management of product delivery in terms of quality, schedule, costs and technical excellence.

5.4.4 Associate Director for Energy Policy

The CAES Associate Director for Energy Policy will serve as the program lead for CAES energy policy programs. Responsibilities of the Associate Director include coordination of all CAES sponsored and affiliated policy research. Activities include establishment of collaborative agreements, development of joint policy proposals, coordination of policy programs, and management of product delivery in terms of quality, schedule, costs and technical excellence. This position will be filled with an Interim Director during the first quarter of FY-06. It is expected that this position will be permanently filled following a national search and that it will be a joint appointment with the BSU.

5.4.5 Manager of Training and Workforce Initiatives

Mr. Richard Holman currently serves as the Acting CAES Manager of Training and Workforce Initiatives. In this capacity, Mr. Holman, serves as the acting program lead for CAES Training and Workforce Initiatives. Responsibilities of the Manager include coordination of all CAES sponsored and affiliated training and development programs. Activities include identification and

establishment of collaborative agreements, development of joint workforce program proposals, inter-organizational coordination of workforce development programs, program coordination with other energy sector professional and trade organizations, and management of product delivery in terms of quality, schedule, costs and technical excellence. In FY-06 the requirements for this position will be reviewed and it will be determined if this should be established as a CAES Associate Director or Manager position. It is anticipated that this position will be permanently filled during FY-06, as funds become available.

5.4.6 CAES Researchers & Technical Staff

The Center researchers and technical staff will initially be obtained from its affiliate organizations. This will include faculty and students from IUC, NUC and other affiliate universities. Additionally, CAES researchers will also include affiliate scientists from National Laboratories and private industry. These researchers and staff will engage in collaborative projects and joint proposals. Faculty and INL researchers will be appointed, as appropriate to CAES affiliate positions.

To facilitate this collaborative environment, CAES is in the process of establishing the mechanisms to obtain Joint Appointments between CAES and its affiliate organizations. The legal framework necessary to achieve these appointments is currently under development and review.

5.5 Energy Policy Institute

The Energy Policy Institute (EPI) will lead a comprehensive national, international, and regional dialogue on nuclear energy and other energy policy issues that span the range of topics encountered in consideration of the energy future of the nation, including consequences and impacts to the economy, society, natural resources, and the environment.

Operating as a distributed institute within CAES and with offices located in Idaho Falls

and Boise, EPI will assemble a community of interested parties. By utilizing the latest collaborative problem-solving and decision-making methods and tools, EPI will map the values and trade-offs involved in defining and solving the nation's energy-related problems. The output of these discussions along with the research conducted under EPI's guidance will provide policy-makers, citizens, and other interested parties with relevant and timely information to guide the development of energy policy.

The Energy Policy Institute will also be involved in educating and preparing tomorrow's leaders in the importance and application of energy policy in determining the nation's future energy mix. Students participating in the Institute's research and seminars will gain a real-life appreciation of the role that political decision-making has in energy-policy as well as the fundamental principles involved.

5.6 Collocated Centers

Four independent INL research Centers will be collocated within the new CAES facility. The collocation of these Centers is intended to foster technical collaboration. These Centers will establish collaboration agreements (in the form of MOU/MOA's), lease arrangements for space and support services. Some collocation will be started in FY-06.

5.6.1 Center for Space Nuclear Research (CSNR)

The INL is teaming with the Universities Space Research Association (USRA), University of New Mexico (Institute for Space and Nuclear Power Studies), and General Atomics to establish a Center for Space Nuclear Research (CSNR). CSNR will support the space nuclear research and educational mission needs of the United States and will reinvigorate research and education in space nuclear engineering within U.S. universities.

The CSNR will be an independent entity acting under the authority of the USRA, a nonprofit organization. The CSNR will develop,

through its contacts with NASA and other government agencies, an independently funded research program that includes participation of INL scientists and engineers and university faculty and students. A Director, appointed by USRA, under contract with the BEA, will manage the CSNR. The CSNR will move to the new CAES facility as soon as possible.

5.6.2 Center for Advanced Modeling and Simulation (CAMS)

The Center for Advanced Modeling and Simulation (CAMS) is a Center established at the INL to provide advanced modeling and simulation/high performance computing for the Laboratory and other clients. CAMS will focus on four modeling and simulation areas that are important to advanced energy systems: (a) three-dimensional transport modeling (radiation, heat, multiphase fluids), (b) behavior of both solid and fluid materials (based on computational material science) in extreme conditions, (c) design and layout of instrumentation and control systems (such as reactor control rooms of the future), and (d) implementation of the appropriate computing infrastructure, both hardware and software (see Figure 8). The CAMS will move to the new CAES facility as soon as possible and opportunities will be sought to develop joint modeling activities.

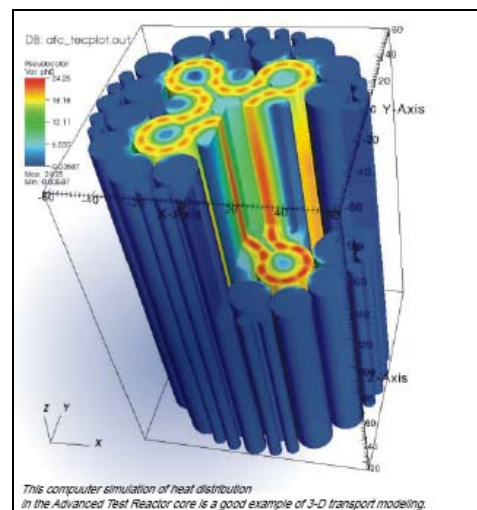


Figure 8. A 3-Dimensional Simulation of Heat Distribution in ATR.

5.6.3 Center for Nuclear Fuels and Materials Research (CNFMR)

The Center for Nuclear Fuels and Materials Research (CNFMR) is a Center established at the INL to provide complete nuclear fuel and core materials evaluation capabilities in support of industry and government programs (see Figure 9). CNFMR works in collaboration with government, university and industry partners to develop, test and qualify new fuels and core materials for emerging operating requirements and for new reactor concepts; develop, evaluate, and qualify fabrication processes; and provide access to state-of-the-art facilities and equipment for clients to obtain fuels and materials research data. Opportunities will be sought to develop joint and related activities with the IUC and NUC universities that are seeking to develop sponsored activities in the area of high temperature reactor materials.

The CNFMR will establish an office in the new CAES facility as soon as possible.

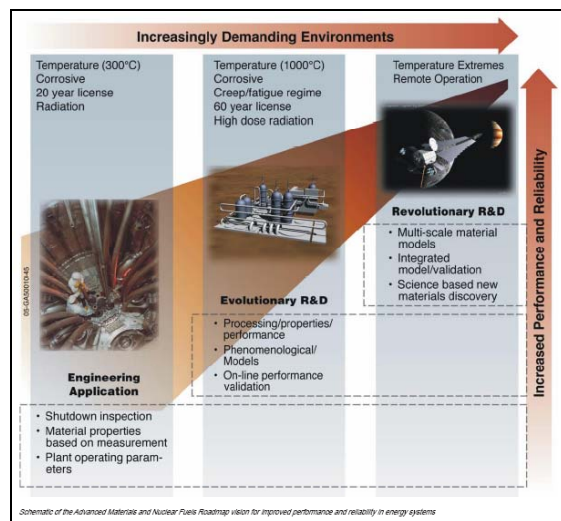


Figure 9. Illustrative Roadmap for Advanced Materials and Nuclear Fuels.

5.6.4 Center for Nuclear System Design and Analysis (CNSDA)

The Center for Nuclear Systems Design and Analysis (CNSDA) will be established to build

understanding and acceptance of advanced nuclear plant designs and technology, support the training of the next generation of nuclear component and plant designers, develop the advanced design tools necessary to take advantage of the modeling and visualization technology available, and help create design basis criteria for future plants that are economically and efficiently achievable.

The CNSDA will be established in cooperation with industry. Burns and Roe Enterprises, Inc. a well-known architectural-engineering firm, and Studsvik Scandpower, a world leader in computational reactor physics, will be key partners in the establishment of the CNSDA. Burns and Roe will provide a Director to manage the CNSDA who will report to INL's Associate Laboratory Director for Nuclear Programs. Studsvik Scandpower will provide a Director to manage the analysis component of the CNSDA operations. The CNSDA, and staff from supporting industry partners, will move to the new CAES facility as soon as possible and opportunities will be sought to develop joint and related modeling activities.

5.7 Idaho National Laboratory

The Center is recognized as a major development enterprise of the INL and is central to its transformation (development of the INL University Network; INL human capital development, skill-mix realignment, re-tooling and revitalization and workforce diversification). As such, CAES draws upon the expertise of the entire INL organization. The advantage of this approach is that the existing organizational infrastructure can be utilized so as to accelerate the implementation of the CAES vision. This approach includes INL financial support for administrative and start-up costs, business development funds for collaborative proposal development, and technical support in terms of expert personnel.

The roles of several of the INL organizations involved in the establishment and implementation of CAES are discussed in the following sections.

5.7.1 INL Educational Programs

The INL Education, Training, and Research Partnerships Educational Programs (ETRP) administer education contracts with Idaho, regional, and national colleges and universities that are aimed at promoting continuing education for INL employees. Through various programs, such as the INL Academic Center of Excellence, Inc., university faculty and students, industry professionals, and pre-college teachers are also connected with INL researchers and facilities.

The INL educational programs currently bring a growing number of students pursuing science, engineering, math, and technological degrees, at colleges and universities throughout the nation into the INL. CAES and its affiliate organizations will similarly be involved in a range of educational efforts. Appropriate educational efforts will be closely coordinated between ETRP and CAES to support both educational missions. During FY-06 a MOA will be established that defines CAES and ETRP roles and responsibilities.

5.7.2 Nuclear Programs

The mission of the INL Nuclear Programs organization is to develop advanced nuclear technologies that provide clean, abundant, affordable and reliable energy to the United States and the world. These efforts support the U.S. government's role in leading the revitalization of the nation's nuclear power industry and re-establishing U.S. world leadership in nuclear science and technology.

The INL maintains a full spectrum of research, development, and testing efforts in areas as diverse as nuclear power systems, low-energy nuclear physics, system safety analysis, advanced fuel cycle processes, neutron capture therapy, and future technologies such as the next generation reactor technology.

5.7.3 Nuclear Operations

The INL Nuclear Operations organization maintains the nuclear infrastructure and operational expertise of the laboratory. Infrastructure capabilities include fuel

manufacturing, conditioning and examination facilities; spent fuel handling and storage facilities; the Advanced Test Reactor; the Neutron Radiography Reactor; and post irradiation examination facilities.

5.7.4 National Security

The INL's National and Homeland Security Programs play a leading role in our nation's nonproliferation efforts. These efforts support the U.S. government's objective of reducing international threats associated with nuclear materials and weapons of mass destruction.

The Center will obtain the national security, nonproliferation and safeguards & security expertise from the INL, which maintains a range of research, development and testing capabilities. These capabilities include development, prototyping and testing capabilities as well as risk and vulnerability assessment capabilities.

5.7.5 Science and Technology

The INL conducts fundamental and applied science and engineering that address the needs of the DOE and other customers. Relevant to CAES, INL's energy security research and development is of paramount importance. These efforts are focused on four key challenges associated with energy security—production, distribution, protection, and environmental stewardship. CAES and EPI are seen as an integral part of this energy security strategy as illustrated in Figure 6.

INL researchers are actively engaged with CAES in the areas of fossil fuel, geothermal, bio-energy and other renewable energy source production. INL efforts to modernize the nation's energy infrastructure will also be key to ensuring safe and secure energy generation, distribution, use and conservation.

5.7.6 Legal

The INL Office of General Counsel will provide CAES with legal support prior to separate incorporation. This legal support will be limited to BEA's legal involvement within CAES.

As CAES develops, legal activities will include outside legal counsel, contractual agreements such as partnering agreements and leases, joint appointment frameworks, employment agreements, and intellectual property protection including patents, copyrights, licenses and export controls. These services will help CAES achieve its business objectives while minimizing legal risks and expenses.

5.7.7 Finance

The INL Financial Operations organization will initially be used by CAES (prior to separate incorporation) to establish, maintain, and control the CAES financial accounts and reports, payrolls, travel accounts, and benefits. These services will be critical for ensuring adequate control of all funds consistent with INL financial controls including accurate recording of sales, revenues, and expenditures.

5.8 University Consortia

The Center will establish key academic networks to integrate its efforts. Several key university networks have already been formed.

5.8.1 Idaho University Consortium

The Idaho Universities Consortium (IUC) consists of three Idaho research universities—Idaho State University, University of Idaho, and Boise State University. The principal research officers, i.e., the Vice Presidents (VP) for Research at the University of Idaho and Boise State University, and the Vice President for Academic Affairs at the Idaho State University, serve as the representatives of these institutions. These individuals provide technical and programmatic oversight via the CAES Steering Committee.

IUC will provide vital resources and expertise to CAES researchers and students. These resources include: engineering, biology, chemistry, mathematics, health physics, geology, hydrology, public policy, and information science.

The IUC and its affiliate Universities have established Institutes, Centers, and research departments that will collaborate with CAES. MOUs are being established between INL/BEA and the three IUC universities that define the establishment of CAES as a joint institute.



Institute of Nuclear Science and Engineering

A key component of the IUC is the Institute of Nuclear Science and Engineering (INSE). INSE is a collaborative Institute comprised of ISU, UI and BSU. It is an administrative entity of ISU, approved formally by the Idaho State Board of Education, and supported by BSU and the UI. INSE is to be governed by the IUC representatives, namely the VP Academic Affairs at ISU, and the VPs for Research at BSU and the UI.

Through INSE, the three universities jointly focus on nuclear science and engineering education and research at the combined University Place campus in Idaho Falls, and at the main campuses of the IUC institutions. INSE will be a strong implementation mechanism for IUC and CAES by bringing Idaho university resources in nuclear energy, nuclear engineering, nuclear science, and public policy related to energy to the INL community, through CAES.

Idaho Accelerator Center

The Idaho Accelerator Center (IAC) is a unique research facility operated by ISU (see Figure 10). The Center has the following key capabilities: 10 Operating Accelerators; Instrumentation and Mechanical Fabrication Support; Radiography, Tomography, and

Nuclear Techniques for Nondestructive Assay; Instrument and Radiation Detectors; Radiation effects in biological and electronic systems; and experienced nuclear physics and nuclear science support.



Figure 10. The Idaho Accelerator Center.

The Center researchers will cooperate with IAC consistent with a MOU that governs a wide range of joint activities. A significant advantage of this agreement is easy access to this equipment by universities, government agencies, and the private sector.

5.8.2 National University Consortium

The National University Consortium (NUC) consists of academic representation of five national universities. These five NUC universities include: Massachusetts Institute of Technology (MIT), North Carolina State University, the Ohio State University, Oregon State University, and the University of New Mexico.

These NUC organizations are of critical importance to the future of the nation's nuclear

industry and will assist CAES in accessing academic expertise via the establishment of university-based Academic Centers of Excellence (ACE). ACE will channel academic expertise to CAES programs, collocated Centers and affiliate researchers. MIT will provide ACE expertise for Advanced Energy Systems; Oregon State University will provide ACE expertise for Thermal Fluids and Reactor Safety; North Carolina State University will provide ACE expertise for Modeling and Simulation; the Ohio State University will provide ACE expertise for Instrumentation and Control (I&C) and Safety of Advanced Energy Systems; and the University of New Mexico will provide ACE expertise in the area of Space Nuclear Power.

As CAES expands beyond its initial membership (INL and the three Idaho universities) the NUC universities are expected to become the charter members of the wider CAES Idaho Affiliated University Network (IAUN), which will more formally engage the NUC in CAES. This development is expected to occur in FY-06.



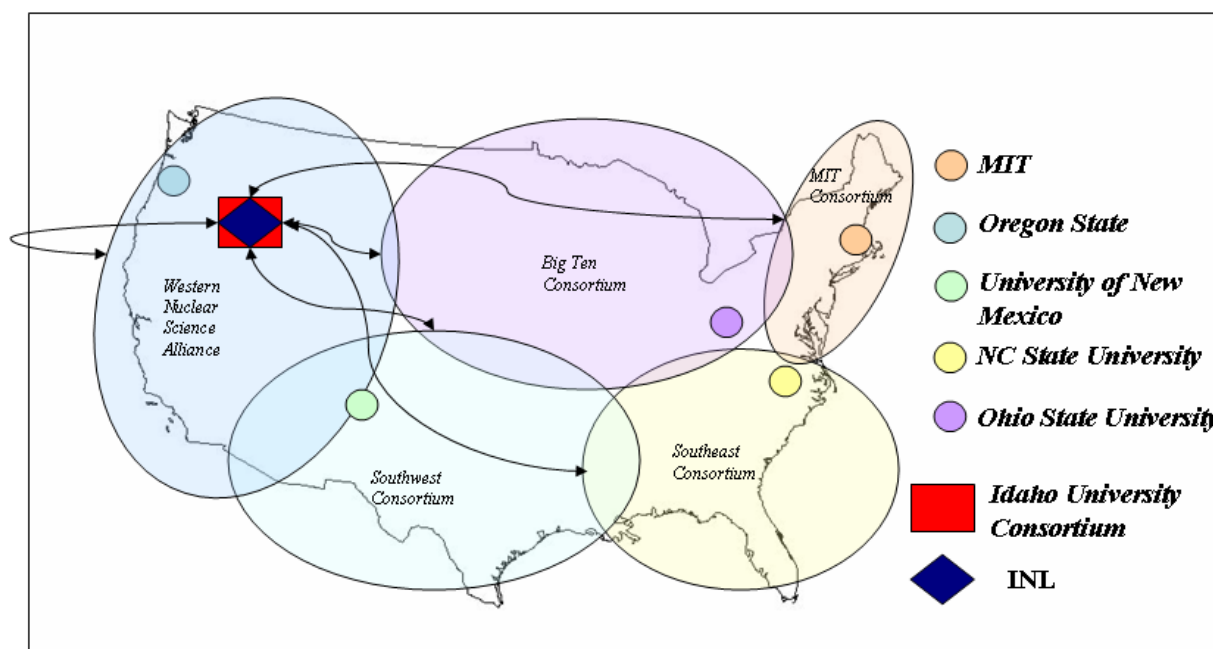


Figure 11. Illustration of the Idaho Affiliated University Network.

5.8.3 Idaho Affiliated University Network

The NUC and the IUC will work in partnership with CAES to form the Idaho Affiliated University Network (IAUN) (see Figure 11). A goal of this network is to assist the Idaho universities to reach first-tier academic and research status. The NUC ACEs will form a natural academic conduit fostering collaborative research among the IUC, NUC and INL.

5.9 CAES Affiliate Network

The Center will establish additional affiliations to further access the necessary world-class talent required to achieve the vision.

Several key affiliates of this network are in place and actively engaged with CAES. Additional affiliate institutions will be incorporated into the activities of CAES as the Center progresses. Examples of such affiliated organizations are the Dalton Nuclear Institute (DNI), the World Nuclear University, Generation IV International Forum, the Western Strategic Energy Research Center the National Energy Foundation, the Joint Global Change Research

Institute, and the Center for Process Analytical Chemistry.

5.9.1 Dalton Nuclear Institute

The University of Manchester has established the Dalton Nuclear Institute (DNI). The DNI operates on an interdisciplinary basis, thus the Institute's interests extend beyond the more traditional areas of engineering, physics and chemistry into medical applications, nuclear decommissioning and fusion.

The Institute provides the focal point for the University's nuclear research activities and interacts with external bodies nationally and internationally with the intent of establishing the University of Manchester as the United Kingdom's leading university in nuclear research and education and one of the principal international players in this field. Along these lines, the Dalton Nuclear Institute coordinates the Nuclear Technology Education Consortium (NTEC) which consists of 12 universities and research institutes who together represent 90% of nuclear postgraduate teaching expertise in the UK.

5.9.2 World Nuclear University

The mission of the World Nuclear University (WNU) is to strengthen the international community of people and institutions so as to guide and further develop the safe and increasing use of nuclear power as the one proven technology able to produce clean energy on a global scale and the many valuable applications of nuclear science and technology that contribute to sustainable agriculture, medicine, nutrition, industrial development, management of fresh water resources and environmental protection. This worldwide organization coordinates, supports and draws on the strengths of established institutions of nuclear learning.

World Nuclear University – Summer Institute 2005

The WNU Summer Institute 2005, developed in cooperation with the International Atomic Energy Agency, the Nuclear Energy Agency (NEA), the World Association of Nuclear Operators (WANO), and the World Nuclear Association (WNA), was conducted in Idaho Falls during July/August, 2005 (see Figure 12).



Figure 12. World Nuclear University's 2005 Summer Institute at the INL.

The INL and IUC, in support of the worldwide renaissance in nuclear energy, hosted 77 WNU fellows from 33 nations. These individuals participated in education, research, and dialogue with the world leaders in nuclear energy, energy security, and strategic planning. It is being proposed to the DOE that additional WNU

Summer Institutes be hosted by CAES, the IUC, and the INL, and that CAES/IUC/INL become more involved with evolving WNU activities.

5.9.3 Generation IV International Forum

INL is assembling an international group of preeminent research directors and policy experts from industry, academia, national laboratories and government to develop an integrated global nuclear energy agenda.

The Center will work with this group to contribute to the formulation of a national agenda in 2006. Subsequently, an international agenda will be developed under the auspices of the Generation IV International Forum (GIF).

5.9.4 Western Strategic Energy Research Center

A Western Strategic Energy Research Center (WSERC) is being established by the INL, with initial focus on coal utilization projects in Wyoming. A partnership with the University of Wyoming is currently being established for research collaboration that will support future energy solutions for low rank coal and oil shale. It is anticipated that WSERC will be expanded to include other universities, various industrial companies (energy, coal mining), and government agencies. International participation is also anticipated (i.e., China).

A primary focus of this Partnership is to develop technologies to efficiently use western low-rank coals that are not well suited for the current generation of coal gasification technologies. During 2006 WSERC will further develop its partnerships and research agenda. CAES will provide access to common economic and process modeling capability, trained economists and policy analysts, and maintain a common repository of data to allow effective collaboration among both local and distant users.

5.9.5 Other CAES Affiliates

Additional CAES Affiliate organizations will be incorporated into the Program as its business elements mature.

6. PROGRAM ELEMENTS

The Center has been organized to facilitate the execution of world-class Research, Education, Training and Policy formulation. In support of these four technical work elements are three mission-support enabling elements (Administration, Infrastructure, and Collaborative Relations). These seven work elements, as represented in the Work Breakdown Structure (WBS) shown in Figure 13, represent the unique work activities to be performed and products to be delivered by CAES. Additional information regarding these work elements is presented in the following sections.

6.1 Work Breakdown Structure

6.1.1 Administration

The Administration Work Element involves the following activities that are necessary to enable implementation of the CAES technical agendas (i.e., research, education, training, policy).

Governance

The CAES Governance work element will include the activities necessary to establish and manage the governing bodies of CAES. This includes establishment of the Executive Advisory Committee (Board of Governors), the Technical Advisory Committee and the CAES Steering Committee.

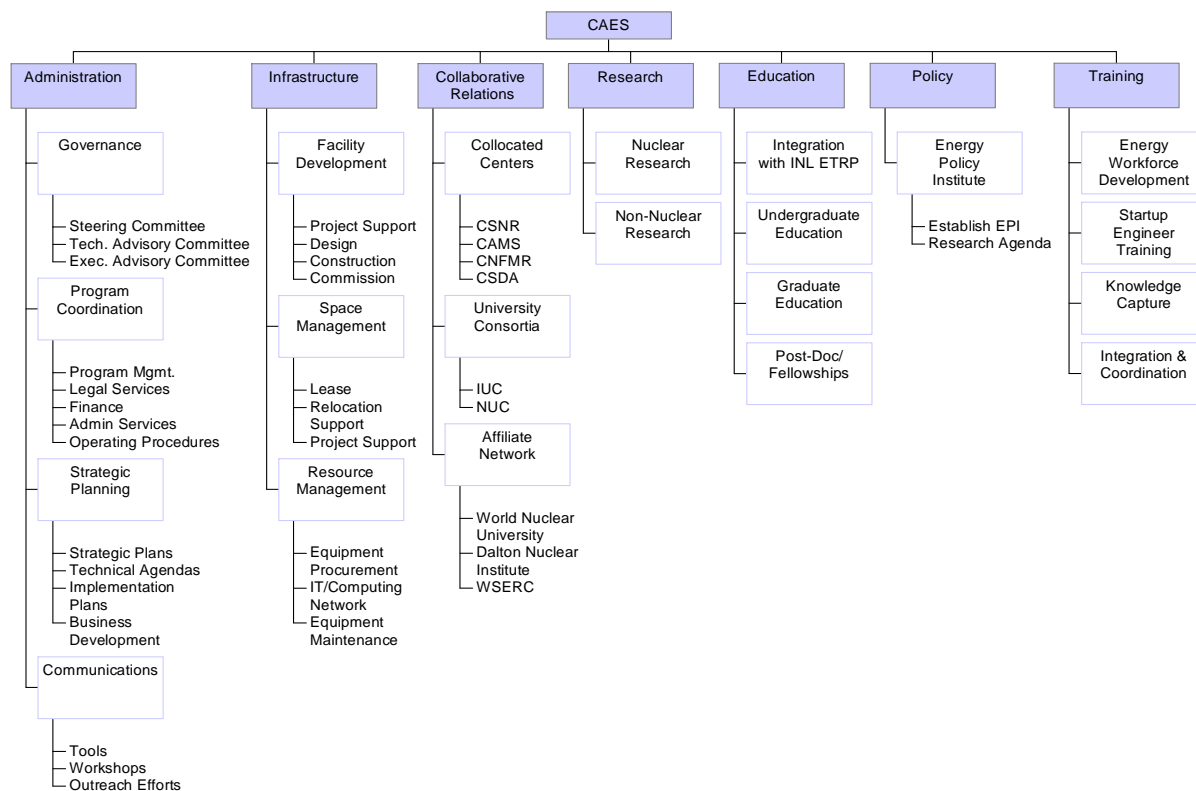


Figure 13. CAES Work Breakdown Structure.

Program Coordination

The CAES Program Coordination work elements will perform the activities necessary to support planning, and execution of the CAES Program. These activities include program and project management, establishment and management of CAES baselines, cost control tracking and reporting, change controls, and administrative support.

Also included within the Program Coordination element is the management of CAES legal, financial and contractual mechanisms that are necessary to establish partnership arrangements (MOUs, MOAs, etc.), intellectual property management and subcontracting.

As CAES moves to create a positive technical environment that supports the development of collaborative research and development partnerships, it will be important to establish researcher-friendly operating procedures and policies that enable, rather than hinder, the CAES research teams. This work element will work with CAES researchers to establish streamlined security procedures to accommodate non-U.S. citizens; an agile administrative system to create cooperative legal agreements and mechanisms to accomplish Environmental, Safety, Health and Quality (ESH&Q), records management and publication requirements.

Strategic Planning

As CAES progresses it is imperative that it develop and maintain current Strategic Plans, distinctive signatures, technical and policy agendas, and implementation plans so that CAES can achieve critical mass in terms of intellectual and business activities. The Strategic Planning work element will manage these elements of the CAES Program. Also included within this element will be the Proposal Development mechanisms whereby CAES and its partners will develop technical proposals consistent with its strategic plans and technical and policy agendas.

Communications

The Communications work element will consolidate CAES communication efforts so as to develop a clear and consistent message.

Communication efforts include organized events (public ceremonies, news/media events), technical exchanges (workshops, seminars, conferences), informational materials (newsletters, news webpages, presentations, graphics), general communications (public, employees, students) and community outreach efforts. A CAES Annual Report will also be produced.

6.1.2 Infrastructure

The Infrastructure work element will manage the CAES infrastructure-related activities. This element includes Facility Development collaboration efforts related to the design and development of the CAES building; Space Management efforts such as INL/CAES lease arrangements for the building and temporary space management; Resource Management activities such as equipment acquisition, equipment maintenance, advanced computing and simulation capabilities management, and the establishment and management of a modern electronic communications network.

6.1.3 Collaborative Relations

The Collaborative Relations work element will capture those unique activities that are necessary to establish and maintain the CAES external partnerships. Four types of partnerships are currently envisioned depending on the organizations involved. These include the collocated Centers, the university consortia, the affiliate network, and other partners.

6.1.4 Research

The Center will conduct and participate in research involving a broad range of energy-related topics. Nuclear and non-nuclear energy research will be performed for a variety of sponsors. This work will involve U.S. federal sponsors, private sector sponsors, international sponsors, university sponsors, etc. This work element will provide a management structure suitable for organizing and coordinating this diverse range of research.

The Center research clusters will serve to concentrate its resources. The results of research will be presented in peer-reviewed publications, conferences, and reports. A summary of activities

will be presented at the annual meeting and in the annual report.

6.1.5 Education

The Center and its affiliate organizations will be involved in a range of educational efforts and academic programs. The INL ETRP will be an important partner for successfully implementing this work. Within the CAES WBS, this work element, under the direction of the CAES Associate Director for Education, will coordinate CAES-related educational activities that will be implemented collaboratively with its affiliate institutions. The Education work element includes the following sub-elements.

INL Academic Center of Excellence, Inc.

The INL Academic Center for Excellence, Inc. (ACE, Inc.) is a 501(c) (3) corporation that administers Pre-College and University fellowships at INL, as well as the INL Scholastic Tournament. ACE, Inc. was established in 1999 to administer programs which encourage scientific and academic excellence at INL, assist promising students to obtain post-secondary education in scientific fields, assist students and faculty with short-term research projects relating to their educational goals, and encourage secondary school students to pursue careers in science and mathematics by promoting academic competitions in the area, at the secondary school level.

Fellowship Program

Collaboration between academia (undergraduate, graduate, and faculty) and CAES scientists and engineers increase the exchange of ideas, information and technology. The INL/CAES fellowship program will focus on bringing university students and faculty to the INL/CAES. Particular emphasis will be placed on increasing the number of postdoctoral, female, and minority investigators at the laboratory.

Postgraduate Program

The Postgraduate program will provide college graduates who have completed all institutional requirements for a Bachelors, Masters, or Doctoral degree from an accredited

college or university with research experience and opportunities to explore their major discipline in a real world environment through involvement with INL/CAES mission-related projects. In collaboration with Washington State University (WSU), an INL ETRP staff member will administer this postgraduate internship program. The participants become WSU employees, thereby incorporating their appointments and payments into WSU's customary policies and procedures. Selection of participants is competitive and is based on applicant qualifications, interests and compatibility with the needs and resources of the INL/CAES, career goals, references, and the projected benefit of the experience to the individual and the INL/CAES. Assignment to the INL/CAES may be up to three years.

International Research Associate Program

The International Research Associate Program provides undergraduate students, graduate students and faculty, who are *not* citizens or permanent residents of the United States, with the opportunity to work on research projects at the INL. In collaboration with WSU an INL ETRP staff member administers the IRA program.

Pre-College Programs

The Center will coordinate with and rely upon the INL ETRP for a variety of pre-college programs. Currently, the INL supports the INL Scholastic Tournament, the DOE National Science Bowl, a 10-week DOE Pre-Service Teacher Program, an eight-week Teaming Teachers with INL summer program, and an eight-week Student Action Team summer program.

6.1.6 Policy

The Center will provide international, national, and regional leadership on energy-related policy issues. This work element will coordinate and manage the CAES Policy-related efforts.

The CAES EPI is the key component of this work element. CAES EPI will develop, during FY-06, a CAES Policy Research Agenda that will define specific areas of focus for this work element. It is envisioned that additional Policy sub-elements will be added. For example, there is growing realization with regard to Energy-Water

interdependences. As such this presents an opportunity whereby policy formulation will be critical.

6.1.7 Training

The Center will help resolve a pressing dilemma in the energy industry; the need for new skilled crafts and maintenance workers and trained technicians that are necessary to replace the current aging workforce. This work element will coordinate CAES training elements including the introduction of a new generation of pre-college and non-college bound workers to the energy sector. This work element will also develop the vehicles whereby this new workforce and those already in the field can adequately train to gain or maintain proficiency in their field.

The CAES Training and Workforce Initiatives are initially focused on five primary components:

- Engage CAES in the national energy sector training dialogue

- Using a CAES-developed technical training roadmap, define and deliver critical technical training for engineers, staff and trainers
- Improve outreach efforts for pre- and non-college bound workers to promote a more robust and reliable energy sector “people pipeline”
- Define and establish a supportive educational, employer, and professional association training infrastructure for non-college bound energy sector staff
- Define, develop and promote methods for energy sector knowledge capture.

During FY-06 the CAES Training Agenda will be further refined and developed in concert with CAES affiliates to define the goals, projects and metrics for this work element.

7. BUSINESS MODEL

The Center researchers and technical staff will engage in core research, education, training and policy activities. Collaborative projects and joint proposals with its collocated, independent centers and university and affiliate partners will also be pursued. In the course of normal operations CAES will generate revenue from research, policy studies and training activities. CAES will incur personnel and other operating costs in support of its employees and building. CAES and its collaborating and affiliated entities will operate as a “loose confederation”. CAES is investigating the NSSTC structure, discussed in Section 4.1.9, as a possible model for operation.

For the purpose of this section, CAES is defined as the Core CAES organization, EPI, and some fraction of students and faculty engaged in CAES projects and housed in the CAES building. The Core CAES organization includes the CAES Director, three Associate Directors, one Manager, five research Fellows, a Deputy Director of Operations and two administrative staff.

The revenue, cost and staffing projections are consistent with the DOE Field Work Proposal dated March 9, 2005 and represent the minimum amounts necessary to ensure the long-term success of CAES. The cost and staff projections are discussed below.

7.1 Projected CAES Revenue

Core CAES revenue consists of research funding obtained by the five CAES Fellows, EPI, and, through 2011, financial support from both the DOE and the INL. Beginning in FY-08 sublease payments from CAES affiliates are also included. Core CAES costs include personnel costs associated with thirteen FTEs and other standard operating costs.

It is the intent of CAES to be an independent self-sustaining entity no later than the beginning of FY-12. To meet this objective it is critical that CAES receive the projected funding support from the Department of Energy and the INL during

Phases 1 and 2 of its development. Over the five-year period FY-07-11 a total of \$29.5M in DOE direct funding support is required to ensure the long-term viability and eventual world-class status of CAES. During the same period \$7.5M in INL indirect support is required. CAES Fellows are expected to generate approximately \$9.5M in total revenues over the same period. DOE and INL financial support will end beginning in FY-12. At that time CAES Fellow, EPI and sublease revenues are expected to be sufficient to cover ongoing expenses. Figure 14 shows the breakdown of CAES revenue for the period FY-07-16.

account for over 90% of total Core CAES costs. Two significant pieces of research equipment will be purchased in FY-08 and FY-09 contributing to the spike in costs indicated in those years. FTE's are assumed to be 50% INL and 50% non-INL employees and are fully burdened using a labor factor of 2.769 and 2.0 respectively.

Based on the revenue and cost projections discussed above, CAES is expected to realize a positive net cash flow throughout the period FY-07-16. Any positive cash flow will be reinvested into CAES in the form of staffing, and business development efforts, so as to enable CAES to achieve its business goals.

7.2 Projected CAES Costs

Figure 15 shows the breakdown of CAES costs for the period FY 07-16. Personnel costs

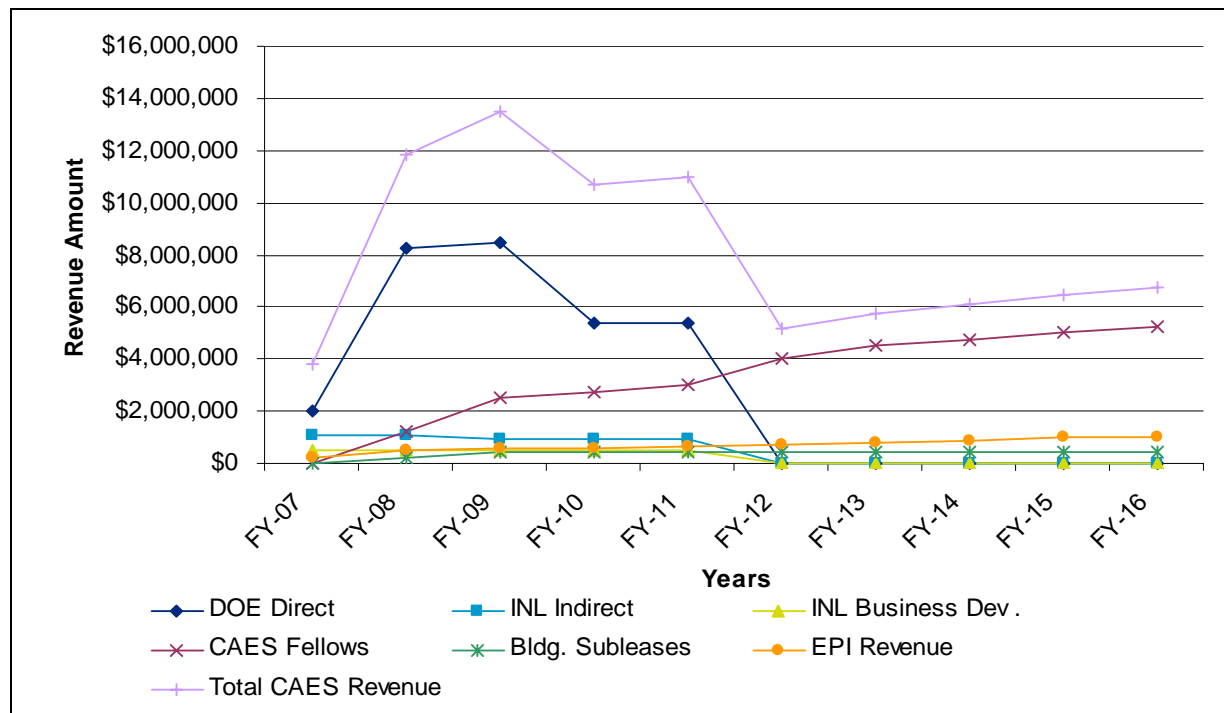


Figure 14. Breakdown of CAES Revenue.

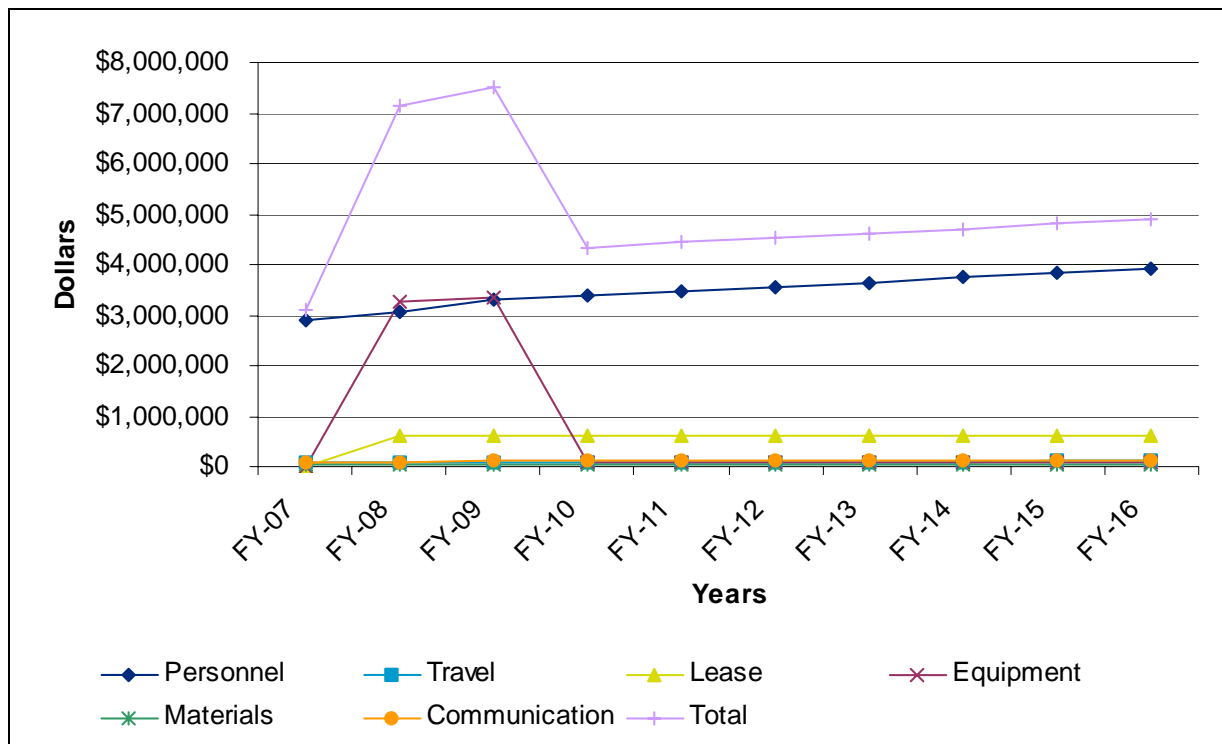


Figure 15. Breakdown of CAES Costs.

7.3 Staffing Plan

The projected CAES staffing levels have been derived from scoping information developed in support of the new CAES facility. Based on this scoping data, it is estimated that CAES will be fully-staffed at thirteen Full Time Equivalents (FTEs) as follows: CAES Director, Training & Workforce Initiatives Manager, Associate Director of Energy Policy, Associate Director of Education, Associate Director of Research, five CAES

Research Fellows, a Deputy Director for Operations and two administrative employees. Additionally, 10-12 CAES researchers or graduate students are anticipated to be housed at the CAES facility by 2010.

As previously discussed, additional researchers and technical staff from EPI, the collocated Centers, and affiliated organizations will have FTEs located in the CAES facility. The projected distribution of these related staff is anticipated to be approximately 105 by 2010.

8. RISK ASSESSMENT

Several significant risks have been identified that could adversely impact the execution of this Program Plan and thereby impact the success of the CAES Program. This section discusses these risks and presents proposed mitigation actions, which will minimize or neutralize these risks.

8.1 Programmatic

Stiff competition, flat federal research and development (R&D) budgets and changing federal policy and priorities result in CAES failing to generate funding sufficient to cover its operating costs.

Mitigation Actions: Given the projected budget profile and highly competitive nature of the federal R&D market a well-thought out and detailed business development strategy is key to CAES success. It is essential that a clear and concise programmatic agenda be developed and implemented by CAES and its partners prior to the development of the business development strategy. Development of a comprehensive business plan including a fully developed marketing plan is essential. This activity needs to be initiated in FY-06 and maintained in subsequent years. In order to broaden its potential market beyond the federal R&D sector, CAES must also exploit to the highest degree possible its ties to private industry through the BEA team, and universities. To broaden its accessible market CAES must also aggressively pursue nonprofit status so that wider ranges of potential funding sources are available.

8.2 Infrastructure

Federal and State review and approval delays of the CAES facility could negatively impact the design and construction schedule resulting in a completion date delay beyond the target 2008 date. Specifically, DOE facility development requirements could delay the building construction process.

Mitigation Actions: BEA is working with DOE-ID to resolve the review and approval requirements for the CAES facility. The facility is expected to be a university building on university land. BEA is supporting IUC in defining the review and approval requirements for the State of Idaho. Appropriate resolution of this issue and presentation to the State Board of Education by December 2005 will minimize schedule delays.

8.3 Legal

8.3.1 Nonprofit Status

Although CAES is expected to transition to a separately incorporated nonprofit company, CAES may not be able to solicit and receive certain funding prior to obtaining tax-exempt, charitable status under section 501(c)(3) of the Internal Revenue Code.

Mitigation Actions: Efforts to compile the necessary financial data to complete Part IX of IRS Form 1023, "Application for Recognition of Exemption under Section 501(c)(3)" will aid CAES's efforts to obtain tax-exempt status as quickly as possible. It is possible to apply for such status if CAES is in existence less than four (4) years, but CAES must complete financial statements for each year in existence and provide projections of likely revenues and expenses based on a reasonable and good faith estimate of future finances for a total of three (3) years of financial information.

8.3.2 Risk Management

Initially BEA's Office of General Counsel and legal staff of affiliated entities will provide legal support for CAES with respect to drafting and negotiating various agreements that will be needed for the formation and operation of CAES as a nonprofit entity, however long term risk management and legal support will need to be provided for CAES.

Mitigation Actions: It is envisioned that in due course after CAES has formally been established and is operating as a nonprofit company, CAES will obtain independent legal counsel to advise the governing board and provide legal support with respect to risk management and other legal issues.

8.3.3 Intellectual Property

Because collaborative research efforts will involve the interactive participation of employees of BEA, employees of the respective members of the IUC, as well as employees and individuals associated with other entities, it is expected that various CAES affiliated entities will have an interest in the ownership of intellectual property resulting from the research efforts. Furthermore, entities providing funding for research efforts will likely have expectations, if not requirements, with respect to the ownership and/or the licensing of intellectual property resulting from such funded research efforts.

Mitigation Actions: Agreements addressing intellectual property ownership and licensing arrangements will need to be negotiated and

executed prior to all research efforts that are undertaken by CAES. Furthermore, all such agreements in which BEA is a party will need to have terms and conditions which are consistent with BEA's Management and Operating Contract.

8.3.4 Conflict of Interest

Because it is anticipated that research efforts will be conducted on behalf of a variety of funding sponsors, there will be a need to identify potential conflict of interests with respect to conducting research efforts on same or similar technical subject matter on behalf of different funding sponsors that may be business competitors.

Mitigation Actions: A sponsor/technical subject matter conflict of interest check will need to be conducted by CAES and the respective CAES associated entities prior to executing agreements for research efforts and other activities.

8.3.5 Confidentiality

It is likely that sponsors funding research efforts at CAES will need to disclose confidential/business sensitive information to the respective CAES associated entities prior to and while research efforts are being conducted.

Mitigation Actions: A procedure for negotiating, executing, and managing non-disclosure agreements and confidentiality obligations in research agreements, including identifying potential conflict of interest concerns, will need to be maintained by CAES and the affiliated entities.

8.4 Financial

Several financial risks have been identified in association with CAES.

8.4.1 DOE Funding Limitation

DOE funding to support CAES during its development period (FY-07–14) is insufficient to adequately launch CAES.

Mitigation Actions: CAES, in conjunction with senior management at INL and its university partners, must develop and execute a well-orchestrated strategy to establish DOE funding

support for CAES. Frequent contact with senior DOE officials and the Idaho and other congressional delegations is a key component of this strategy. A consistent message that CAES requires a significant operating budget to ensure success is the unifying theme underlying the communication strategy.

8.4.2 CAES Competes with INL

The Center competes directly with INL for R&D funding thereby reducing both organizations funding base.

Mitigation Actions: In developing its research agenda, CAES and its partners must clearly delineate R&D scope and R&D markets to be pursued by CAES. To the fullest extent possible INL and CAES scope should avoid overlap to reduce the potential for competition. In areas where overlap between INL and CAES will inevitably occur a protocol for customer contact and bid/proposal activities is advised. The sales credit system set up at the INL should, to the fullest extent possible, facilitate cooperative research rather than hinder it.

8.4.3 Failure to Establish Charging Practices

CAES fails to successfully collaborate with the INL and its various partners in the development and implementation of innovative charging practices and other business-related policies that facilitate the sharing of resources and joint R&D.

Mitigation Actions: INL, CAES, and CAES partners commit sufficient resources to developing the agreements, policies and procedures necessary to ensure CAES success. Each entity must push beyond its comfort zone and break down barriers that may stand in the way of CAES success. Where applicable CAES must seek lessons learned from related efforts and avoid similar pitfalls.

8.4.4 Failure to Establish Collaborations

The Center and its partners fail to develop a detailed business plan and critical path in a timely manner.

Mitigation Action: During FY-06 CAES partners must be engaged in the development of a detailed business plan complete with a well-developed marketing plan.

8.4.5 Staffing

The Center and its partners fail to attract and retain the technical expertise necessary to develop and implement world-class research, policy, training and education.

Mitigation Action: INL, CAES, and CAES partners must commit during 2006 to make available key personnel and resources sufficient to establish a critical staffing base. Additionally, CAES must work with all of its affiliate organizations to establish competitive salaries, benefits packages and resource commitments sufficient to attract the necessary talent that will be needed to achieve the CAES vision. From this base CAES and its partners must develop long-range staffing projections.

8.4.6 CAES Competes with Established Energy Organizations

The Center competes directly with established industry and professional organizations funded by their members in the energy sector and specifically the nuclear sector with respect to mission responsibilities.

Mitigation Action: CAES management will develop relationships with leaders from these organizations. CAES will present itself as complementary to meeting overall energy and nuclear sector mission objectives and show it is able to facilitate implementation of activities and programs to meet these goals with a level and diversity of technical expertise unavailable to these organizations. Close ties to DOE, the NRC, Energy Information Administration and Federal Energy Regulatory Commission will be developed to promote an understanding of the issues from, not just a commercial perspective, but a regulatory and policy perspective as well. Cooperative ventures should be identified between EPRI and CAES.

9. ENVIRONMENTAL, SAFETY & HEALTH CONSIDERATIONS

The Center activities will be performed in a safe, secure, cost-effective, and compliant manner to ensure worker safety as well as protection of facilities, the environment and the public through the identification, analysis, and mitigation of safety and health hazards.

All CAES work performed by INL staff or affiliated with INL fund sources will be conducted consistent with applicable INL Environmental, Safety, and Health (ES&H) requirements and Integrated Safety Management System (ISMS) procedures (see Figure 16). These requirements include, but are not limited to, environmental protection, occupational health, emergency preparedness, and safety.



Figure 16. ISMS Core Functions.

10. QUALITY ASSURANCE CONSIDERATIONS

The Center is committed to producing the highest quality products and services to meet customer expectations. To achieve this commitment, CAES will implement the INL quality assurance (QA) program that promotes the achievement of quality through (a) planning and documentation of requirements for items,

processes, and services; (b) controlling activities affecting the quality of those items, processes and services; (c) verifying the achievement of required quality; and (d) analyzing and correcting conditions adverse to quality in a continuing process of self-improvement.

11. SAFEGUARDS & SECURITY CONSIDERATIONS

The Center activities will be performed in a safe and secure manner, which balances the programmatic goals and objectives along with national security and safeguards requirements. All CAES work performed by INL staff or affiliated with INL fund sources will be conducted

consistent with the INL Integrated Safeguards and Security Management (ISSM) program. ISSM is intended to provide a formal, organized process for planning, performing, assessing and improving the secure conduct of work in accordance with risk-based protection strategies.

12. RECORDS MANAGEMENT

To ensure the management of critical information, CAES will comply with the INL requirements for Records Management. This system complies with identified regulations and

standards for consistent care of information including the creation or receipt, maintenance and use, and disposition of records.

13. PROJECT CONTROLS

The Center activities will be managed consistent INL Project Management requirements. These requirements include establishment of project cost and schedule controls for baseline

management including work authorization and expenditure controls, performance monitoring and reporting, trend identification and baseline change controls.

14. REFERENCES

- (2005). Energy Policy Act of 2005. Public Law No: 109-58, August 8, 2005.
- BEST (2004). The Talent Imperative: Meeting America's Challenge in Science and Engineering, ASAP. Building Engineering & Science Talent, 2004.
- Corradini, M. L., J. J. Duderstadt and W. R. Martin (2003). The Use of Undergraduate Minors to Meet National Needs in Nuclear Fission Power Engineering. ASEE Conference, 2003.
- Gibbons, J. H. (1997). Report to the President on Federal Energy Research and Development for the Challenges of the Twenty-First Century. President's Committee of Advisors on Science and Technology, Executive Office of the President of the United States of America, November, 1997.
- Magwood, W. D. (2002). University, Industry, and Government: Partners for the Future of Nuclear Engineering and Technology. U.S. Department of Energy, Office of Nuclear Energy, Science & Technology, Presentation October 28, 2002, <http://www.ne.doe.gov/>.
- NETF (2005). Moving Forward with Nuclear Power: Issues and Key Factors. Secretary of Energy Advisory Board, Nuclear Energy Task Force, Washington D.C., January 10, 2005.
- O'Brien, C. and M. Louis (2005). Existing Energy Policy Institutes and Organizations in the U.S. - A Benchmark Study to Support the Start-up Project Plan for the Energy Policy Institute.
- ORISE (2005). Nuclear Engineering Academic Programs Survey, 2004. Oak Ridge Institute for Science and Education, Oak Ridge, TN, Number 56, 2005.
- Tester, J. W., E. M. Drake, M. W. Golay, M. J. Driscoll and W. A. Peters (2005). Sustainable Energy - Choosing Among Options, The MIT Press, Cambridge, MA, ISBN 0-262-20153-4.
- Was and Martin (2000). Manpower Supply and Demand in the Nuclear Industry. Nuclear Engineering Department Heads Organization (NEDHO), 2000.
- Wogman, N. A., L. J. Bond, A. E. Waltar and R. E. Leber (2005). "The Nuclear Education and Staffing Challenge: Rebuilding Critical Skills in Nuclear Science and Technology". Journal of Radioanalytical and Nuclear Chemistry, 263 (1): 137-143.

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: B. Budget Policies

April 2002

B. Budget Policies

8. Major Capital Improvement Project -- Budget Requests

For purposes of Item 8., the community colleges (NIC and CSI), the State Historical Society, and the State Library are included, except as noted in V.B.8.b. (2).

a. Definition

A major capital improvement is defined as the acquisition of an existing building, construction of a new building or an addition to an existing building, or a major renovation of an existing building. A major renovation provides for a substantial change to a building. The change may include a remodeled wing or floor of a building, or the remodeling of the majority of the building's net assignable square feet. An extensive upgrade of one (1) or more of the major building systems is generally considered to be a major renovation.

b. Preparation and Submission of Major Capital Improvement Requests

(1) Permanent Building Fund Requests

Requests for approval of major capital improvement projects to be funded from the Permanent Building Fund are to be submitted to the Office of the State Board of Education on a date and in a format established by the executive director. Only technical revisions may be made to the request for a given fiscal year after the Board has made its recommendation for that fiscal year. Technical revisions must be made prior to November 1.

(2) Other Requests

Requests for approval of major capital improvement projects from other fund sources are to be submitted in a format established by the executive director. Substantive and fiscal revisions to a requested project are resubmitted to the Board for approval. This subsection shall not apply to the community colleges.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

c. Submission of Approved Major Capital Budget Requests

The Board is responsible for the submission of major capital budget requests for the institutions, school and agencies under this subsection to the Division of Public Works. Only those budget requests which have been formally approved by the Board will be submitted by the office to the executive and legislative branches.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

Subsection: K. Construction Projects

April 2002

K. Construction Projects

1. Major Project Approvals - Proposed Plans

Without regard to the source of funding, before any institution, school or agency under the governance of the Board begin formal planning to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. All projects identified on the institutions', school's or agencies' six-year capital plan must receive Board approval.

2. Project Approvals

Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities, when the cost of the project is estimated to be between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000), must first be submitted to the executive director for review and approval. Without regard to the source of funding, proposals by any institution, school or agency under the governance of the Board to make capital improvements, either in the form of renovation or addition to or demolition of existing facilities or construction of new facilities, when the cost of the project is estimated to exceed five hundred thousand dollars (\$500,000), must first be submitted to the Board for its review and approval. Project cost must be detailed by major category construction cost, architecture fees, contingency funds, and other). When a project is under the primary supervision of the Board of Regents or the Board and its institutions, school or agencies, a separate budget line for architects, engineers, or construction managers and engineering services must be identified for the project cost. Budgets for maintenance, repair, and upkeep of existing facilities must be submitted for Board review and approval as a part of the annual operating budget of the institution, school or agency.

3. Fiscal Revisions to Previously Approved Projects

Project revisions that substantially alter the use of the project causing changes in project costs between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) must first be submitted to the executive director for review and approval. Changes in project costs of more than five hundred thousand dollars (\$500,000) must first be submitted to the Board for its review and approval. Requests must be supported by a revised detailed project budget and justification for changes.

4. Project Acceptance

Projects under the supervision of the Department of Administration are accepted by the Department on behalf of the Board and the state of Idaho. Projects under the supervision of an institution, school or agency are accepted by the institution, school or agency and the project architect. Projects under the supervision of the University of Idaho are accepted by the University on behalf of the Board of Regents.

5. Statute and Code Compliance

- a. All projects must be in compliance with Section 504 of the Rehabilitation Act of 1973 and must provide access to all persons. All projects must be in compliance with applicable state and local building and life-safety codes and applicable local land-use regulations as provided in Chapter 41, Title 39, and Section 67-6528, Idaho Code.
- b. In designing and implementing construction projects, due consideration must be given to energy conservation and long-term maintenance and operation savings versus short-term capital costs.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO**

SUBJECT

Request for authorization for professional services.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a.

BACKGROUND

This is for legal services provided to the University of Idaho (UI) by the firm Miller Nash, LLP.

DISCUSSION

The University anticipates that the cumulative value of services will reach the Board approval threshold.

IMPACT

The University anticipates that it will have continued need for these services.

STAFF COMMENTS AND RECOMMENDATIONS

This is an existing contract with Miller Nash, LLP. The UI is reporting the total contract payment will likely reach the Board approved threshold.

BOARD ACTION

A motion to approve the professional services contract between the University of Idaho and Miller Nash, LLP.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

I. Real and Personal Property and Services

3. Acquisition of Personal Property and Services

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding five hundred thousand dollars (\$500,000) require prior Board approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD**

SUBJECT

Intercollegiate Athletics Reports of revenues, expenditures, and number of participants.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. T.4.

BACKGROUND

Responsibility, management, control and reporting requirements for Athletics are detailed in the policy. The institutions are required to submit regular financial reports as specified by the Board office. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors.

DISCUSSION

The Board policy establishes limits on the amount of general account and institutional funds an institution can allocate to athletics. These limits are adjusted annually at the same rate of change as the general education appropriation. Increases to the student activity fee supporting athletics, is limited to the rate of increase for the total student activity fees. There is no limit on program funds. Appropriated funds above the limit can be allocated for additional women's programs, addressing gender equity issues.

In fiscal years 2005 and 2006, the Legislature passed House Bill 805 (HB805) and House Bill 395 (HB395), respectively. These bills provided additional one-time salary increases for eligible state employees, and the institutions expended these additional amounts in addition to the established limits for both General Education and Institutional Limits as outlined at the bottom of page 5. Board staff has reviewed the data submitted by the institutions; there does not appear to be any violations to the limit policy.

The following charts and worksheets are provided:

EXHIBIT A Page 3	Chart identifying the Board limits from general education appropriated funds and from institutional funds. All institutions are within the limits.
EXHIBIT B Page 5	Chart identifying the revenue by major source for each institution. Displays the relationship among the funding sources.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD - continued**

EXHIBIT C Page 6	Chart identifying the revenue by major source as a percent of the total athletic revenue.
EXHIBIT D Page 7	Athletic departments fund balance at fiscal year end.
EXHIBIT E Page 8	Chart displaying students participating in athletic programs and the number of students participating who are on scholarships, both full-ride scholarships and partial scholarships.
EXHIBIT F Pages 9-31	Intercollegiate Athletic report worksheets for each institution consisting of five pages each. The reports identify actual revenue and expenditures for Fiscal Years 2000 through 2004 and estimated revenue and expenditures for Fiscal Year 2005. For each institution, the first page summarizes revenue and expenditures; the second and third pages categorize revenue and expenditures by sport; the fourth page identifies the number of participants by sport; and the fifth page identifies the number of scholarships (both full-ride and partial) by sport.

IMPACT

The reports present the financial status of the intercollegiate athletic programs and the participation of students in the various sport programs.

STAFF COMMENTS AND RECOMMENDATIONS

There are no estimated negative year-end end fund balances for any of the institutions (Exhibit D, Page 9).

Staff recommends acceptance of the report.

BOARD ACTION

A motion to accept the Annual Intercollegiate Athletics Reports as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education

Intercollegiate Athletics Support Limits

Exhibit A

Board Policy (III.T.3.) on funds allocated and used by athletic program from:

General Education Funds:

"... In subsequent years, the limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board. Beginning in FY98, the limits for each institution may be raised by the amounts annually approved and budgeted for implementation of institutional gender equity plans."

Institutional Funds:

"shall not exceed \$250,000 for Boise State University; \$350,000 for Idaho State University; \$500,000 for University of Idaho; and \$100,000 for Lewis-Clark State College for FY2000. In subsequent years, these limits shall be computed by an adjustment for the rate of change in the general education funds allocated by the Board."

Student Fee Revenue:

"shall not exceed revenue generated from student activity fee dedicated for the athletic program. Increases to the student fee for the athletic program shall be at the same rate of increase as the total student activity fees."

Program Funds:

"the institutions can use the program funds generated, without restriction."

1 Calculation of Limits:	FY02	FY03	FY04	FY05	FY06
2 General Education Funds:					
3 General Education Allocation:					
4 General Account	235,939,800	213,558,800	218,000,000	223,366,200	233,182,000
5 Endowment	15,906,700	13,635,900	11,964,700	10,020,500	9,519,600
6 Student Fee Revenue	63,089,600	67,127,300	97,207,800	97,207,800	107,907,800
			(14,902,400)		
7 Total	314,936,100	294,322,000	312,270,100	330,594,500	350,609,400
8 % Growth from Prior Year	9.54%	-6.55%	6.10%	5.87%	6.05%
9					
10 Limits:					
11 Universities	1,867,600	1,745,400	1,851,800	1,960,500	2,079,200
12 % Growth from Prior Year	9.54%	-6.54%	6.10%	5.87%	6.05%
13 Lewis-Clark State College	694,300	648,900	688,500	728,900	773,000
14 % Growth from Prior Year	9.53%	-6.54%	6.10%	5.87%	6.05%
15					
16 Institutional Funds:					
17 Limits:					
18 Boise State University	292,200	273,100	289,800	306,800	325,400
19 % Growth from Prior Year	9.52%	-6.54%	6.11%	5.87%	6.06%
20 Idaho State University	409,100	382,300	405,600	429,400	455,400
21 % Growth from Prior Year	9.53%	-6.55%	6.09%	5.87%	6.05%
22 University of Idaho	584,500	546,200	579,500	613,500	650,600
23 % Growth from Prior Year	9.54%	-6.55%	6.10%	5.87%	6.05%
24 Lewis-Clark State College	116,900	109,200	115,900	122,700	130,100
25 % Growth from Prior Year	9.56%	-6.59%	6.14%	5.87%	6.03%

Note: House Bills 805 (HB805, FY05) and 395 (HB395, FY 06) provided an additional 1% (one-time) salary increase for eligible employees. For compliance with HB805 and HB395, the institutions expended the following amounts in addition to the established limits for General Education at lines 11 and 13, and Institutional Limits between lines 18 and 25.

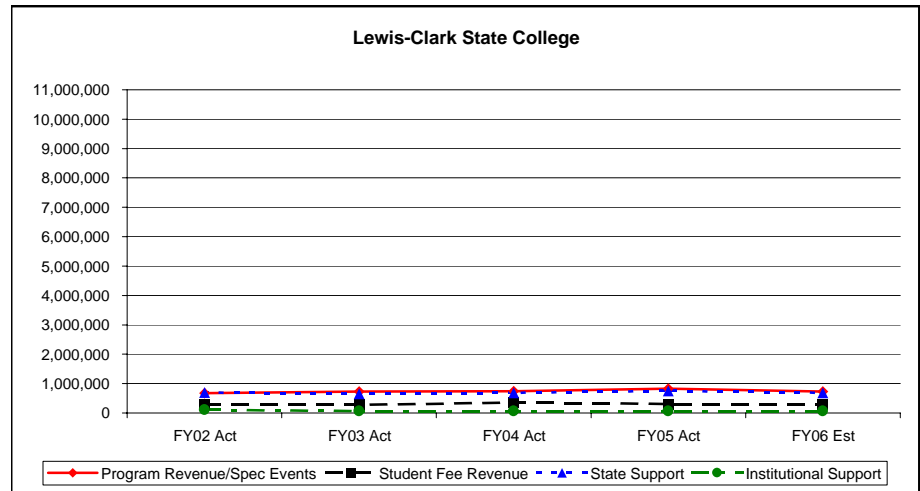
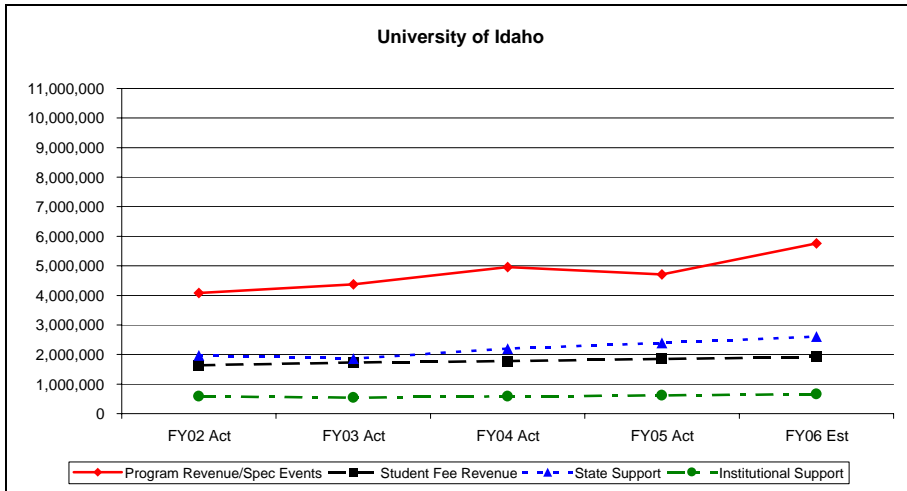
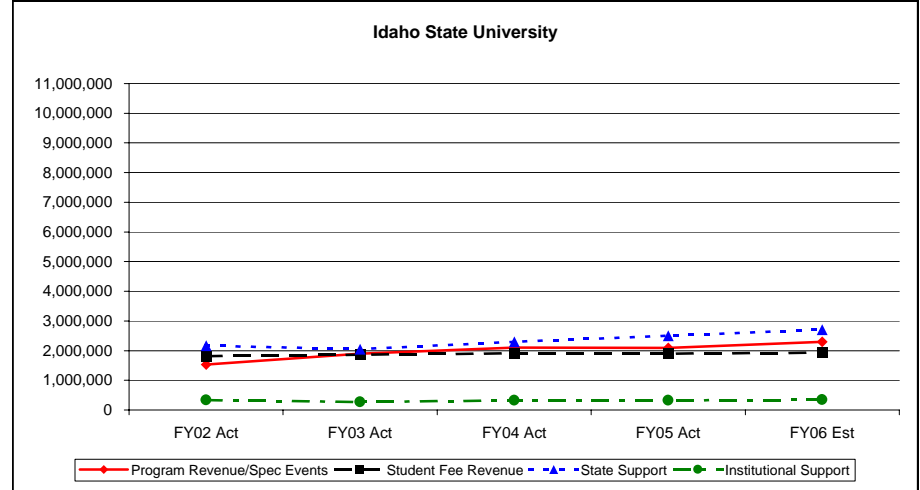
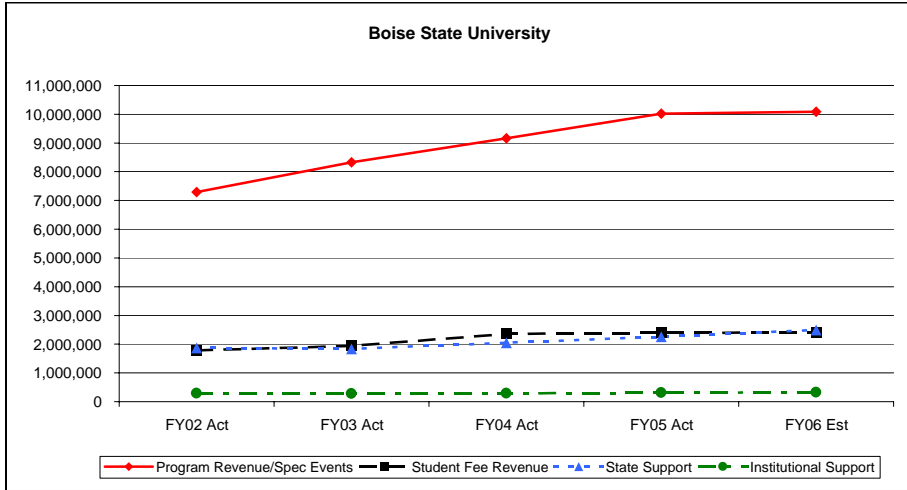
	FY 2005 HB 805		FY 2006 HB 395	
Institution	General Funds Limit Increases	Institutional Funds Limit Increases	General Funds Limit Increases	Institutional Funds Limit Increases
Boise State University	\$15,418	\$27,701	\$25,531	\$37,826
Idaho State University	\$15,359	\$0	\$17,350	\$0
University of Idaho	\$13,971	\$8,087	\$18,000	\$8,000
Lewis Clark State College	\$3,634	\$0	\$3,549	\$0

THIS PAGE INTENTIONALLY LEFT BLANK

Intercollegiate Athletics Report

Revenue by Major Source

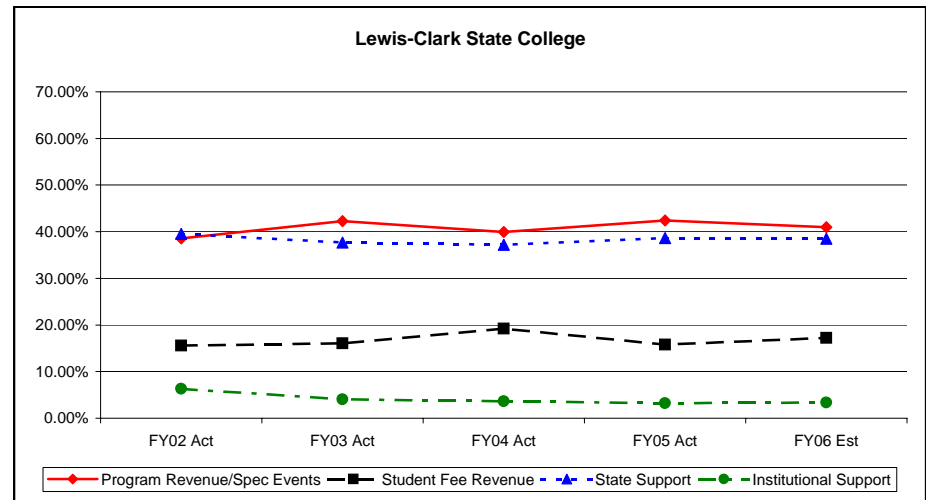
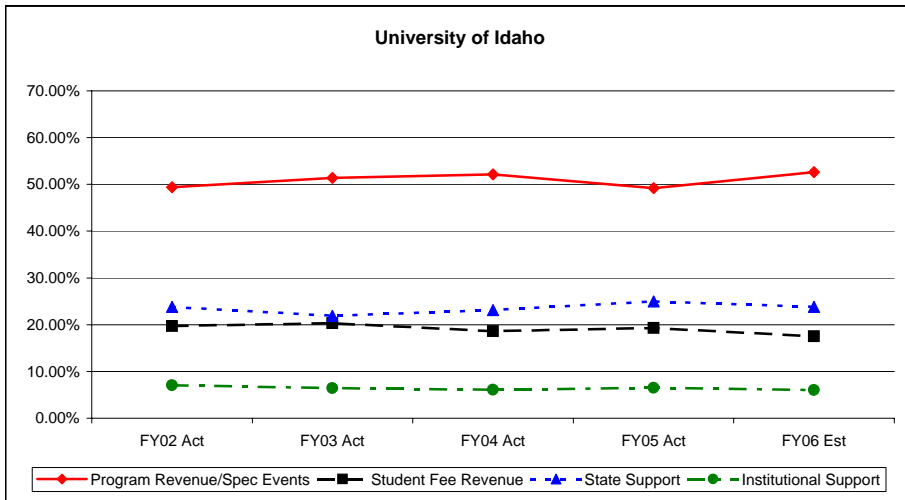
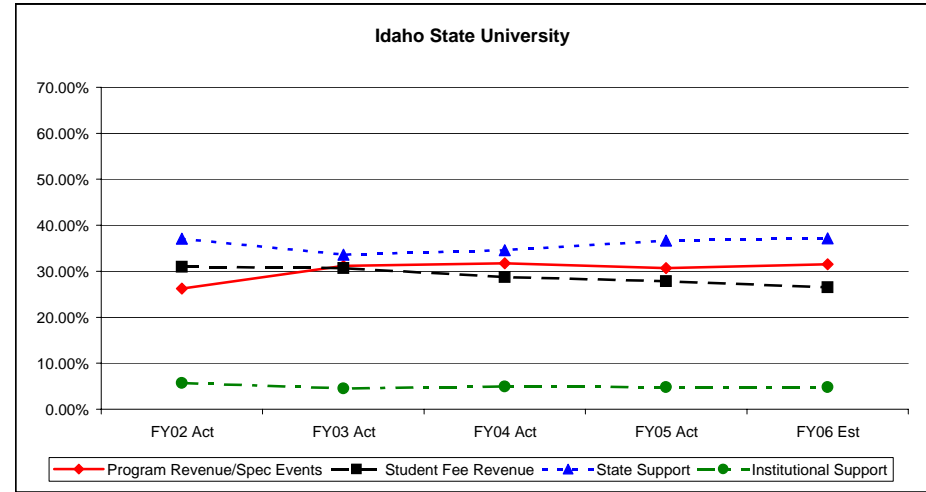
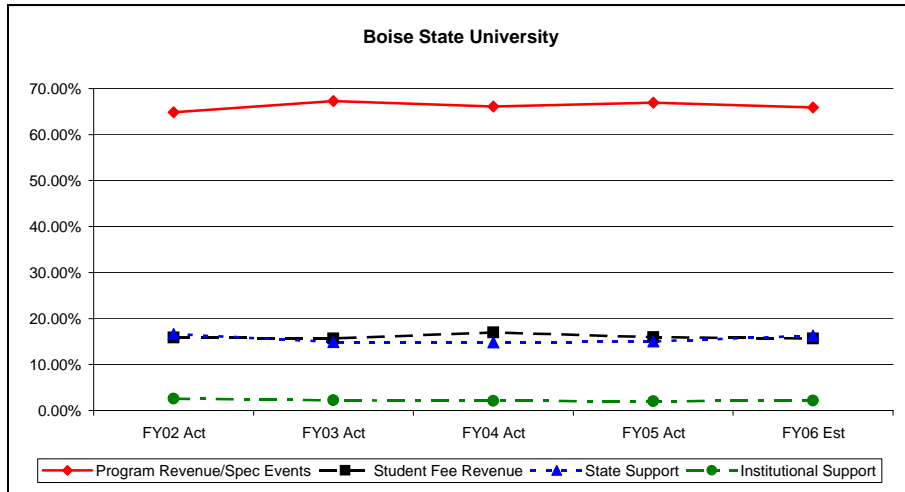
Exhibit B



Intercollegiate Athletics Report

Revenue as a Percent of Total Revenue by Major Source

Exhibit C

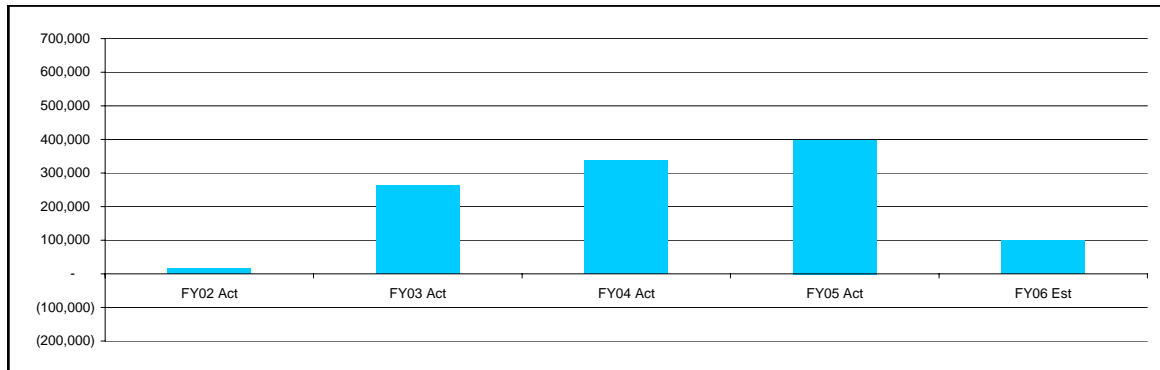


Intercollegiate Athletic Report

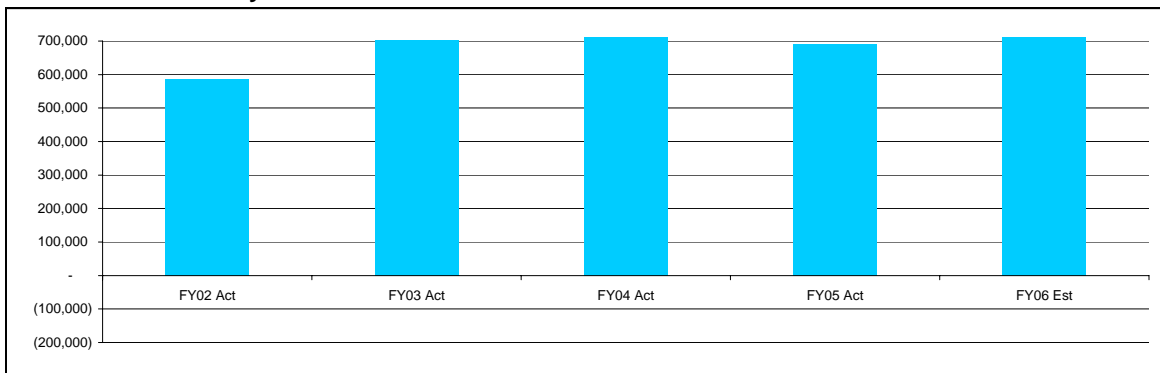
Fiscal Year Ending Fund Balance for Athletic Program by Institution

Boise State University

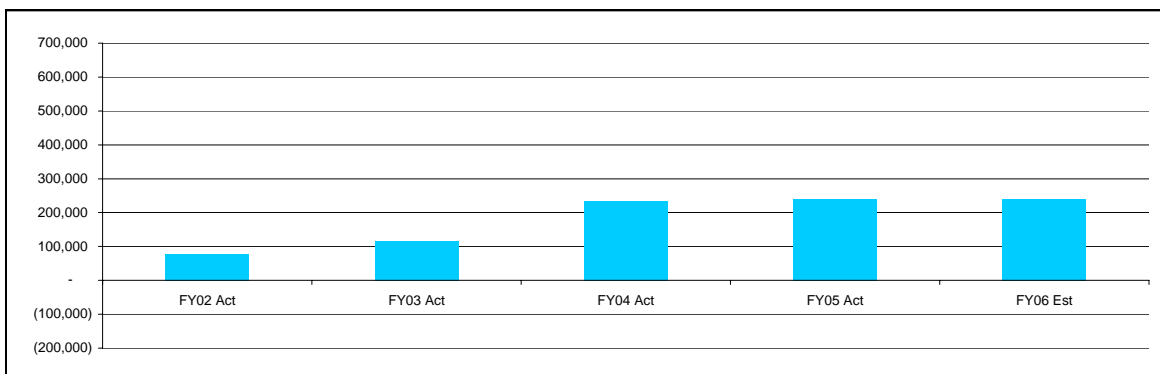
Exhibit D



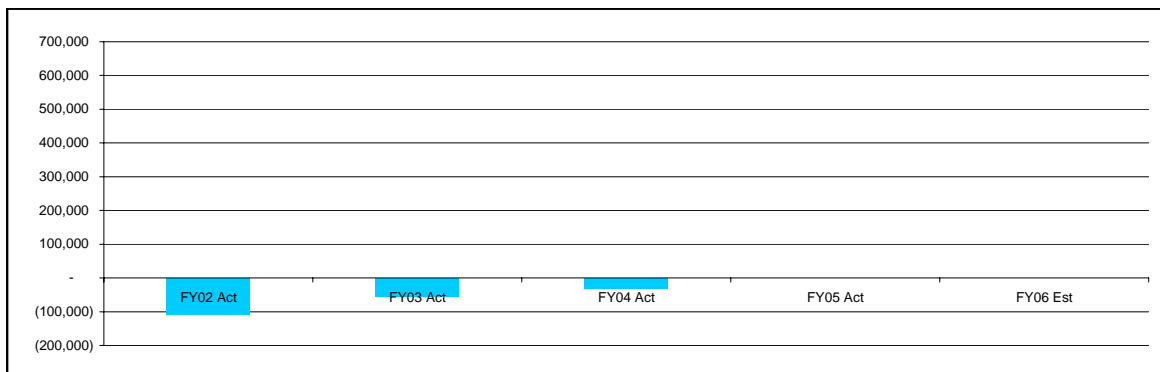
Idaho State University



University of Idaho



Lewis-Clark State College

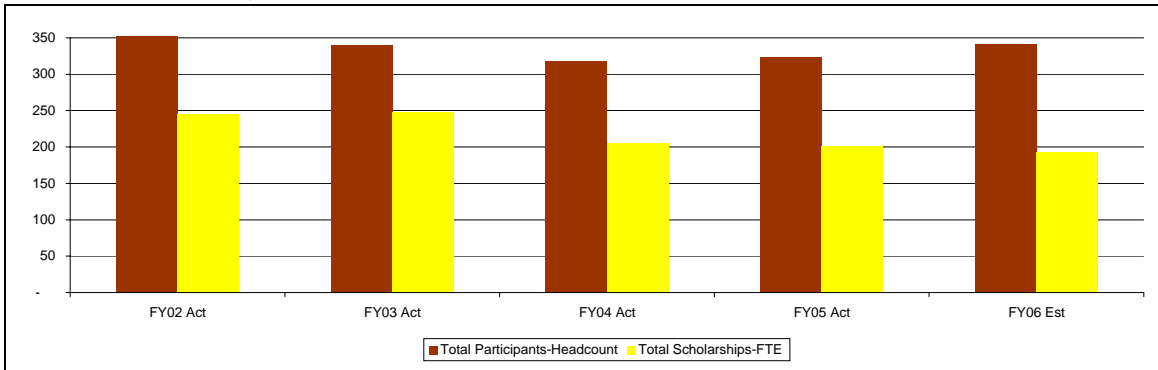


Intercollegiate Athletic Report

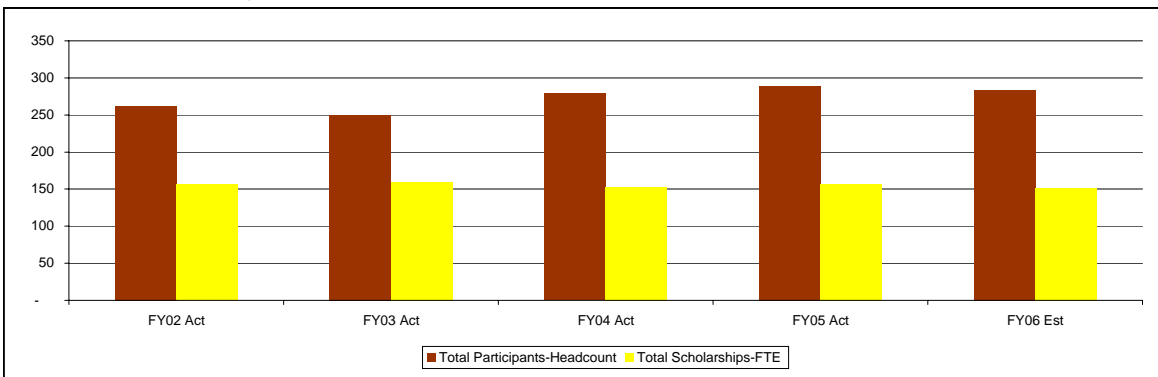
Athletic Participation and Scholarships

Boise State University

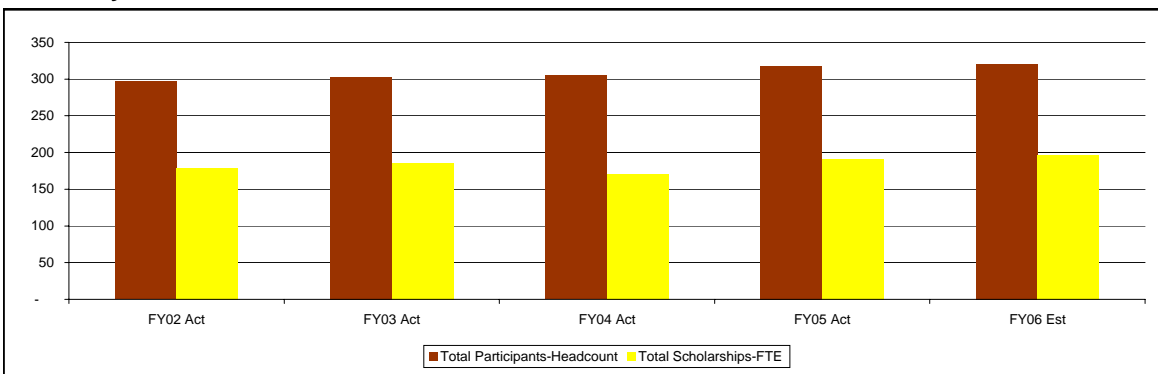
Exhibit E



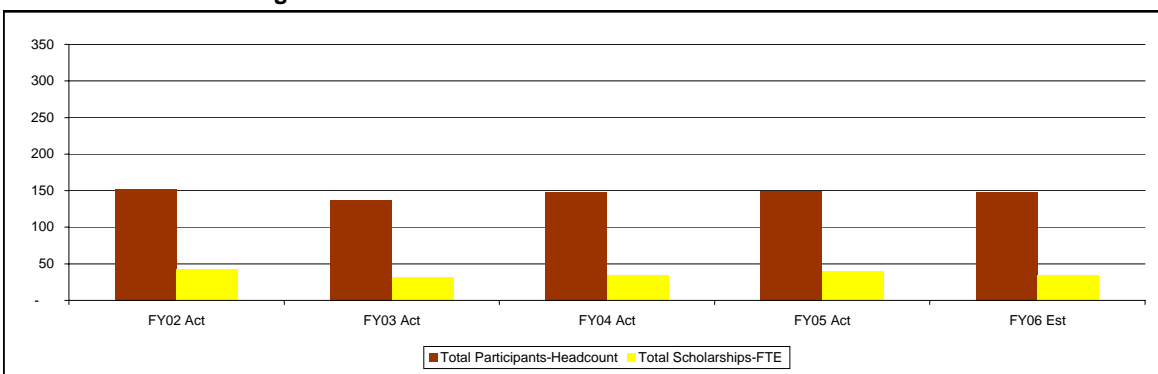
Idaho State University



University of Idaho



Lewis-Clark State College



Boise State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenues/Expend/Fund Balance	FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales/Event Revenue	\$ 1,921,066	\$ 2,442,818	\$ 2,593,821	\$ 3,568,743	\$ 3,398,694	-5%
4 Tournament/Bowl/Conf Receipts	893,379	1,110,239	959,078	1,711,618	1,209,945	-29%
5 Media/Broadcast Receipts	175,050	94,750	748	914	1,291	41%
6 Concessions/Prog/Parking/Advert	1,253,559	1,406,037	1,698,619	1,643,124	1,786,537	9%
7 Game Guarantees	518,200	581,500	327,500	0	732,400	
8 Foundation/Booster/Priv Donations	2,207,963	1,816,973	2,715,310	1,921,897	2,310,232	20%
9 Other	183,391	354,486	441,916	591,234	617,292	4%
10 Total Program Revenue	7,152,608	7,806,803	8,736,992	9,437,530	10,056,391	7%
11 Non-Program Revenue:						
12 Special Events Revenue:						
13 NCAA Games/Humanitarian	134,815	518,162	425,833	586,860	26,600	-95%
14 Student Fee Revenue:						
15 Student Fees	1,785,622	1,935,752	2,358,376	2,390,045	2,400,000	0%
16 State Support::						
17 Approp Funds - Limit	1,867,500	1,745,300	1,851,700	1,975,918	2,079,200	5%
18 Approp Funds - Gender Equity		94,000	200,000	279,872	417,872	49%
19 Total State Support	1,867,500	1,839,300	2,051,700	2,255,790	2,497,072	11%
20 Institutional Support:						
21 Auxiliary Enterprises						
22 Institutional	292,200	273,100	289,800	306,800	325,400	6%
23 Total Institutional Support	292,200	273,100	289,800	306,800	325,400	6%
24 Total Non-Program Revenue	4,080,137	4,566,314	5,125,709	5,539,495	5,249,072	-5%
25 Total Revenue:	\$ 11,232,745	\$ 12,373,117	\$ 13,862,701	\$ 14,977,025	\$ 15,305,463	2%
26						
27 Expenditures:						
28 Coaches Salaries & Bonuses	2,106,347	2,018,106	2,415,834	2,616,651	2,859,439	9%
29 Other Salaries and Wages	1,446,693	1,620,609	1,770,897	2,259,379	2,261,271	0%
30 Fringe Benefits	1,052,014	1,099,314	1,298,313	1,493,325	1,804,507	21%
31 Athletic Scholarship/Grants in Aid	1,478,656	1,853,990	2,073,650	2,326,436	2,559,621	10%
32 Game Guarantees	245,266	272,800	286,600	446,826	400,600	-10%
33 Medical Insurance/Medical Fees	45,314	63,899	52,410	29,819	34,570	16%
34 Travel:						
35 Team and Coaches	1,165,340	1,008,151	1,203,302	995,236	1,272,394	28%
36 Recruiting and Other	260,651	387,037	277,394	303,091	351,766	16%
37 Supplies, Equip, Serv & Op Exp	2,166,451	1,996,648	2,623,531	2,314,223	1,986,250	-14%
38 Facility Use Charges	244,986	430,592	408,634	628,459	558,574	-11%
39 Debt Service on Athletic Facilities	823,069	839,591	868,116	888,294	1,153,837	30%
40 Special Events	173,964	385,091	361,737	403,297	26,589	-93%
41 Capital Improvements	23,454	151,630	146,503	211,375	335,600	59%
42 Total Expenditures:	\$ 11,232,205	\$ 12,127,458	\$ 13,786,921	\$ 14,916,411	\$ 15,605,018	5%
43						
44 Excess (Deficiency) of Revenues						
45 Over Expenditures	540	245,659	75,780	60,614	(299,555)	-594%
46						
47 Ending Fund Balance 6/30	16,376	262,035	337,815	398,429	98,874	-75%
48						
49 Nonresident Fee Waivers	1,034,302	1,118,263	1,164,856	1,190,520	1,451,712	22%
50						
51 Athletic Camp Activity:						
52 Camp Revenue	397,657	376,588	418,918	411,925	400,000	-3%
53 Camp Expenditures	404,317	389,797	325,073	447,947	400,000	-11%
54 Camp Surplus/(Deficit)	(6,660)	(13,209)	93,845	(36,022)	0	100%

Boise State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenue by Program:		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
55	General Revenue:						
56	Foundation/Booster/Priv Donations	\$ 2,207,961	\$ 1,816,973	\$ 2,715,310	\$ 1,921,897	\$ 2,310,232	20%
57	Student Fees	1,785,622	1,935,752	2,358,376	2,390,045	2,400,000	0%
58	Appropriated Funds	1,867,500	1,745,300	1,851,700	2,255,790	2,497,072	11%
59	Institutional Support	292,200	367,100	489,800	306,800	325,400	6%
60	Special Events	134,815	518,162	425,833	586,860	26,600	-95%
61	Other	1,272,671	1,565,968	1,913,127	1,948,473	2,193,601	13%
62	Total General Revenue	\$ 7,560,769	\$ 7,949,255	\$ 9,754,146	\$ 9,409,865	\$ 9,752,905	4%
63							
64	Revenue By Sport:						
65	Men's Programs:						
66	Football						
67	Ticket & Ticket Sales	1,310,537	1,857,898	1,885,799	2,933,632	2,797,632	-5%
68	Game Guarantees	475,000	575,000	325,000	0	721,400	
69	Media/Broadcast Receipts	148,704	75,800	598	731	1,033	41%
70	Other (Tourn/Bowl/Conf)	519,938	659,737	612,723	1,008,061	721,779	-28%
71	Basketball						
72	Ticket Sales	590,676	555,205	681,320	609,254	580,960	-5%
73	Game Guarantees	40,000	0		0	0	
74	Media/Broadcast Receipts	49,146	18,950	150	183	258	41%
75	Other (Tourn/Bowl/Conf)	178,809	221,603	201,881	340,226	242,529	-29%
76	Track & Field/Cross Country	46,105	58,364	50,301	87,141	61,256	-30%
77	Tennis	17,868	22,229	19,242	38,732	24,199	-38%
78	Baseball Ticket Sales				0	0	
79	Wrestling	28,728	35,560	33,609	52,865	37,564	-29%
80	Golf	17,868	22,205	19,182	34,897	24,199	-31%
81	Media/Broadcast Receipts				0	0	
82	Total Men's Sport Revenue	\$ 3,423,379	\$ 4,102,551	\$ 3,829,805	\$ 5,105,722	\$ 5,212,809	2%
83							
84	Women's Programs						
85	Volleyball						
86	Ticket Sales	1,307	0	2,541	2,729	2,278	-17%
87	Game Guarantees						
88	Other (Tourn/Bowl/Conf)	35,735	37,362	31,972	51,249	36,298	-29%
89	Basketball						
90	Ticket Sales	15,012	15,809	13,103	13,801	11,665	-15%
91	Game Guarantees		5,000			11,000	
92	Media/Broadcast Receipts						
93	Other (Tourn/Bowl/Conf)	30,971	38,329	35,239	59,276	42,438	-28%
94	Track & Field/Cross Country	55,039	67,966	58,392	104,371	73,356	-30%
95	Tennis	17,868	22,205	20,182	34,232	24,199	-29%
96	Gymnastics	39,062	43,820	35,594	58,034	41,719	-28%
97	Golf	17,868	24,205	19,182	35,049	24,199	-31%
98	Soccer	35,735	44,410	43,363	68,465	48,398	-29%
99	Rodeo						
100	Skiing		22,205	19,182	34,232	24,199	-29%
101	Total Women's Sport Rev	\$ 248,597	\$ 321,311	\$ 278,750	\$ 461,438	\$ 339,749	-26%
102	Total Revenue	\$ 11,232,745	\$ 12,373,117	\$ 13,862,701	\$ 14,977,025	\$ 15,305,463	2%

Boise State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Expenditures by Admin/Sport		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
103	Administrative and General						
104	Athletic Director Office	\$ 763,607	\$ 867,034	\$ 903,375	\$ 981,235	\$ 1,224,226	25%
105	Fund Raising Office	638,987	1,038,848	1,145,545	1,190,981	761,778	-36%
106	Sports Information	247,702	232,845	280,771	287,224	317,400	11%
107	Trainer/Equipment Manager	199,079	199,077	303,579	340,717	365,626	7%
108	Equipment Manager	89,117	96,903	113,803	125,756	107,485	-15%
109	Ticket Office	174,230	165,323	176,757	199,302	278,473	40%
110	Medical/Insurance	45,314	61,117	49,335	27,082	30,000	11%
111	Special Events	173,964	385,091	361,737	403,297	26,589	-93%
112	Other Miscellaneous	733,368	866,355	1,021,035	1,321,061	1,425,649	8%
113	Facilities Mtn & Debt Service	1,412,102	1,193,295	1,241,355	1,503,103	2,182,708	45%
114	Capital Improvements	60,688	121,071	141,358	191,909	335,600	75%
115	Total Admin & General	\$ 4,538,158	\$ 5,226,959	\$ 5,738,650	\$ 6,571,667	\$ 7,055,534	7%
116							
117	Men's Programs:						
118	Football	2,932,243	2,806,025	3,318,890	3,482,093	3,518,766	1%
119	Basketball	783,070	771,674	849,573	974,026	1,022,144	5%
120	Track & Field/Cross Country	267,707	258,541	298,858	309,118	323,278	5%
121	Tennis	168,846	216,829	264,240	261,411	259,502	-1%
122	Baseball						
123	Wrestling	270,152	230,955	280,280	324,303	311,300	-4%
124	Golf	83,265	167,976	181,630	137,347	136,233	-1%
125	Volleyball						
126	Rodeo						
127	Total Men's Programs	\$ 4,505,283	\$ 4,452,000	\$ 5,193,471	\$ 5,488,298	\$ 5,571,223	2%
128							
129	Women's Programs						
130	Volleyball	354,366	408,368	459,139	437,285	469,379	7%
131	Basketball	539,276	615,368	649,773	678,056	706,295	4%
132	Track & Field/Cross Country	335,100	304,661	349,718	360,705	377,791	5%
133	Tennis	185,655	222,893	247,374	251,387	245,627	-2%
134	Gymnastics	330,064	309,759	382,997	419,425	442,390	5%
135	Golf	139,628	201,316	234,223	200,946	183,472	-9%
136	Soccer	304,675	333,484	374,605	356,601	360,943	1%
137	Rodeo						
138	Skiing		52,650	156,971	152,041	192,364	27%
139	Swimming						
140	Total Women's Programs	\$ 2,188,764	\$ 2,448,499	\$ 2,854,800	\$ 2,856,446	\$ 2,978,261	4%
141							
142	Total Expenditures	\$ 11,232,205	\$ 12,127,458	\$ 13,786,921	\$ 14,916,411	\$ 15,605,018	5%

Boise State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Participants by Sport (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
143	Men's Programs:						
144	Football	118	111	115	108	115	6%
145	Basketball	14	15	13	14	14	0%
146	Track & Field/Cross Country	38	35	35	29	28	-3%
147	Tennis	11	11	9	10	8	-20%
148	Baseball						
149	Wrestling	27	31	22	30	27	-10%
150	Golf	11	12	12	10	10	0%
151	Volleyball						
152	Rodeo						
153	Total Male Participation	219	215	206	201	202	0%
154							
155	Women's Programs						
156	Volleyball	18	15	13	13	15	15%
157	Basketball	13	15	13	14	13	-7%
158	Track & Field/Cross Country	37	35	35	34	39	15%
159	Tennis	8	8	8	8	10	25%
160	Gymnastics	22	19	14	16	17	6%
161	Golf	8	7	8	8	9	13%
162	Soccer	27	26	21	25	28	12%
163	Rodeo						
164	Skiing				5	9	80%
165	Swimming						
166	Total Female Participation	133	125	112	123	140	14%
167	Total Participants	352	340	318	324	342	6%

Boise State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Full Ride Scholarships (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
168	Men's Programs:						
169	Football	72.0	77.0	85.0	85.5	75.5	-12%
170	Basketball	11.0	11.0	11.5	11.5	12.0	4%
171	Track & Field/Cross Country	2.0	6.0	4.0	3.0	1.0	-67%
172	Tennis	0.0	0.0		1.0	1.0	0%
173	Baseball						
174	Wrestling	0.0	2.0	0.0	1.0	0.0	-100%
175	Golf	0.0	0.0	0.0	0.0	0.0	
176	Volleyball						
177	Subtotal	85.0	96.0	100.5	102.0	89.5	-12%
178							
179	Women's Programs						
180	Volleyball	10.0	9.0	12.0	9.5	12.0	26%
181	Basketball	10.0	12.0	13.0	12.5	13.0	4%
182	Track & Field/Cross Country	4.0	4.0	5.0	5.0	7.0	40%
183	Tennis	7.0	7.0	8.0	7.0	8.5	21%
184	Gymnastics	10.0	11.0	11.0	11.0	11.0	0%
185	Golf	2.0	2.0	1.0	4.0	4.0	0%
186	Soccer	2.0	2.0	2.0	1.0	1.0	0%
187	Swimming						
188	Skiing			1.0	3.0	0.0	-100%
189	Subtotal	45.0	47.0	53.0	53.0	56.5	7%
190	Total Scholarships	130.0	143.0	153.5	155.0	146.0	-6%
191							
192	Partial Scholarships by Sport (Full-time Equivalent)						
193	Men's Programs:						
194	Football	7.00	6.00	1.11	0.00	1.75	
195	Basketball	0.00	0.00	0.00	0.00	0.00	
196	Track & Field/Cross Country	18.00	13.00	8.27	7.85	6.48	-17%
197	Tennis	8.00	8.00	3.78	3.18	2.19	-31%
198	Baseball						
199	Wrestling	21.00	20.00	8.40	9.14	9.26	1%
200	Golf	8.00	8.00	4.01	3.69	4.14	12%
201	Volleyball						
202	Rodeo						
203	Subtotal	62.00	55.00	25.57	23.86	23.82	0%
204							
205	Women's Programs						
206	Volleyball	3.00	0.00	0.00	1.53	0.00	-100%
207	Basketball	2.00	0.00	0.29	1.63	0.00	-100%
208	Track & Field/Cross Country	20.00	24.00	9.53	7.31	11.10	52%
209	Tennis	0.00	0.00	0.25	0.00	0.00	
210	Gymnastics	4.00	1.00	1.00	0.58	0.00	-100%
211	Golf	5.00	5.00	4.63	1.39	0.98	-29%
212	Soccer	19.00	20.00	9.02	9.74	10.85	11%
213	Rodeo						
214	Skiing			1.00	0.04	0.17	325%
215	Swimming						
216	Subtotal	53.00	50.00	25.72	22.22	23.10	4%
217	Total Scholarships	115.00	105.00	51.29	46.08	46.92	2%

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenues/Expend/Fund Balance	FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales/Event Revenue	\$ 348,763	\$ 441,856	\$ 526,837	\$ 303,364	\$ 370,952	22%
4 Tournament/Bowl/Conf Receipts	284,136	373,151	423,041	394,652	370,000	-6%
5 Media/Broadcast Receipts	34,200	31,588	36,300	4,300	0	-100%
6 Concessions/Prog/Parking/Advert	283,668	279,861	381,585	564,000	600,000	6%
7 Game Guarantees	141,000	211,888	185,510	287,500	271,000	-6%
8 Foundation/Booster/Priv Donations	418,576	513,066	510,695	511,670	685,660	34%
9 Other	24,067	45,612	41,398	29,736	0	-100%
10 Total Program Revenue	1,534,410	1,897,022	2,105,366	2,095,222	2,297,612	10%
11 Non-Program Revenue:						
12 Special Events Revenue:						
13 NCAA Games/Humanitarian	332					
14 Student Fee Revenue:						
15 Student Fees	1,812,229	1,867,895	1,908,073	1,896,971	1,932,143	2%
16 State Support::						
17 Approp Funds - Limit	1,867,500	1,745,300	1,851,700	1,975,859	2,079,200	5%
18 Approp Funds - Gender Equity	300,000	300,000	443,500	526,500	626,500	19%
19 Total State Support	2,167,500	2,045,300	2,295,200	2,502,359	2,705,700	8%
20 Institutional Support:						
21 Auxiliary Enterprises	46,000	46,000	46,000	46,000	46,000	0%
22 Institutional	287,240	227,640	281,100	281,200	301,700	7%
23 Total Institutional Support	333,240	273,640	327,100	327,200	347,700	6%
24 Total Non-Program Revenue	4,313,301	4,186,835	4,530,373	4,726,530	4,985,543	5%
25 Total Revenue:	\$ 5,847,711	\$ 6,083,857	\$ 6,635,739	\$ 6,821,752	\$ 7,283,155	7%
26						
27 Expenditures:						
28 Coaches Salaries & Bonuses	961,688	1,054,190	1,051,731	1,106,760	1,237,163	12%
29 Other Salaries and Wages	858,460	788,422	862,131	964,800	972,434	1%
30 Fringe Benefits	550,516	574,174	588,376	670,566	801,237	19%
31 Athletic Scholarship/Grants in Aid	1,255,692	1,305,437	1,410,249	1,606,427	1,690,128	5%
32 Game Guarantees	63,600	70,500	115,888	39,500	44,500	13%
33 Medical Insurance/Medical Fees	64,133	148,457	242,957	230,887	325,700	41%
34 Travel:						
35 Team and Coaches	476,887	503,131	643,587	617,600	707,300	15%
36 Recruiting and Other	202,329	209,937	210,111	211,425	99,270	-53%
37 Supplies, Equip, Serv & Op Exp	1,051,459	1,130,870	1,387,586	1,340,708	954,123	-29%
38 Facility Use Charges	85,000	85,000	85,000	85,000	85,000	0%
39 Debt Service on Athletic Facilities						
40 Special Event:	0					
41 Capital Improvements	45,468	94,599				
42 Total Expenditures:	\$ 5,615,232	\$ 5,964,717	\$ 6,597,616	\$ 6,873,673	\$ 6,916,855	1%
43						
44 Excess (Deficiency) of Revenues						
45 Over Expenditures	232,479	119,140	38,123	(51,921)	366,300	805%
46						
47 Ending Fund Balance 6/30	584,029	703,169	741,292	689,371	1,055,671	53%
48						
49 Nonresident Fee Waivers	792,480	764,460	815,100	849,600	1,062,600	25%
50						
51 Athletic Camp Activity:						
52 Camp Revenue	212,310	162,157	120,804	131,802	160,000	21%
53 Camp Expenditures	175,452	163,188	166,656	148,884	160,000	7%
54 Camp Surplus/(Deficit)	36,858	(1,031)	(45,852)	(17,082)	0	100%

Idaho State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenue by Program:		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
55	General Revenue:						
56	Foundation/Booster/Priv Donations	\$418,576	\$513,066	\$510,695	\$511,670	\$685,660	34%
57	Student Fees	1,812,230	1,867,895	1,908,073	1,896,971	1,932,143	2%
58	Appropriated Funds	2,167,500	2,045,300	2,295,200	2,502,359	2,705,700	8%
59	Institutional Support	350,240	273,640	344,100	327,200	347,700	6%
60	Special Events	332	0	0	0	0	
61	Other	526,331	646,227	750,061	938,983	960,000	2%
62	Total General Revenue	\$5,275,209	\$5,346,128	\$5,808,129	\$6,177,183	\$6,631,203	7%
63							
64	Revenue By Sport:						
65	Men's Programs:						
66	Football						
67	Ticket Sales	192,206	253,943	325,130	167,432	204,762	22%
68	Game Guarantees	70,000	80,000	100,000	190,000	200,000	5%
69	Media/Broadcast Receipts	17,400	18,887	21,054	4,300	0	-100%
70	Other (Tourn/Bowl/Conf)	7,637	13,103	12,925	10,480	0	-100%
71	Basketball						
72	Ticket Sales	131,896	167,212	175,653	103,776	142,857	38%
73	Game Guarantees	67,000	122,798	77,430	80,000	70,000	-13%
74	Media/Broadcast Receipts	16,200	12,100	14,520	0	0	
75	Other (Tourn/Bowl/Conf)	10,957	12,112	29,176	12,662	10,000	-21%
76	Track & Field/Cross Country	4,516	3,323	981	6,393	952	-85%
77	Tennis	1,236	1,849	855	1,316		-100%
78	Baseball Ticket Sales						
79	Wrestling						
80	Golf	5,986	3,169	10,770	995	0	-100%
81	Media/Broadcast Receipts						
82	Total Men's Sport Revenue	\$525,034	\$688,496	\$768,494	\$577,354	\$628,571	9%
83							
84	Women's Programs						
85	Volleyball						
86	Ticket Sales	4,093	2,442	3,955	2,797	2,857	2%
87	Game Guarantees		1,500	0			
88	Other (Tourn/Bowl/Conf)	945	3,765	2,578	7,426		-100%
89	Basketball						
90	Ticket Sales	11,970	11,681	15,693	18,241	13,810	-24%
91	Game Guarantees	4,000	4,000	7,000	17,500	1,000	-94%
92	Media/Broadcast Receipts	600	600	726			
93	Other (Tourn/Bowl/Conf)	5,887	2,723	12,299	2,458		-100%
94	Track & Field/Cross Country	5,009	2,337	4,223	8,128	952	-88%
95	Tennis	901	1,598	1,355	903		-100%
96	Gymnastics						
97	Golf	5,490	1,393	2,205	1,508		-100%
98	Soccer	8,573	17,194	9,082	8,254	4,762	-42%
99	Rodeo						
100	Skiing						
101	Total Women's Sport Rev	\$47,468	\$49,233	\$59,116	\$67,215	\$23,381	-65%
102	Total Revenue	\$5,847,711	\$6,083,857	\$6,635,739	\$6,821,752	\$7,283,155	7%

Idaho State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Expenditures by Admin/Sport		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
103	Administrative and General						
104	Athletic Director Office	\$677,137	\$755,862	\$1,010,332	\$1,075,668	\$850,856	-21%
105	Fund Raising Office	198,403	201,231	270,118	245,489	245,672	0%
106	Sports Information	131,320	115,355	128,113	158,641	160,583	1%
107	Trainer/Equipment Manager	124,961	155,977	168,422	187,566	222,175	18%
108	Equipment Manager	45,217	54,660	55,750	63,166	58,586	-7%
109	Ticket Office						
110	Medical/Insurance	83,014	70,882	254,721	277,864	349,062	26%
111	Special Events	2,862					
112	Other Miscellaneous	278,668	285,752	281,327	285,146	217,541	-24%
113	FacilitiesMtn & Debt Service	85,000	85,000	85,000	85,000	85,000	0%
114	Capital Improvements						
115	Total Admin & General	\$1,626,582	\$1,724,719	\$2,253,783	\$2,378,540	\$2,189,475	-8%
116							
117	Men's Programs:						
118	Football	1,497,875	1,563,318	1,692,454	1,668,522	1,624,346	-3%
119	Basketball	558,904	636,429	616,423	619,209	588,839	-5%
120	Track & Field/Cross Country	222,320	238,627	218,541	266,068	268,896	1%
121	Tennis	81,023	92,795	93,690	121,632	107,139	-12%
122	Baseball						
123	Wrestling						
124	Golf	55,890	54,658	59,919	68,868	79,104	15%
125	Volleyball						
126	Rodeo						
127	Total Men's Programs	\$2,416,012	\$2,585,827	\$2,681,027	\$2,744,299	\$2,668,324	-3%
128							
129	Women's Programs						
130	Volleyball	313,022	323,934	339,875	315,964	357,166	13%
131	Basketball	480,610	509,516	516,386	548,849	508,242	-7%
132	Track & Field/Cross Country	259,732	308,290	257,479	303,016	324,707	7%
133	Tennis	127,278	118,660	137,650	126,282	141,809	12%
134	Gymnastics						
135	Golf	71,778	64,479	100,775	107,397	108,978	1%
136	Soccer	320,218	329,292	310,641	345,531	358,588	4%
137	Rodeo			0	3,795	259,566	6740%
138	Skiing						
139	Swimming						
140	Total Women's Programs	\$1,572,638	\$1,654,171	\$1,662,806	\$1,750,834	\$2,059,056	18%
141							
142	Total Expenditures	\$5,615,232	\$5,964,717	\$6,597,616	\$6,873,673	\$6,916,855	1%

Idaho State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Participants by Sport (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
143	Men's Programs:						
144	Football	85	81	86	86	90	5%
145	Basketball	18	14	13	15	16	7%
146	Track & Field/Cross Country	33	33	44	50	50	0%
147	Tennis	8	10	12	7	8	14%
148	Baseball						
149	Wrestling						
150	Golf	11	11	14	10	9	-10%
151	Volleyball						
152	Rodeo						
153	Total Male Participation	155	149	169	168	173	3%
154							
155	Women's Programs						
156	Volleyball	11	12	12	11	12	9%
157	Basketball	18	14	14	14	15	7%
158	Track & Field/Cross Country	39	38	46	57	47	-18%
159	Tennis	9	7	9	9	7	-22%
160	Gymnastics						
161	Golf	7	6	8	9	8	-11%
162	Soccer	23	24	21	21	22	5%
163	Rodeo						
164	Skiing						
165	Swimming						
166	Total Female Participation	107	101	110	121	111	-8%
167	Total Participants	262	250	279	289	284	-2%

Idaho State University
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Full Ride Scholarships (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
168	Men's Programs:						
169	Football	53.0	52.0	51.0	53.0	57.0	8%
170	Basketball	12.0	10.0	11.0	12.0	13.0	8%
171	Track & Field/Cross Country	0.0	1.0	1.0	1.0	2.0	100%
172	Tennis	0.0	0.0	0.0	0.0	0.0	
173	Baseball						
174	Wrestling						
175	Golf	1.0	1.0	0.0	0.0	0.0	
176	Volleyball						
177	Subtotal	66.0	64.0	63.0	66.0	72.0	9%
178							
179	Women's Programs						
180	Volleyball	10.0	11.0	12.0	10.0	11.0	10%
181	Basketball	15.0	14.0	12.0	13.0	13.0	0%
182	Track & Field/Cross Country	1.0	3.0	0.0	1.0	0.0	-100%
183	Tennis	6.0	6.0	6.0	4.0	6.0	50%
184	Gymnastics						
185	Golf	3.0	0.0	5.0	4.0	1.0	-75%
186	Soccer	5.0	5.0	5.0	4.0	2.0	-50%
187	Swimming						
188	Skiing						
189	Subtotal	40.0	39.0	40.0	36.0	33.0	-8%
190	Total Scholarships	106.0	103.0	103.0	102.0	105.0	3%
191							
192	Partial Scholarships by Sport (Full-Time Equivalent)						
193	Men's Programs:						
194	Football	6.70	10.35	10.60	7.69	4.18	-46%
195	Basketball	0.50	2.99	0.00	0.00	0.00	
196	Track & Field/Cross Country	10.90	11.69	10.31	11.16	10.00	-10%
197	Tennis	4.02	4.61	4.50	4.50	2.33	-48%
198	Baseball						
199	Wrestling						
200	Golf	2.88	1.02	1.85	2.43	2.79	15%
201	Volleyball						
202	Rodeo						
203	Subtotal	25.00	30.66	27.26	25.78	19.30	-25%
204							
205	Women's Programs						
206	Volleyball	0.47	0.50	0.00	0.48	0.47	-2%
207	Basketball	0.00	0.00	0.50	0.50	0.00	-100%
208	Track & Field/Cross Country	13.20	13.46	14.03	16.34	16.23	-1%
209	Tennis	2.25	1.49	1.00	2.06	0.32	-84%
210	Gymnastics						
211	Golf	1.25	3.47	0.55	1.83	2.72	49%
212	Soccer	8.26	6.90	6.89	7.57	7.85	4%
213	Rodeo						
214	Skiing						
215	Swimming						
216	Subtotal	25.43	25.82	22.97	28.78	27.59	-4%
217	Total Scholarships	50.43	56.48	50.23	54.56	46.89	-14%

THIS PAGE INTENTIONALLY LEFT BLANK

University of Idaho
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenues/Expend/Fund Balance	FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales/Event Revenue	\$272,267	\$268,793	\$339,051	\$140,363	\$208,500	49%
4 Tournament/Bowl/Conf Receipts	260,837	328,985	451,326	523,353	951,600	82%
5 Media/Broadcast Receipts	68,308	132,273	155,921	128,042	215,000	68%
6 Concessions/Prog/Parking/Advert	438,923	447,764	561,906	610,764	687,300	13%
7 Game Guarantees	1,307,800	1,155,800	1,059,612	894,552	951,500	6%
8 Foundation/Booster/Priv Donations	1,468,537	1,623,694	2,018,715	2,151,204	2,519,025	17%
9 Other	270,129	420,310	373,959	263,959	227,000	-14%
10 Total Program Revenue	4,086,801	4,377,619	4,960,490	4,712,237	5,759,925	22%
11 Non-Program Revenue:						
12 Special Events Revenue:						
13 NCAA Games/Humanitarian						
14 Student Fee Revenue:						
15 Student Fees	1,631,225	1,733,410	1,773,104	1,851,406	1,915,895	3%
16 State Support::						
17 Approp Funds - Limit	1,780,143	1,587,400	1,851,700	1,974,371	2,097,200	6%
18 Approp Funds - Gender Equity	191,800	275,760	346,660	419,460	508,060	21%
19 Total State Support	1,971,943	1,863,160	2,198,360	2,393,831	2,605,260	9%
20 Institutional Support:						
21 Auxiliary Enterprises	50,000	50,000	50,000	50,000	50,000	0%
22 Institutional	534,500	496,200	529,500	571,600	608,600	6%
23 Total Institutional Support	584,500	546,200	579,500	621,600	658,600	6%
24 Total Non-Program Revenue	4,187,668	4,142,770	4,550,964	4,866,837	5,179,755	6%
25 Total Revenue:	\$8,274,469	\$8,520,389	\$9,511,454	\$9,579,074	\$10,939,680	14%
26						
27 Expenditures:						
28 Coaches Salaries & Bonuses	1,635,018	1,578,766	1,621,147	1,712,555	1,687,043	-1%
29 Other Salaries and Wages	1,215,949	1,185,633	1,117,886	1,178,186	1,352,929	15%
30 Fringe Benefits	743,764	735,276	792,090	859,134	1,023,420	19%
31 Athletic Scholarship/Grants in Aid	1,473,765	1,632,751	1,718,598	2,094,309	2,288,414	9%
32 Game Guarantees	221,100	387,000	281,076	159,200	10,700	-93%
33 Medical Insurance/Medical Fees	171,092	184,304	238,712	240,383	270,504	13%
34 Travel:						
35 Team and Coaches	1,015,220	906,823	1,153,186	1,255,730	1,186,281	-6%
36 Recruiting and Other	272,954	248,171	328,527	276,476	301,300	9%
37 Supplies, Equip, Serv & Op Exp	1,523,623	1,515,403	1,875,374	1,665,343	2,708,943	63%
38 Facility Use Charges	110,000	60,959	76,522	89,896	75,000	-17%
39 Debt Service on Athletic Facilities	0	0	0	0	0	
40 Special Event:						
41 Capital Improvements	57,450	48,002	189,549	42,082	34,600	-18%
42 Total Expenditures:	\$8,439,935	\$8,483,088	\$9,392,667	\$9,573,294	\$10,939,134	14%
43						
44 Excess (Deficiency) of Revenues						
45 Over Expenditures	(165,466)	37,301	118,787	5,780	546	-91%
46						
47 Ending Fund Balance 6/30	78,305	115,606	234,393	240,173	240,719	0%
48						
49 Nonresident Fee Waivers	1,061,780	1,186,255	1,189,383	1,526,899	1,675,000	10%
50						
51 Athletic Camp Activity:						
52 Camp Revenue	177,820	158,164	209,244	284,316	325,000	14%
53 Camp Expenditures	177,820	121,041	202,459	262,762	325,000	24%
54 Camp Surplus/(Deficit)	0	37,123	6,785	21,554	0	-100%

University of Idaho
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenue by Program:		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
55	General Revenue:						
56	Foundation/Booster/Priv Donations	\$1,468,537	\$1,623,694	\$2,018,715	2,151,204	\$2,519,025	17%
57	Student Fees	1,631,225	1,733,410	1,773,104	1,851,406	1,915,895	3%
58	Appropriated Funds	1,971,943	1,863,160	2,198,360	2,393,832	2,605,260	9%
59	Institutional Support	584,500	546,200	579,500	621,600	658,600	6%
60	Special Events						
61	Other	939,799	1,131,561	1,300,796	1,349,032	1,855,900	38%
62	Total General Revenue	\$6,596,004	\$6,898,025	\$7,870,475	\$8,367,074	\$9,554,680	14%
63							
64	Revenue By Sport:						
65	Men's Programs:						
66	Football						
67	Ticket & Ticket Sales	242,795	223,606	289,501	95,500	160,000	68%
68	Game Guarantees	1,260,000	1,090,000	1,010,000	855,000	860,000	1%
69	Media/Broadcast Receipts	0	24,000	15,000	0	75,000	
70	Other (Tourn/Bowl/Conf)	7,222	11,520	14,322	12,218	2,000	-84%
71	Basketball						
72	Ticket Sales	23,944	36,081	35,271	26,544	30,000	13%
73	Game Guarantees	40,000	65,000	46,112	38,552	85,000	120%
74	Media/Broadcast Receipts	0	0		0	0	
75	Other (Tourn/Bowl/Conf)	0	11,954	14,322	10,992	0	-100%
76	Track & Field/Cross Country	4,910	8,024	9,971	3,993	4,000	0%
77	Tennis	1,000	973		1,076	0	-100%
78	Baseball Ticket Sales	NA	NA		0	0	
79	Wrestling	NA	NA		0	0	
80	Golf	8,795	5,680	4,920	0	0	
81	Media/Broadcast Receipts	68,308	108,273	140,921	128,042	140,000	9%
82	Total Men's Sport Revenue	\$1,656,974	\$1,585,111	\$1,580,340	\$1,171,917	\$1,356,000	16%
83							
84	Women's Programs						
85	Volleyball						
86	Ticket Sales	2,650	3,491	3,622	3,971	3,500	-12%
87	Game Guarantees	1,500	0		0	0	
88	Other (Tourn/Bowl/Conf)	0	0	9,450	0	0	
89	Basketball						
90	Ticket Sales	2,878	5,615	10,657	14,348	15,000	5%
91	Game Guarantees	5,000	0	3,500	1,000	6,500	550%
92	Media/Broadcast Receipts	0	0	0	0	0	
93	Other (Tourn/Bowl/Conf)	0	11,200	15,119	15,695	0	-100%
94	Track & Field/Cross Country	4,988	10,152	9,971	3,993	4,000	0%
95	Tennis	0	973	3,125	1,076	0	-100%
96	Gymnastics	NA	NA		0	0	
97	Golf	4,475	5,610	5,195	0	0	
98	Soccer	0	212		0	0	
99	Rodeo	NA	NA				
100	Skiing	NA	NA		0	0	
101	Total Women's Sport Rev	\$21,491	\$37,253	\$60,639	\$40,083	\$29,000	-28%
102	Total Revenue	\$8,274,469	\$8,520,389	\$9,511,454	\$9,579,074	\$10,939,680	14%

University of Idaho
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Expenditures by Admin/Sport		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
103	Administrative and General						
104	Athletic Director Office	\$660,186	\$716,728	\$600,203	\$529,978	\$1,424,115	169%
105	Fund Raising Office	276,368	343,935	259,892	271,706	371,608	37%
106	Sports Information	163,933	156,313	162,123	173,574	179,485	3%
107	Trainer/Equipment Manager	429,261	406,119	472,685	307,175	331,301	8%
108	Equipment Manager				0	0	
109	Ticket Office	18,512	28,408	15,654	11,345	25,857	128%
110	Medical/Insurance	316,202	315,836	442,805	265,470	575,859	117%
111	Special Events	0	0	0			
112	Other Miscellaneous	754,741	705,593	756,528	1,107,050	1,018,345	-8%
113	Facilities Mtn & Debt Service						
114	Capital Improvements	57,450	48,002	185,861	42,082	34,600	-18%
115	Total Admin & General	\$2,676,653	\$2,720,934	\$2,895,751	\$2,708,380	\$3,961,170	46%
116							
117	Men's Programs:						
118	Football	2,772,447	2,727,375	3,070,320	2,994,452	2,756,936	-8%
119	Basketball	880,871	852,241	889,954	898,680	951,758	6%
120	Track & Field/Cross Country	235,168	252,776	279,437	293,957	314,645	7%
121	Tennis	95,123	75,889	95,584	79,210	98,416	24%
122	Baseball				0	0	
123	Wrestling				0	0	
124	Golf	88,029	82,474	109,724	114,858	131,855	15%
125	Volleyball						
126	Rodeo				0	0	
127	Total Men's Programs	\$4,071,638	\$3,990,755	\$4,445,019	\$4,381,157	\$4,253,610	-3%
128							
129	Women's Programs						
130	Volleyball	358,568	362,854	414,482	474,486	562,849	19%
131	Basketball	503,057	535,968	553,910	669,305	710,576	6%
132	Track & Field/Cross Country	280,652	326,814	408,912	397,542	404,062	2%
133	Tennis	140,484	113,757	148,000	135,289	148,051	9%
134	Gymnastics						
135	Golf	123,940	139,260	136,192	132,415	153,941	16%
136	Soccer	284,943	292,746	355,788	357,502	405,557	13%
137	Rodeo						
138	Skiing						
139	Swimming			34,613	317,218	339,318	7%
140	Total Women's Programs	\$1,691,644	\$1,771,399	\$2,051,897	\$2,483,757	\$2,724,354	10%
141							
142	Total Expenditures	\$8,439,935	\$8,483,088	\$9,392,667	\$9,573,294	\$10,939,134	14%

University of Idaho
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Participants by Sport (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
143	Men's Programs:						
144	Football	116	119	113	111	110	-1%
145	Basketball	10	12	15	17	15	-12%
146	Track & Field/Cross Country	35	42	49	42	43	2%
147	Tennis	9	8	10	8	9	13%
148	Baseball						
149	Wrestling						
150	Golf	10	15	11	11	11	0%
151	Volleyball						
152	Rodeo						
153	Total Male Participation	180	196	198	189	188	-1%
154							
155	Women's Programs						
156	Volleyball	13	12	18	15	17	13%
157	Basketball	19	17	18	20	19	-5%
158	Track & Field/Cross Country	40	36	32	37	40	8%
159	Tennis	8	8	8	8	8	0%
160	Gymnastics						
161	Golf	10	8	8	8	7	-13%
162	Soccer	27	26	23	23	23	0%
163	Rodeo						
164	Skiing						
165	Swimming				18	19	6%
166	Total Female Participation	117	107	107	129	133	3%
167	Total Participants	297	303	305	318	321	1%

University of Idaho
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Full Ride Scholarships (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
168	Men's Programs:						
169	Football	82.0	81.0	73.5	76.5	82.0	7%
170	Basketball	10.5	9.0	12.5	13.0	13.0	0%
171	Track & Field/Cross Country	7.0	10.0	3.5	4.5	7.5	67%
172	Tennis	0.0	0.0	0.0	0.0	0.0	
173	Baseball						
174	Wrestling						
175	Golf	0.0	0.0	0.0	0.0	0.0	
176	Volleyball						
177	Subtotal	99.5	100.0	89.5	94.0	102.5	9%
178							
179	Women's Programs						
180	Volleyball	11.5	11.5	11.0	11.0	12.0	9%
181	Basketball	13.5	13.5	12.0	14.5	15.0	3%
182	Track & Field/Cross Country	9.5	11.0	9.0	11.0	9.0	-18%
183	Tennis	8.0	7.5	7.0	7.5	7.0	-7%
184	Gymnastics						
185	Golf	2.0	1.0	0.0	2.0	2.0	0%
186	Soccer	5.0	4.0	2.0	3.0	3.0	0%
187	Swimming				7.0	8.0	14%
188	Skiing						
189	Subtotal	49.5	48.5	41.0	56.0	56.0	0%
190	Total Scholarships	149.0	148.5	130.5	150.0	158.5	6%
191							
192	Partial Scholarships by Sport (Full-Time Equivalent)						
193	Men's Programs:						
194	Football	0.00	4.44	3.83	1.15	0.53	-54%
195	Basketball	0.00	0.00	0.00	0.00	0.00	
196	Track & Field/Cross Country	3.80	6.07	5.56	6.18	4.67	-24%
197	Tennis	4.50	3.66	4.26	4.00	4.06	1%
198	Baseball						
199	Wrestling						
200	Golf	3.50	3.55	3.55	4.29	4.44	3%
201	Volleyball						
202	Rodeo						
203	Subtotal	11.80	17.72	17.20	15.62	13.70	-12%
204							
205	Women's Programs						
206	Volleyball	0.00	0.00	0.00	0.27	0.00	-100%
207	Basketball	0.00	0.89	0.26	0.00	0.00	
208	Track & Field/Cross Country	7.50	7.48	7.64	6.43	5.51	-14%
209	Tennis	0.00	0.00	0.00	0.39	0.00	-100%
210	Gymnastics						
211	Golf	3.90	4.38	5.45	3.71	3.88	5%
212	Soccer	6.50	7.11	9.51	8.71	8.80	1%
213	Rodeo						
214	Skiing						
215	Swimming				6.19	6.55	6%
216	Subtotal	17.90	19.86	22.86	25.70	24.74	-4%
217	Total Scholarships	29.70	37.58	40.06	41.32	38.44	-7%

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

Lewis Clark State College
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Revenues/Expend/Fund Balance	FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
1 Revenue (Detail):						
2 Program Revenue:						
3 Ticket Sales/Event Revenue	\$22,059	\$22,666	\$25,110	\$23,253	\$29,000	25%
4 Tournament/Bowl/Conf Receipts						
5 Media/Broadcast Receipts	4,800	5,280	5,280	5,280	5,400	2%
6 Concessions/Prog/Parking/Advert						
7 Game Guarantees						
8 Foundation/Booster/Priv Donations	252,623	300,961	314,713	378,110	326,000	-14%
9 Other	9,754	10,894	12,442	22,000	12,000	-45%
10 Total Program Revenue	289,236	339,801	357,545	428,643	372,400	-13%
11 Non-Program Revenue:						
12 Special Events Revenue:						
13 World Series	387,217	388,515	384,250	398,319	360,000	-10%
14 Student Fee Revenue:						
15 Student Fees	273,821	276,339	357,235	307,332	308,000	0%
16 State Support:						
17 Approp Funds - Limit	681,200	629,800	671,765	728,171	663,429	-9%
18 Approp Funds - Gender Equity	13,000	19,000	19,000	25,000	25,000	0%
19 Total State Support	694,200	648,800	690,765	753,171	688,429	-9%
20 Institutional Support:						
21 Auxiliary Enterprises						
22 Institutional	110,604	70,000	68,000	62,632	60,000	-4%
23 Total Institutional Support	110,604	70,000	68,000	62,632	60,000	-4%
24 Total Non-Program Revenue	1,465,842	1,383,654	1,500,250	1,521,454	1,416,429	-7%
25 Total Revenue:	\$1,755,078	\$1,723,455	\$1,857,795	\$1,950,097	\$1,788,829	-8%
26						
27 Expenditures:						
28 Coaches Salaries & Bonuses	250,449	253,511	268,381	259,693	266,800	3%
29 Other Salaries and Wages	201,676	189,661	250,171	249,731	196,508	-21%
30 Fringe Benefits	130,171	135,388	159,607	180,016	166,021	-8%
31 Athletic Scholarship/Grants in Aid	280,440	260,051	279,052	311,949	302,000	-3%
32 Game Guarantees						
33 Medical Insurance/Medical Fees	11,040	31,601	29,030	27,476	40,000	46%
34 Travel:						
35 Team and Coaches	218,331	176,719	178,827	224,279	165,000	-26%
36 Recruiting and Other	6,800	12,082	12,849	14,170	17,500	24%
37 Supplies, Equip, Serv & Op Exp	253,270	241,941	265,804	271,044	285,000	5%
38 Facility Use Charges	32,473	32,028	53,441	28,092	30,000	7%
39 Debt Service on Athletic Facilities						
40 Special Event: World Series	318,217	338,515	336,250	353,319	320,000	-9%
41 Capital Improvements						
42 Total Expenditures:	\$1,702,867	\$1,671,497	\$1,833,412	\$1,919,769	\$1,788,829	-7%
43						
44 Excess (Deficiency) of Revenues						
45 Over Expenditures	52,211	51,958	24,383	30,328	0	-100%
46						
47 Ending Fund Balance 6/30	(106,669)	(54,711)	(30,328)	0	0	
48						
49 Nonresident Fee Waivers	333,619	259,237	415,402	388,964	325,000	-16%
50						
51 Athletic Camp Activity:						
52 Camp Revenue	39,330	43,224	58,061	42,379	30,000	-29%
53 Camp Expenditures	27,578	33,463	47,093	27,465	20,000	-27%
54 Camp Surplus/(Deficit)	11,752	9,761	10,968	14,914	10,000	-33%

**Lewis Clark State College
Intercollegiate Athletics Report
Summary of Revenue and Expenditures**

Revenue by Program:		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
55	General Revenue:						
56	Foundation/Booster/Priv Donations	\$252,623	\$300,961	\$314,713	\$378,110	\$326,000	-14%
57	Student Fees	273,821	276,339	357,235	307,332	308,000	0%
58	Appropriated Funds	694,200	648,800	690,765	753,171	688,429	-9%
59	Institutional Support	110,604	70,000	68,000	62,632	60,000	-4%
60	Special Events	387,217	388,515	384,250	398,319	360,000	-10%
61	Other	9,754	10,894	12,442	22,000	12,000	-45%
62	Total General Revenue	\$1,728,219	\$1,695,509	\$1,827,405	\$1,921,564	\$1,754,429	-9%
63							
64	Revenue By Sport:						
65	Men's Programs:						
66	Football						
67	Ticket & Ticket Sales						
68	Game Guarantees						
69	Media/Broadcast Receipts						
70	Other (Tourn/Bowl/Conf)						
71	Basketball						
72	Ticket Sales	3,882	4,330	3,646	3,600	5,000	39%
73	Game Guarantees						
74	Media/Broadcast Receipts						
75	Other (Tourn/Bowl/Conf)						
76	Track & Field/Cross Country						
77	Tennis						
78	Baseball Ticket Sales	11,190	12,887	15,610	15,600	15,600	0%
79	Wrestling						
80	Golf						
81	Media/Broadcast Receipts	4,800	5,280	5,280	5,280	5,400	2%
82	Total Men's Sport Revenue	\$19,872	\$22,497	\$24,536	\$24,480	\$26,000	6%
83							
84	Women's Programs						
85	Volleyball						
86	Ticket Sales	2,642	1,310	1,471	1,500	2,500	67%
87	Game Guarantees						
88	Other (Tourn/Bowl/Conf)						
89	Basketball						
90	Ticket Sales	4,345	4,139	4,383	2,553	5,900	131%
91	Game Guarantees						
92	Media/Broadcast Receipts						
93	Other (Tourn/Bowl/Conf)						
94	Track & Field/Cross Country						
95	Tennis						
96	Gymnastics						
97	Golf						
98	Soccer						
99	Rodeo						
100	Skiing						
101	Total Women's Sport Rev	\$6,987	\$5,449	\$5,854	\$4,053	\$8,400	107%
102	Total Revenue	\$1,755,078	\$1,723,455	\$1,857,795	\$1,950,097	\$1,788,829	-8%

Lewis Clark State College
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Expenditures by Admin/Sport		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
103	Administrative and General						
104	Athletic Director Office	\$247,276	\$257,596	\$278,697	\$283,100	\$246,204	-13%
105	Fund Raising Office	44,663	39,404	50,298	82,052	39,606	-52%
106	Sports Information						
107	Trainer/Equipment Manager	33,456	53,267	60,731	56,269	46,919	-17%
108	Equipment Manager						
109	Ticket Office						
110	Medical/Insurance	11,040	31,601	29,030	27,476	39,000	42%
111	Special Events	318,217	338,515	336,250	353,319	320,000	-9%
112	Other Miscellaneous						
113	Facilities Mtn & Debt Service			53,441	28,092	35,000	25%
114	Capital Improvements						
115	Total Admin & General	\$654,652	\$720,383	\$808,447	\$830,308	\$726,729	-12%
116							
117	Men's Programs:						
118	Football						
119	Basketball	206,874	171,545	201,681	218,215	200,900	-8%
120	Track & Field/Cross Country	15,509	20,003	31,715	33,528	30,500	-9%
121	Tennis	28,307	27,075	32,397	36,311	30,900	-15%
122	Baseball	317,996	329,028	318,178	333,313	346,600	4%
123	Wrestling						
124	Golf	24,852	17,396	12,852	34,936	26,100	-25%
125	Volleyball						
126	Rodeo						
127	Total Men's Programs	\$593,538	\$565,047	\$596,823	\$656,303	\$635,000	-3%
128							
129	Women's Programs						
130	Volleyball	110,995	119,728	161,994	137,722	144,700	5%
131	Basketball	199,993	165,273	173,366	185,739	184,900	0%
132	Track & Field/Cross Country	32,205	40,474	43,445	48,589	34,500	-29%
133	Tennis	30,005	36,225	33,869	32,484	34,900	7%
134	Gymnastics						
135	Golf	14,305	24,367	15,468	28,624	28,100	-2%
136	Soccer						
137	Rodeo	67,174	0	0	0	0	
138	Skiing						
139	Swimming						
140	Total Women's Programs	\$454,677	\$386,067	\$428,142	\$433,158	\$427,100	-1%
141							
142	Total Expenditures	\$1,702,867	\$1,671,497	\$1,833,412	\$1,919,769	\$1,788,829	-7%

**Lewis Clark State College
Intercollegiate Athletics Report
Summary of Revenue and Expenditures**

Participants by Sport (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
143	Men's Programs:						
144	Football						
145	Basketball	11	12	14	14	14	0%
146	Track & Field/Cross Country	9	8	9	13	9	-31%
147	Tennis	12	8	10	8	10	25%
148	Baseball	46	44	47	38	47	24%
149	Wrestling						
150	Golf	11	10	12	9	12	33%
151	Volleyball						
152	Rodeo						
153	Total Male Participation	89	82	92	82	92	12%
154							
155	Women's Programs						
156	Volleyball	15	13	14	13	14	8%
157	Basketball	12	12	12	12	12	0%
158	Track & Field/Cross Country	11	12	13	17	13	-24%
159	Tennis	10	11	10	13	10	-23%
160	Gymnastics						
161	Golf	6	7	7	12	7	-42%
162	Soccer						
163	Rodeo	9					
164	Skiing						
165	Swimming						
166	Total Female Participation	63	55	56	67	56	-16%
167	Total Participants	152	137	148	149	148	-1%

Lewis Clark State College
Intercollegiate Athletics Report
Summary of Revenue and Expenditures

Full Ride Scholarships (Headcount)		FY02 Act	FY03 Act	FY04 Act	FY05 Act	FY06 Est	% Change
168	Men's Programs:						
169	Football	N/A	N/A	N/A	N/A	N/A	
170	Basketball	N/A	N/A	N/A	N/A	N/A	
171	Track & Field/Cross Country	N/A	N/A	N/A	N/A	N/A	
172	Tennis	N/A	N/A	N/A	N/A	N/A	
173	Baseball	N/A	N/A	N/A	N/A	N/A	
174	Wrestling	N/A	N/A	N/A	N/A	N/A	
175	Golf	N/A	N/A	N/A	N/A	N/A	
176	Volleyball	N/A	N/A	N/A	N/A	N/A	
177	Subtotal	0.0	0.0	0.0	0.0	0.0	
178							
179	Women's Programs						
180	Volleyball	N/A	N/A	N/A	N/A	N/A	
181	Basketball	N/A	N/A	N/A	N/A	N/A	
182	Track & Field/Cross Country	N/A	N/A	N/A	N/A	N/A	
183	Tennis	N/A	N/A	N/A	N/A	N/A	
184	Gymnastics	N/A	N/A	N/A	N/A	N/A	
185	Golf	N/A	N/A	N/A	N/A	N/A	
186	Soccer	N/A	N/A	N/A	N/A	N/A	
187	Swimming	N/A	N/A	N/A	N/A	N/A	
188	Skiing	N/A	N/A	N/A	N/A	N/A	
189	Subtotal	0.0	0.0	0.0	0.0	0.0	
190	Total Scholarships	0.0	0.0	0.0	0.0	0.0	
191							
192	Partial Scholarships by Sport (Full-Time Equivalent)						
193	Men's Programs:						
194	Football						
195	Basketball	8.71	6.99	8.88	9.15	8.88	-3%
196	Track & Field/Cross Country	0.31	0.36	0.58	0.57	0.58	2%
197	Tennis	0.89	0.80	1.38	2.04	1.38	-32%
198	Baseball	11.62	9.63	7.89	10.49	7.89	-25%
199	Wrestling						
200	Golf	0.48	0.31	0.35	0.77	0.35	-55%
201	Volleyball						
202	Rodeo						
203	Subtotal	22.01	18.09	19.08	23.02	19.08	-17%
204							
205	Women's Programs						
206	Volleyball	6.77	4.98	4.99	4.62	4.99	8%
207	Basketball	10.45	6.70	7.64	7.71	7.64	-1%
208	Track & Field/Cross Country	0.62	0.59	0.96	1.52	0.96	-37%
209	Tennis	1.27	1.62	1.46	1.46	1.46	0%
210	Gymnastics						
211	Golf	0.18	0.36	0.46	0.90	0.46	-49%
212	Soccer						
213	Rodeo	2.00					
214	Skiing						
215	Swimming						
216	Subtotal	21.29	14.25	15.51	16.21	15.51	-4%
217	Total Scholarships	43.30	32.34	34.59	39.23	34.59	-12%

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
T. Intercollegiate Athletics

April 2002

4. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The institutions will submit the following reports to the Board:

- a. At the April Board meeting, the institutions shall submit a budget plan for the upcoming fiscal year beginning July 1. The plans shall detail the sources of revenue by category.
- b. At the June Board meeting, the institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.
- c. At the October Board meeting, institutions shall submit a statement of current funds, revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The number and amounts of nonresident tuition waivers and the fund balances as of June 30 of the report year should be included in the report. The general format of the report will be consistent with the format used in recent years. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The following fiscal year's financial information will be reported by each institution:
 - (1) Estimated revenues and expenditures for the current fiscal year.
 - (2) Actual revenues and expenditures for the fiscal year most recently completed.
 - (3) Proposed operating budget for the next budget year beginning July 1. This report, however, will be submitted to the Board at its June meeting with other institutional operating budgets.
- d. An annual report of estimated (for the current year) and actual (for the most recently completed year) revenues and expenditures of the institution's booster organization, requested for submission to the Board for information only.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

- e. A general narrative paper explaining each institution's policy on grants-in-aid for men and women athletes (including nonresident tuition waivers), procedures for charging or allocating costs for facilities' use to athletic programs, and any allocations of personnel or operating expenses to or from the other departments or units of the institution.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION/AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD**

SUBJECT

Intercollegiate Athletics Department, Employee Compensation Report.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. T.4.

BACKGROUND

In FY97, the Board adopted an annual report on the compensation of the employees of the Intercollegiate Athletic Departments. The report details the contracted salary received by administrators and coaches, bonuses, additional compensation, and perquisites, if applicable. The reports, by institution, report FY05 actual compensation and FY06 estimated compensation (Reference pages 3-30).

DISCUSSION

The reports are for information only and do not require Board action.

IMPACT

Reports athletic employee compensation for FY05 (actual) and FY06 (estimated).

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated to the chief executive officer of the institutions the appointing authority for all athletic department positions except multi-year contracts for head coaches and athletic directors. The compensation reports identify the contracted salary and any additional compensation and perquisites, if received.

BOARD ACTION

A motion to accept the Annual Intercollegiate Athletics Department Employee Compensation Reports as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University

Intercollegiate Athletics Compensation Report

FY2005 Actual Compensation

			Compensation					Total	Contract Bonus			Perks			
			Base	Camps/		Equip Co		Actual	Grad	Winning		Club			Multi-Yr
Depart/Name/Title	FTE		Salary	Clinics	Media	& Other	Comp.		Rate	Perform.	Other	Mbership	Car	Other	Contract
1 Athletic Administration															
2 Gene Bleymaier	1.00	Athletic Director	139,111	0	26,000	750	165,861	5,000	17,500	33,333		Yes	Yes	No	Yes
3 Bob Madden	1.00	Associate Athletic Director	82,054	0	0	0	82,054	0	0	0		Yes	Yes	No	No
4 Herb Criner	1.00	Associate Athletic Director	69,256	0	0	0	69,256	0	0	7,500		Yes	Yes	No	No
5 Lisa Parker	1.00	Associate Athletic Director	60,008	0	0	0	60,008	0	0	0		Yes	Yes	No	No
6 Curt Apsey	1.00	Associate Athletic Director	69,627	0	12,000	0	81,627	0	0	0		Yes	Yes	No	No
7 Mike Waller	1.00	Associate Athletic Director	59,634	0	0	0	59,634	0	0	0		Yes	Yes	No	No
8 Mark Urick	1.00	Assistant BAA Director	36,408	0	0	0	36,408	0	0	0		Yes	No	No	No
9 Gabe Rosenvall	1.00	Assistant Athletic Director	40,956	0	0	0	40,956	0	0	0		No	No	No	No
10 Anita Guerricabeitia	1.00	Assistant Athletic Director	44,025	0	0	0	44,025	0	0	7,000		No	No	No	No
11 Gary Craner	1.00	Assistant Athletic Director	54,684	0	0	0	54,684	0	0	0		No	No	No	No
12 Cyndia Satterfield	1.00	Associate Athletic Trainer	37,461	0	0	0	37,461	0	0	0		No	No	No	No
13 George Goodridge	1.00	Associate Athletic Trainer	37,450	0	0	0	37,450	0	0	0		No	No	No	No
14 Heather Garris	1.00	Assistant Athletic Trainer	34,341	0	0	0	34,341	0	0	0		No	No	No	No
15 Max Corbet	1.00	Assistant Athletic Director	48,000	0	0	0	48,000	0	0	0		Yes	No	No	No
16 Lori Hays	1.00	Sports Information Dir.	41,008	0	0	0	41,008	0	0	500		No	No	No	No
17 Todd Miles	1.00	Assistant Sports Info. Dir.	37,020	0	0	0	37,020	0	0	0		No	No	No	No
18 Doug Link	1.00	Assistant Sports Info. Dir.	36,535	0	0	0	36,535	0	0	0		No	No	No	No
19 Anna Marie Kaus	1.00	Academic Advisor	33,293	0	0	0	33,293	0	0	0		No	No	No	No
20 Oscar Duncan	1.00	Academic Advisor	33,293	0	0	0	33,293	0	0	0		No	No	No	No
21 Brad Larrondo	1.00	Director of Promotions	41,075	0	0	0	41,075	0	0	0		Yes	No	No	No
22 Jeff Pitman	1.00	Strength Coordinator	47,713	5,752	0	0	53,465	0	1,500	0		No	Yes	No	No
23 Jared Aurich	1.00	Assistant Strength Coach	30,000	1,100	0	0	31,100	0	0	0		No	No	No	No
24 Jordan McCoy	1.00	Assistant Strength Coach	30,000	0	0	0	30,000	0	0	0		No	No	No	No
25 Adam Parker	1.00	Corporate Sponsorships	31,824	0	0	0	31,824	0	0	0		No	No	No	No
26 Nicole Gamez	1.00	Business Manager	46,813	0	0	0	46,813	0	0	0		No	No	No	No
27 Cindy Rice	1.00	Accountant	33,098	0	0	0	33,098	0	0	0		No	No	No	No
28 Valerie Tichenor	1.00	Assistant to the AD - Special Projects	46,800	0	0	0	46,800	0	0	0		No	No	No	No
29 Matt Billings	1.00	Compliance	40,000	0	0	0	40,000	0	0	0		No	No	No	No
30 Kevin Bunker	1.00	Information Technology	34,332	0	0	0	34,332	0	0	0		No	No	No	No

Boise State University

Intercollegiate Athletics Compensation Report

FY2005 Actual Compensation

			Compensation					Total	Contract Bonus			Perks			
			Base	Camps/			Equip Co	Actual	Grad	Winning		Club			Multi-Yr
Depart/Name/Title	FTE		Salary	Clinics	Media	& Other	Comp.	Rate	Perform.	Other	Mbership	Car	Other	Contract	
31	Men's Sports														
32	Football														
33	Dan Hawkins	Head Coach	1.00	186,744	1,000	158,250	7,418	353,412	2,000	57,499	100,000	Yes	Yes	No	Yes
34	Chris Peterson	Assistant Coach	1.00	124,190	5,752	37,074	750	167,766	750	13,439	0	No	Yes	No	No
35	Ron Collins	Assistant Coach	1.00	88,412	5,752	29,851	750	124,765	750	9,855	0	No	Yes	No	No
36	Kent Riddle	Assistant Coach	1.00	70,995	5,752	9,687	750	87,184	750	6,724	0	No	Yes	No	No
37	Chris Strausser	Assistant Coach	1.00	71,006	5,752	9,645	750	87,153	750	6,721	0	No	Yes	No	No
38	Bryan Harsin	Assistant Coach	1.00	41,637	5,752	4,625	750	52,764	750	3,855	0	No	Yes	No	No
39	Romeo Bandison	Assistant Coach	1.00	45,860	11,674	8,140	750	66,424	750	4,500	0	No	Yes	No	No
40	Steve Smyte	Assistant Coach	1.00	43,000	6,152	27,000	750	76,902	750	5,833	0	No	Yes	No	No
41	Marcel Yates	Assistant Coach	1.00	43,697	9,488		750	53,935	750	3,641	0	No	Yes	No	No
42	Robert Tucker	Assistant Coach	1.00	43,701	5,752	6,635	750	56,838	750	4,195	0	No	Yes	No	No
44	Basketball														
45	Greg Graham	Head Coach	1.00	135,013	8,500	90,000	6,000	239,513	0	13,000	0	Yes	Yes	No	Yes
46	Andy McClousky	Assistant Coach	1.00	60,500	7,000	0	4,000	71,500	0	1,000	0	No	Yes	No	No
47	Tim Cleary	Assistant Coach	1.00	55,500	7,000	0	4,000	66,500	0	1,000	0	No	Yes	No	No
48	Julious Coleman	Assistant Coach	1.00	33,600	7,000	0	4,000	44,600	0	1,000	0	No	No	No	No
49	Wrestling														
50	Greg Randall	Head Coach	1.00	43,890	0	0	0	43,890	0	8,000	0	No	Yes	No	No
51	Chris Owens	Assistant Coach	1.00	32,116	0	0	0	32,116	0	1,250	0	No	No	No	No
52	Rusty Cook	Assistant Coach	0.75	18,015	0	0	0	18,015	0	1,250	0	No	No	No	No
53	Golf														
54	Mike Young	Head Coach	0.48	29,960	0	0	0	29,960			0	Yes	Yes	No	No
55	Tennis														
56	Greg Patton	Head Coach	1.00	62,410	0	0	0	62,410	0	0	1,000	No	Yes	No	No
57	Morgan Shepard	Assistant Coach	1.00	15,000	0	0	0	15,000	0	0	0	No	No	No	No
58															
59	Men/Women's Track & Field														
60	Mike Maynard	Head Coach	1.00	72,704	0	0	0	72,704	0	9,500	1,000	No	Yes	No	No
61	David Welch	Assistant Coach	1.00	28,621	0	0	0	28,621	0	2,750	0	No	No	No	No
62	Jake Jacoby	Assistant Coach	1.00	37,810	0	0	0	37,810	0	2,250	0	No	No	No	No
63	Amy Christoffersen	Assistant Coach	1.00	33,634	0	0	0	33,634	0	2,750	0	No	No	No	No

Boise State University

Intercollegiate Athletics Compensation Report

FY2005 Actual Compensation

Depart/Name/Title	FTE	Compensation				Total Actual Comp.	Contract Bonus			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
64 Women's Sports													
65 Basketball													
66 Jen Warden Head Coach	1.00	83,207	6,000	5,000	0	94,207	2,000	0	0	Yes	Yes	No	Yes
67 Dana McGraw Assistant Coach	1.00	35,500	2,500	0	0	38,000	750	0	0	No	Yes	No	No
68 Heather Sower Assistant Coach	1.00	38,980	2,500	0	0	41,480	750	0	0	No	Yes	No	No
69 Eliot Reynolds Assistant Coach	1.00	30,520	2,500	0	0	33,020	750	0	0	No	No	No	No
70 Soccer													
71 Steve Lucas Head Coach	1.00	43,493	0	0	0	43,493	1,500	0	0	No	Yes	No	No
72 Michelle Zentz Assistant Coach	1.00	31,508	3,100	0	0	34,608	750	0	0	No	No	No	No
73 Volleyball													
74 Scott Sandel Head Coach	1.00	60,009	2,000	0	0	62,009	0	0	0	No	Yes	No	No
75 Keisha Demps Assistant Coach	1.00	27,020	4,750	0	0	31,770	0	0	0	No	No	No	No
76 Mark Pryor Assistant Coach	1.00	38,003	900	0	0	38,903	0	0	0	No	No	No	No
77 Gymnastics													
78 Sam Sandmire Head Coach	1.00	52,146	0	2,000	0	54,146	0	2,000	0	Yes	Yes	No	No
79 William Steinbach Assistant Coach	1.00	33,239	0	0	0	33,239	0	750	0	No	No	No	No
80 Tina Bird Assistant	1.00	33,725	0	0	0	33,725	0	750	0	No	No	No	No
81 Tennis													
82 Mark Tichenor Head Coach	1.00	38,605	0	0	0	38,605	0	0	0	No	No	No	No
83 Dean Owens Assistant Coach	1.00	15,000	0	0	0	15,000	0	0	0	No	No	No	No
84 Golf													
85 Lisa Wasinger Head Coach	1.00	31,055	0	0	0	31,055	0	0	0	Yes	Yes	No	No
86 Ski													
87 Chris Hendrickson Head Coach	1.00	38,000	0	0	0	38,000	0	0	0	No	Yes	Yes	No

THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University

Intercollegiate Athletics Compensation Report

FY2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Potential Contract Bonus			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
1 Athletic Administration													
2 Gene Bleymaier Athletic Director	1.00	220,000	0	0	750	220,750	0	21,000	0	Yes	Yes	No	Yes
3 Curt Apsey Sr. Associate Athletic Director	1.00	93,643	0	0	0	93,643	0	0	0	Yes	Yes	No	No
4 Lisa Parker Sr. Associate Athletic Director	1.00	80,000	0	0	0	80,000	0	0	0	Yes	Yes	No	No
5 Bob Madden Associate Athletic Director	1.00	86,100	0	0	0	86,100	0	0	0	Yes	Yes	No	No
6 Herb Criner Associate Athletic Director	1.00	70,641	0	0	0	70,641	0	0	7,500	Yes	Yes	No	No
7 Mike Waller Associate Athletic Director	1.00	65,597	0	0	0	65,597	0	0	0	Yes	Yes	No	No
8 Brad Larrondo Sr Asst AD - Market & Promo	1.00	51,000	0	0	0	51,000	0	0	0	Yes	No	No	No
9 Gary Craner Assistant Athletic Director	1.00	55,778	0	0	0	55,778	0	0	0	No	No	No	No
10 Anita Guerricabeitia Assistant Athletic Director	1.00	49,000	0	0	0	49,000	0	0	5,000	No	No	No	No
11 Max Corbet Assistant Athletic Director	1.00	49,000	0	0	0	49,000	0	0	0	Yes	No	No	No
12 Gabe Rosenvall Assistant Athletic Director	1.00	47,775	0	0	0	47,775	0	0	0	No	No	No	No
13 Jeff Pitman Strength Coordinator	1.00	53,530	0	0	0	53,530	0	0	0	No	Yes	No	No
14 Nicole Gamez Business Manager	1.00	49,000	0	0	0	49,000	0	0	0	No	No	No	No
15 Valerie Tichenor Assistant to the AD - Special Projects	1.00	47,736	0	0	0	47,736	0	0	0	No	No	No	No
16 Lori Hays Sports Information Director	1.00	41,828	0	0	0	41,828	0	0	0	No	No	No	No
17 Matt Billings Compliance Director	1.00	40,800	0	0	0	40,800	0	0	0	No	No	No	No
18 Megan Levi Assistant BAA Direcoter	1.00	40,000	0	0	0	40,000	0	0	0	Yes	No	No	No
19 Cindy Satterfield Associate Athletic Trainer	1.00	38,210	0	0	0	38,210	0	0	0	No	No	No	No
20 George Goodridge Associate Athletic Trainer	1.00	38,199	0	0	0	38,199	0	0	0	No	No	No	No
21 Todd Miles Assistant Sports Info. Dir.	1.00	37,760	0	0	0	37,760	0	0	0	No	No	No	No
22 Doug Link Assistant Sports Info. Dir.	0.54	37,266	0	0	0	37,266	0	0	0	No	No	No	No
23 Kevin Bunker Information Technology	1.00	35,109	0	0	0	35,109	0	0	0	No	No	No	No
24 Anna Marie Kaus Academic Advisor	1.00	33,959	0	0	0	33,959	0	0	0	No	No	No	No
25 Oscar Duncan Academic Advisor	1.00	33,959	0	0	0	33,959	0	0	0	No	No	No	No
26 Cindy Rice Accountant	1.00	33,760	0	0	0	33,760	0	0	0	No	No	No	No
27 Shaela Priaux Ticket Office Manager	1.00	32,460	0	0	0	32,460	0	0	0	No	No	No	No
28 Adam Parker Director of Promotions	1.00	32,460	0	0	0	32,460	0	0	0	No	No	No	No
29 Brent Moore Corporate Services Coordinator	1.00	32,460	0	0	0	32,460	0	0	0	No	No	No	No
30 Brandon Voight Assistant Athletic Trainer	1.00	32,000	0	0	0	32,000	0	0	0	No	No	No	No
31 Eric Kile Academic Advisor	1.00	31,824	0	0	0	31,824	0	0	0	No	No	No	No
32 Jared Aurich Assistant Strength Coach	1.00	30,600	2,000	0	0	32,600	0	0	0	No	No	No	No
33 Jordan McCoy Assistant Strength Coach	1.00	30,600	1,000	0	0	31,600	0	0	0	No	No	No	No

Boise State University

Intercollegiate Athletics Compensation Report

FY2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Potential Contract Bonus			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
34 Men's Sports													
35 Football													
36 Dan Hawkins	1.00	525,000	0	0	3,500	528,500	0	0	0	Yes	Yes	No	Yes
37 Chris Peterson	1.00	152,536	3,500	39,368	750	196,154	0	0	0	No	Yes	No	No
38 Ron Collins	1.00	109,960	0	30,773	750	141,483	0	0	0	No	Yes	No	No
39 Kent Riddle	1.00	85,758	3,500	10,245	750	100,253	0	0	0	No	Yes	No	No
40 Chris Strausser	1.00	85,780	3,500	10,195	750	100,225	0	0	0	No	Yes	No	No
41 Marcel Yates	1.00	51,999	3,500	0	750	56,249	0	0	0	No	Yes	No	No
42 Bryan Harsin	1.00	50,118	7,000	4,934	750	62,802	0	0	0	No	Yes	No	No
43 Romeo Bandison	1.00	54,573	3,500	4,927	750	63,750	0	0	0	No	Yes	No	No
44 Steve Smyte	1.00	53,232	0	30,069	750	84,051	0	0	0	No	Yes	No	No
45 Robert Tucker	1.00	52,004	3,500	7,896	750	64,150	0	0	0	No	Yes	No	No
46 Basketball													
47 Greg Graham	1.00	135,013		110,000	7,500	252,513	0	0	0	No	Yes	No	Yes
48 Andy McClousky	1.00	60,500		0	1,250	61,750	0	0	0	No	Yes	No	No
49 Tim Cleary	1.00	55,500		0	1,500	57,000	0	0	0	No	Yes	No	No
50 Julious Coleman	1.00	33,600		0	1,250	34,850	0	0	0	No	No	No	No
51 Wrestling													
52 Greg Randall	1.00	44,768	0	0	0	44,768	0	0	0	No	Yes	No	No
53 Chris Owens	.83	32,758	0	0	0	32,758	0	0	0	No	No	No	No
54 Rusty Cook	.75	18,375	0	0	0	18,375	0	0	0	No	No	No	No
55 Golf													
56 Kevin Burton	1.00	30,000	0	0	0	30,000	0	0	0	Yes	Yes	No	No
57 Tennis													
58 Greg Patton	1.00	88,000	0	0	0	88,000	0	0	0	No	Yes	No	No
59 Morgan Shepard	1.00	15,018	0	0	0	15,018	0	0	0	No	No	No	No
60 Men/Women's Track & Field													
61 Mike Maynard	1.00	74,158	0	0	0	74,158	0	0	0	No	Yes	No	No
62 David Welch	1.00	34,000	0	0	0	34,000	0	0	0	No	No	No	No
63 Petros Kyprianou	1.00	34,000	0	0	0	34,000	0	0	0	No	No	No	No
64 Amy Christoffersen	1.00	34,307	0	0	0	34,307	0	0	0	No	No	No	No

Boise State University

Intercollegiate Athletics Compensation Report

FY2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Potential Contract Bonus			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
65 Women's Sports													
66 Basketball													
67 Gordon Presnell Head Coach	1.00	84,900	0	5,100	0	90,000	0	0	0	Yes	Yes	No	Yes
68 Ali Payne Assistant Coach	1.00	41,000	0	0	0	41,000	0	0	0	No	Yes	No	No
69 Heather Sower Assistant Coach	1.00	38,000	0	0	0	38,000	0	0	0	No	Yes	No	No
70 Toriano Towns Assistant Coach	1.00	41,000	0	0	0	41,000	0	0	0	No	No	No	No
71 Soccer													
72 Steve Lucas Head Coach	1.00	45,232	0	0	0	45,232	0	0	0	No	Yes	No	No
73 Michelle Zentz Assistant Coach	1.00	32,768	0	0	0	32,768	0	0	0	No	No	No	No
74 Volleyball													
75 Scott Sandel Head Coach	1.00	66,009	0	0	0	66,009	0	0	0	No	Yes	No	No
76 Keisha Demps Assistant Coach	1.00	38,003	3,500	0	0	41,503	0	0	0	No	No	No	No
77 TBD Assistant Coach	1.00	30,000	0	0	0	30,000	0	0	0	No	No	No	No
78 Gymnastics													
79 Sam Sandmire Head Coach	1.00	53,189	1,000	2,000	0	56,189	0	0	0	Yes	Yes	No	No
80 William Steinbach Assistant Coach	1.00	33,904	0	0	0	33,904	0	0	0	No	No	No	No
81 Tina Bird Assistant Coach	1.00	34,400	1,000	0	0	35,400	0	0	0	No	No	No	No
82 Tennis													
83 Mark Tichenor Head Coach	1.00	39,377	0	0	0	39,377	0	0	0	No	No	No	No
84 Alissa Ayling Assistant Coach	1.00	15,018	0	0	0	15,018	0	0	0	No	No	No	No
85 Golf													
86 Lisa Wasinger Head Coach	1.00	31,676	0	0	0	31,676	0	0	0	Yes	Yes	No	No
87 Ski													
88 Chris Hendrickson Head Coach	1.00	38,760	0	0	0	38,760	0	0	0	No	Yes	Yes	No
89 Assistant Coach	1.00	20,000	0	0	0	20,000	0	0	0	No	No	No	No

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name/Title	FTE	Compensation				Total Actual Comp.	Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	
1 Athletic Administration:													
2 James Senter Athl Dir	0.60	69,704				69,704						Yes	
3 Paul Bubb Athl Dir	0.40	47,476				47,476						Yes	
4 David Nall Fiscal Officer	1.00	53,530				53,530							
5 Frank Mercogliano Sports Info Dir	1.00	38,199				38,199							
6 Jason Erickson Asst Sports Inf Dir	1.00	22,064				22,064							
7 Phillip Luckey Men's Trainer	0.91	41,885	248			42,133							
8 Hale Abubo Assoc Trainer	0.50	5,624				5,624							
9 Jodi Wotowey Assoc Trainer/Ins	0.50	27,614				27,614							
10 Thomas Brock Asst Trainer	1.00	28,263	1,102			29,365							
11 Barry Johnson Stngth Coach	0.78	29,355				29,355							
12 David Hofmaier Stngth Coach	0.22	8,654				8,654							
13 David Hofmaier Asst Stngth Coach	0.42	9,188				9,188							
14 Zach Nott Asst Stngth Coach	0.58	1,385				1,385							
15 Reggie Barton Asst Stngth Coach	0.42	10,173				10,173							
16 Nancy Graziano Assoc Athl Dir	1.00	56,270				56,270							
17 Thomas Furr Market/Prom Dir	0.31	10,054				10,054		26,298					
18 Michael Pritchett Market/Prom Dir	0.69	25,458				25,458							
19													
20 Bengal Foundation													
21 Daniel Ingram Dir/Annl Giving	1.00	28,005				28,005							
22 Paul Bubb Asst Dir of Devel	0.60	33,869				33,869							
23 Rance Pugmire Asst Dir of Devel	0.27	12,696				12,696							
24 Donna Hayes Fund Raiser	1.00	32,202				32,202							
25													
26 ISU Bengal Dance													
27 Hiliary Hofmaier Coach	0.45	16,973				16,973							
28													

Idaho State University

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name/Title	FTE	Compensation				Total Actual Comp.	Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	
29 Men's Sports													
30 Football													
31 Larry Lewis	0.91	88,644	16,600	5,960	1,000	112,203					Yes		Yes
32 Bruce Barnum	1.00	52,090	3,637			55,727					Yes		
33 Jeffrey Copp	0.22	7,038	12,000			19,038							
34 Nick Whitworth	0.28	9,013	3,500			12,513							
35 Mark Rhea	1.00	31,448	3,637			35,085							
36 Joe Borich	1.00	31,448	3,637			35,085					Yes		
37 Joe Lorig	1.00	35,308	3,637			38,945					Yes		
38 Bryant Thomas	1.00	28,028	3,637			31,666							
39 David Muir	1.00	23,344	3,637			26,981							
40 Torey Hunter	1.00	28,028	3,637			31,666							
41 Basketball													
42 Doug Oliver	0.96	93,027		6,063	2,000	101,089					Yes		Yes
43 Louis Wilson	1.00	41,664	2,064		500	44,228		2,000					
44 Jay McMillin	1.00	41,664	1,238		500	43,403		2,000			Yes		
45 Tennis													
46 Robert Goeltz	0.43	17,269				17,269							
47 Tom Goodwin	0.21	5,631				5,631							
48 Track & Field													
49 David Nielsen	0.46	23,570		69	350	23,988		987					
50 Golf													
51 David Molitor	0.50	14,137				14,137							
52 Crosscountry													
53 Brian Janssen	0.50	20,769		69		20,837		792					

Idaho State University

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name/Title	FTE	Compensation				Total Actual Comp.	Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	
54 Women's Sports													
55 Basketball													
56 Jon Newlee	0.96	66,789	824	1,063		68,676		2,616			Yes		Yes
57 Gavin Petersen	0.84	30,343				30,343							
58 Jessica Schutt	0.16	5,854	300			6,154		1,346					
59 Mindy Lasater Newlee	1.00	29,996	824			30,820		1,000			Yes		
60 Volleyball													
61 (*) Mike Welch	0.91	48,495	6,000	171		54,666					Yes		Yes
62 Jody Paperno	0.31	4,261				4,261							
63 Jay Hosack	0.69	9,824	1,131			10,955							
64 Tennis													
65 Robert Goeltz	0.43	17,269				17,269							
66 Tom Goodwin	0.21	5,631				5,631							
67 Track & Field													
68 David Neilsen	0.45	23,570		69	350	23,988							
69 Golf													
70 David Molitor	0.50	14,137				14,137							
71 Crosscountry													
72 Brian Janssen	0.50	20,769		69		20,837							
73 Soccer													
74 Mark Salisbury	1.00	53,528	6,147	171		59,847			3,060		Yes		Yes
75 Amanda Fox	1.00	28,263	1,238			29,502							

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Contract Bonuses			Perks		Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car Other	
1 Athletic Administration:												
2 Paul Bubb Athl Dir	1.00	121,805				121,805				Yes		
3 David Nall Fiscal Officer	1.00	50,690				50,690						
4 Frank Mercogiano Sports Info Dir	1.00	41,787				41,787						
5 Jason Erickson Asst Sports Inf Dir	1.00	24,565				24,565						
6 Phillip Luckey Men's Trainer	0.91	42,322	276			42,598						
7 Jody Wotowey Assoc Trainer	1.00	33,301	300			33,601						
8 Tom Brock Asst Trainer	1.00	30,638				30,638						
9 David Hofmaier Stngth Coach	1.00	38,272				38,272						
10 Kaci Williams Asst Stngth Coach	1.00	24,003				24,003						
11 Nancy Graziano Assoc Athl Dir	1.00	57,200				57,200						
12 Matt Stewart Dir Acad Service	1.00	27,069				27,069						
13 Vacant Market/Prom Dir	1.00	55,016				55,016						
14 Michelle Railsback Media Relations	0.50	15,233				15,233						
15												
16 Bengal Foundation												
17 Daniel Ingram Dir/Annl Giving	1.00	35,610				35,610						
18 Rance Pugmire Sr. Assoc Athl Dir	1.00	56,306				56,306						
19 Donna Hayes Fund Raiser	1.00	32,510				32,510						
20												
21 ISU Bengal Dance Team												
22 Hiliary Hofmaier Coach	0.45	17,356				17,356						
23												

Idaho State University

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	
24 Men's Sports													
25 Football													
26 Larry Lewis	0.91	91,006	2,000	11,500	1,000	105,506				Yes			Yes
27 Bruce Barnum	1.00	52,333	2,000			54,333							
28 Nick Whitworth	1.00	25,002	2,000			27,002							
29 Mark Rhea	1.00	31,595	2,000			33,595							
30 Joe Borich	1.00	31,595	2,000			33,595				Yes			
31 Joe Lorig	1.00	35,506	2,000			37,506				Yes			
32 Bryant Thomas	1.00	28,184	2,000			30,184							
33 Torey Hunter	1.00	28,184	2,000			30,184							
34 Stacy Collins	0.50	20,249	2,000			22,249							
35 Basketball													
36 Doug Oliver	0.96	93,997		6,000	2,500	102,497				Yes			Yes
37 Louis Wilson	1.00	42,162	2,064			44,226		2,856					
38 Jay McMillin	1.00	42,162	2,064			44,226		2,856		Yes			
39 Tennis													
40 Robert Goeltz	0.43	17,484				17,484							
41 Tom Goodwin	0.21	5,689				5,689							
42 Track & Field													
43 David Nielsen	0.46	23,830				23,830							
44 Vacant	0.01	12,501				12,501							
45 Golf													
46 David Molitor	0.50	17,857				17,857							
47 Crosscountry													
48 Brian Janssen	0.50	20,998		100		21,098							

Idaho State University

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Acad Perform.	Club Mbership	Car	Other	
49 Women's Sports													
50 Basketball													
51 Jon Newlee	0.96	67,518	1,000	1,000		69,518				Yes			Yes
52 Gavin Petersen	1.00	33,654				33,654							
53 Mindy Lasater Newlee	1.00	30,638				30,638				Yes			
54 Volleyball													
55 (*) Mike Welch	0.91	48,778	22,600	200		71,578				Yes			Yes
56 Mika Robinson	1.00	32,261	3,400			35,661							
57 Tennis													
58 Robert Goeltz	0.43	17,484				17,484							
59 Tom Goodwin	0.21	5,689				5,689							
60 Track & Field													
61 David Neilsen	0.45	23,830		150		23,980							
62 Vacant	0.25	12,501				12,501							
63 Golf													
64 David Molitor	0.50	17,857				17,857							
65 Crosscountry													
66 Brian Janssen	0.50	20,998				20,998							
67 Soccer													
68 Mark Salisbury	1.00	54,059	4,000	200		58,259				Yes			Yes
69 Amanda Fox	1.00	30,597				30,597							
70 Softball													
71 Larry Stocking	1.00	45,469				45,469							
72 Vacant	1.00	25,002				25,002							

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

THIS PAGE INTENTIONALLY LEFT BLANK

University of Idaho

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name	Title	FTE	Compensation			Total Actual Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
			Base Salary	Camps/ Clinics	Media & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
1	Athletic Administration:												
2	Rob Spear	Athletic Director	1.00	137,146	5,000	142,146				yes	yes		yes
3	Dee Menzies	Sr Assoc AD	1.00	67,655		67,655							
4	Becky Paull	SID	1.00	43,192		43,192							
5	Michele Loftis*	Asst Trainer	0.34	13,828		13,828							
6	Megan Borchert	Asst Trainer	0.55	18,409		18,409							
7	Jackie Williams	Asst Trainer	0.20	7,243		7,243							
8	Barrie Steele	Hd Trainer	1.00	60,481		60,481							
9	Rick Darnell	Assoc AD	1.00	65,655		65,655					yes		
10	Jennifer Boese*	Academics	0.19	9,621		9,621							
11	Kelly Zimmerman	Academics	0.50	21,427		21,427							
12	Aaron Ausmus*	Strength Coach	0.73	32,688	600	33,288							
13	Scott Gaden	Strength Coach	0.19	8,080		8,080							
14	Matt Kleffner	Assoc AD	1.00	71,359		71,359							
15	Sam Teevens	Video Coord.	1.00	38,772		38,772							
16	Maureen Taylor	Asst. AD	1.00	43,201		43,201							
17	Tom Morris	Dir. Sales	1.00	51,002		51,002					yes		
18	Devon Thomas	Asst. Promo	0.78	25,633		25,633							
19	Shawn Vasquez	Dir. Equip Rm	1.00	35,711	1,200	36,911							
20	Mahmood Sheikh	Devl. Coord.	1.00	41,220		41,220					yes		

University of Idaho

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name	Title	FTE	Compensation				Total Actual Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
			Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
21	Men's Sports													
22	Football													
23	Nick Holt	Hd Coach	1.00	136,364		70,000	1,000	207,364			yes	yes		yes
24	Nate Kaczor	Assistant	1.00	71,409	1,200			72,609				yes		
25	Jeff Mills	Assistant	1.00	71,409	3,000			74,409				yes		
26	Joel Thomas	Assistant	1.00	71,409	1,200			72,609				yes		
27	Chad Brown	Assistant	1.00	36,306	2,800			39,106				yes		
28	Jason Eck	Assistant	1.00	40,414	1,200			41,614				yes		
29	Jonathan Smith	Assistant	1.00	40,794	1,200			41,994				yes		
30	Johnny Nansen	Assistant	1.00	40,794	1,200			41,994				yes		
31	Alundis Brice	Assistant	1.00	35,360	1,200			36,560				yes		
32	James Cregg	Assistant	1.00	50,502	600			51,102				yes		
33														
34	Basketball													
35	Leonard Perry	Hd Coach	1.00	116,731		60,000	4000-mercl	176,731	4,423			yes		yes
36	Mark Leslie	Assistant	1.00	47,946		3,000		50,946				yes		
37	Chris Lancaster	Assistant	1.00	51,002				51,002				yes		
38	Brynjar Brynjarsson*	Assistant	0.80	28,494				28,494				yes		
39	George Pfeifer	Assistant	0.15	7,500				7,500				yes		
40	Leroy Washington	Assistant	0.05	2,885				2,885				yes		
41	Men's Track & XC													
42	Wayne Phipps	Hd Coach	1.00	41,687				41,687						
43	Julie Taylor	Assistant	0.50	14,156				14,156						
44	Golf													
45	Brad Rickel	Hd Coach	0.50	20,231		4,000		24,231				yes		
46	Tennis													
47	Katrina Perlman	Hd Coach	0.50	14,581				14,581						
48														

University of Idaho

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name	Title	FTE	Compensation			Total Actual Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
			Base Salary	Camps/ Clinics	Media & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
49 Women's Sports													
50 Basketball													
51 Mike Divilbiss	Hd Coach	1.00	80,018		10,000	90,018	6,155			yes	yes		yes
52 Debbie Roueche	Assistant	1.00	46,010	4,780		50,790					yes		
53 Jeff Crouse	Assistant	0.97	28,179	2,000	5,000	35,179					yes		
54 Women's Track & XC													
55 Yogi Teevens	Hd Coach	1.00	45,406			45,406							
56 Julie Taylor	Assistant	0.50	14,156			14,156							
57 Volleyball													
58 Debbie Buchanan	Hd Coach	1.00	71,122	12,000	10,000	93,122	4,662	4,662			yes		yes
59 Ken Murphy	Assistant	1.00	40,657	7,500	5,000	53,157					yes		
60 Sarah McFarland	Assistant	1.00	18,314	2,000	5,000	25,314							
61 Women's Soccer													
62 Royce Busey	Hd Coach	1.00	31,678		4,000	35,678							
63 Peter Showler	Hd Coach	0.36	11,630			11,630							
64 Lori Scheider	Assistant	0.50	10,000			10,000							
65 Women's Golf													
66 Brad Rickel	Hd Coach	0.50	20,231		2,000	22,231					yes		
67 Tennis													
68 Katrina Perlman	Hd Coach	0.50	14,581			14,581							
69 Swimming													
70 Tom Jager	Hd Coach	1.00	44,460			44,460					yes		

*incl. Annual leave payoff

THIS PAGE INTENTIONALLY LEFT BLANK

University of Idaho

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name	Title	FTE	Compensation			Total Potential Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
			Base Salary	Camps/ Clinics	Media & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
1 Athletic Administration:													
2 Rob Spear	Athletic Director	1.00	143,747		5,000	148,747				yes	yes		yes
3 Dee Menzies*	Sr Assoc AD	0.25	25,784			25,784							
4 Becky Paull	SID	1.00	47,378			47,378							
5 Megan Borchert	Asst Trainer	1.00	36,418	1,550		37,968							
6 Nick Refvem	Asst Trainer	0.87	31,471			31,471							
7 Jackie Williams	Asst Trainer	0.10	7,530			7,530							
8 Barrie Steele	Hd Trainer	1.00	63,788			63,788							
9 Rick Darnell	Assoc AD	1.00	69,523			69,523					yes		
10 Kelly Zimmerman	Academics	1.00	47,192			47,192							
11 Scott Gadeken	Strength Coach	1.00	43,632			43,632							
12 Matt Kleffner	Assoc AD	1.00	74,866			74,866							
13 Sam Teevens	Video Coord.	1.00	40,649	500		41,149							
14 Maureen Taylor	Asst. AD	1.00	45,295			45,295							
15 Tom Morris	Dir. Sales	1.00	53,473			53,473					yes		
16 Devon Thomas	Asst. Promo	1.00	34,085			34,085							
17 Shawn Vasquez	Dir. Equip Rm	1.00	37,443	650		38,093							
18 Mahmood Sheikh	Devl. Coord.	1.00	43,637			43,637					yes		
19 Shelly Femreite	Devl. Coord.	0.90	32,886								yes		

University of Idaho

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name	Title	FTE	Compensation				Total Potential Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
			Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
20	Men's Sports													
21	Football													
22	Nick Holt	Hd Coach	1.00	141,555	650	70,000	1,000	213,205			yes	yes		yes
23	Nate Kaczor	Assistant	1.00	74,866	650			75,516				yes		
24	Jeff Mills	Assistant	1.00	74,866	650			75,516				yes		
25	Joel Thomas	Assistant	1.00	74,866	650			75,516				yes		
26	Chad Brown	Assistant	1.00	39,429	2,300			41,729				yes		
27	Jason Eck	Assistant	1.00	42,787	650			43,437				yes		
28	Jonathon Smith	Assistant	1.00	42,765	650			43,415				yes		
29	Johnny Nansen	Assistant	1.00	42,765	650			43,415				yes		
30	Alundis Brice	Assistant	1.00	37,443	650			38,093				yes		
31	James Cregg	Assistant	1.00	53,474	650			54,124				yes		
32														
33	Basketball													
34	Leonard Perry	Hd Coach	1.00	115,003	820	60,000	4000-mercl	175,823	4,423			yes		yes
35	George Pfeifer	Assistant	1.00	51,926	3,119	10,000		65,045				yes		
36	Leroy Washington	Assistant	1.00	51,926	410	10,000		62,336				yes		
37	Nate Tessmer	Assistant	0.81	31,350	4,679			36,029				yes		
38	Men's Track & XC													
39	Wayne Phipps	Hd Coach	1.00	38,002				38,002	500					yes
40	Julie Taylor	Assistant	0.50	14,982				14,982						
41	Golf													
42	Brad Rickel	Hd Coach	0.50	21,208		2,750		23,958				yes		yes
43	Tennis													
44	Katrina Perlman	Hd Coach	0.50	16,050				16,050						
45														

University of Idaho

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name	Title	FTE	Compensation			Total Potential Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
46	Women's Sports												
47	Basketball												
48	Mike Divilbiss	Hd Coach	1.00	88,142		15,000				yes	yes		yes
49	Debbie Roueche	Assistant	1.00	51,881	2,052						yes		
50	Jeff Crouse	Assistant	1.00	33,693	2,052	6,000					yes		
51	Women's Track & XC												
52	Yogi Teevens	Hd Coach	1.00	49,165									yes
53	Julie Taylor	Assistant	0.50	14,982									
54	Volleyball												
55	Debbie Buchanan	Hd Coach	1.00	68,652	9,901	15,000					yes		yes
56	Ken Murphy	Assistant	1.00	42,787	5,650	5,000					yes		
57	Sarah McFarland	Assistant	1.00	19,518	4,000	5,000							
58	Women's Soccer												
59	Peter Showler	Hd Coach	1.00	33,760	500	6,000							
60	Morgan Crabtree	Assistant	1.00	20,779	1,000								
61	Women's Golf												
62	Brad Rickel	Hd Coach	0.50	21,208		2,750					yes		yes
63	Tennis												
64	Katrina Perlman	Hd Coach	0.50	16,050									
65	Women's Swimming												
66	Tom Jager	Hd Coach	1.00	63,112							yes		yes

*incl. Annual leave payoff

THIS PAGE INTENTIONALLY LEFT BLANK

Lewis-Clark State College

Intercollegiate Athletics Compensation Report

FY 2005 Actual Compensation

Depart/Name/Title	FTE	Compensation			Total Actual Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
1 Athletic Administration:												
2 Vacant Athl Dir	1.00	60,008			60,008				No	No		No
3 Tracy Collins Trainer	1.00	32,460			32,460				No	No		No
4 Jamie White Dir of Aux Svcs/NAIA Series Coord.	1.00	61,200			61,200				No	No		No
5 Cindi Durgan Athl Devl Officer	0.75	26,495			26,495				No	No		No
6 Laurie Wilson Comm Relations	0.75	24,345			24,345				No	No		No
7												
8 Men's Sports												
9 Basketball					0							
10 George Pfiefer Head Coach	1.00	46,641	2,877		49,518				No	Yes		No
11 Tim Walker Asst. Coach	0.50	5,356			5,356				No	No		No
12												
13 Baseball					0							
14 Ed Cheff Head Coach	1.00	68,210			68,210				No	Yes		No
15 Gary Picone Asst. Coach	1.00	33,606	1,000	4,900	39,506				No	No		No
16 Gus Knickrehm Asst. Coach	0.73	13,140	1,000		14,140				No	No		No
17												
18 Cross-Country					0							
19 Mike Collins Head Coach	0.20	7,650			7,650				No	No		No
20												
21 Tennis					0							
22 Kai Fong Head Coach	0.14	5,614			5,614				No	No		No
23												
24 Golf					0							
25 Paul Thompson Head Coach	0.15	2,750			2,750				No	No		No
26 Steve Tilden Asst. Coach	0.01	1,000			1,000				No	No		No
27												

Lewis-Clark State College
Intercollegiate Athletics Compensation Report
FY 2005 Actual Compensation

Depart/Name/Title	FTE	Compensation				Total Actual Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
28 Women's Sports													
29 Basketball													
30 Brian Orr Head Coach	1.00	41,010	2,877			43,887				No	No		No
31 Scott Thompson Asst. Coach	0.15	2,500				2,500				No	No		No
32													
33 Cross-Country						0							
34 Mike Collins Head Coach	0.20	7,650				7,650				No	No		No
35													
36 Volleyball						0							
37 Jerry Pruitt Head Coach	1.00	46,942				46,942				No	No		No
38													
39 Tennis						0							
40 Kai Fong Head Coach	0.14	5,614				5,614				No	No		No
41						0							
42 Golf													
43 Paul Thompson Head Coach	0.15	2,750				2,750				No	No		No
44 Steve Tilden Asst. Coach	0.01	1,000				1,000				No	No		No

Lewis-Clark State College

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation			Total Potential Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
1 Athletic Administration:												
2 Vacant Athl Dir	1.00	60,008			60,008				No	No		N/A
3 Tracy Collins Trainer	1.00	32,785			32,785				No	No		No
4 Jamie White Dir of Aux Svcs/NAIA Series Coord.	1.00	61,812			61,812				No	No		No
5 Rick Hill Asst Dir of Aux Svcs/Athl Coor	1.00	40,000			40,000				No	No		No
6 Cindi Durgan Athl Devl Officer	0.75	26,760			26,760				No	No		No
7												
8 Men's Sports												
9 Basketball												
10 Tim Walker Head Coach	1.00	41,000	3,248		44,248				No	Yes		No
11 Rick Dessing Asst. Coach	0.50	5,000			5,000				No	No		No
12												
13 Baseball												
14 Ed Cheff Head Coach	1.00	68,892			68,892				No	Yes		No
15 Gary Picone Asst. Coach	1.00	33,942	1,000	4,900	39,842				No	No		No
16 Gus Knickrehm Asst. Coach	0.73	13,150	1,000		14,150				No	No		No
17												
18 Cross-Country												
19 Mike Collins Head Coach	0.20	7,727			7,727				No	No		No
20												
21 Tennis												
22 Kai Fong Head Coach	0.14	5,670			5,670				No	No		No
23												
24 Golf												
25 Paul Thompson Head Coach	0.15	5,000			5,000				No	No		No
26 Steve Tilden Asst. Coach	0.01	1,500			1,500				No	No		No
27												

Lewis-Clark State College

Intercollegiate Athletics Compensation Report

FY 2006 Estimated Compensation

Depart/Name/Title	FTE	Compensation				Total Potential Comp.	Maximum Contract Bonuses			Perks			Multi-Yr Contract
		Base Salary	Camps/ Clinics	Media	Equip Co & Other		Grad Rate	Winning Perform.	Other	Club Mbership	Car	Other	
28 Women's Sports													
29 Basketball													
30 Brian Orr Head Coach	1.00	41,420	3,248			44,668				No	Yes		No
31 Robin Bogar Asst. Coach	0.15	5,000				5,000				No	No		No
32													
33 Cross-Country													
34 Mike Collins Head Coach	0.20	7,727				7,727				No	No		No
35													
36 Volleyball													
37 Erin Mellinger Head Coach	0.25	41,200				41,200				No	No		No
38 Tim Stone Asst. Coach	0.01	250								No	No		No
39													
40 Tennis													
41 Kai Fong Head Coach	0.14	5,670				5,670				No	No		No
42													
43 Golf													
44 Paul Thompson Head Coach	0.15	5,000				5,000				No	No		No
45 Steve Tilden Asst. Coach	0.01	1,500				1,500				No	No		No

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
T. Intercollegiate Athletics

April 2002

4. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The institutions will submit the following reports to the Board:

- a. At the April Board meeting, the institutions shall submit a budget plan for the upcoming fiscal year beginning July 1. The plans shall detail the sources of revenue by category.
- b. At the June Board meeting, the institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format prescribed by the Board office.
- c. At the October Board meeting, institutions shall submit a statement of current funds, revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The number and amounts of nonresident tuition waivers and the fund balances as of June 30 of the report year should be included in the report. The general format of the report will be consistent with the format used in recent years. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The following fiscal year's financial information will be reported by each institution:
 - (1) Estimated revenues and expenditures for the current fiscal year.
 - (2) Actual revenues and expenditures for the fiscal year most recently completed.
 - (3) Proposed operating budget for the next budget year beginning July 1. This report, however, will be submitted to the Board at its June meeting with other institutional operating budgets.
- d. An annual report of estimated (for the current year) and actual (for the most recently completed year) revenues and expenditures of the institution's booster organization, requested for submission to the Board for information only.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

- e. A general narrative paper explaining each institution's policy on grants-in-aid for men and women athletes (including nonresident tuition waivers), procedures for charging or allocating costs for facilities' use to athletic programs, and any allocations of personnel or operating expenses to or from the other departments or units of the institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA

SUBJECT

2nd Reading of Proposed Amendments to Board Policy, Section V.E. – Gifts and Affiliated Foundations.

REFERENCE

April 2005	Review by the Board of the proposed Policy update
June 2005	Review by the Board of the proposed Policy update
August 2005	Review by the Board of the proposed Policy update
October 2005	1 st Reading by the Board of the proposed Policy update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.A.4. & 5.

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

BACKGROUND

The State Board of Education has requested a review of the relationship of affiliated foundations to the Board's institutions and agencies.

DISCUSSION

After first reading of the proposed policy in October 2005, Board staff and legal staff had numerous discussions with institutional representatives. Comments regarding the proposed policy were received by Board staff but have not been included in a new redline version. However, the section which has comments from two institutions has been included as a separate document, labeled 'Attachment 1'.

IMPACT

This revised policy, which is the product of significant discussion among the institutions and their affiliated foundations and Board staff, more accurately reflects the practical working/business relationship between foundations and the agencies/institutions.

STAFF COMMENTS AND RECOMMENDATIONS

The most recent suggested revisions have focused solely on Section E.2.c.(1), Institutional Resources and Services, primarily relating to under what circumstances a university employee can also represent its affiliated foundation organization. This section of the clean version begins at the bottom of Page 7 of Tab 9.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

INSTITUTION / AGENCY AGENDA- continued

Following adoption of this proposed policy, each institution will begin to craft an Operating Agreement with each of its affiliated foundations for eventual presentation and approval by the Board. These agreements will more clearly define the nature of the relationship between the institution and the affiliated foundation.

Attached is the same version of the proposed policy that was considered and passed as first reading at the October meeting. There have been no changes proposed by Board staff in this version. However, representatives from Boise State University and Idaho State University have provided their comments relating to Section E.2.c.(1), displayed in Attachment 1. These proposed revisions would provide additional flexibility to all institutions regarding staffing, which could be further defined by the Operating Agreement to be crafted and adopted at a later date.

However, the board must determine whether it wants to impose, in policy, requirements that cannot be modified by the Operating Agreements that relate to situations in which an institution employee in a key administration or policy making capacity provides services to an affiliated foundation.

Staff notes that one of the additional institutional comments relates to incorporating by reference the 'AGB Best Practices'. We don't know that AGB has a single 'best practices' document; they have told us (as part of the UI consulting engagement) that best practices are often fluid, and defined by the maturity of the institution/foundation relationship.

Staff recommends adoption for Second Reading the proposed policy as considered at first reading.

BOARD ACTION

A motion to approve for Second Reading the changes to Idaho State Board of Education Governing Policies & Procedures, Section V.E. – Gifts and Affiliated Foundations as approved at First Reading.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2nd READING

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: E. Gifts and Affiliated Foundations

~~October~~December, 2005

E. Gifts and Affiliated Foundations

1. Purpose of the Policy.

a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions, school, and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions, school, and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions, school, and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions, school, or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations.

b. The Board recognizes that foundations:

(1) Provide an opportunity for private individuals and organizations to contribute to the institutions, school, and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions, school, and agencies;

(2) Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;

(3) Provide an instrument through which alumni and community leaders can help strengthen the institutions, school, and agencies through participation in the solicitation, management, and distribution of private gifts; and

(4) Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions, school, and agencies under the Board's governance, adopts this policy with the following objectives:

- (1) To preserve and encourage the operation of recognized foundations associated with the institutions, school, and agencies under the Board's governance; and
- (2) To ensure that the institutions, school, and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

2. Institutional Foundations.

The foregoing provisions are designed to promote and strengthen the operations of foundations that have been, and may be, established for the benefit of the public colleges and universities in Idaho. The intent of this policy is to describe general principles that will govern institutional relationships with their affiliated foundations. It is intended that a more detailed and specific description of the particular relationship between an institution and its affiliated foundation will be developed and committed to a written operating agreement, which must be approved by the Board. Technology transfer organizations, including the Idaho Research Foundation, are not subject to this policy.

a. Board Recognition of Affiliated Foundations.

(1) The Board may recognize an entity as an affiliated foundation if it meets and maintains the requirements of this policy. The chief executive officer of each institution must ensure that any affiliated foundation recognized by the Board ascribes to these policies. The Board acknowledges that it cannot and should not have direct control over affiliated foundations. These foundations must be governed separately to protect their private, independent status. However, because the Board is responsible for ensuring the integrity and reputation of the institutions and their campuses and programs, the Board must be assured that any affiliated foundation adheres to sound business practices and ethical standards appropriate to such organizations in order to assure the public that the foundation is conducting its mission with honesty and integrity.

(2) Upon the effective date of this policy, the institution chief executive officer shall provide a list of current affiliated foundations and an implementation plan to bring each foundation before the Board to be formally recognized as a nonprofit corporation or affiliated foundation to benefit a public college or university in Idaho, for one or more of the purposes previously described in this policy. Each foundation shall be brought into substantial conformance with these policies and, upon so

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

doing, the institution shall provide prompt notice to the Board in order that the Board may recognize the affiliated foundation. Upon recognition by the Board, the organization of the nonprofit corporation or foundation is ratified, validated, and confirmed, and it shall be deemed to have been organized as if its organization had taken place under authority of this policy. Likewise, any new foundations established subsequent to implementation of this policy must be brought to the Board for formal recognition before such foundation begins operations.

b. General Provisions Applicable to all Affiliated Foundations recognized by the Board.

(1) All private support of an institution not provided directly to such institution shall be through a recognized affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to affiliated foundations.

(2) Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.

(3) The institutions and foundations are independent entities and neither will be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members, or staff.

(4) It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.

(5) Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

- (a) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

(b) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.

(6) Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.

(7) Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.

(8) Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.

(9) Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.

(10) The foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs.

(11) A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to its affiliated institution, provided the affiliated institution is a qualified charitable organization under relevant state and federal income tax laws. To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

(12) Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; the policies of the Board; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.

(13) Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.

(14) Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.

(15) Foundations shall make clear to prospective donors that:

(a) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and

(b) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.

(16) Institutions shall ensure that foundation-controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code 67-2345 (1) (c).

c. Foundation Operating Agreements.

Each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution. Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every two (2) years, or as otherwise requested by the Board, for review and re-approval. Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

(1) Institution Resources and Services.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

- (a) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.
- (b) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:
- (i) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);
 - (ii) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
 - (iii) Investment, management, insurance, benefits administration, and similar services; and
 - (iv) Development services, encompassing research, information systems, donor records, communications, and special events.
- (c) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.
- (d) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.
- (2) Management and Operation of Foundations.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

- (a) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
 - (b) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).
 - (c) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
 - (d) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.
 - (e) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.
 - (f) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.
- (3) Foundation Relationships with the Institutions.
- (a) The institution's ability to access foundation books and records.
 - (b) The process by which the institution chief executive officer ,or designee, shall interact with the foundation's board regarding the proposed annual operating budget and capital expenditure plan prior to approval by the foundation's governing board.
 - (c) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

(4) Audits and Reporting Requirements.

(a) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.

(b) The procedure foundations will use for reporting to the institution chief executive officer the following items:

(i) Regular financial audit report;

(ii) Annual report of transfers made to the institution, summarized by department;

(iii) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;

(iv) A list of foundation officers, directors, and employees;

(v) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

(vi) A list of all state and federal contracts and grants managed by the foundation; and

(vii) An annual report of the foundation's major activities;

(viii) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and

(ix) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

(5) Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

4. Foundations for Other Agencies and Idaho School for the Deaf and the Blind (ISDB).

Other agencies and ISDB under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' or school's operating purposes. These agencies and school are subject to the same policies as the institutional foundations. However, agency/school foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies/school must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

5. Idaho Educational Public Broadcasting System Foundations and Friends Groups.

Foundations and Friends groups that exist for the benefit of the Idaho Educational Public Broadcasting System (IEPBS) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. Audits of the IEPBS Foundation and Friends groups will be conducted by the State Legislative Auditor.

a. By action of the Board, the Idaho Educational Public Broadcasting System Foundation, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

b. By action of the Board, the Friends of Channel 4, Inc., has been designated to accept gifts made for the Benefit of KAID TV, Channel 4. The Friends of Channel 4, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

c. By action of the Board, the Friends of Channel 10, Inc., has been designated to accept gifts made for the benefit of KISU TV, Channel 10. The Friends of Channel 10, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

d. By action of the Board, the Friends of KUID, Inc., has been designated to accept gifts made for the benefit of KUID TV, Channel 12. The Friends of Channel 12, Inc., will

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1-2, 2005

conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

6. Acceptance of Direct Gifts.

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution, school, or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution, school, or agency. Gifts worth more than \$500,000 must be approved by the Board. The chief executive officer of any institution, school, or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution, school, or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution, school, or agency and an affiliated foundation, as described more fully herein).

ATTACHMENT 1

**SUGGESTED EDITS from INSTITUTIONS
FOR SECOND READING CONSIDERATION**

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

SECTION: V. FINANCIAL AFFAIRS

Subsection: E. Gifts and Affiliated Foundations

December, 2005

E. Gifts and Affiliated Foundations

2. Institutional Foundations.

c. Foundation Operating Agreements.

Each institution shall enter into a written operating agreement with each recognized foundation that is affiliated with the institution. Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. The operating agreement must be approved by the Board prior to execution and must be re-submitted to the Board every two (2) years, or as otherwise requested by the Board, for review and re-approval. Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

(1) Institution Resources and Services.

(a) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. ~~Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.~~ The operating agreement shall establish the authority of the institution's vice president for advancement or equivalent position that is appropriate to this position in accordance with the Association of Governing Board's best practices. Duties may include oversight of foundation operations, policies, investment strategies, and supervision of advancement staff. The institution's vice president for finance and administration is not authorized to approve financial transactions for the affiliated foundation.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

(b) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:

(i) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);

(ii) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;

(iii) Investment, management, insurance, benefits administration, and similar services; and

(iv) Development services, encompassing research, information systems, donor records, communications, and special events.

(c) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.

(d) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. Governing Policies and Procedures

Subsection: A. Policy-Making Authority

April 2004

4. Conformance with State and Federal Law

All Board Governing Policies and Procedures and the internal policies and procedures of its institutions, agencies and school will comply with and be in conformance to applicable laws.

5. Adoption, Amendment, or Repeal of Board Policies

a. Board policies may be adopted by majority vote at any regular or special meeting of the Board. The adoption, amendment, or repeal of a Board policy may be requested by any member of the Board, the executive director, or any chief executive officer. Persons who are Board employees, or students or student groups, must file a written request with the chief executive officer of an institution, agency or school, or his or her designee, to receive Board consideration. An Idaho resident, other than those described above, may file a written request with the executive director for Board consideration of a proposal. Regardless of the source, a statement of the proposed adoption, amendment, or repeal must be presented to the executive director for transmittal to the Board. If the subject matter of the presentation concerns an agency, institution, school, or department of the Board, the executive director will also notify the appropriate chief executive officer of the nature of the request.

b. Board action on any proposal will not be taken earlier than the next regular or special meeting following Board approval for first reading. During the interim between the first reading and Board action, the chief executive officers will seek to discuss and review the proposal with faculty, staff, or other Board employees and students or student groups, as appropriate. The chief executive officers will transmit summaries of oral statements and written comments on the proposal to the executive director. After thorough consideration, the proposal will be presented by the executive director to the Board for action.

c. The executive director is authorized to make nonsubstantive corrections and amendments to Board Governing Policies and Procedures as may be necessary in such areas as typographical errors, cross-references, and citations of state and federal statutes.

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD - continued**

STAFF COMMENTS AND RECOMMENDATIONS

The financial statements present the total financial activity at each audited institution. Moss Adams has performed in an exemplary manner with respect to keeping the Audit Committee chair and OSBE staff updated on the progress of the audit work throughout the year. This communication has included monthly written reports, and telephone conference calls or face-to-face meetings as needed. In mid-November Moss Adams conducted a preliminary review of the financial statements with Member Agidius and Jeff Shinn of the Board staff.

At the beginning of the second year of work, the Audit Committee will resume discussion with Moss Adams regarding how best to identify and use various indicators (including financial ratios) for the purpose of evaluating the financial condition of the institutions based upon data collected for, and presented in, the financial statements. These discussions will also include institutional staff.

BOARD ACTION

A motion to accept the Fiscal Year 2005 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
H. Audits

August, 2005

5. Independent Auditors

e. Financial Statement Review

At the completion of the independent audit, the Committee shall review with institution management and the independent auditors each institution's financial statements, Management's Discussion and Analysis (MDA), related footnotes, and the independent auditor's report. The Committee shall also review any significant changes required in the independent auditor's audit plan and any serious difficulties or disputes with institution management encountered during the audit. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

f. Single Audit Review

At the completion of the Single Audit Report (as required under the Single Audit Act of 1984, and the Single Audit Act Amendments of 1996), the Committee shall review with institution management and the independent auditors each institution's Single Audit Report. The Committee shall discuss whether the institution is in compliance with laws and regulations as outlined in the current Single Audit Act described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement. The Committee shall report to the Board that the review has taken place and any matters that need to be brought to the Board's attention. The Committee shall document any discussions, resolution of disagreements, or action plans for any item requiring follow-up.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA

SUBJECT

Adopt a Deferred Compensation Plan to expand the capacity of the existing Optional Retirement Plan (the "ORP") for employees under IRS code section 457.

REFERENCE

December 2004

Approval of Supplemental Retirement Plan for highly-compensated employees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2
Sections 33-107A, 33-107B, Idaho Code
Internal Revenue Service Code Section 457

BACKGROUND

Since 1991 the Board of Education has offered an Optional Retirement Program (ORP) under IRS Code Section 401(a), for higher education faculty and managerial/professional staff. This program is separate from the state Public Employee Retirement Program (PERSI), and is used by states and higher education institutions nationwide for education professionals who often move between states during their career. There are two vendors in Idaho for ORP investment products: AIG VALIC and TIAA-CREF.

In December 2004, an additional Supplemental Retirement Plan was approved by the Board under IRS Code Section 403(b). However, the Supplemental Retirement Plan is only available for highly compensated employees (employees whose salary exceeds the IRS Code Section 401(a) (17) cap.

The institutions offer deferred compensation plans under IRS Code Section 403(b). The institutions also permit employees to participate in deferred compensation plans offered by the State of Idaho under IRS Code Sections 401(k) and 457. Each of these deferred compensation plans permit employees to defer income up to \$14,000 annually (\$15,000 for 2006). However, neither TIAA-CREF nor VALIC currently are vendors under any of the State of Idaho plans.

During the 2003 legislative session, Senate Bill 1084 authorized the Board of Education to offer an additional Deferred Compensation Program under Section 457 of the Internal Revenue Code. If the Board adopts a plan, the effective date for vendors to be allowed to offer deferred compensation products is January 1, 2006. This Board sponsored Deferred Compensation Plan would be in addition to the existing Board sponsored ORP and Supplemental Plans.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA - continued

DISCUSSION

Both ORP vendors (TIAA-CREF and VALIC) have indicated a desire to offer deferred compensation products for their clients within the scope of IRS Code Section 457. For this to occur, the Board of Education is required to adopt the plan documents.

IMPACT

The following plan documents (pgs 3-26) must be adopted before AIG VALIC and TIAA-CREF can offer deferred compensation programs for higher education employees covered under the existing ORP. Not adopting these plan documents would cause participants to not have the expanded investment vehicles available through a 457 (b) deferred compensation plan.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has had several discussions with AIG VALIC and TIAA-CREF representatives and outside counsel hired by the Board office to review the proposal and recommends the Board approve the adoption of a 457 Deferred Compensation Plan in concept. The Board had engaged outside counsel to ensure the plan and related documents meets applicable IRS requirements. It is anticipated the plan documents will be finalized prior to December 31, 2005. Outside counsel has offered comments that may require additional documentation and assurances on the part of the two ORP vendors. Staff is engaged with those vendors in discussions regarding outside counsel's comments.

It is recommended the Executive Director be authorized to take actions appropriate to complete the necessary documentation for the 457(b) deferred compensation plan, to contract with AIG-VALIC and TIAA-CREF for investment and recordkeeping for the plan, and to communicate the plan rules to eligible employees. The contributing participants will be expected to decide upon the investment options for their 457(b) deferred compensation plan accounts. A wide variety of investment options will be made available by AIG-VALIC and TIAA-CREF, the two vendors.

The 457(b) plan will accept only elective employee contributions, not employer contributions, and shall pay administrative costs from the participating employee accounts.

Staff recommends the Board grant authority to the Executive Director to approve all final documents, subject to approval by legal counsel.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

INSTITUTION / AGENCY AGENDA - continued

BOARD ACTION

A motion to adopt a Deferred Compensation Plan for participants in the Idaho Optional Retirement Plan under Internal Revenue Code Section 457, subject to final review and approval of the plan and related documents by the Executive Director and Board legal counsel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**SPECIMEN
SECTION 457(b) DEFERRED COMPENSATION PLAN
GOVERNMENTAL EMPLOYERS**

This specimen plan document is intended to meet the requirements of an eligible deferred compensation plan under Section 457(b) of the Internal Revenue Code of 1986, as amended, and the regulations promulgated thereunder, that is sponsored by a governmental employer, as defined thereunder. This document is provided for consideration by the employer and its legal counsel. Modifications may be required depending on the specific facts and circumstances of the employer, including any applicable state or local laws, rules or regulations regarding deferred compensation or retirement benefits for governmental employees. AIG VALIC and TIAA-CREF cannot and does not provide legal or tax advice.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**DEFERRED COMPENSATION PLAN
(Governmental)**

ARTICLE I. INTRODUCTION

_____ (hereinafter the "Employer")
hereby establishes the _____
Deferred Compensation Plan (hereinafter the "Plan"). The Plan is intended to be
an eligible deferred compensation plan under section 457 of the Internal
Revenue Code of 1986, as amended. The primary purpose of this Plan is to
attract and retain qualified personnel by permitting them to provide for benefits in
the event of their retirement or death. Nothing contained in this Plan shall be
deemed to constitute an employment agreement between any Participant and
the Employer and nothing contained herein shall be deemed to give any
Participant any right to be retained in the employ of the Employer.

ARTICLE II. PLAN ELECTIONS

2.01 Plan Effective Date. (Hereinafter the "Effective Date.") (Check one.)

[] This Plan is being established by the Employer effective
_____, _____.

[] This Plan replaces the Plan previously established by the
Employer and is effective on
_____, _____.

2.02 Participant's Election to Receive In-Service Distribution. A Participant
may elect to receive an in-service distribution of his account balance as
described in Section 7.09. (Check one.)

[] Yes, if the total amount payable to a Participant under the
Plan does not exceed _____ (insert an amount up to
\$5,000).

[] No. Section 7.09 shall not apply to this Plan.

2.03 Distribution without Participant's Consent. Small accounts of certain
inactive participants may be distributed without the participant's consent
as described in Section 7.10. (Check one.)

[] Yes, if the total amount payable to a participant under the
Plan does not exceed _____ (insert an amount up to
\$5,000).

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

[] No. Section 7.10 shall not apply to this Plan.

2.04 Loans. (Check one.)

[] Yes. Article X shall apply to this Plan.

[] No. Article X shall not apply to this Plan.

2.05 Governing Law. This Plan shall be construed under the laws of the State of _____ (insert state). This Plan shall be subject to any applicable State, county or local deferred compensation rules and regulations.

ARTICLE III. DEFINITIONS

3.01 Account: The account maintained for each Participant reflecting the cumulative amount of each Participant's Deferred Compensation, including any income, gains, losses, or increases or decreases in market value attributable to the investment of the Participant's Deferred Compensation, and further reflecting any distributions to the Participant or the Beneficiary and any fees or expenses charged against the Participant's Deferred Compensation.

3.02 Annuity Contract: If selected by the Employer as an investment option, one or more group fixed, variable or combination fixed and variable annuity contracts issued by The Variable Annuity Life Insurance Company (VALIC) and approved for sale in the Employer's state, or by another insurance company qualified to do business in the Employer's state, which provides for periodic payments at regular intervals, whether for a period certain or during one or more lives, and which are non-transferable.

3.03 Beneficiary or Beneficiaries: The person or persons designated by the Participant in his Deferred Compensation Agreement who shall receive any benefits payable hereunder in the event of the Participant's death. If more than one designated Beneficiary survives the Participant, payments shall be made equally to the surviving Beneficiaries, unless otherwise provided in the Deferred Compensation Agreement. If no Beneficiary is designated in the Deferred Compensation Agreement or if no designated Beneficiary survives the Participant, then the estate of the Participant shall be the Beneficiary. However, a Participant may designate a contingent Beneficiary (or Beneficiaries) who shall become the primary Beneficiary (or Beneficiaries) under this Plan in the event that no primary Beneficiary survives the Participant.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

- 3.04 Code: The Internal Revenue Code of 1986, as amended, and regulations thereunder.
- 3.05 Deferred Compensation: The amount of Normal Compensation otherwise payable to the Participant that the Participant and the Employer mutually agree to defer hereunder, any amount credited to a Participant's Account by reason of a transfer under Section 9.01, or any other amount that the Employer agrees to credit to a Participant's Account and that does not exceed the Maximum Limitation.
- 3.06 Deferred Compensation Agreement: An agreement entered into between a Participant and the Employer and any amendments or modifications thereof, which agreement shall fix the amount of Deferred Compensation; specify the Participant's investment selection with respect to his Deferred Compensation; designate the Participant's Beneficiary or Beneficiaries and incorporate the terms, conditions, and provisions of this Plan by reference.
- 3.07 Eligible Retirement Plan: A plan described in Code section 402(c)(8)(B) to which an Eligible Rollover Distribution may be transferred pursuant to Code section 457(e)(16).
- 3.08 Eligible Rollover Distribution: A qualifying distribution to a Participant, or to a spousal Beneficiary of a deceased Participant, that is described in Code section 402(c)(4).
- 3.09 Employee: Any individual, whether appointed, elected or under contract, providing services for the Employer for which compensation is paid.
- 3.10 Employer: The entity identified in Article I, which entity is a State, political subdivision of a State, or an agency or instrumentality of a State or political subdivision of a State.
- 3.11 Includible Compensation: For a taxable year, the Participant's compensation, as defined in Code section 415(c)(3), for services performed for the Employer. The amount of Includible Compensation shall be determined without regard to any community property laws.
- 3.12 Maximum Limitation: The maximum amount that may be deferred under this Plan (other than rollover amounts described in Section 9.02) for the taxable year of a Participant. Such amount shall be either the Normal Limitation or Catch-Up Limitation, whichever is applicable.
- (a) Normal Limitation: The maximum amount deferred shall not exceed the lesser of the applicable dollar amount (as described in Section 3.12(c) below) or 100% of the Participant's Includible Compensation,

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

as adjusted by Section 3.12(d) below. Notwithstanding the preceding provisions of this paragraph, for calendar years prior to 2002, the maximum amount deferred shall not exceed such limit or limits in effect for the applicable year pursuant to section 457 of the Code.

- (b) Catch-Up Limitation: For each one of the last three (3) taxable years of a Participant ending before the Participant's attainment of Normal Retirement Age, the maximum amount deferred for each such year shall be the lesser of:
- (1) twice the applicable dollar amount (as described in Section 3.12(c) below); or
 - (2) the sum of the Normal Limitation, plus that portion of the Normal Limitation not used in each of the prior taxable years of the Participant commencing after 1978 in which (i) the Participant was eligible to participate in this Plan or another eligible plan of the Employer, and (ii) compensation deferred under this Plan (or such other plan) was subject to the deferral limitations set forth in this section.

A Participant may utilize the Catch-Up Limitation only if the Participant has not previously utilized it with respect to a different Normal Retirement Age under this Plan or any other plan.

For years prior to 2002, the limit under this paragraph (b) for any year shall not exceed \$15,000.

- (c) Applicable Dollar Amount. For contributions in 2002 and in subsequent years, the applicable dollar amount shall be the amount determined in accordance with the following table:

<u>For taxable years beginning in calendar year:</u>	<u>The applicable dollar amount:</u>
2002	\$11,000
2003	\$12,000
2004	\$13,000
2005	\$14,000
2006 or thereafter	\$15,000

In the case of taxable years beginning after December 31, 2006, the applicable dollar amount shall be adjusted for cost-of-living increases in accordance with Code section 457(e)(15).

- (d) Coordination with Other Plans. For contribution years prior to 2002, the amount excludible from a Participant's gross income for any

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

taxable year under this Plan or any other plan under section 457(b) of the Code shall not exceed \$7,500 (as adjusted for cost-of-living increases in accordance with section 457(e)(15) of the Code) or such greater amount allowed under paragraph (b) of this section, less any amount excluded from gross income under sections 403(b), 402(e)(3), or 402(h)(1)(B) or (k) of the Code, or any amount with respect to which a deduction is allowable by reason of a contribution to an organization under section 501(c)(18) of the Code.

- (e) Age-Based Catch-Up Contributions. In addition to any other limit set forth in this section, and subject to any limitations that may be imposed under present or future federal tax laws and rules, a Participant who has attained age 50 may contribute an additional amount in such year or a subsequent year, according to the following schedule:

<u>Catch-Up Amount:</u>	<u>Year of Contribution:</u>	<u>Additional</u>
	Prior to 2002	\$ 0
	2002	\$1,000
	2003	\$2,000
	2004	\$3,000
	2005	\$4,000
	2006 and later	\$5,000

In the case of taxable years beginning after December 31, 2006, the additional catch-up amount shall be adjusted for cost-of-living increases in accordance with section 414(v)(2)(C) of the Code.

- (f) Coordination of Catch-Up Contributions. A Participant may not utilize both the Catch-Up Limitation and the Age-Based Catch-Up Contribution in the same year. The Age-Based Catch-Up Contribution shall not apply for any taxable year for which a higher Catch-Up Limitation applies.
- (g) Excess Deferrals. Any amount deferred in excess of the Maximum Limitation or Age-Based Catch-Up Contribution shall be distributed to the Participant, with allocable net income, as soon as administratively practicable after the Plan determines that the amount is an excess deferral. An excess deferral as a result of a failure to comply with the individual limitation under Treas. Reg. section 1.457-5 for a taxable year may be distributed to the Participant, with allocable net income, as soon as administratively practicable after the Plan determines that the amount is an excess deferral.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

- 3.13 Normal Compensation: The amount of compensation that would be payable to a Participant by the Employer if no Deferred Compensation Agreement were in effect to defer compensation under this Plan.
- 3.14 Normal Retirement Age: The age that determines the period during which a Participant may utilize the Catch-Up Limitation of Section 3.12(b) hereunder. A Participant's Normal Retirement Age shall be age 70½, unless the Participant has elected an alternative Normal Retirement Age by written instrument delivered to the Employer prior to Severance from Employment.

Once a Participant has to any extent utilized the Catch-Up Limitation of Section 3.12(b), his Normal Retirement Age may not be changed.

A Participant's alternative Normal Retirement Age may not be earlier than the earliest date that the Participant shall become eligible to retire and receive unreduced retirement benefits under the Employer's basic retirement plan covering that Participant and may not be later than the calendar year in which the Participant attains age 70½.

For purposes of the Catch-Up Limitation, if the Participant will not be eligible to receive benefits under a basic retirement plan maintained by the Employer, the Participant's Normal Retirement Age may not be earlier than attainment of age 65 and may not be later than the calendar year in which the Participant attains age 70½; provided, however, that if the Participant is a qualified police officer or firefighter as defined under section 415(b)(2)(H)(ii)(I) of the Code, then the Employer may allow such qualified police officer or firefighter to designate a Normal Retirement Age that is between age 40 and age 70 1/2.

- 3.15 Participant: Any Employee who has enrolled in this Plan pursuant to the requirements of Article V or who has previously deferred compensation under this Plan and who has not received a distribution of his or her entire benefit under the Plan.
- 3.16 Plan Year: The 12-month period commencing each January 1 and ending on the following December 31.
- 3.17 Retirement: The first date upon which each of the following shall have occurred: Severance from Employment and attainment of age 65.
- 3.18 Severance from Employment: Termination of the Participant's employment relationship with the Employer. For years prior to 2002, references in this Plan to Severance from Employment shall mean severance of the Participant's employment with the Employer, within the meaning of Code

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

section 402(e)(4)(D)(i)(III), rather than termination of the Participant's employment relationship with the Employer.

- 3.19 Service Provider. The Variable Annuity Life Insurance Company (VALIC), VALIC Retirement Services Company or such other entity as the Employer designates to perform administrative services under this Plan.

ARTICLE IV. ADMINISTRATION

- 4.01 Plan Administrator. This Plan shall be administered by the Employer or one or more persons designated by the Employer. The Plan Administrator, if other than the Employer, shall act as the agent of the Employer in all matters concerning the administration of this Plan. The Plan Administrator shall have full power to adopt, amend, and revoke such rules and regulations consistent with and as may be necessary to implement this Plan, to enter into contracts on behalf of the Employer under this Plan, and to make discretionary decisions affecting the rights or benefits of Participants under Section 7.07 of this Plan.

- 4.02 Employee with Administrative Responsibilities. Any Employee who is charged with administrative responsibilities hereunder may participate in the Plan under the same terms and conditions as apply to other Employees. However, he shall not have the power to participate in any discretionary action taken with respect to his participation under Section 7.07 of this Plan.

- 4.03 Administrative Services. The Employer may enter into an agreement with a Service Provider to provide nondiscretionary administrative services under this Plan for the convenience of the Employer, including, but not limited to, the enrollment of Employees as Participants, the maintenance of Accounts and other records, the making of periodic reports to Participants, and the disbursement of benefits to Participants.

ARTICLE V. PARTICIPATION IN THE PLAN

- 5.01 Participant. An Employee becomes a Participant when he has executed and entered into a Deferred Compensation Agreement with the Employer.

- 5.02 Enrollment in the Plan. An Employee may become a Participant as of the first day of any calendar month by entering into a Deferred Compensation Agreement with respect to compensation not yet earned. A new Employee may become a Participant on the first day of employment by entering into a Deferred Compensation Agreement on or before the first day of employment with respect to compensation not yet earned. The Deferred Compensation Agreement shall defer compensation not yet earned, and each Deferred Compensation Agreement

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

must be made before the beginning of the month in which it is to become effective or, with respect to a new employee, on or before the first day of employment.

- 5.03 Minimum Deferral Amount. At the time of entering into or amending a Deferred Compensation Agreement hereunder, a Participant must agree to defer a minimum periodic amount as specified by the Plan Administrator.
- 5.04 Change in Amount of Deferred Compensation or Beneficiary. A Participant may not amend or modify an executed Deferred Compensation Agreement to change the amount of Deferred Compensation except with respect to compensation to be earned in the subsequent calendar month and provided that notice is given prior to the beginning of the month for which such change is to be effective. A Participant may change the Beneficiary designated in his Deferred Compensation Agreement at any time by giving written notice to the Plan Administrator.
- 5.05 Revocation of Deferred Compensation Agreement. A Participant may revoke his Deferred Compensation Agreement and thereafter be restored to his Normal Compensation in the subsequent calendar month, by giving notice to the Employer prior to the beginning of the month for which such revocation is to be effective.
- 5.06 New Deferred Compensation Agreement Upon Return to Service or After Revocation. A Participant who returns to active service with the Employer after a Severance from Employment, or who has revoked his Deferred Compensation Agreement under Section 5.05, may again become an active Participant by executing a new Deferred Compensation Agreement with the Employer prior to the beginning of the calendar month as to which it is to be effective.
- 5.07 Leave of Absence; Other Absences. Compensation may continue to be deferred under this Plan with respect to a Participant who is on an approved leave of absence from the Employer with compensation, and all of the rules of this Article shall apply with respect to making, amending or revoking any Deferred Compensation Agreement for such a Participant.
- 5.08 Deferrals after Severance from Employment, Including Sick, Vacation, and Back Pay Under an Eligible Plan. A Participant who has not had a severance from employment may elect to defer accumulated sick pay, accumulated vacation pay, and back pay under this Plan in accordance with the requirements of Code section 457(b). These amounts may be deferred for any calendar month only if an agreement providing for the deferral is entered into before the beginning of the month in which the amounts would otherwise be paid or made available and the Participant is an employee on the date the amounts would otherwise be paid or made

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

available. Compensation that would otherwise be paid for a payroll period that begins before Severance from Employment is treated as an amount that would otherwise be paid or made available before an Employee has a Severance from Employment. In addition, deferrals may be made for former Employees with respect to compensation described in Treas. Reg. section 1.415(c)-2(e)(3)(ii) (relating to certain compensation paid within 2 1/2 months following severance from employment), compensation described in Treas. Reg. section 1.415(c)-2(g)(4) (relating to compensation paid to participants who are permanently and totally disabled), and compensation relating to qualified military service under Code section 414(u).

ARTICLE VI. INVESTMENT OF DEFERRED COMPENSATION

- 6.01 Annuity Contracts and Other Plan Investments. For the purposes of satisfying its obligation to provide benefits under this Plan, the Employer shall invest the amount of compensation deferred by each Participant in Annuity Contracts and other Plan investments as specified in the Participants' Deferred Compensation Agreements. Amounts deferred under this Plan must be transferred to a trust, custodial account or annuity contract described in Section 6.02 within a period that is not longer than is reasonable for the proper administration of the Participant Accounts. Responsibility for the selection of investment alternatives for Plan assets shall be retained by the Employer, and the Employer shall have the right to modify the selection of investment alternatives from time to time. However, Participants and Beneficiaries may allocate amounts held in their Accounts or otherwise credited for their benefit under the Plan among the investment alternatives selected by the Employer, and the Employer shall cause such amounts to be so allocated within a reasonable time after the receipt of Participant instructions, or may instruct the issuer, trustee, or custodian to accept such allocation instructions directly from Participants and Beneficiaries as representatives of the Employer.
- 6.02 Exclusive Benefit. Notwithstanding any provision of the Plan to the contrary, all amounts held under the Plan, including amounts deferred and earnings or other accumulations attributable thereto, shall be held for the exclusive benefit of Plan Participants and Beneficiaries (i) in annuity contracts, or (ii) in trust or in one or more custodial accounts pursuant to one or more separate written instruments. Any such annuity contract, trust, or custodial account must satisfy the requirements of section 457(g)(1) of the Code. The annuity contract, trust or custodial account must make it impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the annuity contract, trust or custodial account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries. For purposes of this section, the

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

terms Participant and Beneficiary shall also include contingent beneficiaries and/or spouses, former spouses, or children of Participants for whose benefit amounts are being held under the Plan pursuant to the terms of a domestic relations order which has been recognized under the terms of the Plan. Any discretionary authority reserved to the Employer (or to any administrator or administrative committee) under the Plan or under any investment held under the Plan, to the extent the exercise thereof would otherwise be inconsistent with this section, shall be exercised for the exclusive benefit of Plan Participants and Beneficiaries. Any issuer of an annuity contract or trustee or custodian of other investments held under the Plan shall have no authority to pay any amounts from such Plan investments to any creditor of the Employer, and shall have no duty to inquire into the validity of any request by the Employer or by an administrator or administrative committee for distribution of amounts for the benefit of a Participant or a Beneficiary under the Plan.

- 6.03 Benefits Based on Participant's Account Value. The benefits paid to a Participant or Beneficiary pursuant to Article VII of this Plan shall be based upon the value of the Participant's Account. In no event shall the Employer's liability to pay benefits exceed the value of the Participant's Account, and the Employer shall not be liable for losses arising from depreciation or other decline in the value of any investments acquired under this Plan.
- 6.04 Periodic Reports. Each Participant shall receive periodic reports, not less frequently than annually, showing the then-current value of his Account.
- 6.05 Employer-Directed Accounts. Notwithstanding any provision of the Plan to the contrary, the Employer shall direct the issuer, trustee or custodian with respect to the investment of any contributions that are forwarded to the issuer, trustee or custodian prior to the date on which the Participant or Beneficiary completes the necessary paperwork with the issuer, trustee or custodian (or takes such other action or actions as may be necessary) to direct the investment of such amounts. Such direction shall be communicated to the issuer, trustee or custodian by means of a separate written agreement between the Employer and issuer, trustee or custodian, which agreement shall include a default investment option and a default beneficiary designation. This direction shall be effective only until such time as the Participant or Beneficiary exercises his right to direct the investment of such amounts and to designate a Beneficiary in accordance with the terms of the Plan.

ARTICLE VII. BENEFITS

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

- 7.01 Distribution of Retirement Benefits. Except as otherwise provided in this Article, a Participant's Account shall become distributable upon a Participant's attainment of age 70½ or upon Severance from Employment. The distribution of a Participant's Account shall commence no later than April 1 of the calendar year following the year of the Participant's Retirement or attainment of age 70½, whichever is later. Distributions shall be made in accordance with one of the payment options described in Section 7.03.
- 7.02 Distribution Procedures. The Employer may from time to time establish procedures for Participant distribution elections, provided that such procedures are not inconsistent with the requirements of Section 7.01.
- 7.03 Payment Options. A Participant (or a Beneficiary as provided in Section 7.06) may elect to have the value of the Participant's Account distributed in accordance with one of the following payment options provided that such option is available under the investment and consistent with the limitations set forth in Section 7.04:
- (a) life annuity;
 - (b) life annuity with 60, 120, or 180 monthly payments guaranteed;
 - (c) unit refund life annuity;
 - (d) joint and last survivor annuity (spouse only);
 - (e) lump sum;
 - (f) term certain annuity with 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168 or 180 monthly payments guaranteed;
 - (g) withdrawals for a specified number of years;
 - (h) withdrawals of a specified amount; or
 - (i) any other method of payment agreed upon between Participant and Employer and accepted by the investment provider or Service Provider.

If a Participant fails to elect a payment option, any required payments shall be made under a payment option designated by the Employer.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

Notwithstanding the options above, any option that involves a life contingency (or a joint life contingency) shall only be available under an Annuity Contract offered or obtained under the terms of the Plan.

7.04 Required Minimum Distributions.

- (a) No payment option may be selected by the Participant (or a Beneficiary) unless it satisfies the requirements of Code section 401(a)(9) and any additional Code limitations applicable to the Plan. The provisions of this section shall apply for purposes of determining required minimum distributions for calendar years beginning with the 2003 calendar year. The requirements of this section shall take precedence over any inconsistent provisions of the Plan. All distributions required under this section shall be determined and made in accordance with the regulations under section 401(a)(9) of the Code. Notwithstanding the other provisions of this section, distributions may be made under a designation made before January 1, 1984, in accordance with section 242(b)(2) of the Tax Equity and Fiscal Responsibility Act (TEFRA) and the provisions of the plan that relate to section 242(b)(2) of TEFRA.
- (b) The Participant's entire interest shall be distributed, or begin to be distributed, to the Participant no later than the Participant's required beginning date. If the Participant dies before distributions begin, the Participant's entire interest shall be distributed, or begin to be distributed, no later than as follows:
 - (1) If the Participant's surviving spouse is the Participant's sole designated Beneficiary, then unless the surviving spouse elects to apply the 5-year rule (pursuant to Subsection (f), below), distributions to the surviving spouse shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the Participant would have attained age 70-1/2, if later.
 - (2) If the Participant's surviving spouse is not the Participant's sole designated Beneficiary, then unless the Designated Beneficiary elects to apply the 5-year rule (pursuant to subsection (f)), below), distributions to the designated Beneficiary shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.
 - (3) If there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest shall be distributed by December 31

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

of the calendar year containing the fifth anniversary of the Participant's death.

- (4) If the Participant's surviving spouse is the Participant's sole designated Beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this subsection (b), other than paragraph (b)(1), shall apply as if the surviving spouse were the Participant.

For purposes of this subsection (b) and subsection (d), unless paragraph (b)(4) applies, distributions are considered to begin on the Participant's required beginning date. If paragraph (b)(4) applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under paragraph (b)(1). If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's required beginning date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under paragraph (b)(1)), the date distributions are considered to begin is the date distributions actually commence.

Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the required beginning date, as of the first distribution calendar year distributions shall be made in accordance with subsections (c) and (d) of this section. If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder shall be made in accordance with the requirements of section 401(a)(9) of the Code.

- (c) During the Participant's lifetime, the minimum amount that shall be distributed for each distribution calendar year is the lesser of:
- (1) the quotient obtained by dividing the Participant's account balance by the distribution period in the Uniform Lifetime Table set forth in Section 1.401(a)(9)-9 of the regulations, using the Participant's age as of the Participant's birthday in the distribution calendar year; or
 - (2) if the Participant's sole designated Beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's account balance by the number in the Joint and Last Survivor Table set forth in Section 1.401(a)(9)-9 of the regulations, using the Participant's

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.

Required minimum distributions shall be determined under this subsection (c) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.

- (d) (1) If the Participant dies on or after the date distributions begin and there is a designated Beneficiary, the minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated Beneficiary, determined as follows:
 - (a) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.
 - (b) If the Participant's surviving spouse is the Participant's sole designated Beneficiary, the remaining life expectancy of the surviving spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.
 - (c) If the Participant's surviving spouse is not the Participant's sole designated Beneficiary, the designated Beneficiary's remaining life expectancy is calculated using the age of the Beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.
- (2) If the Participant dies on or after the date distributions begin and there is no designated Beneficiary as of September 30 of the year after the year of the Participant's death, the minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

- (3) Except as otherwise elected (pursuant to subsection (f), below), if the Participant dies before the date distributions begin and there is a designated Beneficiary, the minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the remaining life expectancy of the Participant's designated Beneficiary, determined as provided in paragraph (d)(1) and subsection (2).
- (4) If the Participant dies before the date distributions begin and there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, distribution of the Participant's entire interest shall be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.
- (5) If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated Beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under paragraph (b)(1), this subsection (d) shall apply as if the surviving spouse were the Participant.

(e) Definitions.

- (1) "Designated Beneficiary" means the individual who is designated as the Beneficiary under Section 6.02 of the plan and is the designated Beneficiary under section 401(a)(9) of the Code and Section 1.401(a)(9)-1, Q&A-4, of the regulations.
- (2) "distribution calendar year" means a calendar year for which a minimum distribution is required. For distributions beginning before the Participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year that contains the Participant's required beginning date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which distributions are required to begin under Section (b). The required minimum distribution for the Participant's first distribution calendar year shall be made on or before the Participant's required beginning date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

in which the Participant's required beginning date occurs, shall be made on or before December 31 of that distribution calendar year.

(3) "life expectancy" means life expectancy as computed by use of the Single Life Table in Section 1.401(a)(9)-9 of the regulations.

(4) "Participant's account balance" means the account balance as of the last valuation date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the account balance as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The account balance for the valuation calendar year includes any amounts rolled over or transferred to the plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

(5) "required beginning date" means April 1st of the calendar year following the later of:

(a) the calendar year in which the Participant attains age 70-1/2; or

(b) the calendar year in which the Participant retires.

(f) Participants or Beneficiaries may elect, on an individual basis, whether the 5-year rule or the life expectancy rule in subsections (b) and (d) applies to distributions after the death of a Participant who has a Designated Beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under subsection (b), or by September 30 of the calendar year which contains the fifth anniversary of the Participant's (or, if applicable, the surviving spouse's) death. If neither the Participant nor the Beneficiary makes an election under this paragraph, distributions shall be made in accordance with subsections (b) and (d).

7.05 Post-Retirement Death Benefits. Should the Participant die after he has begun to receive benefits under a payment option, the guaranteed or remaining payments, if any, under the payment option shall be payable to the Participant's Beneficiary commencing with the first payment due after the death of the Participant. Payment to the Participant's Beneficiary must comply with section 401(a)(9) of the Code, and with any additional Code limitations applicable to the Plan. If the Beneficiary does not continue to

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

live for the remaining period of payments under the payment option, then the remaining benefits under the payment option shall be paid to the Beneficiary's beneficiary or, if none, the Beneficiary's estate. In no event shall the Employer be liable for any payments made in the name of the Participant or a Beneficiary before the Employer or its agent receives proof of the death of the Participant or Beneficiary.

- 7.06 Pre-Retirement Death Benefits. Should the Participant die before he has begun to receive benefits under Section 7.01, a death benefit equal to the value of the Participant's Account shall be payable to the Beneficiary. Such death benefit shall be paid in a lump sum unless the Beneficiary elects a different payment option. Payment to the Participant's Beneficiary must comply with section 401(a)(9) of the Code, and with any additional Code limitations applicable to the Plan. Should the Beneficiary die before the completion of payments under the payment option, the value of the remaining payments under the payment option shall be paid to the Beneficiary's beneficiary or, if none, the Beneficiary's estate.
- 7.07 Unforeseeable Emergency Withdrawals. In the event of an unforeseeable emergency, a Participant may apply to the Employer to receive that part of the value of his Account that is reasonably needed to satisfy the emergency need (including any amounts that may be necessary to pay any federal, state or local income taxes or penalties reasonably anticipated to result from the distribution). If such application for withdrawal is approved by the Employer, the Employer shall direct the issuer, trustee or custodian to pay the Participant such value as the Employer deems necessary to meet the emergency need.

The regulations under section 457(d)(1)(A)(iii) of the Code define an unforeseeable emergency as a severe financial hardship of the Participant or Beneficiary resulting from an illness or accident of the Participant or Beneficiary, the Participant's or Beneficiary's spouse, or the Participant's or Beneficiary's dependent (as defined in Code section 152, and, for taxable years beginning on or after January 1, 2005, without regard to Code section 152(b)(1), (b)(2), and (d)(1)(B)); loss of the Participant's or Beneficiary's property due to casualty (including the need to rebuild a home following damage to a home not otherwise covered by homeowner's insurance, e.g., as a result of a natural disaster); or other similar extraordinary and unforeseeable circumstances arising as a result of events beyond the control of the Participant or Beneficiary. For example, the imminent foreclosure of or eviction from the Participant's or Beneficiary's primary residence may constitute an unforeseeable emergency. In addition, the need to pay for medical expenses, including non-refundable deductibles, as well as for the cost of prescription drug medication, may constitute an unforeseeable emergency. Finally, the need to pay for the funeral expenses of a spouse or a dependent (as

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

defined in Code section 152, and, for taxable years beginning on or after January 1, 2005, without regard to Code section 152(b)(1), (b)(2), and (d)(1)(B)) may also constitute an unforeseeable emergency. Except as otherwise specifically provided in this Section 7.07, neither the purchase of a home nor the payment of college tuition is an unforeseeable emergency.

A distribution on account of an unforeseeable emergency may not be made to the extent that such emergency is or may be relieved through reimbursement or compensation from insurance or otherwise, by liquidation of the Participant's assets, to the extent the liquidation of such assets would not itself cause severe financial hardship, or by cessation of deferrals under the Plan.

- 7.08 Transitional Rule for Annuity Payment Option Elections. If this Plan document constitutes an amendment and restatement of the Plan as previously adopted by the Employer and if a Participant or Beneficiary has commenced receiving benefits under an annuity payment option, that annuity payment option shall remain in effect notwithstanding any other provision of this Plan.
- 7.09 Participant's Election to Receive In-Service Distribution. If the Employer so elects under Section 2.02, a Participant may elect to receive an in-service distribution of the total amount payable to him under the Plan if:
- (a) such amount does not exceed the dollar amount under section 411(a)(11)(A) of the Code,
 - (b) no amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution, and
 - (c) there has been no prior distribution under the Plan to the Participant under this Section 7.09 or under Section 7.10.
- 7.10 Distribution without Participant's Consent. If the Employer so elects under Section 2.03, the total amount payable to a Participant under the Plan may be distributed to the Participant without his consent if:
- (a) such amount does not exceed the dollar amount under section 411(a)(11)(A) of the Code,
 - (b) no amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution, and

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

- (c) there has been no prior distribution under the Plan to the Participant under this Section 7.10 or under Section 7.09.

In the event of a mandatory distribution greater than \$1,000 that is made in accordance with the provisions of this Section 7.10, if the Participant does not elect to have such distribution paid directly to an Eligible Retirement Plan specified by the Participant in a direct rollover (in accordance with the direct rollover provisions of the Plan) or to receive the distribution directly, then the Plan Administrator shall pay the distribution in a direct rollover to an individual retirement plan designated by the Plan Administrator.

ARTICLE VIII. NON-ASSIGNABILITY

- 8.01 In General. Except as provided in Section 8.02, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and no Participant or Beneficiary shall have any right to commute, sell, assign, pledge, transfer or otherwise convey or encumber the right to receive any payments hereunder or any interest under the Plan, which payments and interests are expressly declared to be non-assignable and non-transferable.

8.02 Domestic Relations Orders.

- (a) Allowance of Transfers: Notwithstanding Section 8.01, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to a State domestic relations law ("domestic relations order"), then the amount of the Participant's Account shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Plan Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order. Where necessary to carry out the terms of such an order, a separate Account may be established with respect to the spouse, former spouse, or child who shall be entitled to make investment selections with respect thereto in the same manner as the Participant.
- (b) Release from Liability to Participant: The Employer's liability to pay benefits to a Participant shall be reduced to the extent that amounts have been paid or set aside for payment to a spouse, former spouse, child, or other dependent pursuant to paragraph (a) of this section.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

No such transfer shall be effectuated unless the Employer or Service Provider has been provided with satisfactory evidence that the Employer and the Service Provider are released from any further claim by the Participant with respect to such amounts. The Participant shall be deemed to have released the Employer and the Service Provider from any claim with respect to such amounts, in any case in which (i) the Employer or Service Provider has been served with legal process or otherwise joined in a proceeding relating to such transfer, (ii) the Participant has been notified of the pendency of such proceeding in the manner prescribed by the law of the jurisdiction in which the proceeding is pending by service of process in such action or by mail from the Employer or Service Provider to the Participant's last known mailing address, and (iii) the Participant fails to obtain an order of the court in the proceeding relieving the Employer or Service Provider from the obligation to comply with the judgment, decree, or order. The Participant shall also be deemed to have released the Employer or Service Provider if the Participant has consented to the transfer pursuant to the terms of a property settlement agreement and/or a final judgment, decree, or order as described in paragraph (a).

- (c) Participation in Legal Proceedings: The Employer and the Service Provider shall not be obligated to defend against or seek to have set aside any judgment, decree, or order described in paragraph (a) or any legal order relating to the garnishment of a Participant's benefits, unless the full expense of such legal action is borne by the Participant. In the event that the Participant's action (or inaction) nonetheless causes the Employer or Service Provider to incur such expense, the amount of the expense may be charged against the Participant's Account and thereby reduce the Employer's obligation to pay benefits to the Participant. In the course of any proceeding relating to divorce, separation, or child support, the Employer and Service Provider shall be authorized to disclose information relating to the Participant's Account to the Participant's spouse, former spouse, or child (including the legal representatives of the spouse, former spouse, or child), or to a court.

ARTICLE IX. TRANSFERS AND ROLLOVERS

- 9.01 Transfers. This Plan shall accept and allow transfers, pursuant to section 457 of the Code, of amounts deferred by an individual under this Plan or another eligible deferred compensation plan meeting the requirements of section 457(g) of the Code, provided the conditions of this Section 9.01 are met.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

- (a) Directed by Individual Participant or Beneficiary. A transfer from this Plan to another eligible governmental deferred compensation plan or from another eligible governmental deferred compensation plan to this Plan is permitted only if the transferor plan provides for transfers, the receiving plan provides for the receipt of transfers, the Participant or Beneficiary whose amounts deferred are being transferred shall have an amount deferred immediately after the transfer at least equal to the amount deferred with respect to that Participant or Beneficiary immediately before the transfer, and in the case of a transfer for a Participant, the Participant whose amounts deferred are being transferred has had a severance from employment with the transferring employer and is performing services for the employer maintaining the transferee plan. Upon the transfer of assets from this Plan under this Section 9.01(a), the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary.

Any such transferred amount shall not be treated as a deferral subject to the limitations of Section 3.12, except that, for purposes of applying the limit of Section 3.12, an amount deferred during any taxable year under the plan from which the transfer is accepted shall be treated as if it had been deferred under this Plan during such taxable year and compensation paid by the transferor employer shall be treated as if it had been paid by the Employer.

- (b) Permissive Service Credit Transfers.

(1) Subject to any limitations imposed by an investment provider, if a Participant is also a participant in a tax-qualified defined benefit governmental plan (as defined in section 414(d) of the Code) that provides for the acceptance of plan-to-plan transfers with respect to the Participant, then the Participant may elect to have any portion of the Participant's Account transferred to the defined benefit governmental plan. A transfer under this Section 9.01(b) may be made before the Participant has had a Severance from Employment.

(2) A transfer may be made under Section 9.01(b) only if the transfer is either for the purchase of permissive service credit (as defined in section 415(n)(3)(A) of the Code) under the receiving defined benefit governmental plan or a repayment to which section 415 of the Code does not apply by reason of section 415(k)(3) of the Code.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

9.02 Rollovers. A Participant may elect to roll an Eligible Rollover Distribution to an Eligible Retirement Plan. The Participant shall be provided with a description of available rollover rights and rules in advance of such a distribution. A distribution that is an Eligible Rollover Distribution and that is paid in a form other than a rollover shall be subject to mandatory withholding of 20%, or such other mandatory withholding rate as may be imposed under the Code from time to time. This Plan shall be permitted to accept a rollover distribution from an Eligible Retirement Plan (including a distribution from an IRA) to this Plan, subject to any administrative restrictions imposed by the Plan or by the investment provider. To the extent required under the Code, the Plan shall separately account for any eligible rollover distributions it receives. Any such rollover distribution to the Plan shall be subject to the same restrictions on distributions applicable to other amounts held under the Plan.

ARTICLE X. LOANS

If the Employer so elects under Section 2.04, loans shall be made available to all Participants on a reasonably equivalent basis, but only to the extent permitted under the Annuity Contract or other Plan investment and the provisions of this Article. No loan shall be made available under this Plan unless it satisfies all of the requirements of Code section 72(p) and any other applicable regulatory guidance, including the limitations on the total of a Participant's non-taxable loans from all plans of the Employer for treatment as a tax-free loan. The making of loans under this Plan shall be subject to written guidelines set forth in a separate document (or under the Annuity Contract), which guidelines shall govern the availability, terms and procedures for Participants to obtain loans under this Plan. The availability of loans under this Plan may be suspended, terminated or modified at any time.

ARTICLE XI. AMENDMENT OR TERMINATION OF PLAN

11.01 Amendment or Termination. The Employer may at any time amend this Plan or terminate this Plan and distribute the Participants' Accounts in conformity with the Code; provided, however, that such amendment or termination shall not impair the rights of Participants or their Beneficiaries with respect to any compensation deferred before the date of the amendment or termination of this Plan except as may be required to maintain the tax status of the Plan under the Code. In the event that the Plan is terminated, amounts deferred under the Plan (and all Plan assets) shall be distributed to all Plan Participants and Beneficiaries as soon as administratively practicable after the termination of the Plan and Participants shall thereafter receive their Normal Compensation.

11.02 Amendment and Restatement of Previously Adopted Plan. If this Plan document constitutes an amendment and restatement of the Plan as

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

previously adopted by the Employer, the amendments contained herein shall be effective as of the Effective Date, and the terms of the preceding plan document shall remain in effect through such date.

ARTICLE XII. USERRA

An Employee whose employment is interrupted by qualified military service under Code section 414(u) or who is on a leave of absence for qualified military service under Code section 414(u) may defer additional Compensation upon resumption of employment with the Employer equal to the maximum amount of Compensation that could have been deferred during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption of leave, reduced by the amount of Compensation, if any, actually deferred during the period of the interruption or leave. This right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave).

ARTICLE XIII. MISTAKEN CONTRIBUTIONS

If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Plan Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Plan Administrator, to the Employer.

ARTICLE XIV. RELATIONSHIP TO OTHER PLANS

This Plan serves in addition to any other retirement, pension or benefit plan or system presently in existence or hereinafter established.

IN WITNESS WHEREOF, the Employer has caused this instrument to be executed by its duly authorized representative on this _____ day of _____, 200____.

Employer

By:_____

Name:_____

Title:_____

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCE POLICIES AND PROCEDURES

Subsection: K. Retirement Programs – All Employees

April 2002

K. Retirement Programs – All Employees

1. Classified Employees

All classified and University of Idaho classified employees shall participate in the Public Employee Retirement System of Idaho (PERSI).

2. Optional Retirement Program (*reference Idaho Code 33-107A, 33-107B*)

The Board is authorized to establish a retirement program under which contracts providing retirement and death benefits may be purchased for members of the faculty and nonclassified staff of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, the College of Southern Idaho, North Idaho College and the Office of the State Board of Education. The Board provides for the administration of the Optional Retirement Program in accordance with the Idaho State Board of Education Optional Retirement Plan (hereinafter “the Plan”), a copy of which is on file at the Office of the State Board of Education and at the institutions mentioned above. The Plan may be amended from time to time in accordance with its terms and applicable regulations of the Internal Revenue Service.

- a. Designation Of Contract Providers - The Board shall designated companies from which contracts are to be purchased under the optional retirement program.
- b. Eligible Employees - Eligible employees are those active faculty and nonclassified employees initially hired or appointed on or after July 1, 1990. Vested members of PERSI may make a one time, irrevocable election to remain in PERSI if made within the time limited allowed in state law. Eligible employees shall participate in the Optional Retirement Program. “Eligible employees” shall exclude classified employees, employees whose employment is expected to be less than five (5) months, and employees whose employment is incidental to their status as students at the institution.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107A. BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM.

(1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of the university of Idaho, Idaho state university, Boise state university, Lewis Clark state college and the state board of education who are hired on or after July 1, 1993; provided, however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho. The benefits to be provided for or on behalf of participants in an optional retirement program shall be provided through annuity contracts or certificates, fixed or variable in nature, or a combination thereof, whose benefits are owned by the participants in the program.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

- (a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;
- (b) The relation of such rights and benefits to the amount of contributions to be made;
- (c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and
- (d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

- (a) Eligible employees are:
 - (i) Those faculty and nonclassified staff initially appointed or hired between July 1, 1990 and June 30, 1993; and
 - (ii) Those teaching staff and officers initially appointed or hired on or after July 1, 1993.

All eligible employees, except those who are vested members of the public employee retirement system of Idaho, shall participate in the optional retirement program.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

- (b) Vested members of the public employee retirement system of Idaho may make a one (1) time irrevocable election to remain a member of that retirement system. The election shall be made in writing, within sixty (60) days of the date of initial hire or appointment or the effective date of this act, whichever occurs later. It shall be filed with the administrative officer of the employing institution.
- (c) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.
- (d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.
- (4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:
- (i) To the designated company or companies, an amount equal to seven and eighty-one hundredths percent (7.81%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and
 - (ii) To the public employee retirement system, an amount equal to three and three one-hundredths percent (3.03%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2015, and is in lieu of amortization payments and withdrawal contributions required pursuant to chapter 13, title 59, Idaho Code.
- (b) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of the participant's salary. Employee contributions may be made by employer pick-up pursuant to section 59-1332, Idaho Code.
- (c) Payment of contributions authorized or required under this subsection shall be made by the financial officer of the employing institution to the designated company or companies for the benefits of each participant.
- (5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho so long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.
- (6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107B. BOARD MAY ESTABLISH AN OPTIONAL RETIREMENT PROGRAM FOR COMMUNITY COLLEGES AND POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION INSTITUTIONS.

(1) The state board of education may establish an optional retirement program under which contracts providing retirement and death benefits may be purchased for members of the teaching staff and officers of community colleges and postsecondary professional-technical education institutions, including north Idaho college, college of southern Idaho and eastern Idaho technical college, hired on or after July 1, 1997; provided however, that no such employee shall be eligible to participate in an optional retirement program unless he would otherwise be eligible for membership in the public employee retirement system of Idaho. The benefits to be provided for or on behalf of participants in an optional retirement program shall be provided through annuity contracts or certificates, fixed or variable in nature, or a combination thereof, whose benefits are owned by the participants in the program.

(2) The state board of education is hereby authorized to provide for the administration of the optional retirement program and to perform or authorize the performance of such functions as may be necessary for such purposes. The board shall designate the company or companies from which contracts are to be purchased under the optional retirement program and shall approve the form and contents of such contracts. In making the designation and giving approval, the board shall consider:

- (a) The nature and extent of the rights and benefits to be provided by such contracts for participants and their beneficiaries;
- (b) The relation of such rights and benefits to the amount of contributions to be made;
- (c) The suitability of such rights and benefits to the needs of the participants and the interests of the institutions in the recruitment and retention of staff members; and
- (d) The ability of the designated company to provide such suitable rights and benefits under such contracts.

(3) Elections to participate in an optional retirement program shall be as follows:

- (a) Eligible employees are the teaching staff and officers initially appointed or hired on or after the effective date of this chapter. All eligible employees, except those who are vested members of the public employee retirement system of Idaho, shall participate in the optional

retirement program.

(b) Eligible employees who are vested members of the public employee retirement system of Idaho may make a one (1) time irrevocable election to transfer to the optional retirement program. The election shall be made in writing and within sixty (60) days of the date of initial hire or appointment, or one hundred fifty (150) days after the effective date of this chapter, whichever occurs later. The election shall be filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(c) Teaching staff and officers employed by the institution the day before the effective date of this chapter may make a one (1) time irrevocable election to participate in the optional retirement program. The election shall be made in writing and within one hundred fifty (150) days after the effective date of this chapter. The election shall be filed with the administrative officer of the employing institution. The election shall be effective not later than the first day of the second pay period following the date of the election.

(d) The accumulated contributions of employees who make the one (1) time irrevocable election or are required to participate in the optional retirement program may be transferred by the public employee retirement system of Idaho to such qualified plan, maintained under the optional retirement program, as designated in writing by the employee.

(e) An election by an eligible employee of the optional retirement program shall be irrevocable and shall be accompanied by an appropriate application, where required, for issuance of a contract or contracts under the program.

(4) (a) Each institution shall contribute on behalf of each participant in its optional retirement program the following:

(i) To the designated company or companies, an amount equal to seven and eighty-one hundredths percent (7.81%) of each participant's salary, reduced by any amount necessary, if any, to provide contributions to a total disability program provided either by the state or by a private insurance carrier licensed and authorized to provide such benefits, or any combination thereof, but in no event less than five percent (5%) of each participant's salary; and

(ii) To the public employee retirement system, an amount equal to three and eighty-three hundredths percent (3.83%) of salaries of members who are participants in the optional retirement program. This amount shall be paid until July 1, 2011 and is in lieu of amortization payments and withdrawal contributions required pursuant to chapter 13, title 59, Idaho Code.

(b) For the purposes of section 59-1322, Idaho Code, the term "projected salaries" shall include the sum of the annual salaries of all participants in the optional retirement program established pursuant to this section.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

(c) Each participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%). Employee contributions may be made by employer pick-up pursuant to section 59-1332, Idaho Code.

(5) Any person participating in the optional retirement program shall be ineligible for membership in the public employee retirement system of Idaho so long as he remains continuously employed in any teaching staff position or as an officer with any of the institutions under the jurisdiction of the state board of education.

(6) A retirement, death or other benefit shall not be paid by the state of Idaho or the state board of education for services credited under the optional retirement program. Such benefits are payable to participants or their beneficiaries only by the designated company or companies in accordance with the terms of the contracts.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-seventh Legislature First Regular Session - 2003
IN THE SENATE
SENATE BILL NO. 1084
BY COMMERCE AND HUMAN RESOURCES COMMITTEE
1 AN ACT

2 RELATING TO DEFERRED COMPENSATION PROGRAMS; AMENDING
SECTION 59-513, IDAHO
3 CODE, TO AUTHORIZE THE STATE BOARD OF EDUCATION TO SET UP
AND REGULATE
4 DEFERRED COMPENSATION PROGRAMS FOR CERTAIN ELIGIBLE
EMPLOYEES, TO PROVIDE
5 RULEMAKING AUTHORITY AND TO PROVIDE CORRECT TERMINOLOGY.

6 Be It Enacted by the Legislature of the State of Idaho:

7 SECTION 1. That Section 59-513, Idaho Code, be, and the same is hereby
8 amended to read as follows:

9 59-513. DEFERRED COMPENSATION PROGRAMS FOR EMPLOYEES OF
STATE OR POLITI-
10 CAL SUBDIVISIONS. The state of Idaho, the state board of education for those
11 employees eligible for participation in the optional retirement programs cre-
12 ated in sections 33-107A and 33-107B, Idaho Code, and any county, city, or
13 political subdivision of the state acting through its governing body, is
14 hereby authorized to contract with an employee to defer all or a portion of
15 that employee's income, and may subsequently with the consent of the employee,
16 invest such deferred income in a funding medium for the purpose of funding a
17 deferred compensation program for the employee.
18 The state board of examiners shall supervise and regulate the deferred
19 compensation program for state employees, and may adopt rules to implement
20 such a program; provided however, that the state board of education shall
21 supervise and regulate any deferred compensation program it establishes and
22 may adopt rules to implement such a program.
23 The governing body of any county, city, or political subdivision of the
24 state, shall supervise and regulate the deferred compensation program for its
25 employees.
26 In no event shall the amount of income an employee elects to defer exceed
27 the total annual salary, or compensation under the existing salary schedule or
28 classification plan applicable to such employee in such year. Any income
29 deferred under such a plan shall continue to be included as regular compensa-
30 tion for the purpose of computing the retirement contributions and pension
31 benefits earned by any employee, but any sum so deferred shall not be included

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

32 in the computation of any income taxes withheld on behalf of any such
33 employee.
34 Coverage of an employee under a deferred compensation plan under this sec-
35 tion shall not render such employee ineligible for simultaneous membership and
36 participation in the pension systems for public employees which are otherwise
37 provided for.
38 For the purposes of this act section the state controller is authorized to
39 make such deductions from salary for any employee of the state who has autho-
40 rized such deductions in writing, and the state board of examiners may desig-
41 nate administrative agents for the state of Idaho to execute all necessary
42 agreements pertaining to the deferred compensation program.
43 For the purposes of this act section, the term "employee" includes elected
1 or appointed officials.

Amendment

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-seventh Legislature First Regular Session - 2003
Moved by Lake
Seconded by Schaefer
IN THE HOUSE OF REPRESENTATIVES
HOUSE AMENDMENT TO S.B. NO. 1084
1 AMENDMENT TO THE BILL

2 On page 2 of the printed bill, following line 1, insert:
3 "SECTION 2. This act shall be in full force and effect on and after Janu-
4 ary 1, 2006, or upon the termination or expiration of the existing restated
5 and amended deferred compensation plan administration agreement
implementing
6 the provisions of section 59-513, Idaho Code, whichever occurs first. Provided
7 however, that the State Board of Education may adopt rules to implement the
8 provisions of this act on and after July 1, 2003, so long as such rules do not
9 permit the implementation to occur prior to the effective date of this act."
10 CORRECTION TO TITLE
11 On page 1, in line 5, following "TERMINOLOGY" insert: "; AND PROVIDING AN
12 EFFECTIVE DATE".

Engrossed Bill (Original Bill with Amendment(s) Incorporated)

|||| LEGISLATURE OF THE STATE OF IDAHO ||||
Fifty-seventh Legislature First Regular Session - 2003
IN THE SENATE
SENATE BILL NO. 1084, As Amended in the House
BY COMMERCE AND HUMAN RESOURCES COMMITTEE
1 AN ACT
2 RELATING TO DEFERRED COMPENSATION PROGRAMS; AMENDING
SECTION 59-513, IDAHO

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

3 CODE, TO AUTHORIZE THE STATE BOARD OF EDUCATION TO SET UP
AND REGULATE
4 DEFERRED COMPENSATION PROGRAMS FOR CERTAIN ELIGIBLE
EMPLOYEES, TO PROVIDE
5 RULEMAKING AUTHORITY AND TO PROVIDE CORRECT TERMINOLOGY;
AND PROVIDING AN
6 EFFECTIVE DATE.

7 Be It Enacted by the Legislature of the State of Idaho:

8 SECTION 1. That Section 59-513, Idaho Code, be, and the same is hereby
9 amended to read as follows:

10 59-513. DEFERRED COMPENSATION PROGRAMS FOR EMPLOYEES OF
STATE OR POLITI-

11 CAL SUBDIVISIONS. The state of Idaho, the state board of education for those
12 employees eligible for participation in the optional retirement programs cre-
13 ated in sections 33-107A and 33-107B, Idaho Code, and any county, city, or
14 political subdivision of the state acting through its governing body, is
15 hereby authorized to contract with an employee to defer all or a portion of
16 that employee's income, and may subsequently with the consent of the employee,
17 invest such deferred income in a funding medium for the purpose of funding a
18 deferred compensation program for the employee.

19 The state board of examiners shall supervise and regulate the deferred
20 compensation program for state employees, and may adopt rules to implement
21 such a program; provided however, that the state board of education shall
22 supervise and regulate any deferred compensation program it establishes and
23 may adopt rules to implement such a program.

24 The governing body of any county, city, or political subdivision of the
25 state, shall supervise and regulate the deferred compensation program for its
26 employees.

27 In no event shall the amount of income an employee elects to defer exceed
28 the total annual salary, or compensation under the existing salary schedule or
29 classification plan applicable to such employee in such year. Any income
30 deferred under such a plan shall continue to be included as regular compensa-
31 tion for the purpose of computing the retirement contributions and pension
32 benefits earned by any employee, but any sum so deferred shall not be included
33 in the computation of any income taxes withheld on behalf of any such
34 employee.

35 Coverage of an employee under a deferred compensation plan under this sec-
36 tion shall not render such employee ineligible for simultaneous membership and
37 participation in the pension systems for public employees which are otherwise
38 provided for.

39 For the purposes of this act section the state controller is authorized to
40 make such deductions from salary for any employee of the state who has autho-
41 rized such deductions in writing, and the state board of examiners may desig-
42 nate administrative agents for the state of Idaho to execute all necessary
43 agreements pertaining to the deferred compensation program.

1 For the purposes of this act section, the term "employee" includes elected

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

2 or appointed officials.
3 SECTION 2. This act shall be in full force and effect on and after Janu-
4 ary 1, 2006, or upon the termination or expiration of the existing restated
5 and amended deferred compensation plan administration agreement
implementing
6 the provisions of section 59-513, Idaho Code, whichever occurs first. Provided
7 however, that the State Board of Education may adopt rules to implement the
8 provisions of this act on and after July 1, 2003, so long as such rules do not
9 permit the implementation to occur prior to the effective date of this act.

Statement of Purpose / Fiscal Impact

STATEMENT OF PURPOSE
RS12816

Relating to employee benefits, this legislation authorizes the State Board of Education to create a deferred compensation plan for employees of Idaho Colleges and Universities. Changes to the federal tax laws enacted in 2001 permit employees to save additional amounts from their compensation for retirement by combining a 403(b) tax-deferred annuity plan with a 457(b) deferred compensation plan. Access to a 457 plan is therefore more beneficial than ever for higher education employees, who have largely utilized existing 403(b) savings vehicles. Higher education has its own defined contribution retirement plan for faculty and administrators and its own 403(b) voluntary savings plans. It is therefore consistent with existing practice for the institutions to offer their own 457 deferred compensation plan. Allowing higher education institutions the flexibility to choose providers for their own 457 deferred compensation plan will permit them to offer many of their employees the opportunity to consolidate their retirement savings with the provider of their choice. For example, a faculty member who participates in the Optional Retirement Program (ORP) and who makes voluntary contributions to a 403(b) offered by their chosen ORP provider could contribute to a 457 deferred compensation vehicle offered by the same provider. Employees would be afforded the opportunity to continue saving for retirement with a provider they know and trust. A higher education 457 deferred compensation plan would be offered in addition to the existing state 457 plan, not in lieu of the existing state plan. Many public higher education institutions around the country are implementing their own 457 deferred compensation plans.

FISCAL IMPACT

There is no fiscal impact to the general fund or to local government. The deferred compensation plan would be operated in conjunction with the State Board of Education Optional Retirement plan for University and College faculty and professional staff.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

INTERNAL REVENUE CODE
*** CURRENT THROUGH P.L. 107-146, APPROVED 2/14/02 ***
SUBTITLE A. INCOME TAXES
CHAPTER 1. NORMAL TAXES AND SURTAXES
SUBCHAPTER E. ACCOUNTING PERIODS AND METHODS OF ACCOUNTING
PART II. METHODS OF ACCOUNTING
SUBPART B. TAXABLE YEAR FOR WHICH ITEMS OF GROSS INCOME INCLUDED
IRC Sec. 457 (2002)

§ 457. Deferred compensation plans of State and local governments and tax exempt organizations.

(a) Year of inclusion in gross income. (1) In general. Any amount of compensation deferred under an eligible deferred compensation plan, and any income attributable to the amounts so deferred, shall be includible in gross income only for the taxable year in which such compensation or other income--

(A) is paid to the participant or other beneficiary, in the case of a plan of an eligible employer described in subsection (e)(1)(A), and (B) is paid or otherwise made available to the participant or other beneficiary, in the case of a plan of an eligible employer described in subsection (e)(1)(B).

(2) Special rule for rollover amounts. To the extent provided in section 72(t)(9), section 72(t) shall apply to any amount includible in gross income under this subsection. (b) Eligible deferred compensation plan defined. For purposes of this section, the term "eligible deferred compensation plan" means a plan established and maintained by an eligible employer--

(1) in which only individuals who perform service for the employer may be participants,

(2) which provides that (except as provided in paragraph (3)) the maximum amount which may be deferred under the plan for the taxable year (other than rollover amounts) shall not exceed the lesser of--

(A) the applicable dollar amount, or

(B) 100 percent of the participant's includible compensation,

(3) which may provide that, for 1 or more of the participant's last 3 taxable years ending before he attains normal retirement age under the plan, the ceiling set forth in paragraph (2) shall be the lesser of--

(A) twice the dollar amount in effect under subsection (b)(2)(A), or

(B) the sum of--

(i) the plan ceiling established for purposes of paragraph (2) for the taxable year (determined without regard to this paragraph), plus

(ii) so much of the plan ceiling established for purposes of paragraph

(2) for taxable years before the taxable year as has not previously been used under paragraph (2) or this paragraph,

(4) which provides that compensation will be deferred for any calendar month only if an agreement providing for such deferral has been entered into before the beginning of such month,

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

(5) which meets the distribution requirements of subsection (d), and (6) except as provided in subsection (g), which provides that--

(A) all amounts of compensation deferred under the plan,

(B) all property and rights purchased with such amounts, and

(C) all income attributable to such amounts, property, or rights,

shall remain (until made available to the participant or other beneficiary) solely the property and rights of the employer (without being restricted to the provision of benefits under the plan), subject only to the claims of the employer's general creditors. A plan which is established and maintained by an employer which is described in subsection (e)(1)(A) and which is administered in a manner which is inconsistent with the requirements of any of the preceding paragraphs shall be treated as not meeting the requirements of such paragraph as of the 1st plan year beginning more than 180 days after the date of notification by the Secretary of the inconsistency unless the employer corrects the inconsistency before the 1st day of such plan year.

(c) Limitation. The maximum amount of the compensation of any one individual which may be deferred under subsection (a) during any taxable year shall not exceed the amount in effect under subsection (b)(2)(A) (as modified by any adjustment provided under subsection (b)(3)).

(d) Distribution requirements.

(1) In general. For purposes of subsection (b)(5), a plan meets the distribution requirements of this subsection if--

(A) under the plan amounts will not be made available to participants or beneficiaries earlier than--

(i) the calendar year in which the participant attains age 70 1/2 ,

(ii) when the participant has a severance from employment with the employer, or

(iii) when the participant is faced with an unforeseeable emergency (determined in the manner prescribed by the Secretary in regulations),

(B) the plan meets the minimum distribution requirements of paragraph (2), and

(C) in the case of a plan maintained by an employer described in subsection (e)(1)(A), the plan meets requirements similar to the requirements of section 401(a)(31). Any amount transferred in a direct trustee-to-trustee transfer in accordance with section 401(a)(31) shall not be includible in gross income for the taxable year of transfer.

(2) Minimum distribution requirements. A plan meets the minimum distribution requirements of this paragraph if such plan meets the requirements of section 401(a)(9).

(3) Special rule for government plan. An eligible deferred compensation plan of an employer described in subsection (e)(1)(A) shall not be treated as failing to meet the requirements of this subsection solely by reason of making a distribution described in subsection (e)(9)(A).

(e) Other definitions and special rules. For purposes of this section--

(1) Eligible employer. The term "eligible employer" means--

(A) a State, political subdivision of a State, and any agency or instrumentality of a State or political subdivision of a State, and

(B) any other organization (other than a governmental unit) exempt from tax under this subtitle.

(2) Performance of service. The performance of service includes performance of service as an independent contractor and the person (or governmental unit)

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

for whom such services are performed shall be treated as the employer. (3) Participant. The term "participant" means an individual who is eligible to defer compensation under the plan.

(4) Beneficiary. The term "beneficiary" means a beneficiary of the participant, his estate, or any other person whose interest in the plan is derived from the participant.

(5) Includible compensation. The term "includible compensation" means compensation for service performed for the employer which (taking into account the provisions of this section and other provisions of this chapter) is currently includible in gross income.

(6) Compensation taken into account at present value. Compensation shall be taken into account at its present value.

(7) Community property laws. The amount of includible compensation shall be determined without regard to any community property laws.

(8) Income attributable. Gains from the disposition of property shall be treated as income attributable to such property.

(9) Benefits of tax exempt organization plans not treated as made available by reason of certain elections, etc. In the case of an eligible deferred compensation plan of an employer described in subsection (e)(1)(B)--

(A) Total amount payable is dollar limit or less. The total amount payable to a participant under the plan shall not be treated as made available merely because the participant may elect to receive such amount (or the plan may distribute such amount without the participant's consent) if--

(i) the portion of such amount which is not attributable to rollover contributions (as defined in section 411(a)(11)(D)) does not exceed the dollar limit under section 411(a)(11)(A), and

(ii) such amount may be distributed only if--

(I) no amount has been deferred under the plan with respect to such participant during the 2-year period ending on the date of the distribution, and (II) there has been no prior distribution under the plan to such participant to which this subparagraph applied. A plan shall not be treated as failing to meet the distribution requirements of subsection (d) by reason of a distribution to which this subparagraph applies.

(B) Election to defer commencement of distributions. The total amount payable to a participant under the plan shall not be treated as made available merely because the participant may elect to defer commencement of distributions under the plan if--

(i) such election is made after amounts may be available under the plan in accordance with subsection (d)(1)(A) and before commencement of such distributions, and

(ii) the participant may make only 1 such election.

(10) Transfers between plans. A participant shall not be required to include in gross income any portion of the entire amount payable to such participant solely by reason of the transfer of such portion from 1 eligible deferred compensation plan to another eligible deferred compensation plan.

(11) Certain plans excluded. (A) In general. The following plans shall be treated as not providing for the deferral of compensation:

(i) Any bona fide vacation leave, sick leave, compensatory time, severance pay, disability pay, or death benefit plan. (ii) Any plan paying solely length of service awards

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

to bona fide volunteers (or their beneficiaries) on account of qualified services performed by such volunteers.

(B) Special rules applicable to length of service award plans.--

(i) Bona fide volunteer. An individual shall be treated as a bona fide volunteer for purposes of subparagraph (A)(ii) if the only compensation received by such individual for performing qualified services is in the form of--

(I) reimbursement for (or a reasonable allowance for) reasonable expenses incurred in the performance of such services, or

(II) reasonable benefits (including length of service awards), and nominal fees for such services, customarily paid by eligible employers in connection with the performance of such services by volunteers.

(ii) Limitation on accruals. A plan shall not be treated as described in subparagraph (A)(ii) if the aggregate amount of length of service awards accruing with respect to any year of service for any bona fide volunteer exceeds \$ 3,000.

(C) Qualified services. For purposes of this paragraph, the term "qualified services" means fire fighting and prevention services, emergency medical services, and ambulance services.

(12) Exception for nonelective deferred compensation of nonemployees.

(A) In general. This section shall not apply to nonelective deferred compensation attributable to services not performed as an employee.

(B) Nonelective deferred compensation. For purposes of subparagraph (A), deferred compensation shall be treated as nonelective only if all individuals (other than those who have not satisfied any applicable initial service requirement) with the same relationship to the payor are covered under the same plan with no individual variations or options under the plan.

(13) Special rule for churches. The term "eligible employer" shall not include a church (as defined in section 3121(w)(3)(A)) or qualified churchcontrolled organization (as defined in section 3121(w)(3)(B)).

(14) Treatment of qualified governmental excess benefit arrangements.

Subsections (b)(2) and (c)(1) shall not apply to any qualified governmental excess benefit arrangement (as defined in section 415(m)(3)), and benefits provided under such an arrangement shall not be taken into account in determining whether any other plan is an eligible deferred compensation plan.

(15) Applicable dollar amount.

(A) In general. The applicable dollar amount shall be the amount determined in accordance with the following table:

For taxable years the applicable dollar beginning in amount: calendar year:

2002 \$ 11,000

2003 \$ 12,000

2004 \$ 13,000

2005 \$ 14,000

2006 or thereafter \$ 15,000.

(B) Cost-of-living adjustments. In the case of taxable years beginning after December 31, 2006, the Secretary shall adjust the \$ 15,000 amount under subparagraph (A) at the same time and in the same manner as under section 415(d), except that the base period shall be the calendar quarter beginning July 1, 2005, and any increase under

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

this paragraph which is not a multiple of \$ 500 shall be rounded to the next lowest multiple of \$ 500.

(16) Rollover amounts.

(A) General rule. In the case of an eligible deferred compensation plan established and maintained by an employer described in subsection (e)(1)(A), if- -

(i) any portion of the balance to the credit of an employee in such plan is paid to such employee in an eligible rollover distribution (within the meaning of section 402(c)(4)),

(ii) the employee transfers any portion of the property such employee receives in such distribution to an eligible retirement plan described in section 402(c)(8)(B), and

(iii) in the case of a distribution of property other than money, the amount so transferred consists of the property distributed, then such distribution (to the extent so transferred) shall not be includible in gross income for the taxable year in which paid.

(B) Certain rules made applicable. The rules of paragraphs (2) through (7) and (9) of section 402(c) and section 402(f) shall apply for purposes of subparagraph (A).

(C) Reporting. Rollovers under this paragraph shall be reported to the Secretary in the same manner as rollovers from qualified retirement plans (as defined in section 4974(c)).

(17) Trustee-to-trustee transfers to purchase permissive service credit. No amount shall be includible in gross income by reason of a direct trustee-to-trustee transfer to a defined benefit governmental plan (as defined in section 414(d)) if such transfer is--

(A) for the purchase of permissive service credit (as defined in section 415(n)(3)(A)) under such plan, or

(B) a repayment to which section 415 does not apply by reason of subsection (k)(3) thereof.

(f) Tax treatment of participants where plan or arrangement of employer is not eligible.

(1) In general. In the case of a plan of an eligible employer providing for a deferral of compensation, if such plan is not an eligible deferred compensation plan, then--

(A) the compensation shall be included in the gross income of the participant or beneficiary for the 1st taxable year in which there is no substantial risk of forfeiture of the rights to such compensation, and

(B) the tax treatment of any amount made available under the plan to a participant or beneficiary shall be determined under section 72 (relating to annuities, etc.).

(2) Exceptions. Paragraph (1) shall not apply to--

(A) a plan described in section 401(a) which includes a trust exempt from tax under section 501(a),

(B) an annuity plan or contract described in section 403,

(C) that portion of any plan which consists of a transfer of property described in section 83,

(D) that portion of any plan which consists of a trust to which section 402(b) applies, and

(E) a qualified governmental excess benefit arrangement described in section 415(m).

(3) Definitions. For purposes of this subsection

(A) Plan includes arrangements, etc. The term "plan" includes any agreement or arrangement.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

(B) Substantial risk of forfeiture. The rights of a person to compensation are subject to a substantial risk of forfeiture if such person's rights to such compensation are conditioned upon the future performance of substantial services by any individual.

(g) Governmental plans must maintain set-asides for exclusive benefit of participants.

(1) In general. A plan maintained by an eligible employer described in subsection (e)(1)(A) shall not be treated as an eligible deferred compensation plan unless all assets and income of the plan described in subsection (b)(6) are held in trust for the exclusive benefit of participants and their beneficiaries.

(2) Taxability of trusts and participants. For purposes of this title--

(A) a trust described in paragraph (1) shall be treated as an organization exempt from taxation under section 501(a), and

(B) notwithstanding any other provision of this title, amounts in the trust shall be includible in the gross income of participants and beneficiaries only to the extent, and at the time, provided in this section.

(3) Custodial accounts and contracts. For purposes of this subsection, custodial accounts and contracts described in section 401(f) shall be treated as trusts under rules similar to the rules under section 401(f).

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

SUBJECT

Idaho Promise Scholarship – Category B Award

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.01.05.102.01

33-4305, 33-4307, and 33-4308, Idaho Code

BACKGROUND

The Idaho Promise Scholarship Category B award is for all Idaho students attending college for the first time and who have a high school grade point average of at least 3.0 or an ACT score of 20 or above. This scholarship is limited to two years and to students younger than 22 years of age. Students must maintain at least a 2.5 GPA while taking an average of 12 credits to remain eligible for the scholarship. State law requires the State Board of Education to annually set the amount of the award based on the legislative appropriation and the number of eligible students.

DISCUSSION

The Legislative appropriation for the Promise Category B scholarship for FY06 is \$4,446,470. Idaho's colleges and universities have identified eligible Promise Category B recipients for the fall 2005 semester at a rate of \$250/eligible student. Distribution of funds for fall 2005 students has occurred. Remaining funds available for distribution for the spring 2006 semester allow the Board to increase the spring 2006 award to \$315. This will allow for maximum use of the state appropriation for this program, and will assist eligible Idaho students in paying for postsecondary education.

IMPACT

The Idaho Promise Scholarship Category B provides a merit-based scholarship to Idaho high school graduates in an attempt to motivate students to excel in high school and attend a higher education institution in Idaho. Estimated number of students participating in the program for FY06 is 7,992. By increasing the spring award, the estimated expenditure will be \$4,415,480. The State appropriation for this program is \$4,446,470, leaving a balance of approximately \$30,000.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Promise Category B scholarship in the amount of \$315 for the Spring semester, 2006. This would equal \$565 for the 2005-2006 academic year. This will allow a small amount to remain in the FY 2006 appropriation.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

BOARD ACTION

A motion to approve the amount of the Idaho Promise Scholarship, Category B, to be \$315 for the Spring semester, 2006, for a total of \$565 for the 2005-2006 academic year, per eligible student for those current recipients who maintain eligibility, and for qualified first-year entering students under the age of 22 in the Spring 2006.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
Promise B Scholarship Adjustment for Spring 2006**

Actual Fall 2005 Award Amount	\$250
Proposed Spring 2006 Award Amount	\$315

<u>Institution</u>	<u>Number of Students</u>	<u>Total Fall Award</u>	<u>% of Total \$</u>
Boise State University	1,611	\$ 402,750	21.22%
Idaho State University	1,450	362,500	19.10%
University of Idaho	1,680	420,000	22.13%
Lewis-Clark State College	230	57,500	3.03%
College of Southern Idaho	615	153,750	8.10%
North Idaho College	600	150,000	7.90%
Albertson College of Idaho	200	50,000	2.63%
Eastern Idaho Technical College	66	16,500	0.87%
Northwest Nazarene University	139	34,750	1.83%
BYU-Idaho	<u>1,001</u>	<u>250,250</u>	<u>13.18%</u>
Total Fall 2005 Recipients:	7,592	\$ 1,898,000	100.00%
BYU-Idaho Summer session	<u>400</u>	<u>100,000</u>	
Est. Spring Recipients, inc. BYU-I summer: (spring estimate same as fall + BYU-I)	7,992	\$ 1,998,000	

FY 2006 Appropriation, Promise B	\$ 4,446,700
----------------------------------	--------------

Actual Fall 2005 Students	7,592
Total Fall 2005 Award @ \$250	\$ 1,898,000

Available for Spring 2006	\$ 2,548,700
Estimated Spring 2006 Students	7,992
Proposed Spring 2006 Award	\$ 315
Proposed Spring 2006 Total	\$ 2,517,480

Amount Remaining	\$ 31,220
% of Original Appropriation Remaining	0.7%

THIS PAGE INTENTIONALLY LEFT BLANK

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

ADMINISTRATIVE RULES

IDAPA 08.01.05.102.01

102. MONETARY VALUE OF THE SCHOLARSHIP.

01. Monetary Value. The monetary value of each scholarship shall be set annually by the Board in accordance with Sections 33-4307(3) et seq., Idaho Code. (3-15-02)

02. Duration. The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution. . (3-15-02)

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

IDAHO STATUTES

TITLE 33
EDUCATION
CHAPTER 43
SCHOLARSHIPS

33-4305. PURPOSES. The purpose of this act is:

- (1) To establish a state scholarship program for the most talented Idaho secondary school graduates or the equivalent, consisting of category A students with outstanding academic qualifications and category B students with a cumulative grade point average for grades nine (9) through twelve (12) of 3.0 or better or achieving an ACT score of 20 or better or who become eligible after the student's first semester or who meet any other criteria as may be established by the state board of education and the board of regents of the university of Idaho, who will enroll in undergraduate nonreligious academic and professional-technical programs in eligible postsecondary institutions in the state; and
- (2) To designate the state board of education and the board of regents of the university of Idaho as the administrative agency for the state scholarship program.

33-4307. ELIGIBILITY -- MAXIMUM AMOUNTS -- CONDITIONS.

A grant may be awarded to an eligible student for matriculation at an eligible postsecondary educational institution in the state of Idaho if:

- (1) The individual is accepted for enrollment as a full-time undergraduate or professional-technical student, as follows:
 - (a) In the case of an individual beginning his first year or freshman year of postsecondary education, he has satisfied the requirements for admission and has enrolled in an eligible postsecondary institution.
 - (b) In the case of an individual enrolled in an eligible postsecondary institution following the successful completion of the first term, he continues to meet the requirements of this act and has maintained such high standards of performance as may be required. Provided that high academic standards are maintained in accordance with requirements of this chapter, a student continues to be eligible when transferring from one (1) major program to another.
 - (c) In the case of an individual transferring from one (1) eligible postsecondary institution in Idaho to another eligible postsecondary institution in Idaho, he continues to meet the requirements of this act, is accepted and enrolled at the eligible postsecondary institution to which he is transferring, and has maintained such high standards of performance as may be required.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

- (2) The grant for category A students is as follows:
- (a) The grant payment to an individual per educational year for attendance on a full-time basis is not in excess of an amount determined annually by the state board of education or in excess of the total educational costs as certified by an official of the eligible postsecondary institution to be attended by the individual receiving the grant, whichever is less.
 - (b) The total grant payments over a period of six (6) years to an individual may not exceed four (4) annual grants or the total educational costs for four (4) educational years completed as certified by an official of the eligible postsecondary institution or institutions attended by the individual receiving the grant, whichever is less.
 - (c) The individual receiving such a grant signs an affidavit stating that the grant will be used for educational costs only.
 - (d) The grant is awarded on the basis of extraordinary performance in standardized, unweighted competitive examination and high school record.
 - (e) The individual receiving the grant is not precluded from receiving other financial aid, awards, or scholarships, provided the total of the grant and such other financial aids, awards or scholarships does not exceed the total educational costs for attendance at an eligible postsecondary institution as certified by an official of the eligible postsecondary institution to be attended by the individual receiving the grant.
 - (f) Grant payments shall correspond to academic terms, semesters, quarters or equivalent time periods at an eligible postsecondary institution; in no instance may the entire amount of a grant for an educational year, as defined in section 33-4306(10), Idaho Code, be paid to or on behalf of such student in advance.
 - (g) The individual has complied with such rules as may be necessary for the administration of this act.
- (3) The grant for category B students is as follows:
- (a) The grant payment to an individual per educational year for attendance on a full-time basis is not in excess of an amount determined annually by the state board of education and the board of regents of the university of Idaho and not to exceed one thousand two hundred dollars (\$1,200) per year including the required match.
 - (b) The total grant payments over a period of four (4) years to an individual may not exceed two (2) annual grants.
 - (c) The individual receiving such a grant signs an affidavit stating that the grant will be used for educational costs only.
 - (d) The grant is awarded on the basis of a high school record of a 3.0 grade point average or an ACT composite score of 20 or better and other criteria as may be established by the state board of education and the board of regents of the university of Idaho.
 - (e) The individual receiving the grant is not precluded from receiving

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

other financial aid, awards or scholarships except that category A student award recipients are not eligible for category B awards.

(f) Grant payments shall correspond to academic terms, semesters, quarters or equivalent time periods at an eligible postsecondary institution; in no instance may the entire amount of a grant for an educational year, as defined in section 33-4306(8), Idaho Code, be paid to or on behalf of such student in advance. The first grant payments pursuant to this section for category B students shall be made in the fall of 2001 or in the first fall academic term following an appropriation and when moneys are available to implement the category B scholarship program, whichever date is later.

(g) The individual has complied with such rules as may be necessary for the administration of this chapter.

(h) All eligible postsecondary institutions will report annually to the state board of education and the board of regents of the university of Idaho the number of students for each term receiving a grant award and the number of awards that were matched by the institution.

33-4308. MAXIMUM NUMBER OF GRANTS.

- (1) The total number of grants to eligible category A students shall not exceed one hundred (100) per year, nor a cumulative total number of grants of four hundred (400) outstanding at any given time
- (2) The total number of grants to category B students will be determined annually by the state board of education and the board of regents of the university of Idaho based on the number of eligible students, the individual award amount and the availability of funds.

**INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD**

SUBJECT

Feasibility of a statewide Student Health Insurance Plan for Idaho colleges and universities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III. P. 6.

BACKGROUND

At the October 2004, meeting of the State Board of Education, a representative of the Associated Students of Lewis-Clark State College requested the State Board of Education consider a statewide student health insurance plan for the four-year postsecondary institutions governed by the Board.

DISCUSSION

The State Board of Education implemented a policy which became effective in July 2003, mandating that full fee-paying students be covered by health insurance, and requiring institutions to provide the opportunity for students to purchase health insurance. Institutions are encouraged to work together to provide the most cost effective coverage possible.

Currently, each of the four-year institutions and Eastern Idaho Technical College (BSU, ISU, UI, LCSC, and EITC) contract separately for their student health insurance plans. Each institution has a different approach to their student health insurance plan, resulting from the different needs and demographics of the student populations served, the variety of health and wellness services offered both on-campus and off-campus, and the methods they use to deliver health and wellness services to students.

Private educational institutions in Idaho and the two public community colleges are not required to adhere to this policy.

The Idaho State Board of Education requested that staff work with Idaho institutions to determine whether a statewide consortium for purchasing student health insurance coverage for Idaho college students was feasible and if cost and/or benefit enhancements could be obtained. A Student Insurance Study Group (SISG) was convened, and included student leaders and administrative, financial, student affairs, and college health leaders from Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College. Representatives from North Idaho College and Eastern Idaho Technical College joined the group as participants in the SISG. The SISG was also supported by external consultants.

**INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD - continued**

The final report of the Student Insurance Study Group is attached.

IMPACT

The SISG found that discussion of student health insurance programs is inextricably linked to the operation and/or funding of student health services, counseling centers, and health education and wellness programs on many of the campuses.

One of the challenges in developing a “one-size-fits-all” statewide Student Health Insurance Plan (SHIP) consortium is the variability of the scope and funding of on-campus primary care services, with which the SHIP plan coordinates supplemental coverage. Whether the campus health service refers all primary care to the community, provides and bills for those services, or provides them as part of their prepaid health fee (with minimal insurance billing) will have a significant impact on the SHIP claims expense. Smaller schools with more limited health services will likely see increases in both claims and premiums.

The State Board of Education’s Policy (adopted in 2002) for requiring health insurance as a condition of enrollment for full-time students is an integral part of each campus’ student health program and has significantly reduced indigent care expenditures in communities where student health insurance was not previously required. Concerns were expressed for the adequacy of existing insurance requirements, particularly for certain groups such as international students. From an overall perspective, there was a consensus among the SISG members that the current SBOE policy has been beneficial to the State and local providers; however, the group recognizes that this policy increased the workload and cost to the administrative infrastructure at the institutions. There has not been a consensus among student bodies that the SBOE policy is both appropriate and necessary.

The SISG could not confirm that having a larger group would result in lower costs and greater benefits for any of the programs, including the plan at LCSC. It is likely that a required consortium purchasing arrangement would significantly increase costs for students at the University of Idaho because of potential loss of their present managed care network, component self-funding arrangement, and direct contracting for claims administration. Eastern Idaho Technical College students could expect to see a significant jump in their student health insurance cost. It is estimated that required participation in a statewide plan would result in student insurance fees close to the current cost for tuition and fees at EITC. This could have dramatic negative effects on the students as well as the institution.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES OF THE STATE BOARD - continued**

STAFF COMMENTS AND RECOMMENDATIONS

Staff does not believe that a standardized student health insurance consortium purchasing arrangement should be implemented for all of the Idaho public higher education institutions directly overseen by the State Board of Education.

A request for information (RFI) process might be considered, under the auspices of the State Board of Education, to determine if a reinsurance arrangement relating to catastrophic coverage could be provided on a more cost-effective basis than individual school purchasing arrangements, as currently in place.

Staff recommends that continued collaboration occur between institutions in an effort to determine if activities such as joint purchasing arrangements and sharing of resources is feasible.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

**Student Health Insurance
Consortiums for Idaho Public Universities**

***Major Findings and Recommendations of the
Student Insurance Study Group (SISG)***

November 16, 2005

Student Health Insurance Consortiums for Idaho Public Universities

*Major Findings and Recommendations of the
Student Insurance Study Group (SISG)*

November 16, 2005

TABLE OF CONTENTS

<u>Section</u>	<u>Page(s)</u>
Background.....	7
Major Findings.....	7-10
Recommendations.....	10-11
Conclusion	11

Additional Information – Exhibits

- A. Student Health Insurance Consortiums Reviewed by SISG
- B. ACHA Standards for Student Health Insurance/Benefit Programs
- C. Student Insurance Study Group Participant List
- D. List of links to student health and insurance information at Idaho colleges and universities.

Background

In May of 2005, Mr. Jeff Shinn, Chief Fiscal Officer, and Ms. Dana Kelly, Manager for Student Affairs Programs for the Idaho State Board of Education, convened a Student Insurance Study Group (SISG) to respond to an inquiry from the State Board of Education as to whether a statewide consortium for purchasing student health insurance coverage for Idaho college students was feasible and if cost and/or benefit enhancements could be obtained. The study group included student leaders and administrative, financial, student affairs, and college health leaders from Idaho State University, Boise State University, Lewis-Clark State College (LCSC), and the University of Idaho. Representatives from North Idaho College and Eastern Idaho Technical College joined the group as participants in the SISG. The SISG was also supported by external consultants (refer to concluding comments).

Throughout the summer, several telephone conference calls were convened and background information and documents were exchanged pertaining to the operation of student health program components at each campus:

- student health centers,
- counseling centers,
- health education and wellness programs, and
- student health insurance/benefit programs.

Student health insurance consortium were examined among public colleges and universities in Arizona, Oregon, California, Iowa, Montana, Minnesota, North Carolina, Pennsylvania, Massachusetts, and Texas (web site URLs are included in Exhibit A for these programs).

On Thursday, September 15, 2005, a meeting was convened at the State Board of Education's offices in Boise to summarize findings and produce the final points of agreement and recommendations contained in this document. Student and professional staff representatives from all of the institutions noted above were in attendance at this meeting.

Major Findings

1. SBOE Policy Requiring Health Insurance

The State Board of Education's Policy (adopted in 2002) for requiring health insurance as a condition of enrollment for full-time students is an integral part of each campus's student health program and has significantly reduced indigent care expenditures in locations where health insurance previously was not required. Concerns were expressed for the adequacy of existing insurance requirements, particularly for certain groups such as international students. From an overall perspective, there was a consensus among the SISG members that the current SBOE policy has been beneficial to the State and local providers; however the group recognizes that this policy increased the workload and cost to the administrative infrastructure at the institutions. There has not been a consensus among student bodies that the SBOE policy is both appropriate and necessary.

2. Scope of Inquiry

The SISG found that discussion of student health insurance programs is inextricably linked to the operation and/or funding of student health services, counseling centers, and health education and wellness programs on many of the campuses. Accordingly, several of the findings and recommendations relate to overall student health programs at each campus.

3. National Picture for Student Insurance Consortium Purchasing Arrangements

Student health insurance consortium purchasing arrangements were reviewed at the Arizona University System, the Oregon State Colleges, the California State University System, the University of Kansas, the Minnesota State Colleges and Universities System, the Pennsylvania State University System, the University of Iowa, the University of Texas System, and the collective purchasing arrangement for the University of Montana and Montana State University systems (refer to Exhibit A for web site URLs for each system). The following findings are noteworthy regarding the review of these student insurance consortium purchasing arrangements:

- When colleges or universities have institutional requirements for health insurance, consortium purchasing arrangements are rarely used. With the exception of the consortium purchasing arrangement for Montana, the consortiums reviewed in Exhibit A are operated at institutions that do not require health insurance as a condition of enrollment for US citizens.
- In addition to the consortiums reviewed above, there are also purchasing arrangements in the states of North Carolina, South Carolina, Florida, and Wisconsin. Generally, it appears that large student health programs (i.e., programs that cover more than 1,000 students) can better obtain cost efficiencies from operational/administrative centralization rather than from the consolidation of their already large student enrollment risk pools.

One of the challenges in developing a “one-size-fits-all” statewide Student Health Insurance Plan (SHIP) consortium is the variability of the scope and funding of on-campus primary care services, with which the SHIP plan coordinates supplemental coverage. Whether the campus health services refers all primary care to the community, provides and bills for those services, or provides them as part of their prepaid health fee (with minimal insurance billing) will have a significant impact on the SHIP claims expense. Smaller schools with more limited health services will likely see increases in both claims and premiums.

4. Feasibility and Advisability for Idaho Insurance Consortium Purchasing

The SISG could not confirm that having a larger group would result in lower costs and greater benefits for any of the programs, including the plan at LCSC. It is likely that a required consortium purchasing arrangement would significantly increase costs for students at the University of Idaho because savings may be jeopardized because of potential loss of their present managed care network, component self-funding arrangement, and direct contracting for claims administration. Eastern Idaho Technical College students could expect to see a significant jump in their student health insurance cost. It is estimated that required participation in a statewide plan would result in student insurance fees close to the current cost for tuition and fees at EITC. This could have dramatic negative effects on the students as well as the institution.

The SISG could envision arrangements whereby certain institutions work collaboratively to provide health insurance programs. For example, the University of Idaho or Boise State University could

extend its contracting arrangements and capabilities to support programs at Lewis-Clark State College and North Idaho College.

Another opportunity for consortium purchasing may exist for providing catastrophic coverage for all of the institutions. A reinsurance program with a \$20,000, \$50,000, or \$100,000 deductible (with a lifetime maximum benefit of \$1,000,000 or more) may be advantageous when purchased for all of the institutions. This arrangement is feasible because the morbidity associated with catastrophic claims does not change appreciably between institutions because of geographic area or covered student/dependent demographics. The catastrophic reinsurance arrangement would also allow each institution to maintain maximum flexibility in regard to program mission, provider/vendor contracting, and funding methods. As the student health insurance programs advance into partial self-funding arrangements, there may also be joint purchasing opportunities for claims administration services, stop-loss coverage, consulting/actuarial services, medical evacuation/repatriation coverage, and other plan support functions.

Effective for 2005-06, the institutions are jointly participating in the National College Health Assessment survey sponsored by the American College Health Association. Future opportunities may exist for collective research efforts and/or joint health education and wellness programming.

5. Student Health Center Funding Arrangements

Different approaches are being taken in regard to health service funding among the institutions. In some environments, institutional and student leadership have advocated for using health fees to pre-pay services based on determinations relating to both need and fiscal efficiency. On other campuses, the health service participates as a participating provider with Blue Cross, Blue Shield, and other major insurers. The health fees are charged for health education and wellness services, mental health care services, and other benefits that do not replicate the personal health insurance for many students.

The SISG recognizes that a trend for high deductible plans and other changes among private health insurance programs means that the effective operation of college health programs may be difficult to predict and is likely to be unique among various campus environments.

6. Cost Effectiveness of Student Insurance Programs

The ability to provide highly effective student health insurance programs, relative to benefits and costs, often hinges on effective management strategies. Some of these strategies are noted as follows, but readers should be cautioned that one or more of these points can be highly dependent upon local environmental conditions:

- Direct contracting with health care providers to achieve the highest possible savings for fee schedules and reduce provider network access costs.
- Direct contracting for claims administration (i.e., unbundling the insurance company services) and providing certain services in-house (e.g., program marketing and program communication material development and distribution).
- Use of independent consultants rather than agents (compensated on a commission basis).
- Self-funding highly predictable components of the risk (e.g., on-campus health care services).

7. ACHA Insurance Standards

The American College Health Association's Standards for Student Health Insurance/Benefit Programs are included in this report in Exhibit B. The ACHA standards provide substantive guidance for plan management and scope of program coverage.

Recommendations

1. Consortium Purchasing

- A student health insurance consortium purchasing arrangement should not be implemented for the entirety of the programs for all Idaho public colleges and universities.
- A request for information (RFI) process should be initiated under the auspices of the State Board of Education to determine if a reinsurance arrangement can be implemented that would allow catastrophic coverage to be provided on a much more cost effective basis than individual school purchasing arrangements.
- Continued collaboration should occur between institutions to conduct joint purchasing arrangements and sharing of resources.

2. Expertise

The institutions should make arrangements for access for expert consultant resources (some institutions may wish to share these resources as suggested under Recommendation 1). The institutions should also routinely review their programs with the State of Idaho's Division of Insurance. Request for proposal (RFP) processes should include a change of condition provision that assures the insurance carrier indemnify the risk and accept liability for compliance with all applicable state and federal laws, regardless of whether the plan mandate applies to the institution or the insurance carrier. Two important additional matters should be considered under this recommendation:

- The institutions should work collaboratively and include the State of Idaho's Division of Insurance, legal counsel, and possibly consultants to assure legal compliance for student health insurance plans.
- The institutions should consider ACHA standards when evaluating respective student health insurance programs.

3. Insurance Requirement

Insurance requirements should be reviewed and possibly refined to enhance, whenever possible, commonality between the programs. Major concerns exist at the national level for the viability of loose waiver enrollment. Some institutions may wish to consider the phased-in adoption of restrictive waiver enrollment systems for US citizens and/or strengthened enrollment systems for international students.

4. **Health Center and Counseling Center Funding and Operating Arrangements**

The scope of services and operating arrangements for health centers and counseling centers among the institutions should continue to be determined at the local level, with encouraged continued consultation with student leaders. Different approaches for program mission and funding methods should be expected based on local resources and unique needs for the student population. The institutions should work collaboratively whenever possible to provide coordinated services and share resources. As part of this strategic positioning, two key considerations for increasing cost efficiencies include:

- On campus health services can provide primary care services at lower cost than community providers (Blue Cross/Blue Shield of Minnesota conducted a study showing a 20-30% reduction in costs when utilizing the on-campus health services, SHIP carriers always direct student enrollees to the campus health services first to hold down costs).
- A pre-paid health fee is a more cost effective funding mechanism than a fee-for-service model (reduces administrative costs of billing, claims processing, and student account management; eliminates bad debt expense and write-offs, provides a stable funding base, and removes financial barriers to primary care service access for students).

Conclusion

The SISG appreciated the opportunity to evaluate consortium purchasing opportunities and consider similarities and difference among the student health programs at Idaho public colleges and universities. The exchange of information and better understanding of the regulatory environment will greatly assist each institution in moving forward with the most effective programs possible.

The SISG wish to acknowledge the contributions of the University of Idaho's consulting firm, Stephen L. Beckley & Associates (www.slba.com), in providing assistance throughout the study process. Jim Mitchell, Director of Swingle Student Health Service at Montana State University, also provided consultative assistance. Both Mr. Mitchell and Mr. Beckley actively participate in the American College health Association (www.acha.org), and assisted in crafting the ACHA's standards for student health insurance. The SISG benefited greatly from the participation of two professional staff from the Idaho Department of Insurance: Joan Krosch, Health Care Policy/Program Specialist, and Donna Daniel, Policy Rates and Forms.

Student Insurance Consortiums

Arizona: Arizona Board of Regents

<http://www.asu.edu/health/insurance.html>

Oregon: Oregon State Colleges

<pending reply from Brian Corcoran>

California: Associated Students—California State University System

<https://www.csuhealthlink.com/ssi/default.aspx>

Iowa – University of Iowa Program (centrally administered)

<http://www.uni.edu/health/insurance.html>

Kansas – Statewide Student Insurance Consortium

<http://www.asu.edu/health/insurance.html>

Minnesota – MNSCU – Minnesota State Colleges and Universities

http://www.studentinsurance.net/Public/ClientBrochures/2004_1769_1.pdf

North Carolina – Consortium Developing for 2006-07

http://www.studentinsurance.net/Public/ClientBrochures/2004_123_1.pdf

Pennsylvania – Universities of the Pennsylvania State System of Higher Education

<http://www.clarion.edu/healthcenter/>

(click on “Other Info” and pull-down link for “Insurance/Manage Care”)

Massachusetts – State colleges no longer purchasing as a consortium.

Texas -- The University of Texas System –

http://www.studentinsurance.net/Public/ClientBrochures/2004_658_1.pdf

JULY 2000

ACHA Guidelines

Standards for Student Health Insurance/Benefits Programs

The American College Health Association has instituted these standards to guide colleges and universities in the establishment of an appropriate, credible student health insurance/benefits program.

Standard I.

As a condition of enrollment, the college or university requires students to provide evidence that they have health insurance coverage.

Standard II.

The college or university recognizes that students rely upon its student health insurance/benefit program for their primary source of health insurance protection.

An appropriate scope of coverage is provided, including, but not limited to: (a) appropriate coverage for preventive health services; (b) coverage for catastrophic illness or injury; (c) appropriate coverage for mental health care; (d) minimization of pre-existing condition exclusions/waiting periods; and (e) coverage for dependents of covered students including children, spouses, and domestic partners.

The program encourages utilization of campus health and counseling services, where doing so provides cost effective and high quality care for students.

Standard III.

The college or university acknowledges it has a fiduciary responsibility to manage student health insurance/benefits programs in the best interests of students covered by the programs.

Standard IV.

The student health insurance/benefits program is

annually reviewed to assure it is in full compliance with all applicable federal and state statutes and regulations.

Standard V.

Student consumers and health service staff are involved with the selection, monitoring, and evaluation of the student health insurance/benefits program.

Standard VI.

The student health insurance/benefits program is reviewed annually to ensure the program: (a) meets the needs of covered individuals; (b) provides desired benefits at the least possible cost; and (c) returns as much of the premium or fund contributions as possible to covered individuals in the form of benefits.

Standard VII.

Commercial insurance carriers, agents, brokers, and all others providing services to the student health insurance/benefits program are required to provide a full description of estimated claims, reserve estimates, administrative expenses, and all other fees. The student health insurance/benefits program is audited periodically and the results are provided to appropriate university or college officials and student consumers. Each year, a summary financial report for the program is published and made available to student consumers and campus officials responsible for management of the student insurance/benefits program.

Standard VIII.


The selection of vendors for the student health insurance/benefits program adheres to institutional and/or applicable governmental requirements relative to competitive vendor selection processes.

Standard IX.

Agents, brokers, consultants, and program managers do not have relationships that could be construed to be a real or potential conflict of interest. Agreements with consultants or brokers are fully disclosed and clearly define the services to be performed and the compensation to be received.

Standard X.

The student health insurance/benefit program is available to all eligible students regardless of age; gender identity, including transgender; marital status; psychological/physical/learning disability; race/ethnicity; religious, spiritual or cultural identity; sex; sexual orientation; socioeconomic status; veteran status.

 American College Health Association
P.O. Box 28937
Baltimore, MD 21240-8937
(410) 859-1500
(410) 859-1510 fax
www.acha.org

Name	Title	Institution
Ferd Schlapper	Director Health, Wellness and Counseling	Boise State University
Jo Ellen Dinucci	Asst VP of Finance and Admin	Boise State University
Doug Covey	Dean of Student Affairs	Idaho State University
Dr. Jean Bokelman	Medical Director	Idaho State University
Kim Robertson	Clinic Manager	Idaho State University
Crystal Ross	Student Health Insurance Rep.	Idaho State University
Matt Hobson	ASB President	Idaho State University
Dr. Hal Godwin	Director Student Benefits/Hlth/WIns	University of Idaho
Luke Rosen	Student	University of Idaho
Laura Hubbard	Former Asst VP for Admin	University of Idaho
Mary Browne	Controller's Office	Lewis-Clark State College
Gloria Haegelin	Nurse	Lewis-Clark State College
Shana Slye-Delson	Office Specialist	Lewis-Clark State College
Laurie Racich	ASB President	Lewis-Clark State College
Ernie Williams	Director of Student Life	Lewis-Clark State College
Steve Albiston	Dean of Students	Eastern Idaho Technical College
Linda Michal	Health Services Director	North Idaho College
Dana Kelly	Student Affairs Program Manager	Office of the State Board of Education
Jeff Shinn	Chief Fiscal Officer	Office of the State Board of Education
Marilyn Davis	Chief Academic Officer	Office of the State Board of Education

Advisors / Consultants

Name	Title	Firm	Membership Information
Stephen Beckley	Consultant	Stephen L. Beckley & Associates	American College Health Association (ACHA)
Donna Daniel	Policy Rates and Forms Specialist	State of Idaho Department of Insurance	
Doreen Hodgkins	Consultant	Stephen L. Beckley & Associates	American College Health Association (ACHA)
Joan Krosch	Health Care Policy/Program Specialist	State of Idaho Department of Insurance	
Jim Mitchell	Director of Swingle Student Health Svc.	Montana State University	American College Health Association (ACHA)

Institution	Institution Links for Student Health Information
Boise State University	http://www.boisestate.edu/healthservices/insurance/index.asp
Idaho State University	https://www.academichealthplans.com/isu/ISU_Brochure_2005_2006.pdf
University of Idaho	www.health.uidaho.edu
Lewis-Clark State College	www.lcsc.edu/osl/Health.htm
North Idaho College	http://www.nic.edu/studentssupport/healthservices.htm
Eastern Idaho Technical College	http://www.eitc.edu/pdf/catalog/General%20Regulations.pdf

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection P. Students

July, 2003

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

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

a. Health Insurance Coverage Offered through the Institution

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

b. Mandatory Student Health Insurance

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

(1) Students presenting evidence of health insurance coverage not acquired through the institution shall provide at least the following information:

- (a) Name of health insurance carrier
- (b) Policy number
- (c) Location of an employer, insurance company or agent who can verify coverage

(2) Each institution shall monitor and enforce student compliance with this policy.

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

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Authorization to refinance note payable to U.S. Bank originally secured to fund stadium improvements.

REFERENCE

June 2002 Board approved Refinancing of Stadium Improvement Loan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.1.
33-3804(g), Idaho Code

BACKGROUND

In December of 1995, the expansion of Bronco Stadium, the football and track and field facility at Boise State University, was partially funded via a Stadium Improvement Loan with U.S. Bank in the principle amount of \$5,000,000. The original debt was \$5,000,000 priced at 5.14% with a ten-year term. Monthly payments were calculated using a 20-year maturity. The Note was unconditionally guaranteed by the Bronco Athletic Association.

The note was repriced in 2002 at 4.32% over the remaining term. Payments under the current arrangement are \$32,212.21 per month. The note matures on December 1, 2005.

Boise State University requests the Board's approval to refinance approximately \$3,381,000 in bank qualified tax-exempt debt through U.S. Bank.

DISCUSSION

The University has negotiated terms with U.S. Bank to refinance the outstanding balance of the stadium note debt at _____¹ over _____¹ years with monthly payments of \$_____¹. The payments are calculated using a _____¹ amortization period and leave an outstanding balance at maturity of _____¹. The source of payment for these funds is the athletic operating budget. The cost of the refinance is a document fee to U.S. Bank and is estimated to be no more than \$1,500. There is no loan origination fee charged.

IMPACT

Under current market conditions the impact on the current monthly payment is and _____¹ of \$_____¹.

¹ Exact amounts and information will be available at the meeting.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

**INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued**

STAFF COMMENTS AND RECOMMENDATIONS

This agenda item arrived quite late, and staff will not have reviewed the request. Because the terms of refinancings are not known until the day of the Board meeting, it is unknown what savings, if any, will be realized by the refinancing.

BOARD ACTION

A Motion to approve the refinance of the stadium improvement loan between Boise State University and U.S. Bank at an interest rate of ____%¹, maturity date of ____¹ and monthly payment of \$____¹.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

[Note: Motion must be approved by a roll call vote, by a majority of the members of the Board.]

¹ Exact amounts and information will be available at the meeting.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: F. Bonds and Other Indebtedness

April 2002

F. Bonds and Other Indebtedness

1. General Powers

The University of Idaho, Idaho State University, Lewis-Clark State College, and Boise State University may, by a majority vote of all the members of the Board, borrow money with or without the issuance of bonds pursuant to Chapter 38, Title 33, Idaho Code. The Board must act by formal resolution. Such indebtedness is not an obligation of the state of Idaho but is an obligation solely of the respective institutions and the respective board of trustees. Any indebtedness is to be used to acquire a project, facility, or other asset that may be required by or be convenient for the purposes of the institution. Student fees, rentals, charges for the use of the projected facility, or other revenue may be pledged or otherwise encumbered to pay the indebtedness. Refunding bonds also may be issued.

Eastern Idaho Technical College is not authorized to borrow money under Chapter 38, Title 33, Idaho Code.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 1, 2005**

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho Statutes

**TITLE 33
EDUCATION
CHAPTER 38
STATE INSTITUTIONS OF HIGHER
EDUCATION BOND ACT**

33-3804. POWERS AND DUTIES OF STATE INSTITUTIONS. Every institution shall have power in its proper name as aforesaid:

(g) To borrow money, with or without the issuance of bonds and to provide for the payment of the same and for the rights of the holders of such bonds and/or of any other instrument of such indebtedness, including the power to fix the maximum rate of interest to be paid thereon and to warrant and indemnify the validity and tax exempt character;

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

TAB	DESCRIPTION	ACTION
1	PRESIDENT'S COUNCIL REPORT	Information item
2	IDAHO STATE UNIVERSITY Progress Report	Information item

THIS PAGE INTENTIONALLY LEFT BLANK

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005**

SUBJECT

President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the President's Council.

DISCUSSION

IMPACT

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

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

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
DECEMBER 1, 2005

SUBJECT

Idaho State University Progress Report

BACKGROUND

Periodically, the institutions of higher education in the State of Idaho are requested to provide a progress report to the members of the State Board of Education. It has been about one year since Idaho State University has supplied an overview of its status and accomplishments.

DISCUSSION

Michael Gallagher, Interim President of Idaho State University, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the college.

IMPACT

President Gallagher's presentation will provide the State Board members and others with current status information about Idaho State University.

STAFF COMMENTS AND RECOMMENDATIONS

No staff comments or recommendations are needed at this time.

BOARD ACTION

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

THIS PAGE IS LEFT INTENTIONALLY BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

TAB	DESCRIPTION	ACTION
1	PLATO LEARNING – I-PLAN PRESENTATION	Information Item
2	NEW GRADUATE PROGRAM: PH.D., ELECTRICAL AND COMPUTER ENGINEERING – BSU	Motion to Approve
3	QUARTERLY REPORT: PROGRAM CHANGES APPROVED BY THE EXECUTIVE DIRECTOR	Information Item
4	ANNUAL REPORT OF POSTSECONDARY PROGRAMS	Information Item
5	SECOND READING: BOARD POLICY SECTION III.Y. ACCELERATED LEARNING PROGRAMS	Motion to Approve
6	EPSCOR REAPPOINTMENTS	Motion to Approve
7	IDAHO SCHOOL FOR THE DEAF AND THE BLIND (ISDB) COMMITTEE RECOMMENDATIONS	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

SUBJECT

PLATO Learning: I-PLN Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In June 2004 the Board, using \$5 million of Title VI federal dollars, entered into a two-year contract with PLATO Learning to make PLATO courseware, technical support, and professional development available to every district for grades K-12. The delivery of the curriculum can accommodate each district's technology infrastructure for Local Area Networks, client-hosted Web, or Web delivery. The program is known as the Idaho PLATO Learning Network (I-PLN). The Board took the lead to put powerful, custom resources directly in the hands of students, teachers, and parents with the end goal of improving student performance.

I-PLN is a technology-based program that allows each district in the state to import individual student Rasch Unit (RIT) scores from the Idaho Standards Achievement Tests (ISAT). The program then identifies a personalized learning path that prescribes appropriate curriculum to remediate or advance skills. This program also provides thousands of hours of standards-based educational curriculum for independent study, subject-matter remediation or acceleration, and project-based activities to promote higher order thinking skills.

DISCUSSION

In the first year of implementation the Plato courseware has been made available in almost every district in the state and in a large majority of the schools. Implementation includes technical assistance in determining the best technology for the courseware to be made available for the particular circumstances of each district, the installation of the courseware, and high quality professional development that includes not only how to use I-PLN but also how to make the use of the courseware to have the most impact. Using the terms of the contract, which includes "unlimited" licenses for K-12 education in the state, the implementation has gone far beyond schools located in the districts. I-PLN has been made available to charter schools, 21st Century Community Learning Centers; juvenile detention facilities where classes are provided for residents, accredited schools in Idaho correctional facilities, schools for students with special needs in several locations around the state, and to the colleges of education in institutions of higher education where teachers are prepared for K-12 education.

IMPACT

Universally, users of Plato courseware indicate that the more they use the products the more ways they think of to put them to use. The Idaho implementation has been no exception. Some of the districts who purchased the courseware prior to the state contract have led the way in creative applications,

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

but as other districts gain in experience, they are catching up. Some of the many uses for which Idaho schools are using the courseware include remediation of course work; ISAT remediation for the graduation test; use in before, during, and after school labs; a credit recovery process for struggling students; a core element of an alternate graduation mechanism; enrichment of class work; and acceleration for advanced students.

An initial requirement of the contract was that I-PLN be aligned to Idaho standards. This alignment has supported the courseware in all of its uses associated with ISAT and graduation. However, this alignment is not static. Plato uses another of its products and a core of professional staff to regularly analyze alignment status and make necessary adjustments. The current restructuring of Idaho standards will take full advantage of this alignment capability.

With the changes in high school requirements now being discussed, some are beginning to discuss how the courseware can assist in moving students through the requirements by providing additional support. As more schools move into a second year of “needs improvement” status for AYP, there has been increased interest in making I-PLN a part of the supplemental services required to be provided to students in those schools.

Districts and individual teachers are reporting success with their students, and some districts have been pleased enough with I-PLN that they are purchasing additional PLATO products to enhance their efforts to serve their students.

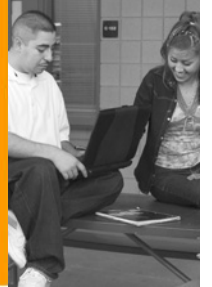
STAFF COMMENTS AND RECOMMENDATIONS

PLATO is being effectively used by the districts and districts are creatively using the courseware to support and enhance student learning.

BOARD ACTION

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

Idaho State Board of Education



Idaho PLATO
Learning Network

Idaho PLATO Learning Network (I-PLN)

Saundra DeKlotz
Federal Programs Manager
Office of the State Board of Education

Dave McMullen
Account Manager

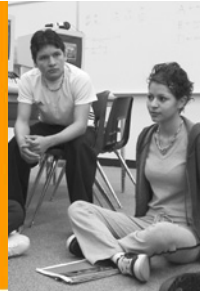
Dave Lanz
Idaho Senior Project Manager



The First Year . . .



I-PLN Mission



- To provide Idaho students in all grades with computer-based curriculum and objective-level mastery assessments designed to help improve ISAT scores and promote student academic growth

2004-05 Progress



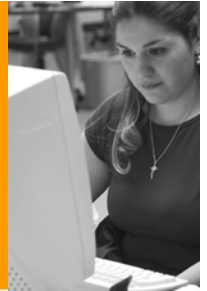
- Over 550 schools set up this year
- At least 126,000 student hours working in I-PLN
- Over 18,000 students have completed work representing nearly 10% of Idaho student pop.
- Over 200 on-site days of professional development delivered last year. Will deliver approximately 170 this year.
- Flexibility for School Districts
 - Web-based
 - LAN-based
 - Client hosted

Reaching “Out of the Box”

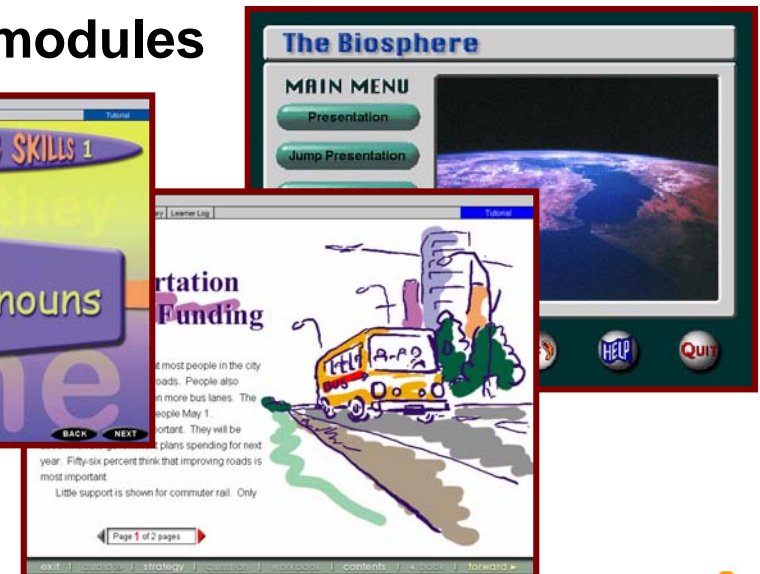
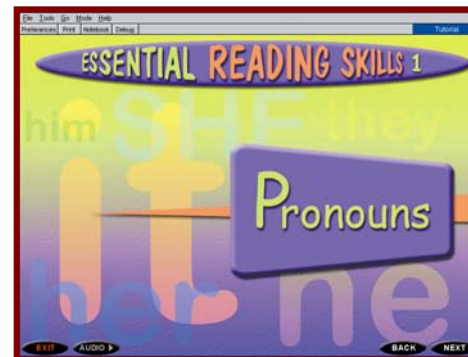


- 9 Prison educational facilities
- 26 Charter Schools
- NW Children’s Home facilities
- Idaho Youth Ranch facilities
- Colleges of Education
- 21st Century Learning Centers
- COSSA (Canyon-Owyhee School Service Org.)
- Idaho School for the Deaf and the Blind
- Juvenile Detention Centers

Implementation Enhancements



- I-PLN Web Page: www.plato.com/i-pln.asp
- I-PLN Training Kit: course syllabi, CDs, handbooks, etc.
- College Credit Offerings: Graduate or Undergraduate
- On-line training WebCasts and modules
- Data import tools
- I-PLN Newsletter

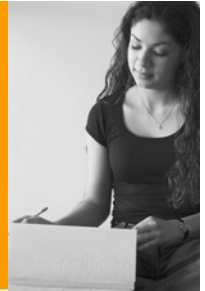


Teacher Feedback



- “It’s just too valuable to schools and their students . . . Teachers love it.” --Meridian SD
- “I know that they are learning because I see them using the skills being taught in other classes.” –Mountain Home SD
- “I-PLN is not only an ISAT remediation tool; it is also a proactive skill enhancer” --Moscow SD

Meeting Special Needs



- Middleton SD reports successful utilization of I-PLN, “with LEP, Title 1, Special-Education . . . remediation, acceleration . . .credit recovery and ISAT intervention.”
- Council SD superintendent reports 60% decrease in the number of students in need of summer school remediation. (2003-04 to 2004-05 school years)

Meeting Special Needs



- Jerome SD reported impressive ISAT gains in a group of approximately 100 at-risk students—9-22 points!
- “My special education students . . . saw a large growth in their (ISAT) scores . . 7 to 22 points growth.” --Mountain Home SD
- “We did have one Special Ed student that jumped 37 points.” --Butte County SD

High School Graduation



- “I have no doubt that several students would not have graduated last year if it were not for PLATO . . . The program has really helped!” --Superintendent Nelson, Valley SD
- Post Falls SD used I-PLN to help “a class of 30 students that were not going to graduate based on not passing the math ISAT.”

Remediation & Intervention



- Soda Springs SD resource room teacher says, “it is a very useful tool to provide individualization needed for students . . . One student raised his **math** ISAT score by 25 points.”
- “We have found I-PLN to be an important part of our **reading** program . . . focusing instruction on specific areas for individual students.” --Arbon SD

Acceleration



- “Parents of advanced students were the first to eagerly request access to IPLN from home. So far it seems to be an effective way to meet the needs of this group of students.”
 - Camille Woods, Idaho Falls School District

Limited English Proficiency



- “We had 100 percent of our ESL population in one of our middle schools using PLATO on a daily basis.”
 - Doris Matthews, Nampa SD

Systemic Change



- “Our focus this year is *Differentiation*, so PLATO fits in very well.” --Madison SD
- “We look forward to using the program more next year and seeing the ISAT results we know it can offer.” --Meridian SD
- “This is great!” --Highland SD

Systemic Change

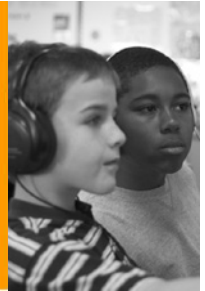


- “We have built our alternative graduation mechanism around IPLN and have also purchased additional curriculum (Science and Social Studies) for credit recovery courses. We also plan to use IPLN for home bound students.” --Camille Woods, Idaho Falls School District

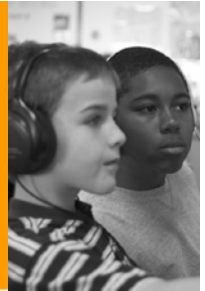
Data Driven



- How will we identify issues and adapt to increase effectiveness?
 - Feedback
 - PLATO Research Project
 - Independent Research



- ***“I use the PLATO I-PLN software to demonstrate concepts on the Smart Board, or for small and large-group work. It’s Awesome! Every student’s engaged!”***
- ***Suzanne Pace, Jefferson County Joint SD 251***



- ***“They (the students) enjoy it and are fully motivated and engaged.”***

- ***Andree Scown, Superintendent Pleasant
Valley School District #364***

Idaho State Board of Education



Idaho PLATO
Learning Network



PLATO[®] 
LEARNING

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005

SUBJECT

New Graduate Program: Ph.D., Electrical and Computer Engineering – BSU

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

In accordance with Board policy III.G.4.(a) (1), Board approval is required prior to implementation of any new academic program, instructional unit, minor, option, or emphasis with a financial impact of \$250,000 or more per year. In accordance with Board Policy III.G.4, (a) (2), the Executive Director is authorized to approve, prior to implementation, any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year.

DISCUSSION

Boise State University seeks to establish a Doctor of Philosophy degree program in Electrical and Computer Engineering (ECE). Creation of this program will provide students and industry access to a research intensive academic program. Micron Technology Foundation has awarded BSU a \$320,000 phase I grant to be used to provide attractive and competitive start up funding packages for two new faculty positions, and for a vacancy in the department. With the award, the Micron Technology Foundation invited a phase II proposal that would facilitate the rapid implementation of the program.

The Notice of Intent for the Ph.D. program received recommendation for approval from the Council on Academic Affairs and Programs (CAAP) committee and the Deans of Engineering from UI and ISU. Collaborations between faculty members at the three institutions will be encouraged. The program compliments their efforts and adds to the state's ability to meet a pressing need.

The program of study for ECE will require at least 72 credits beyond the Bachelor's degree or 48 credits beyond a Master's degree, and the program will adhere to all policies and procedures of the Graduate College.

The regional economy of the Treasure Valley area is heavily based on the microelectronics industry. The future growth and prosperity of the Treasure Valley and Idaho Economy are dependent on the continued success of established businesses, the ability to attract other major companies to relocate to the region, and the ability to foster and support an entrepreneurial business environment. The establishment of a doctorate program in ECE is in direct support of student interest, the regional community, and has been included as a specific goal in the Boise State University 2000-2005 Strategic Plan.

Engineers play an important role in teaching, researching, developing, and transferring technology. The number of jobs requiring engineering skills is

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

growing at five times the rate of the rest of the labor force (Science and Engineering Indicators, National Science Board, 2004), up from three times the rate before September 11, 2001 (Bureau of Labor Statistics). Electrical and Electronic Engineers rank among the top 20 occupations projected to grow the fastest during the 1998-2008 time period. The percent change is estimated at 26% from 357,000 employed in 1998 to 449,600 in 2008 (America's Career Infonet, September 2000). Fortunately, student interest in pursuing engineering degrees is also increasing. The National Science Foundation reports an increase from 2002-2003 in graduate engineering enrollment of 6.4%.

Based upon the growth in both the technology and the human resource infrastructure that is developing in the Treasure Valley, it is expected that the Ph.D. program will reach a maximum yearly enrollment of 50 students by year five, dependent on availability of funding. This program is not expected to shift enrollment from existing programs within the institution.

The University of Idaho offers a Ph.D. in Electrical Engineering and Idaho State University offers an interdisciplinary Ph.D. in Engineering and Applied Science. The ISU doctorate has two special emphasis areas in nuclear science and engineering applications, and in subsurface science. The ISU program allows for a research area of interest in electrical engineering but does not in computer engineering. The UI offers bachelors and master's programs in computer engineering but does not offer a computer engineering degree at the doctoral level.

In the region of Southwest Idaho, limited access through the UI Engineering Outreach program is available, however, there are no electrical engineering faculty at the UI Boise Center, and therefore all courses and laboratories must be delivered through distance learning mechanisms. A Ph.D. program in ECE typically requires extensive laboratory experience and frequent interaction between the student, advisor, and other mentors.

Doctorate degrees in Electrical Engineering or Computer Engineering are offered at a number of institutions in the Pacific Northwest. Washington State University and Oregon State University are the only two institutions in this region to offer a Doctorate degree in Electrical and Computer Engineering.

An evaluation report has been provided by an objective and independent External Evaluation Committee sanctioned by the Idaho State Board of Education. This committee evaluated a number of factors that are crucial to the success of the proposed program, and unanimously agreed that BSU is well positioned to move to the doctoral level. The committee provided a number of excellent observations that will be incorporated into the program as it develops.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005

Boise State University received letters of support from students and from the following companies (agencies):

- Idaho Commerce and Labor
- Boise Valley Economic Partnership
- Idaho National Laboratory
- Hewlett-Packard Company
- TenXSys
- ProClarity Corporation
- CH2MHill
- Washington Group International

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

Fiscal Impact

Estimated Fiscal Impact	FY <u>06</u>	FY <u>07</u>	FY <u>08</u>	Total
A. Expenditures				
1. Personnel	\$240,753	\$709,789	\$1,065,577	\$2,016,119
2. Operating	\$160,000	\$230,000	\$210,000	\$600,000
3. Capital Outlay		\$1,035,000	\$38,500	\$1,073,500
4. Facilities	\$500,000	\$500,000		\$1,000,000
TOTAL:	\$900,753	\$2,474,789	\$1,314,077	\$4,689,619
B. Source of Funds				
1. Appropriated-reallocation	\$500,000	\$1,500,000		\$2,000,000
2. Appropriated – New				
3. Federal				
4. Other: Micron Technology and others	\$400,753	\$974,789	\$1,314,077	\$2,689,619
TOTAL:	\$900,753	\$2,474,789	\$1,314,077	\$4,689,619
B. Nature of Funds				
1. Recurring *	\$340,753	\$844,789	\$1,214,077	\$2,399,619
2. Non-recurring **	\$560,000	\$1,630,000	\$100,000	\$2,290,000
TOTAL:	\$900,753	\$2,474,789	\$1,314,077	\$4,689,619

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

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

- Non-recurring funds include the following:
 - FY06 - \$ 500,000 renovation
 - FY06 - \$ 60,000 recruiting expenses
 - FY07 - \$ 500,000 renovation
 - FY07 - \$1,000,000 equipment
 - FY07 - \$ 100,000 new faculty start up
 - FY07 - \$ 30,000 recruiting expenses
 - FY08 - \$ 100,000 new faculty start up

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

STAFF COMMENTS AND RECOMMENDATIONS

BSU's request to offer a Ph.D. program in Electrical and Computer Engineering is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Southwest Region. Board staff and CAAP recommend approval as presented.

BOARD ACTION

A motion to approve Boise State University's request to offer a Ph.D. in Electrical and Computer Engineering.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2002

4. Program Approval Policy

Program approval will take into consideration statewide and institutional objectives.

- a. New instructional programs, instructional units, majors, minors, options, and emphases require approval prior to implementation;
 - (1) Board Approval – Board approval prior to implementation is required for any new:
 - (a) professional-technical program,
 - (b) academic program leading to a master's, specialist or doctoral degree,
 - (c) major,
 - (d) academic program, instructional unit, minor, option, or emphasis with a financial impact* of \$250,000 or more per year
 - (2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic program, instructional unit, minor, option, or emphasis with a financial impact of less than \$250,000 per year
- b. Existing instructional programs, majors, minors, options, emphases and instructional units.
 - (1) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases, or instructional units with a financial impact of \$250,000 or more per year require Board approval prior to implementation.
 - (2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.
- c. Routine Changes

Non-substantive name or title changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005

5. Approval Procedures

a. Board Approval Procedures

- (1) Subsequent to institutional review and consistent with institutional policies, all requests requiring Board approval will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board.
- (2) The Chief Academic Officer shall forward the request to the CAAP for its review and recommendation. Professional-technical requests will be forwarded to the Idaho Division of Professional-Technical Education for review and recommendation prior to CAAP review and action. If the CAAP recommends approval, the proposal shall be forwarded to the Board for action. Requests that require new state appropriations will be included in the annual budget request of the institution and the State Board of Education.
- (3) CAAP may, at its discretion, request a full proposal for any request requiring a notice of intent. A request for a new graduate program requires a full proposal. Full proposals should be forwarded to CAAP members at least two (2) weeks prior to the CAAP meeting.
- (4) As a part of the full proposal process, all doctoral program request(s) will require an external peer review. The external peer-review panel will consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Chief Academic Officer. The review will consist of a paper and on-site review followed by the issuance of a report and recommendations by the peer-review panel. Considerable weight on the approval process will be placed upon the peer reviewer's report and recommendations.

b. Office of the State Board of Education Approval Procedures

- (1) All requests requiring approval by the Executive Director will be submitted by the institution as a notice of intent in a manner prescribed by the Chief Academic Officer of the Board. At his discretion, the Chief Academic Officer shall forward the request to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the Division of Professional-Technical Education for review and recommendation prior to CAAP review and action.
- (2) If the CAAP recommends approval of the request(s), the notice of intent will be submitted to the Executive Director for consideration and action. The Executive Director shall act on any request within thirty (30) days of receipt of the CAAP recommendation.
- (3) If the Executive Director denies the request he or she shall provide specific reasons in writing. The institution has thirty (30) days in which to address the

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to reconsider the denial. If the Executive Director decides to deny the request after re-consideration, the institution may send its request and the documents related to the denial to the president of the Board for final reconsideration.

(4) Distance Learning Delivery and Residence Centers

All academic programs delivered to sites outside of the service area defined by the institution's role and mission statement shall be submitted to the Executive Director using a notice of intent.

RECEIVED

OCT 11 2005

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

FULL PROPOSAL

to initiate a

**NEW, EXPANDED, COOPERATIVE, DISCONTINUED, PROGRAM COMPONENT OR OFF-CAMPUS INSTRUCTIONAL
PROGRAM OR ADMINISTRATIVE/RESEARCH UNIT**

Submitted by:

Boise State University

Institution Submitting Proposal

College of Engineering

Electrical and Computer Engineering

Name of College, School, or Division

Name of Department(s) or Area(s)

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program Leading to:

**Doctor of Philosophy in Electrical and
Computer Engineering 14.1001**

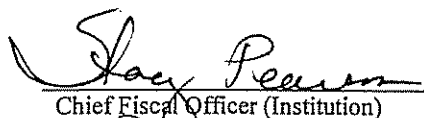
Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component


Spring 2006

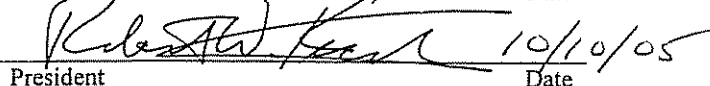
Proposed Starting Date

This proposal has been approved by:

 10/10/05
Chief Fiscal Officer (Institution) Date

SBOE/OSBE Approval Date

 10/10/05
Chief Academic Officer (Institution) Date

 10/10/05
President Date

EXECUTIVE SUMMARY

PROGRAM DESCRIPTION: The College of Engineering at Boise State University seeks to establish a Doctor of Philosophy (Ph.D.) degree program in Electrical and Computer Engineering (ECE). Creation of this program will provide students and industry access to a research intensive academic program. The program of study for the Ph.D. in Electrical and Computer Engineering will require at least 72 credits beyond the Bachelor's Degree or 48 credits beyond a Master's Degree, and adhere to all policies and procedures of the Graduate College. Areas of specific emphasis in the curriculum include Circuits and Devices, Signals and Systems, and Computer Engineering. Culminating activities include the development of a dissertation based on the result of original research by the student, and must constitute a significant contribution to electrical and computer engineering knowledge equivalent to multiple peer-reviewed publications.

DEMAND: The regional economy of the Treasure Valley area is heavily based on the microelectronics industry. The future growth and prosperity of the Treasure Valley and Idaho economy are dependent on the continued success of the established businesses, the ability to attract other major companies to relocate to the region, and the ability to foster and support an entrepreneurial business environment. Critical to the success of any institution engaged in technology development is access to an appropriately trained workforce.

Much of the high technology industry in the United States has developed in specific regions. These regions, such as the Silicon Valley in California, the Silicon Forest in Oregon, or the emerging high technology region in the Treasure Valley of Idaho share a number of similar characteristics. Often these regions have developed in direct proximity and in direct support of the largest and most successful high technology companies, such as Intel, Hewlett Packard, Microsoft, Micron and Tektronix. Vendors supplying equipment, services and supplies establish regional offices to support important customers. Technical workers relocate to follow job opportunities. Start-up companies are often launched, either as a spin-off from the larger firms, or as new entrepreneurial business ventures. The local availability of an advanced engineering talent pool, coupled with the need for career development opportunities, requires the co-location of a strong engineering college with high-tech industries. Based upon the growth in both the technology and the human resource infrastructure that is developing in the Treasure Valley, it is expected that the Ph.D. program will reach a maximum yearly enrollment of 50 students.

STRENGTHS: The reputation and impact of the ECE department is based on a number of factors such as the availability of world class laboratories and facilities, but the most critical factor is the strength of its faculty members, and the subsequent quality of the graduating students. The current faculty members come from some of the top ECE programs in the country. The ECE faculty has demonstrated a dedication to both the teaching and research mission of the institution. The ECE department is the largest in the College of Engineering, and is a significant contributor to the success of the college. The college now has approximately 1,500 students, and has been ranked 19th in the nation on the newest *U.S. News & World Report's* list of best engineering colleges among public, comprehensive universities. Recent statistics show that 68% of the engineering graduates from the college obtain employment in Idaho industries, and 17% proceed directly to graduate school.

CURRENT ACCESS: Within the State of Idaho, there has been limited production of engineers trained at the doctorate level in electrical engineering. In the six year period from 1998 – 2003, Idaho universities graduated only 5 Ph.D. students with doctorate degrees in electrical engineering. Despite the high concentration of technology industries in the Treasure Valley region, there is essentially no access to an academic program at the doctorate level. This is considered to be a threat to the continued growth of the high technology industry in the region.

The University of Idaho offers a Ph.D. in Electrical Engineering, and Idaho State University offers an interdisciplinary Ph.D. in Engineering and Applied Science, allowing for research specialization in electrical engineering. In the region of Southwest Idaho, limited access through the University of Idaho Engineering Outreach program is available, however, there are no electrical engineering faculty at the U of I Boise Center, and therefore all courses and laboratories must be delivered through distance learning mechanisms. A Ph.D. program in ECE typically requires extensive laboratory experience and frequent interaction between the student, advisor, and other mentors. This comprehensive environment cannot be replicated in a video outreach program.

The Notice of Intent for the Ph.D. program at Boise State University has been supported by the Provosts and the Deans of Engineering at both the University of Idaho and Idaho State University. Collaborations between faculty members at the three institutions will be encouraged. Examples of collaborations include obtaining full access to the IEEE/IEE Electronic Library, having faculty at Idaho State and the University of Idaho serving on doctoral committees for Boise State students, promoting further collaboration on research projects, development of a mutually supportive recruiting network for graduate engineering students, and creating post-doctoral opportunities for recent Idaho university graduates at sister institutions in the state.

MICRON TECHNOLOGY FOUNDATION SUPPORT: Initial phase I funding has been obtained from the Micron Technology Foundation to support the development of the proposed doctorate program in ECE. The Foundation awarded \$320,000 to the college to be used to provide attractive and competitive startup funding packages for two new faculty positions, and for a vacancy in the department. With this donation, the Micron Technology Foundation requested that Boise State University provide a phase II project proposal that would facilitate rapid implementation of the program.

SBOE EXTERNAL EVALUATION COMMITTEE: An evaluation report has been provided by an objective and independent External Evaluation Committee sanctioned by the Idaho State Board of Education (SBOE). This committee evaluated a number of factors that are crucial to the success of the proposed program, and unanimously agreed that Boise State is well positioned to move to the doctoral level. The committee provided a number of excellent observations that will be incorporated into the program as it develops. The committee also issued a strong recommendation to fully implement this program as stated below:

“The faculty of the department is strong and fully qualified to implement a doctoral level program in Electrical and Computer Engineering. The doctoral program needs to be implemented now.”

1. NATURE OF THE REQUEST

Describe the nature of the request. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than \$150,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

Boise State University requests permission to create a new on-campus graduate program leading to the degree of Doctor of Philosophy in Electrical and Computer Engineering. Creation of this program will provide student and industry access to a research intensive academic program. Establishment of this program has been anticipated in the 2000-2005 Strategic Plan for Boise State University. Micron Technology Foundation has awarded Boise State a \$320,000 phase I grant to; “Initiate the development of a Doctor of Philosophy (Ph.D.) degree program in Electrical and Computer Engineering”. With this award, the Micron Technology Foundation invited a phase II proposal that would facilitate the rapid implementation of this program.

2. QUALITY

This section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standard published by the accrediting agency.

Further, if this new program is doctoral, professional, or research, it must have been reviewed by an external peer-review panel (see page 7, “Guidelines for Program Review and Approval). A copy of their report/recommendations must be attached.

Delivery of educational opportunities of the highest possible quality is of primary importance in all activities at Boise State University. To assure this focus is maintained in the proposed program, there are several critical activities and oversight controls that must be in place to benchmark, and maintain the required level of performance. As an initial assessment, an objective and independent external peer-review was conducted. A copy of the report from this panel, and the Boise State response, is attached as Appendix A.

Program Review: Critical to the success of any program is a process for continuous improvement – a review of program objectives, procedures, and outcomes assessment. The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Specialized Accreditation: The Boise State undergraduate engineering programs in civil, electrical, and mechanical engineering have been accredited since 1999 by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). Engineering disciplines are only accredited by EAC/ABET at one level and this is normally the undergraduate level.

Internal Program Evaluations: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self study (including outcomes assessment) and a comprehensive review and site visit by external evaluators.

Graduate College Oversight: The Graduate College at Boise State University has responsibility for broad institutional oversight over all graduate programs and activities. The Graduate

College works closely with the Graduate Council, a standing committee of the Faculty Senate, which has the authority to evaluate and approve all graduate curricula and policies, and to appoint the graduate faculty.

Program Administration: The administration of the program will be managed by the Electrical and Computer Engineering department, with Dr. John Owens assigned as the Doctoral Program Coordinator. The following information will be included in the catalog description for the new program.

General Information: Boise State University offers a Doctor of Philosophy in Electrical and Computer Engineering through the Department of Electrical and Computer Engineering (ECE). The degree requires the completion of a prescribed course of study in ECE, satisfactory performance on the comprehensive examination and dissertation proposal, and completion of original research that results in a publicly defended dissertation that contributes significantly to ECE knowledge.

Graduate Teaching and Research Assistantships: Graduate assistantships including tuition and fee waivers are funded from three sources: appropriated state funds, endowments, and research grants and contracts. Applicants to the Ph.D. in ECE program who submit all documents required by the admission procedure by January 7 of any given year will be considered for a state appropriated or endowed graduate assistantships to start the following fall semester; notification of successful applicants will be during February and March. Information on graduate assistantships funded by research grants and contracts is available from the Coordinator of the ECE doctoral program.

Doctoral Program Committee: The Doctoral Program Committee in ECE consists of the ECE Doctoral Program Coordinator, the program coordinators for the electrical and computer engineering Master's programs, and the associate chair of the department. The responsibilities of the Doctoral Program Committee include recommendations for admission of prospective graduate students, decisions on transfer credits and required background courses, appointment of Supervisory Committees, and administration of the comprehensive examination.

Supervisory Committee: The Supervisory Committee is charged with general guidance of the doctoral student, including design and approval of the program of study, administration of the oral dissertation proposal, supervision of the dissertation research, and participation in the dissertation defense. The Supervisory Committee consists of a principal advisor from the student's chosen area of major emphasis who acts as chair, one member from the student's chosen area of minor emphasis, and at least two additional members, all of whom must be members of the University regular or research faculty and must also be members of the Graduate Faculty. One or more additional members may be appointed when such appointments enhance the function of the Committee. In all cases, regular or research faculty members of the Department of Electrical and Computer Engineering must constitute a majority of the Supervisory Committee.

Application and Admission Requirements: An applicant must satisfy the minimum admission requirements for the Graduate College. Applicants are required to have a Bachelor's or Master's degree in electrical engineering or computer engineering from an ABET-accredited program or a baccalaureate or Master's degree in a closely related field from an accredited college or university, and must follow the application procedures specified below. Admission is competitive and the achievement of minimum requirements does not guarantee admission into the program.

Application Procedures: A prospective student may apply at any time and should follow the general graduate application procedure for degree-seeking students (see Applying as a Degree-Seeking student in this catalog). Admission to the program will be based on: 1) transcripts, 2) professional references, preferably three, 3) scores on the general test of the Graduate Record Examination (GRE), and 4) a two-page statement of teaching and research interests. Students whose native language is not English must submit a TOEFL score of 587 or higher for the written examination or 240 or higher for the computer-based examination. Test scores must be submitted directly to Boise State University (code R4018). Once the applicant's file is complete, it will be evaluated by the ECE Doctoral Program Committee and an admission recommendation (regular, provisional, or denial) will be forwarded to the Dean of the Graduate College. In order to ensure proper mentoring of all graduate students, a recommendation for admission will not be forwarded unless a faculty member in ECE is available to serve as the major advisor. The graduate dean will make the final admission decision and notify the applicant and the ECE Doctoral Program Committee.

a. Curriculum

Describe the listing of new courses(s), current courses(s), credit hours per semester, and total credits to be included in the proposed program.

The following information describes the proposed curriculum, including a complete listing of graduate course offerings. The course offerings include existing courses that will be retained, and all new courses associated with the new program. This information will be included, as it appears below, in the catalog description for the new program. Catalog descriptions of existing graduate electrical and computer engineering courses which are to be deleted from the existing curriculum are attached in Appendix B.

Degree Requirements: The program of study for the Doctor of Philosophy (Ph.D.) in Electrical and Computer Engineering will require at least 72 credits beyond the Bachelor's Degree or 48 credits

Doctor of Philosophy in Electrical and Computer Engineering	
Course Number and Title	Credits
Core Sequence	
ENGR 500 Research Methods 1	
At least 3 courses from the following	
EE 500 Advanced EM Theory 3	
EE 510 Integrated Circuit Physical Design..... 3	
EE 520 Advanced Device Design and Simulation..... 3	
EE 530/COMPE 530 Digital Hardware Design..... 3	
EE 550 Stochastic Signals and Systems 3	
EE 560 Linear Systems..... 3	10
Major Area of Concentration	15
Emphasis (Minor) Area	9
Electives (with supervisory committee approval)	12
Comprehensive Examination	
EE 600 Assessment – Comprehensive Exam (Pass/Fail) 1	
Dissertation Proposal	
EE 600 Assessment – Dissertation Proposal Defense (Pass/Fail) 1	
Culminating Activity	
EE 693 Dissertation (Pass/Fail) 24	26
TOTAL	72

beyond a Master's Degree, and adhere to all policies and procedures of the Graduate College. Courses applied to meet the 72-credit minimum requirement must be taken for a letter grade (A-F), except for EE 600 Assessment which is graded P (Pass) or F (Fail), and EE 693 Dissertation which is initially graded IP (In Progress) and later graded P or F depending on the outcome of the dissertation defense. Credit for coursework must be distributed as shown in the degree requirements table. For those entering the program with a Master's Degree, no more than 24 credits of previous graduate coursework can be applied as course credit. For a student entering with a Bachelor's degree, a maximum of 9 credits of postgraduate coursework can be applied towards the Ph.D. program. All programs of study must be approved by the student's Supervisory Committee.

Areas of Concentration and Emphasis: 15 credits of coursework are required in a Major Area of study. This is to be 5xx and 6xx courses beyond the core sequence from one area chosen from the three ECE Areas: Computer Engineering, Circuits and Devices, or Signals and Systems. An additional 9 credits of coursework is required beyond the core sequence in an Emphasis or Minor Area also at the 5xx or 6xx level. This should be in one of the two remaining ECE Areas. The areas are defined as follows: Computer Engineering (all COMPE courses and all EE courses with a middle digit of 3), Circuits and Devices (all EE courses with a middle digit of 1, 2, 4 or 8), and Signals and Systems (all EE courses with a middle digit of 5, 6 or 7).

Ph.D. Examinations and Dissertation Requirements. Students admitted to the Ph.D. program will be required to pass a comprehensive exam and an oral dissertation proposal defense. As a culminating activity, the student will be required to present, and successfully defend, a doctoral research dissertation presenting significant research augmenting existing knowledge in the field of electrical and computer engineering.

Comprehensive Examination. The comprehensive examination is given yearly in January. Generally, students entering the program with a Bachelor's degree take the comprehensive examination after the third semester of study. Students entering with a Master's degree take the written comprehensive examination, generally, the first time it is offered after their admission. This examination will test depth and breadth of knowledge over 3 of the 6 core courses: EE 500 (electromagnetics), EE 510 (circuits), 520 (devices), 530 (digital), 550 (signals), and 560 (linear systems). The results of the comprehensive examination are reported as either pass or fail. If the student fails the comprehensive examination he or she may, with the approval of the Supervisory Committee, be allowed to take the exam again the following year. Failure a second time, or failure to obtain approval to take the examination a second time, will result in administrative withdrawal from the doctoral program.

Dissertation Proposal. The oral dissertation proposal is designed to assess the preparation of a Ph.D. student for research in a specific area and will focus on advanced coursework and research in the student's dissertation area. Satisfactory completion is required for the student to become a Ph.D. candidate. The dissertation proposal should be presented before, or at the beginning of, the student's Ph.D. research and within one year of satisfactory completion of the comprehensive examination. To initiate the dissertation proposal, the student must submit a research proposal for his or her doctoral dissertation to his or her Supervisory Committee. After the Supervisory Committee reviews the proposal they can give their approval to proceed with scheduling the oral presentation or they can ask the student to make changes to the proposal and to resubmit it. The oral dissertation presentation is a public defense, and consists of the student presenting his or her proposed doctoral research and answering questions about the proposal, related background material and the material covered in all courses listed in his or her program of study. If a student fails the oral presentation, he or she may be allowed to reinitiate the dissertation proposal once with the approval of the Supervisory Committee. Students who fail a second time or do not receive approval to resubmit the proposal will be administratively withdrawn from the program.

Dissertation Requirements. The dissertation must be the result of original research by the student and must constitute a significant contribution to electrical and computer engineering knowledge equivalent to multiple peer-reviewed publications. The style and format of the dissertation are to conform to the standards of the Department of Electrical and Computer Engineering and the Graduate College.

Final Oral Examination. A public defense of the dissertation is scheduled after the Supervisory Committee has reviewed a draft that is considered to be nearly a final version. The date of the defense is determined jointly by the Supervisory Committee and the student and must be consistent with any guidelines provided by the Graduate College. A Defense Committee is formed that consists of the following voting members: an appointed chair, the chair and members of the Supervisory Committee, and an external examiner. The chair of the Defense Committee is appointed by the Dean of the Graduate College and must be a member of the Graduate Faculty, but must not be the chair or a member of the Supervisory Committee. The external examiner who is a recognized expert in the field of the dissertation research is appointed to the Defense Committee by the Dean of the Graduate College. Attendance at the defense by the external examiner is not required, but a written evaluation of the dissertation and a pass or fail vote must be submitted by the external examiner to the chair of the Defense Committee at least 3 weeks prior to the defense. The written evaluation provided by the external examiner is distributed to the other members of the Defense Committee at least 2 weeks before the defense. The chair of the Defense Committee conducts the defense according to the procedure established by the Doctoral Program Committee. A student who fails the defense may be permitted to try again, but failure a second time will result in dismissal from the program.

Final Approval of the Dissertation. If the defense is completed with a result of pass, the Supervisory Committee prepares a statement describing final requirements such as additions or modifications to the dissertation and any additional requirements such as archival of data. When these requirements have been met to the satisfaction of the Supervisory Committee, the approval page of the dissertation is signed by the members of the Committee.

b. Faculty

Include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

The following Boise State faculty will participate in the proposed program (Table 1). The portion of Table 1 above the dividing line are the faculty members that have contributed to the academic duties in the department in the past. The members below the dividing line include two new hires (Campbell and Kuang) and university administrators (Owens and Schrader) tenured in the department. Included in Table 1 is the current full-time equivalency (FTE) assignment to the ECE program. It is expected that each faculty will contribute to teaching and advising at both the undergraduate and graduate levels. Individual FTE participation varies during start-up and is expected to depend throughout the life of the program on active research projects, the need for special topics courses, and the status of release time associated with research grants, faculty sabbaticals, and administrative assignments.

With a faculty of 10 fulltime equivalent academic members as shown in Table 1 (including vacancy), the department has been able to offer approximately 5-7 graduate level classes per semester, with an enrollment in the core classes of up to 20 students per class. These graduate courses are in addition to the undergraduate courses, research activities, and service activities that the faculty may also be responsible for providing. In a typical plan of study for an advanced degree, the student will take 2 technical courses per semester. With a size, in graduate classes, of up to 20 students per course, and the expected growth in graduate enrollment in the Ph.D. program to 50 students, this will equate to a requirement for the department to be able to offer approximately 3 additional graduate classes per semester. Since the current 10 faculty members have been able to produce on average 6 graduate courses per semester, in order to increase the offering of graduate courses to 9 classes per semester, the program will require 15 FTE faculty members, an addition of 5 new faculty.

It is important to note that a linear approximation of teaching load does not take into account the increased workload that is required to supervise a Ph.D. student, to teach a doctoral level course, or the additional grant and research activities that will be inherent in the establishment of this new program. However, it is anticipated that with 5 new faculty, these additional responsibilities will be offset by a decrease in undergraduate teaching requirements, since the undergraduate enrollment will not increase as a result of the new program. A summary of the anticipated change in teaching load and faculty requirements is presented in Table 2. Note that the *Proposed* column in Table 2 refers to full implementation of the program after a six year period.

	Current	Proposed
New students	-	50
New classes required per semester	-	3
Graduate courses offered per semester	6	9
Total # Faculty	10	15
Graduate courses per semester per faculty	~0.6	~0.6
New faculty needed to offer 3 new graduate courses per semester	-	5

Table 2: Faculty Teaching Load

With support from the Provost, two new positions have been approved for the department in 2005-2006. The rationale for adding these new positions has been the desire to strengthen the research base in the department, to augment the department's expertise in emerging areas of technology, and to manage the existing teaching load on faculty in the ECE department. These new positions are listed at the bottom of Table 1. In addition, the Micron Technology Foundation has provided funding (\$320,000) necessary to provide attractive and competitive startup funding packages for these two new positions, and for the current vacancy in the department. Drs. Kris Campbell and Wan Kuang have accepted offers for these positions. Dr. Campbell's expertise is in nanotechnology and memory devices, and Dr. Kuang's expertise is in photonics and nanotechnology.

One recent addition to the academic faculty, Dr. John Owens, has not been included in the historical workload analysis. As a former university administrator tenured in the Electrical and Computer Engineering department, Dr. Owens has recently accepted academic responsibilities for the college and the department. Dr. Owens will provide 50% FTE effort to the ECE department, and will also be the Associate Dean for Research in the college. With this addition to the academic faculty, Boise State seeks to add two more faculty members to support the Ph.D. program, bringing the total faculty headcount in the department to a FTE of 14.67 members. External and/or institutional funds will be requested to support these positions.

The remaining two new faculty members will be carefully chosen to complement the existing strengths in the department, and to develop expertise in emerging areas of technical interest in the electrical and computer engineering fields. Detailed faculty vitas are included in Appendix E. A listing of honors and awards for each faculty member is included in Appendix F.

c. Students

Briefly describe the students who would be matriculating into this program.

Students who will seek a Ph.D. in Electrical and Computer Engineering will typically have a strong interest in the physical phenomena of electricity and the design of devices and systems utilized in electrical and electronic equipment. Applicants to the proposed program will be required to have a Bachelor's or Master's degree in an engineering discipline, computer science, physical sciences or mathematics from an accredited college or university. Admission will be competitive and will be based on transcripts, professional references, scores on the general test of the Graduate Record Examination (GRE), and evaluation of a technical manuscript provided by the applicant (as evidence of technical writing skills). Students whose native language is not English must submit a TOEFL score of 587 or higher for the written examination and 240 or higher for the computer-based examination.

Applicants are expected from within and outside Idaho. Although the majority of the Ph.D. students will be full-time, some part-time students who primarily represent working professionals will be admitted. The dissertation research of these students may be funded by the student's employer and of direct interest to that employer, but must also meet all standards expected of dissertation research including accessibility of the results by the public.

d. Infrastructure Support

Clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Administrative Support

During program initiation the ECE department and COEN will supply the following resources on an as needed basis to assure success. Participation of these individuals will be minimized as additional support staff is hired specifically to support the ECE program.

Betsy Micone, Office Supervisor (Department of Electrical and Computer Engineering)

Kristi Hansen, Business Manager (College of Engineering)

Janet Hampikian, Associate Dean for Academic Affairs (College of Engineering)

Computer System Administration and Technical Support

Angus McDonald, Director (Information Technology Services, College of Engineering)

Marty Lukes, Systems Administrator (Information Technology Services, College of Engineering)

Jim Stevenson, Support Engineer (Engineering Services Unit, College of Engineering)

Gregg Collison, Manager (Engineering Services Unit, College of Engineering)

Graduate Assistant Support

Beginning in 2006-2007, the university has appropriated two new graduate assistants for the ECE doctoral program. These positions are in addition to positions budgeted in doctoral grant funds, College of Engineering appropriated graduate assistantships, and other awards. Graduate assistant support will be utilized for course and laboratory assistance primarily at the undergraduate level and for research enhancement.

Library

The engineering collections are located and arranged in the Albertsons Library. Albertsons Library serves the information needs for all programs at Boise State University. The Library is centrally located on campus with 172,000 total square feet, and a seating capacity of 1,120. It is open 93.5 hours every week. The engineering collections of books and bound periodicals are integrated together on the fourth floor of the Library using the Library of Congress classification system. Current issues of engineering periodicals are shelved on the first floor of the library, alphabetically by title, in the Current Periodicals Room. Those back issues of periodicals that are available on microfilm or microfiche are located on the first floor of the Library in the Microforms Room. Readers and printers for microforms are available, as well as staff to assist the microform user. Electronic access is available for some periodical titles, including IEEE Xplore. IEEE Xplore is a new addition to the Library collection in FY 04 and contains IEEE Transactions from 1998 to the present plus a core list of over 130 conference proceedings, also from 1998 to the present. Consortial agreements have enabled both this purchase and access to another large group of journals from the publisher Dekker. Faculty, staff and students can retrieve these articles through a computer with an Internet connection and browser from on or off campus.

The Library maintains a centralized Reference Assistance service on the first floor of the Library. During the Fall and Spring semester, it is staffed by professional librarians and library staff from 7:30 AM to 10:00 PM Monday through Thursday, 7:30 AM to 6:00 PM on Friday, 10:00 AM to 6:00 PM on Saturday, and 10:00 AM to 10:00 PM on Sunday. Hours during the summer session are slightly shorter, and during intersessions the reference hours are 8:00 AM to 5:00 PM. Reference services are available in person, by telephone, and by email. A new reference service in a “chat” environment began last year. In addition to these “drop-in” services, the Library provides student and faculty orientations and bibliographic instruction. This instruction can be general or focused on specific subject areas.

Several database computer search capabilities are available to students and faculty. In 2005, the library subscribed to Web of Science, an extensive scientific abstract search engine. The Library also subscribes to Ei CompendexWeb, the electronic version of Engineering Index, which covers citations to the engineering literature from 1970 through the present. This service is available through the Internet to students, staff and faculty on the BSU or Canyon County campuses, and off-campus as well. Information on the Ei CompendexWeb document delivery service is addressed further below. The Library also subscribes to INSPEC, which covers citations to literature in electrical engineering, computer and control, and physics subject areas. Several Internet-based databases covering a wide range of subject areas and material types are available by Internet delivery from computers on the first floor of the Library, or from a computer with an Internet connection and browser from on or off campus.

The Library moved to a new online catalog, Voyager, in 2004. The Library also has an electronic listing of all the periodicals available to students, including electronic and print formats in the Library’s collection or available through full-text databases to which the Library subscribes.

The Library has allocated specific budgets for the purchase of monographs and serials to support each engineering program. The Library also maintains an engineering approval plan for monographs with a major vendor who supplies books from major publishers in specific subject areas “on approval.” This approval plan brings in newly published titles in select areas. In addition to the budgets that specifically support the engineering program, there are other special-purpose funds being used to build the engineering collection. These include the New Faculty/ New Program budget which targets monographic purchases supporting new faculty and/or new programs, the Assessment budget which targets monographic purchases for weak areas of the collection, as determined by a formal assessment process, and other local funds. In the recent Materials Science and Engineering

Program grant from the Micron Technology Foundation there are funds set aside for library materials.

There is a Library Liaison who oversees the ordering of materials for the engineering programs, monitors the budget, and communicates with the faculty concerning library issues. Each department has a faculty member who is designated the Library Representative and is the contact person for that department on library-related issues. Any faculty member can request books to be purchased and each department advises on which serials to purchase, based on the budget allocation. The Library Liaison works with the Library Representative to determine the highest priorities if requests outnumber the funds.

The collection is periodically assessed to monitor the use of the materials, average age and condition of materials in the subject area, support level of the collection, and other factors. These assessments help to determine the use of funds.

The Library has initiated a pilot document delivery project for the engineering faculty to obtain materials that are not present in the Library collection, but are indexed in Ei CompendexWeb. This project features direct delivery to the requesting faculty member of documents listed in Ei CompendexWeb. Document delivery is an important element in serving the information needs of the engineering departments, since the Library collection is still young and growing.

For other types of materials that are not present in the Library collection, the Library provides an Interlibrary Loan service. As a full member of OCLC Online Computer Library Center, a worldwide library cooperative, the Library provides access to the collections of other libraries in the region, in the western states and nationwide. Using Interlibrary Loan, students, staff and faculty can obtain books, articles, dissertations, government documents and technical reports that are not otherwise available. Rapid electronic delivery of journal articles is often possible via the Ariel technology. Incurred costs are subsidized up to \$50 per semester for undergraduate students, and up to \$100 per semester for graduate students and faculty.

Eight reference librarians and five reference library staff, with help from three additional professional librarians, staff the Reference Assistance service. One of the reference librarians has had extensive experience working with engineering resources and is responsible for the collection development and course-related instruction for engineering.

ECE Laboratories

Idaho Microfabrication Laboratory: A Class 1000 cleanroom was constructed in 1998 for instructional and research efforts focused on microelectronics fabrication. This 1300 ft² facility supports wet chemical wafer cleaning, photolithography, chemical etching, thermal oxidation and diffusion, plasma etching, sputtering, ellipsometry, resistivity measurement, and optical and scanning electron microscopy. An adjacent process laboratory supports deep silicon etching and chemical mechanical polishing (CMP). The laboratory utilities include temperature-controlled, HEPA-filtered air; fume exhaust; compressed air; process vacuum; cooling water; DI water; and wastewater pH neutralization pre-treatment.

Device and IC Characterization Laboratory: The lab includes two advanced electrical characterization systems. The Agilent Electrical Characterization System consists of Agilent 4156C Precision Semiconductor Parameter Analyzer, a 41501B SMU and Pulse Generator Unit, a 16440A SMU/Pulse Generator Selector, a Low Leakage Solid State Switch Matrix, a 81110A Pulse/Pattern Generator Unit (2 channels) (frequency range up to 330MHz), and Metrics Technology Interactive Characterization Software. The capabilities of this system provide for very sensitive current-voltage, capacitance-voltage and inductance measurements to be performed on up to 4 terminal devices or simple circuits with up to 16 terminals. The second system is a Kiethley 4200 Semiconductor Characterization System with 0.1 femtoampere current resolution.

The capabilities of this system allow for sub-femtoampere sensitivity and is also capable of current-voltage, capacitance-voltage and inductance measurements to be performed on up to 4 terminal devices and 8 terminal circuits.

Microwave IC Characterization: The microwave IC characterization laboratory supports wafer level micro-probing and device characterization with two Alessi manual probe stations, HP4155 parameter analyzers for I-V measurements, HP4284 LCR meters and HP4140 picoammeter for C-V measurements. BSIMPro software is used to automatically extract device parameters for deep sub-micron MOSFET's and BJT's. A Cascade Summit microwave probe station with an HP8510C vector network analyzer is used to perform high frequency analysis (up to 20GHz).

SPM Systems and Nanofabrication Laboratory: The SPM Systems and Nanofabrication Laboratory contains two Atomic Force Microscopes (AFM). One AFM system (Veeco Dimension 3100) has scanning capacitance microscopy, tunneling AFM, conductance AFM, magnetic force microscopy, nanoindentation and a low noise closed-loop (XY) scan head capable of a repeatable tip repositioning to nanometer-scale accuracy with control software. The closed-loop (XY) scan head and control software provide nanomanipulation, nanolithography and nanodeposition capability. Imaging modes include contact, tapping, height, amplitude phase, electric field and magnetic field. The second AFM system (Veeco PicoForce Multimode AFM) has the same capabilities as the Dimension 3100 without the closed-loop (XY) capabilities. This system is inherently more sensitive than the Dimension 3100 and is used primarily for characterizing biomaterials. Additional materials characterization systems include a scanning electron microscope with energy dispersive spectroscopy capability, four-point resistivity probe, optical interference profilometer, optical microscopes, tensile tester, and a Rockwell Hardness tester.

System Dynamics and Controls Lab: The System Dynamics and Controls lab supports research in modeling, simulation, control and mechatronic design across disciplinary boundaries. Recent funded projects include a rapid response robotic telescope using direct drive motors and motion profile control, energy scavenging devices for animal telemetry collars, and simulation of wind turbine drive trains. The laboratory is a flexible environment allowing rapid prototyping and testing of a wide variety of electro-mechanical systems using frequency analyzers, video analysis and standard data acquisition.

Beowulf Computer Cluster: The Beowulf Cluster consists of 80 computer towers and approximately 768 gigahertz of processing power. The operating system running the cluster is a free open-source system Unix variant. The cluster works by splitting up complex computational problems and sending them to individual nodes to be processed, providing reduced processing time. The supercomputer is being used for computing complex computationally intensive problems.

Environmental Sensor Development Laboratory: The Environmental Sensors Laboratory was established for the Multipurpose Sensors to Detect and Analyze Environmental Contaminants project, with funding from the US EPA. Two types of sensors are being developed to provide real-time data quantifying the amount and identity of heavy metals and volatile organic compounds present as contaminants in air, groundwater, sediments, or soil. These miniature, multi-purpose sensors will reduce dependency on time-consuming standard laboratory analytical methods, such as gas chromatography, and the small number of existing and expensive in-situ techniques.

Image Analysis and Signal Processing Laboratory: Ongoing research includes projects on scanner and printer defect analysis, style effects on OCR errors, using neural networks for automatic newspaper segmentation, tracking gamma ray bursts, muscle segmentation for 3-D kinematic modeling and fluoroscopic analysis of knee joint kinematics.

Hartman Sensor Systems Laboratory: This laboratory focuses on sensor systems integration research and development. Different microcontrollers (PIC and Atmel ATmega) and reconfigurable

hardware (Xilinx and Altera FPGAs) are utilized in sensor systems integration research and development. Xilinx ISE, Xilinx EDK, Altera Quartus II, Altera Nios, Mentor Modelsim, Aldec ActiveHDL, and Aldec CoVer design CAD tools and simulation environments are available.

This lab is a part of the *FAA Air Transportation Center of Excellence for Airliner Cabin Environment Research (ACER, <http://acer-coe.org>.)* The FAA established this Center of Excellence in 2004 to examine airliner cabin air quality and to study chemical and biological threats in airliners. ACER consists of an eight-institution team, including Auburn University, Purdue University, Harvard University, Boise State University, Kansas State University, Lawrence Berkeley National Laboratory, the University of California Berkeley, and the University of Medicine and Dentistry of New Jersey. ACER conducts a comprehensive and integrated program of research and development on the cabin environment. This includes the healthfulness of the cabin environment for passengers and the enhancement of the aircraft environmental control systems aboard the aircraft. The portion of ACER research being conducted at Boise State University is sensor system integration.

e. Future Plans

The success of the proposed PhD program will depend on the interaction of the program and students with Idaho industry. Our future development plans include: utilizing advanced technology for off-campus course interactions, integrating our research programs with Idaho high-tech company's interests, sharing laboratories and expertise when possible, and articulating a coherent focused niche where our program can gain world-wide recognition. Streaming video delivery will allow students to view supplemental course materials at anytime and anywhere. This is especially important for students working at local semiconductor foundries in Idaho and elsewhere. As an example, many of our students work at the local facility for Micron Technology, Inc. Access to educational programs can be greatly enhanced when on demand availability of supplemental course materials is coupled with direct local access to faculty and research facilities.

3. DUPLICATION

If this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.

The University of Idaho (U of I) offers a Ph.D. in Electrical Engineering, and Idaho State University (ISU) offers an interdisciplinary Ph.D. in Engineering and Applied Science. The ISU doctorate has two special emphasis areas in nuclear science and engineering applications, and in subsurface science. The ISU program does allow for a research area of interest in electrical engineering but not computer engineering. The U of I offers bachelors and masters programs in computer engineering but does not offer a computer engineering degree at the doctoral level. The Boise State University doctoral program provides an integrated electrical and computer engineering focus that promotes natural and strong industry partnerships.

In the region of Southwest Idaho, limited access through the University of Idaho Engineering Outreach program is available, however, there are no electrical engineering faculty at the U of I Boise center, and therefore all courses and laboratories must be delivered through distance learning mechanisms. For a master's program, it is reasonable to expect that a student can obtain adequate instruction through video outreach programs. However, in a typical Ph.D. program, the additional coursework instruction beyond what is required to obtain a Master degree is a minor requirement. A Ph.D. program in ECE typically requires extensive laboratory experience and frequent interaction between the student, advisor, and other mentors. This comprehensive environment cannot be replicated in a video outreach program.

The University of Idaho and Idaho State University have both endorsed Boise State moving forward with this program. It compliments their efforts and adds to the state's ability to meet a pressing need. Collaborations between faculty members at the three institutions will be encouraged. Examples of collaborations include obtaining full access to the IEEE/IEE Electronic Library, having faculty at Idaho State and the University of Idaho serving on doctoral committees for Boise State students, promoting further collaboration on research projects, development of a mutually supportive recruiting network for graduate engineering students, and creating post-doctoral opportunities for recent Idaho university graduates at sister institutions in the state.

Describe the extent to which similar programs are offered in the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

Doctorate degrees in Electrical Engineering or Computer Engineering are offered at a number of institutions in the Pacific Northwest. Washington State University and Oregon State University are the only two institutions in this region to offer a Doctorate degree in Electrical and Computer Engineering. Boise State University chose to model its proposed doctorate on these very strong programs.

4. CENTRALITY

Documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.

The ECE department is the largest in the College of Engineering. Established in 1997, the ECE department initially offered a bachelor's degree. In 2001, the master's degree program was created. During the spring semester 2005, there were 254 undergraduate, and 54 graduate students actively enrolled in the program. During the 2003/2004 academic year, 27 students graduated from the bachelor's program and 7 from the master's program. A complete listing of all students who have completed a thesis or project in the ECE graduate program is provided in Appendix G. The ECE curriculum has been designed to offer a broad-based education for the engineering student, providing the fundamental principles and knowledge necessary for success in business, engineering and science careers, and in the pursuit of advanced research and development endeavors. Three recent graduates from the master's program have been accepted into the Ph.D. programs at Oxford University, Georgia Tech, and the George Washington University. In addition two recent bachelor's students have been accepted into Ph.D. programs at Berkeley and the University of Michigan. The establishment of a doctorate program in ECE is in direct support of student interest, the regional community, and has been included as a specific goal in the Boise State University 2000-2005 Strategic Plan.

The following excerpts are from the current Institutional Role and Missions statement formulated by the Idaho State Board of Education (SBOE). The excerpts indicate that the proposed program is consistent with SBOE intentions for Boise State University.

Boise State University "offers a variety of master's and *select doctoral degrees*" and "conducts coordinated and *externally funded research studies*."

"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and *graduate programs, research*, and state and regional public service."

"Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, *engineering*, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."

5. DEMAND

Address student, regional and statewide needs.

- a. **Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing data collection; dissemination of assessment results; program design and on-going assessment. (See the Board's policy on outcome assessment.)**

There has been a dynamic growth in recent years throughout the world in electronics manufacturing and infrastructure. The high technology industry is a growth engine for the economies of both developed and developing nations. Consequently, there is a critical need for more trained professionals who can sustain this growth into the foreseeable future with applications to all aspects of modern society.

To maintain and nourish this kind of growth, the world requires more engineers trained at *all* educational levels than are currently available. Engineers play an important role in teaching, researching, developing, and transferring technology. The number of jobs requiring engineering skills is growing at 5 times the rate of the rest of the labor force (Science and Engineering Indicators, National Science Board, 2004), up from 3 times the rate before September 11, 2001 (Bureau of Labor Statistics). Electrical and Electronic Engineers rank among the top 20 occupations projected to grow the fastest during the 1998-2008 time period. The percent change is estimated at 26%, from 357,000 employed in 1998 to 449,600 in 2008 (*America's Career Infonet*, September 2000). Fortunately, student interest in pursuing engineering degrees is also increasing. The National Science Foundation reports an increase from 2002 – 2003 in graduate engineering enrollment of 6.4% (please see Appendix H).

The economy of southwest Idaho includes the largest concentration of manufacturing, industrial, high-technology, and consulting engineering companies in the state. The Boise metropolitan area has been ranked as number one out of 150 of the largest metropolitan areas in the nation as the Best Place for Business and Careers. Job growth in the region was ranked 8th out of 150, and engineers as a percentage of the workforce ranked 4th in the nation (Best Places for Business and Careers, *Forbes Magazine*, May 2005). Satisfying the substantial demand for engineering education in this growing economic region is one of the primary missions of Boise State University. Regional industrial companies and community leaders have expressed support for the creation of a doctoral program in Electrical and Computer Engineering as documented in the attached letters of support in Appendix I.

Much of the high technology industry in the United States has developed in specific regions. These regions, such as the Silicon Valley in California, the Silicon Forest in Oregon, or the emerging high technology region in the Treasure Valley of Idaho share a number of similar characteristics. Often these regions have developed in direct proximity and in direct support of the largest and most successful high technology companies, such as Intel, Hewlett Packard, Microsoft, Micron and Tektronix. Vendors supplying equipment, services and supplies establish regional offices in these areas to support these important customers. Technical workers locate to these regions following job opportunities. Start-up companies are often launched in these regions, either as a spin-off from the larger firms, or as new entrepreneurial business ventures. The local availability of advanced engineering talent coupled with career development opportunities requires co-location of a strong engineering college with high-tech industries. Such is the case in the vast majority of the top 10 boom villages (Top 20 Boom Towns, *Business 2.0 Magazine*, March 2004) as shown in Table 3.

Rank	City	University	Job Growth by 2008
1	Boulder, CO	University of Colorado	13%
2	Fort Collins, CO	Colorado State University	15%
3	Santa Fe, NM	-	14%
4	Charlottesville, VA	University of Virginia	10%
5	Boise, ID	Boise State University	14%
6	Colorado Spring, CO	University of Colorado at Colorado Springs	12%
7	Gainesville, FL	University of Florida	11%
8	Trenton, NJ	Princeton University	8%
9	Tallahassee, FL	Florida State University	12%
10	Olympia, WA	University of Washington	11%

Table 3: Boom Villages

The continued success and growth of a regional high technology economy is dependent on the success of the established businesses, the ability to attract other major companies to relocate to the region, and the ability to foster and support an entrepreneurial business environment. In the “Idaho Science and Technology Strategy” (December 2000), the Governor’s Science and Technology Advisory Council identified the critical elements required to support the growth of this knowledge based economy:

- 1) A research and development base
- 2) Highly skilled technical workforce
- 3) Entrepreneurial culture
- 4) Knowledge transfer mechanism
- 5) Technology infrastructure
- 6) Risk capital
- 7) Attractive quality of life.

The Governor’s Advisory Council also recommended the creation of the Idaho Office of Science and Technology (OST). It is the mission of this office, and the belief of the Governor that Idaho will have, and be recognized as having a vibrant technology-based economy that provides employment opportunities and high wage jobs for its citizens. This will be accomplished with an increased emphasis on the application and use of science and technology in Idaho that will continue to spawn new companies and industries, while contributing to the global competitiveness of its traditional industries (see letter of support, Appendix I). The OST has worked with the science and technology community in Idaho to identify the core competencies that exist within the state – Imaging; Nano-Science & Materials; Power & Energy; and, Ag BioSciences. The ECE curricular emphases (Circuits and Devices, Signals and Systems, and Computer Engineering), as well as many ECE research projects, are directly related to imaging, nano-sciences and materials. The curriculum and related research also has strong connections to energy and biotechnology. The ECE doctoral program has been designed to directly support economic development in the state by emphasizing emerging core competency opportunities in technology and science.

The population of Idaho is considered to be generally well educated, with 80% of the population having graduated from high school compared to 75% nationwide. However, in a similar comparison, only 18% of Idaho's population hold a bachelor degree, and only 5% hold a graduate degree, compared to the national averages of 20% and 7% respectively. In the production of new science and engineering (S&E) doctoral degrees, Idaho ranked 43rd out of 52 during 2003. Table 4 reports the number of S&E, engineering, and electrical engineering doctoral degrees awarded by Idaho institutions for the 6-year period of 1998 through 2003. In comparison, Idaho is 5th in the nation with the highest concentration of electrical engineers behind Massachusetts, Virginia, Colorado, and New Mexico (Bureau of Labor Statistics, U.S. Dept. of Labor, May 2003). Access to doctoral studies at Boise State University will have a large effect on Idaho's success by capitalizing on this need to co-locate advanced degree programs with interested population.

In a survey of engineering employment during 2001, there were 460 engineers employed in Idaho who had doctorate degrees. It is evident that the production rate of new doctorate engineers from Idaho educational institutions is not adequate to meet the demand for attrition and employment growth for Ph.D. engineers. Of particular importance to the developing high technology economy of Idaho is the disparity between the number of electrical engineering doctorates generated compared to typical employment in this field. Nationwide, 27% of all employed doctorate engineers have degrees in electrical engineering. The continued growth of high technology companies will be heavily dependent on the ability of these companies to recruit engineering talent from outside of the state, since Idaho clearly produces too few doctorates in electrical engineering.

During a recent seminar held on the Boise State campus, Len Jordan, a general partner of Frazier Technology Ventures, provided insight into the risks of investment in the Idaho high technology industry ("Boise State University Visioning Conference, 1-8-2004", presentation by Len Jordan, Frazier Technology Ventures). In his analysis, the basic foundation of successful technology companies include: 1) a compelling market opportunity, 2) research/science breakthroughs, 3) world-class engineering talent with the ability to repeatedly solve complex problems better than any other competitor, and 4) proven entrepreneurial and business skills. He commented that when evaluating a possible investment, one of the criteria he uses in assessing investment risk is the ability of the regional infrastructure and population base to be able to locally produce at least 30% of the doctorate level science and engineering talent that will be required by the startup firm. He further stated that, "money flows easily to geographies where all the market, technology and infrastructure dynamics exist to create durable, protectable value at minimal risk". A limitation to investment in the Idaho high technology industry, which is largely based in the Treasure Valley region, is the limited access to advanced academic research and development laboratories and advanced academic programs in engineering.

Year	S&E Doctoral Production National Ranking	Total Idaho S&E Doctoral Awards	Total Idaho Engineering Doctoral Awards	Total Idaho Electrical Engineering Doctoral Awards
2003	43 rd	70	17	1
2002	46 th	50	8	2
2001	45 th	51	11	0
2000	45 th	60	5	2
1999	45 th	44	8	0
1998	45 th	51	9	0

Table 4: Doctoral Degree Awards in Idaho 1998-2003

"Science and Engineering Doctorate Awards", *Detailed Statistical Tables Years 2002-1998*, National Science Foundation. Publications NSF 05-300, NSF 04-303, NSF 03-300, NSF 02-305, NSF 01-314, NSF 00-304, and, UMI ProQuest Digital Dissertation – <http://www.lib.umi.com/dissertations/search>, Idaho/Engineering/Electrical degree search.

- b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.**

The strength of any academic program is determined by the quality of students that participate in the program. Boise State University has had the benefit of a largely non-traditional student population – as a metropolitan university, the demographics of the students attending Boise State include those who are often already in the work force or have recently completed military duty. These students tend to be older, have a greater degree of maturity, and have a personal commitment and motivation for pursuing their educational goals. With students of this caliber in the existing undergraduate and master's programs, the College of Engineering has rapidly achieved the standing as one of the top 19 engineering colleges among public, comprehensive universities in the country (U.S. News and World Report 2005 Edition, *America's Best Colleges*, 2005).

There are three primary populations expected to provide the majority of applicants for the Electrical and Computer Engineering doctorate program. Existing students in the bachelor's and master's program are expected to be one of the largest student groups interested in the program. The Boise metropolitan area enjoys both a high quality of life, and a vibrant high technology economy. Many of the existing students in the department were attracted to Boise based upon these two qualities, and desire to continue in a doctorate program at Boise State. There have been approximately 50 students this past year inquiring about the availability of a doctorate program. Attached in Appendix J are letters from a number of students who have expressed personal interest in the new program, or who would have taken advantage of such a program had it been available in the Boise region at an earlier time.

A second expected group of prospective students will be those individuals that are currently employed in the regional high technology industry, and who seek career advancement opportunities or technical advancement through pursuit of an advanced degree. Currently in the master's program in Electrical and Computer Engineering, 50% of the students are employed full time and work on their master's degree part time. In 2004, 570 electrical engineers were employed in the Boise Metropolitan Area (Bureau of Labor Statistics, *Occupational Employment Statistics Survey*, 2004).

The third group of expected students will be those individuals who desire to relocate to Boise and pursue educational opportunities. Based upon student applicants to the master's program, there is a high level of interest in educational opportunities at Boise State University due to the proximity and access provided to regional high technology employers. This is similar to the growth of programs in areas such as Seattle or San Francisco where a high technology economy thrives, largely based on having direct access to advanced educational opportunities.

Total enrollment in the Ph.D. program is expected to reach a maximum of 50 students by year five, dependent on availability of funding. This program is not expected to shift enrollment from existing programs within the institution. The only other technical Ph.D. program currently being offered at Boise State is in geophysics. It is unlikely that a student prepared to enter a doctorate program in geophysics would change the direction of their academic career to pursue an advanced degree in electrical and computer engineering.

- c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.**

Although a new program, the proposed Ph.D. Electrical and Computer Engineering program is a logical outgrowth of the existing M.S. Electrical and Computer Engineering program at Boise State.

6. RESOURCES

Fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	FY 06		FY 07		FY 08	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	2.5	3	10	14	16	20
B. Shifting enrollments	0	0	0	0	0	0

- No shift in enrollments is anticipated.
- New enrollments anticipated being a mix of part-time students and GA funded students as calculated below:

	GAs	Part Time (0.5 FTE)	FTE	Headcount
FY 06	2	1	2.5	3
FY 07	6	8	10	14
FY 08	12	8	16	20

II. EXPENDITURES

A. Personnel Costs

	FY 06		FY 07		FY 08	
	FTE	Cost	FTE	Cost	FTE	Cost
1. Faculty			1	\$85,000	2	\$177,250
2. Administrators						
3. Adjunct faculty						
4. Graduate/instructional assistants	2	\$48,000	6	\$151,200	12	\$317,520
5. Research personnel						
6. Support personnel	3	\$136,823	3	\$231,000	3	\$242,551
7. Fringe benefits		\$45,847		\$109,920		\$157,692
8a. Other: Faculty Startup				\$100,000		\$100,000
8b. Other: Graduate Fees		\$10,083		\$32,669		\$70,564
Total FTE Personnel and Costs	5	\$240,753	10	\$709,789	17	\$1,065,577

B. Operating Expenditures

	FY 06	FY 07	FY 08
1. Travel	\$48,000	\$24,000	
2. Professional services			
3. Other services			
4. Communications	\$15,000	\$9,000	\$3,000
5. Utilities			
6. Materials & supplies	\$25,000	\$25,000	\$25,000
7. Rentals			
8. Repairs & maintenance	\$67,000	\$167,000	\$177,000
9. Materials & goods for manufacture & resale			
10. Miscellaneous	\$5,000	\$5,000	\$5,000
Total Operating Expenditures	\$160,000	\$230,000	\$210,000

C. Capital Outlay

	FY 06	FY 07	FY 08
1. Library Resources		\$35,000	\$38,500
2. Equipment		\$1,000,000	
Total Capital Outlay		\$1,035,000	\$38,500

D. Total Physical Facilities or Major Renovation

	FY 06	FY 07	FY 08
Total Physical Facilities or Major Renovation	\$500,000	\$500,000	-

E. Indirect Costs (overhead)

	FY 06	FY 07	FY 08
Total Indirect Costs (overhead)	-	-	-

GRAND TOTAL EXPENDITURES

	FY 06	FY 07	FY 08
Grand Total Expenditures	\$900,753	\$2,474,789	\$1,314,077

III. REVENUES

A. Source of Funds

	FY 06	FY 07	FY 08
1. Appropriated funds – reallocation -- MCO	\$500,000	\$1,500,000	
2. Appropriated funds – new – above MCO			
3. Federal funds			
4. Other grants			
5. Fees			
6. Other (Micron Technology Foundation and others)	\$400,753	\$974,789	\$1,314,077
Grand Total Revenues	\$900,753	\$2,474,789	\$1,314,077

B. Nature of Funds

	FY 06	FY 07	FY 08
1. Recurring*	\$340,753	\$844,789	\$1,214,077
2. Non-recurring**	\$560,000	\$1,630,000	\$100,000
Grand Total Revenues	\$900,753	\$2,474,789	\$1,314,077

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

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

- Non-recurring funds include the following expenses

- FY 06 – \$ 500,000 renovation
- FY 06 – \$ 60,000 recruiting expenses
- FY 07 – \$ 500,000 renovation
- FY 07 – \$1,000,000 equipment
- FY 07 – \$ 100,000 new faculty start-up
- FY 07 – \$ 30,000 recruiting expenses
- FY 08 – \$ 100,000 new faculty start-up

Report of the External Evaluation Committee
on the
Proposal to Establish a Doctoral Program
in
Electrical and Computer Engineering
at
Boise State University

September 21, 2005

Committee Members

Tamal Bose, Ph.D.
Department Head and Professor
Department of Electrical and Computer Engineering
Utah State University

J. Douglas Birdwell, Ph.D.
Professor
Department of Electrical and Computer Engineering
University of Tennessee

Stephen M. Goodnick, Ph.D.
Professor
Interim Deputy Dean and Director of Nanoelectronics
Department of Electrical Engineering
Arizona State University

Introduction

Executive Summary

As external and independent reviewers, we have carefully reviewed the proposal to create a Doctor of Philosophy in Electrical and Computer Engineering at Boise State University. The overall quality of the proposal is excellent. The University, the regional business community, and the state agency for economic development are solidly and enthusiastically behind this proposal. Current and projected economic and population growth in the Treasure Valley, together with the high percentage of engineers in the population and the demand for employees with advanced degrees in the region provide strong justifications for this new program. The faculty members of the Electrical and Computer Engineering department at BSU are highly qualified, productive, and enthusiastic, and the window of opportunity for creation of this program is now. The Dean of Engineering, Dr. Cheryl Schrader, is an extraordinarily valuable asset to the BSU programs, and her leadership is quite evident in the current quality and structure of the college and department. The Head of the Electrical and Computer Engineering department, Dr. Jacob Baker, is highly respected by both students and faculty in his department and has provided excellent leadership and planning for the transition of the department into a doctoral-level program. We strongly endorse this proposal and recommend its implementation for the Spring of 2006.

Overview

The external site review team visited Boise State University on September 19th-21st, 2005, to review the proposed Doctor of Philosophy Program in Electrical and Computer Engineering (ECE) at Boise State University (BSU). The review team was comprised of Dr. Tamal Bose (Utah State University), Dr. J. Douglas Birdwell (University of Tennessee), and Dr. Stephen M. Goodnick (Arizona State University). Materials submitted to the review team prior to their visit included the proposal to be submitted to the Idaho State Board of Education, summary documents of the proposal and a recruitment plan for the proposed Ph.D. program, as well as supplemental materials on the ECE Department, its faculty, the College of Engineering, and Boise State University in general.

The overall opinion of the review team in response to the proposed ECE Ph.D. program is very positive. The Boise metropolitan area is expanding rapidly, with a high demand for highly trained workers in high technology fields such as ECE. There is a strong demand from local enterprises such as Micron for advanced degree opportunities for current and future employees. Electrical and computer engineers with doctoral degrees are needed to support expansion of the high tech economy of the region. There is enthusiastic support for the proposed program from the President's office down through all levels of administration, the ECE faculty, and students at BSU. Equally important, this enthusiastic support extends to the state's economic development organization, major regional industries, and the primary venture capital firm in the Boise region.

Both the Dean and ECE Department Chair provide strong leadership in moving the Department from a teaching and masters degree-level research program towards a doctoral level research-intensive endeavor. Management and the business processes within the department and college are good. The review team's overall impression of the faculty is highly favorable. The ECE Department has hired a number of young, enthusiastic faculty members from major research universities across the country, who have a strong desire to initiate research programs of their own at Boise State. Significant research growth has occurred, along with an expansion of facilities and faculty size, and the Department is at a critical phase in its continued expansion and ready to transition to a doctoral level program. The team believes that the lack of a doctoral program, should this proposal not be approved, will be a strong impediment to future research growth and the continued retention of the high quality faculty hired to date.

The review team met with administrators, faculty and students involved in the proposed program, and with area business and government leaders. The review team is confident of BSU's ability to offer and maintain a high quality and highly productive doctoral level program in Electrical and Computer Engineering. The following materials are offered as comments, observations, and recommendations that place the proposed program in the context of other comparable doctoral programs and provide constructive advice in areas where the review team feels the proposal program can be strengthened. These observations center upon issues of curriculum, infrastructure, faculty, student recruitment, and technology transfer and are summarized below:

Curriculum

The proposed curriculum for the doctoral program consists of 72 credits beyond the Bachelor's degree, including 24 credit hours of dissertation. The curriculum adequately addresses the breadth and depth components with a set of required core courses and electives. Examination procedures are defined that are consistent with BSU graduate school policies and include a comprehensive examination, a dissertation proposal examination and a final dissertation defense.

A PhD program in electrical and computer engineering is a research-based program. Course requirements should not be a dominant factor. The required coursework requirement of 24 credits (post Masters) is a little on the high side, but is certainly acceptable. The program guidelines should clearly indicate that the dissertation should be of high enough quality to be publishable in an archival and refereed journal.

The structure of the supervisory committee is well founded. The final dissertation defense committee requires an external examiner who is a recognized expert in the field. This is not a common practice in most US universities. However, the committee feels that it will enhance the quality of the dissertation.

The rationale for each examination is defined but could be strengthened. For example, primary indicator's of a prospective student's success in a doctoral program are the student's ability to reason critically and objectively when reaching judgments about his or her own

work and the published work of others, to defend such reasoning orally and in written form, and to be highly creative in his or her synthesis of new concepts and definition of research directions. These factors are seldom tested on written examinations covering the materials from standard graduate or undergraduate courses.

The proposed examination procedures rely upon a research proposal and defense for this purpose, which can be adequate, but guidance and objectives need to be more clearly stated in the governing handbook. The other purposes served by a research proposal and defense are to place the student's proposed research in the context of his or her field, to assess the feasibility of the proposed research effort, and to develop, present, and defend initial results that indicate probable success. Taken together, all of these factors may be too much for a single examination, and an examination held between the comprehensive and proposal defense might be appropriate.

Faculty

The ECE department faculty consists of 3 Professors, 6 Associate Professors, and 4 Assistant Professors. In addition, the Dean of the College of Engineering is a full Professor of ECE. The overall quality of the faculty is outstanding and spans most important areas of electrical and computer engineering. Due to the relatively small number of faculty members, there is not sufficient depth covered within each subspecialty. In the following, several faculty-related issues are discussed.

The faculty salaries are relatively low for comparable institutions, especially at the senior levels. The salary of the Dean of Engineering is significantly below salaries of deans at doctoral degree-granting institutions, and this appears to carry over to the salary of the ECE department head. New faculty members are being hired at competitive salaries, and this has created salary compression within the department. There does not seem to be a significant difference between the average salaries of assistant, associate and full professor. These issues should be addressed. All cases of salary inversion, for individuals who exceed performance expectations, should be corrected in the near future. Flexible appointments should be used for administrative positions – in particular, a department head's job spans 12 months, but the current appointment is for 10.

There are a large number of graduate courses listed in the proposed program. Although they are not offered on a regular basis, the department is too small to support these courses without raising the teaching load of faculty members. It is recommended that the curriculum be grown as new faculty members are hired. This will give the new faculty members a chance to develop and teach courses in their topics of interest.

The proposed doctoral program should be comprehensive in the areas covered within electrical and computer engineering. Currently, the ECE department is too small to offer a comprehensive program. The department is advertising two positions this year, one in Signals and Systems and the other in Nanotechnology. This will definitely help in covering a wider spectrum of areas. However, it is recommended that several more faculty members be added to the department, in addition to the two currently advertised positions and the two

proposed faculty slots contained in the Phase II Comprehensive Campaign, especially in the areas of signal processing, communications, control systems, computer networking, integrated circuit design, and computer architecture.

Doctoral programs are very research oriented and demanding of faculty time. Teaching loads of research-active faculty members should not be more than three lecture courses per academic year. The Dean's present expectation that faculty teach two courses each year, with substantial time commitments to research as well as other faculty responsibilities, is appropriate and in line with the policies of the nation's top research universities. Newly hired faculty members who are trying to establish their research programs should teach no more than one lecture course per semester, which is in line with current policies and practice.

Overall, the ECE department has an outstanding faculty. The faculty members are energetic, dedicated and unified in the creation of the new PhD program. Average faculty productivity is not only high, but the faculty members are uniformly productive. This may be a consequence of the youth of the entire program, but it is a significant strength that is rarely seen at other universities. The strength and quality of the current faculty members are certainly adequate to support the proposed program.

Infrastructure

Boise State University has modern facilities and reasonable support services for faculty; however, space is tight. This situation should be alleviated as the Applied Technology programs move to new space. As a doctoral program is put in place and grows, additional space will be necessary. In addition, the mix of services required by faculty engaged in doctoral-level research will change. We address the following issues: library services, space, salary compression and inversion, research data and reporting, administrative support and support for teaching activities, and the costs of operations and support for faculty engaged in research.

Library

The BSU Albertsons Library provides high quality services to both faculty and students. The Library's Liaison to the College of Engineering appears to be highly effective, and the library facilities provide good support to the College of Engineering. However, there is one area that should be addressed in the near term. The primary reference source for Electrical and Computer Engineering is the body of journals and conference papers published by the Institute for Electrical and Electronic Engineers (IEEE), and by the Institute of Electrical Engineers (IEE) in the United Kingdom.

The BSU Library subscribes to the IEEE/IEE Electronic Library (IEL), otherwise known as IEEE Xplore, the electronic delivery mechanism for the IEEE, but not at the level that provides full access to these collections. Specifically, access is limited to cover most journals and the major conferences of the IEEE for 1998 and later, and does not include many of the smaller, cutting-edge conferences, the IEEE Standards collection, or the IEE publications without payment of additional fees on a per-article basis.

In our meeting with prospective graduate students, one issue that was raised was their heavy reliance upon Inter-Library Loan, which can alleviate the problems caused by lack of full access, but injects significant delays in the receipt of information related to current research activities. We recommend that the IEEE Xplore subscription be upgraded to provide full access. Approximate cost for this subscription for a large university is \$110K / year; BSU should be able to negotiate a lower price, given its smaller size.

Space

Space in the College of Engineering is tight. This space is not adequate for current activities, with no research laboratory space for newly hired members of the faculty. Plans to add new faculty and expand research programs will require additional space. The College of Engineering has added two departments, Computer Science and Materials Science & Engineering, with no additional space. The planned move of Technology Programs to another location may provide short-term relief, but plans should be made for the addition of new space over the next five years. Renovation issues also exist.

Salary Compression and Inversion

Increasing average salaries across equivalent academic institutions has compressed the range of salaries between newly hired and senior faculty members. In some cases, inversion has occurred. The impact of this situation over the mid- to long-term is the probable loss of faculty, and a strong effort should be made to adjust salaries to achieve an equitable structure.

Research Data

As a PhD-granting department, annual research data need to be collected for the department. These include research expenditures, research awards, journal publications, conference publications, patents, and number of graduate students. These metrics are required by organizations such as *US News & World Report* that rank academic institutions, and by the National Research Council in its annual summary of degree-granting institutions. A departmental annual report and magazine should be published that would serve as a valuable vehicle of student and faculty recruitment and departmental visibility.

Administrative support

Administrative support for the departments is centralized at the college level. Business management functions for grants/contracts, equipment acquisition, information technology, equipment operations and maintenance, safety, and other teaching and research needs are supported through the college. The college has three information technology support personnel and two business managers. The ECE department has a total of 0.75 FTE for administrative support. For the ECE department's current size, there is inadequate administrative support. With the establishment of the new PhD program and addition of more faculty members and students, administrative support needs will significantly increase.

The Phase II Comprehensive Campaign plans for three additional staff positions; more will be necessary as the research activities of the ECE department grow. It is recommended that several full time administrative support positions be added.

Support for Teaching

At present, only one graduate teaching assistant is budgeted for the ECE department. This is not adequate. Faculty members are spending valuable time grading assignments and supervising laboratories when these activities could be delegated to qualified graduate students under their supervision. Graduate teaching assistants should be provided for all courses having enrollments greater than approximately 10 students, freeing faculty time for proposal, research, project management, and development activities that can directly and positively impact the growth rate of the program.

Costs of Operations

An accurate estimate of the cost of departmental operations that specifically addresses the costs of maintaining departmental research infrastructure is necessary. At present, the cost estimates appear low. As rough guidance, maintenance costs for major equipment are typically 15% of equipment cost per year, and a plan for maintenance and the continued replacement of equipment, based upon expected life, should be used as budget guidance. In addition, estimates should include reasonable costs for support infrastructure, including both equipment and personnel. While personnel costs appear to be reasonable, although perhaps slightly low in some areas, maintenance and replacement costs for major equipment have probably been underestimated.

Technology Transfer

Technology transfer is an extremely important issue in any university research program in the sciences and engineering. Flexibility is important. While it is reasonable and expected that a university be adequately compensated for intellectual properties (IP) that find commercial application, there are a variety of mechanisms that can be utilized. A range of options needs to be available, from the traditional method of university-generated patent applications assigned to the university or a foundation and licensed to commercial organizations, to higher up-front charges for services and materials that reflect the added value of IP produced by members of the university community, which may then be assigned directly to a commercial venture. An overly restrictive IP policy can stymie opportunities with potential commercial partners; however, we do not advocate simply giving away IP – a compensation strategy is needed that fairly rewards all individuals and organizations that contribute to creation of IP.

A related issue is confidentiality of information to protect intellectual property rights and commercialization. This issue holds numerous traps for the unwary in universities, since the overriding mission of a university must be education and the free dissemination of ideas. However, it is often necessary to negotiate and seek compromise with industrial sponsors that protect the legitimate interests of all parties – university, faculty members, students, and

industry. Over the past five years, this has also become a significant issue in Federal contracts.

While we recognize the efforts of the three major universities in Idaho to pool resources through a centralized research foundation for IP management, this cooperative effort should be tracked and periodically evaluated to ensure success. In addition, it appears that ongoing discussions are needed within BSU, state organizations, and the Treasure Valley business community in order to achieve a balance that allows all entities to achieve growth and success.

Student Recruitment

Recruitment of highly qualified students to the new Ph.D. program in ECE is critical to its success. The review team met with potential students to the program consisting of two employees in R&D at Micron, as well as three current M.S. students in the program, all of whom were strongly supportive of a Ph.D. program. This indicates that there exists a local base of recruitment of students from the on-campus M.S. student population, as well as top undergraduates involved in research who could enter into the direct Ph.D. program. Likewise, there seems to be a base of students at local industries that are motivated to seek advanced degrees locally. The issue of how BSU will deal with part-time students in the Ph.D. program was one that came up in several meetings. The review team feels that the optimum situation occurs when students in industry can spend an extended period on campus working closely with a faculty advisor on research, even if the courses were taken as part-time students.

Attractors to the BSU Ph.D. Program

The recruitment plan submitted to the committee appeared comprehensive, and addressed all the current approaches used by major universities. Since the program will not have a prior track record or recognition, the committee feels that the recruitment effort needs to make a stronger case for attracting students to Boise State for their Ph.D. The strong industrial support and quality of life are two strong attractors that can be leveraged in this effort. One suggestion is to work with local industries like Micron to develop a coupled intern/fellowship program that can be advertised for the Doctoral degree, where fellowship support is provided for students during their time at BSU coupled with one or more intern experiences.

Stipends

The BSU doctoral program must provide full support to entering graduate students. It is critical that all students in the doctoral program be fully supported, either on graduate assistantships, endowed scholarships, or industry/government fellowships. This is not optional; a doctoral program in engineering that does not offer full support (stipend plus fees) to entering students will not be able to attract highly qualified doctoral students due to the highly competitive environment. Support through the Phase II Comprehensive Campaign for the doctoral program should be given priority to assist in meeting this goal.

Recommendations

1. The faculty of the department is strong and fully qualified to implement a doctoral level program in Electrical and Computer Engineering. The doctoral program needs to be implemented now.
2. Both the College of Engineering and the Electrical and Computer Engineering department are benefiting from superb leadership. However, this leadership is compensated at levels significantly below expectations for doctoral degree-granting institutions.
3. The curriculum is well founded and sound. The program should emphasize research and quality publications resulting from dissertations.
4. The library needs to acquire access to the full content of the IEEE/IEE Electronic Library, commonly known as IEEE Xplore.
5. Additional faculty positions are needed, in addition to those currently advertised and planned in the Phase II Comprehensive Campaign, to provide the necessary depth in the program.
6. The number of courses listed in the proposed doctoral program is too large relative to the current size of the faculty. As new faculty members are hired, they should be provided the opportunity to add courses that correspond to their interests.
7. New faculty teaching loads should be kept at a minimum, preferably at one lecture course per semester. The teaching load for research-active faculty members should not exceed three lecture courses per academic year. A two lecture course policy is consistent with policies at high quality doctoral level research institutions.
8. A flexible appointment strategy is needed for administrators. In particular, a department head's job spans 12 months of the year, and the compensation strategy should be appropriately defined in recognition of this.
9. Research data should be collected annually and tallied by departments. The department should prepare an annual report. These data are needed by both government agencies and organizations that rank academic programs such as *US News & World Report* and the National Research Council (NRC).
10. Salary compression and inversion issues need to be resolved.
11. Space is tight. Growth in this new program will require additional space. There is currently no space available in the College of Engineering for newly hired faculty members. Additional space is needed now.

12. Administrative support and business processes, while good, are not adequate for the probable needs of a doctoral-level research program; additional support should be provided.
13. Graduate teaching assistants should be funded and provided for all courses having greater than approximately 10 students, freeing faculty time for activities related to research and program development.
14. The cost estimates for operations are overly optimistic, should be evaluated, and where appropriate raised to reflect anticipated actual costs.
15. Technology transfer processes are extremely important. Ongoing discussions are needed within BSU, state organizations, and the Treasure Valley business community in order to achieve a balanced approach that allows all entities to achieve growth and success. The compensation strategy should ensure that all individuals and organizations that contribute to creation of IP are fairly rewarded.
16. Student recruitment is critical to the success of this program. It is critical that all students in the doctoral program be fully supported; market conditions dictate this.

**Response to the External Evaluation Committee Report on the
Boise State University Electrical and Computer Engineering
Doctoral Program Review
September 29, 2005**

On Monday September 19, Tuesday September 20, and Wednesday September 21, Professors Stephen M. Goodnick of Arizona State University, J. Douglas Birdwell of the University of Tennessee, and Tamal Bose of Utah State University visited Boise State University (BSU) with the express purpose of reviewing the proposed doctoral program in Electrical and Computer Engineering. The faculty at BSU appreciate the opportunity to further enhance the doctoral program by addressing suggestions raised by the reviewers during their visit and in their report, which overall was extremely positive and encouraging. The reviewers unanimously agreed that everything is in place to begin this program immediately. Additionally, recommendations were provided that might help strengthen the program as it grows. What follows are a list of these reviewer recommendations and related responses.

1. *The faculty of the department is strong and fully qualified to implement a doctoral level program in Electrical and Computer Engineering. The doctoral program needs to be implemented now.*

Response: As noted by the consultants, the Electrical and Computer Engineering doctoral program benefits from strong support from the state, local industry, and the Treasure Valley community. Additionally, the faculty are highly qualified, productive and engaged. Boise State seeks to fully implement the ECE Ph.D. program beginning the spring semester of 2006 as represented in the full proposal submitted to the State Board of Education for review and approval. Boise State recognizes, as do the reviewers, that “the window of opportunity for creation of this program is now.”

2. *Both the College of Engineering and the Electrical and Computer Engineering department are benefiting from superb leadership. However, this leadership is compensated at levels significantly below expectations for doctoral degree-granting institutions.*

Response: It is recognized by Boise State University upper administration that this situation indeed exists. An equity and compression study is being conducted this year university-wide and equity adjustment funding is a priority in the budget planning process. It is anticipated that equity funding will be applied to critical positions as funding sources are identified. In addition, a BSU line item request for state surplus finds specifically addresses equity.

3. *The curriculum is well founded and sound. The program should emphasize research and quality publications resulting from dissertations.*

Response: This point is well taken and the faculty and administration are well aware of the need to emphasize and disseminate research. The importance of peer reviewed publications resulting from research and dissertations will be emphasized in the program handbook so that students also are well aware of this critical aspect of the program.

As noted by the reviewers the curriculum is well founded and sound, and is in line in terms of credit hours and expectations with other similar programs across the nation and the Northwest.

4. *The library needs to acquire access to the full content of the IEEE/IEE Electronic Library, commonly known as IEEE Xplore.*

Response: Boise State is currently investigating external and/or institutional funding sources to provide full access to the IEEE/IEE Electronic Library. Its availability would enhance not only programs and research in electrical and computer engineering, but also in computer science, bioinformatics, materials science, biotechnology, mechanical engineering, civil engineering, physics, geophysics, and engineering management. It is a sound investment that would have wide impact on current and future graduate programs in many science and engineering disciplines.

Currently, Boise State, Idaho State, and the University of Idaho share a subscription to a limited access version of this service. Boise State proposes to upgrade the subscription, providing full access for all three institutions for a four year period using external and/or institutional funding sources. Beyond this initial period, the three institutions together will be requested to evaluate ongoing needs for the subscription, and to equitably share in the ongoing expense of maintaining full access.

5. *Additional faculty positions are needed, in addition to those currently advertised and planned in the Phase II Comprehensive Campaign, to provide the necessary depth in the program.*

Response: Additional faculty are needed and will be hired to support the Electrical and Computer Engineering doctoral program. Plans are in place to add two faculty beginning in 2006-2007, including one replacement due to retirement. External and institutional funding sources will provide two new faculty in subsequent years, and an endowed chair position is being pursued to complement these positions. In addition, the ECE department recognizes the need expressed by the consultants to expand into additional technical areas not addressed by the current or planned faculty. As the program grows, it will benefit from increasing both the depth and breadth of the faculty. Therefore, requests for two to three additional faculty will be included in the College of Engineering budget plans, which will be reviewed and prioritized as appropriate by the Provost.

6. *The number of courses listed in the proposed doctoral program is too large relative to the current size of the faculty. As new faculty members are hired, they should be provided the opportunity to add courses that correspond to their interests.*

Response: New faculty members are encouraged to develop courses corresponding to their specific areas of interest. Such courses can be accommodated immediately under the university-wide graduate *Special Topics* course until they become more permanent offerings listed in the graduate catalog. The ECE faculty is currently reviewing the elective courses listed for the doctoral program and will provide a recommendation on streamlining for review by the appropriate curriculum committees at Boise State.

7. *New faculty teaching loads should be kept at a minimum, preferably at one lecture course per semester. The teaching load for research-active faculty members should not exceed three lecture courses per academic year. A two lecture course policy is consistent with policies at high quality doctoral level research institutions.*

Response: The faculty concur with the consultants recommendation. It is possible within the existing workload structure, for both research active faculty and for new faculty, to reduce the teaching load to provide additional emphasis on research activities. If a faculty member has current funding that provides financial resources for “buyout,” it is possible for this individual to reduce their standard teaching requirement. There are also a variety of opportunities for new and existing faculty members to seek competitive funding specifically for “buyout.” These funding sources provide financial assistance to allow a faculty member release time for activities such as developing research proposals or laboratory work required to obtain preliminary data. Sources for this funding include programs supported by Boise State University, the Idaho State Board of Education, and the Idaho NSF EPSCoR program.

However, it is important to clarify that teaching load expectations in Electrical and Computer Engineering adhere to College of Engineering, Boise State and Idaho State Board of Education requirements. The review team report statement that, “the Dean’s present expectation that faculty teach two courses each year,” is not completely accurate. Stated during the site visit was the Dean’s expectation that all faculty teach at least two courses each year, provided that their scholarly activities are significant. It is also important to note that Boise State University is developing a standard workload policy that will apply to all faculty university-wide. In 2006 the College of Engineering will further refine these standard workload expectations to allow a teaching load more consistent with those of doctoral level research institutions.

8. *A flexible appointment strategy is needed for administrators. In particular, a department head’s job spans 12 months of the year, and the compensation strategy should be appropriately defined in recognition of this.*

Response: High level discussions on providing department administrators full year appointments have been held this past year at Boise State. In fact, a proposal for

creating twelve month department chair positions in lieu of the current ten month positions is currently under consideration by the Dean's Council.

9. *Research data should be collected annually and tallied by departments. The department should prepare an annual report. These data are needed by both government agencies and organizations that rank academic programs such as US News & World Report and the National Research Council (NRC).*

Response: These data will be collected and disseminated as suggested and an annual report will be initiated for dissemination of success and progress.

10. *Salary compression and inversion issues need to be resolved.*

Response: The College of Engineering has developed a three year plan to address compression and inversion issues specifically in the ECE department. With support from the Provost, the first year of this funding was obtained and applied to the ECE faculty. The Provost and Dean commit to working together to identify external or internal funding to support and implement the second and third year of this plan. As mentioned in point two above, the entire university is undergoing a compression study and funds are being allocated to resolve inequities. Moreover, the university is hopeful that additional equity funds will be directed to Boise State to help resolve issues critical to the success of programs such as this.

11. *Space is tight. Growth in this new program will require additional space. There is currently no space available in the College of Engineering for newly hired faculty members. Additional space is needed now.*

Response: There are four faculty without sufficient research space in the College of Engineering and two of these are in ECE. There are nine ongoing faculty searches, including two in ECE. Research space is a critical issue for the program and college.

There are three projects currently underway to help address the limitation of space. In the near term, it is expected that the Selland College of Applied Technology will relocate to the Boise State West Campus. This will provide expansion space in the Engineering & Technology building for the immediate growth of the ECE program. In a second project, consultants have been hired to examine the feasibility of renovation of existing space in the engineering facilities to create research laboratories for the ECE program. The costs and timing of renovation will be compared to that of developing new laboratory facilities. A determination of how best to proceed in renovations should be made by November and the current faculty growth accommodated by early 2006. Finally, Boise State University has recently updated and released the long term master plan for the institution. This planning document anticipates considerable expansion of laboratory and research facilities supporting the growth of the College of Engineering and of this program.

12. *Administrative support and business processes, while good, are not adequate for the probable needs of a doctoral-level research program; additional support should be provided.*

Response: The reviewers noted that management and business processes within the department and the college are good. Additional support is needed, however, to assist with increased teaching and research productivity. External and/or internal support will be requested for at least three new staff positions to assist in program administration and infrastructure support at the college and department level.

The President, Provost and Dean recognize that administrative support and business processes at all levels, department, college and university need to be enhanced as the university moves to the next level. Boise State is currently reviewing candidates for the position of Vice President of Research. A primary responsibility of this person will be to identify required resources, and to create the infrastructure necessary to support the expansion of significant research efforts on campus, including the development of this and other Ph.D. programs.

13. *Graduate teaching assistants should be funded and provided for all courses having greater than approximately 10 students, freeing faculty time for activities related to research and program development.*

Response: The Provost recognizes this as a priority for the institution. New funds were allocated this year by the Provost for graduate assistantships and faculty only. As affirmation of her commitment, the Provost allocated two new graduate assistantships to ECE beginning in 2006. Also, support for 30.5 new graduate assistantships was included as a line item in the planning process contingent on the availability of state surplus funds.

14. *The cost estimates for operations are overly optimistic, should be evaluated, and where appropriate raised to reflect anticipated actual costs.*

Response: Boise State is investigating a number of different budget models to adequately reflect reasonable capital and operational needs for all units. We anticipate in the future being able to budget for maintenance and upgrade costs, for example.

In immediate response to reviewer recommendations, the proposed budget was re-evaluated and modified to include maintenance and upgrade costs related to existing laboratory equipment. Laboratory renovation and equipment costs were also increased substantially. Thus, the budget presented in this proposal is an accurate reflection of the anticipated costs of the program and of the costs to maintain and operate it.

15. *Technology transfer processes are extremely important. Ongoing discussions are needed within BSU, state organizations, and the Treasure Valley business community in order to achieve a balanced approach that allows all entities to achieve growth*

and success. The compensation strategy should ensure that all individuals and organizations that contribute to creation of IP are fairly rewarded.

Response: Development of a comprehensive technology transfer process will be a primary responsibility for the new Vice President of Research. Boise State will continue to work with state organizations, the business community and its sister institutions to provide a sound process that promotes and rewards technology transfer. The ECE faculty are grateful for the insightful reviewers suggestions provided during the site visit.

16. *Student recruitment is critical to the success of this program. It is critical that all students in the doctoral program be fully supported; market conditions dictate this.*

Response: It is a priority of the program to identify funding sources and provide support for all graduate students. The current budget is designed to provide competitive graduate stipends for the first two years of the student's program, with the anticipation that the student will then be moved onto research grant funding for the duration of his or her studies. As noted by the reviewers, ECE has developed a comprehensive student recruitment plan that addresses all current approaches used by major universities.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

SUBJECT

Quarterly Report: Program Changes Approved by Executive Director

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.4.b.(2), Program Approval and Discontinuance

BACKGROUND

In accordance with Board policy, "Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation.

DISCUSSION

In accordance with Board policy, "All modifications approved by the executive director shall be reported quarterly to the Board." The Board office is providing a report of program changes, additions, etc. from Idaho's public colleges and universities that were approved by the executive director.

IMPACT

NA

STAFF COMMENTS AND RECOMMENDATIONS

Board staff offers no comments or recommendations.

BOARD ACTION

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

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

**Academic Programs
Approved by Executive Director
July 2005 – November 2005**

Boise State University
Graduate Certificate, Supply Chain Management
Five new emphases in B.S. Chemistry (Biochemistry, Business, Forensics, Geochemistry, and Pre-Medical)
Discontinue B.A., Sociology, Interdisciplinary Social Sciences Secondary Education degree Replace with Sociology, Social Studies, Secondary Education degree
Discontinue B.A., Anthropology, Social Sciences, Secondary Education degree Replace with Anthropology, Social Studies, Secondary Education
Discontinue B.A., Psychology, Social Sciences, Secondary Education option Replace with a Psychology, Social Studies, Secondary Education degree
Discontinue B.A., Economics, Social Sciences, Secondary Education degree Replace with an Economics, Social Studies, Secondary Education
Addition, B.A. in History, Social Studies, Secondary Education
Addition of B.A., Special Education
Discontinue B.A., Graphic Design

College of Southern Idaho
Addition of A.A., Early Childhood Education

Idaho State University
Expansion of University Honors Program to include new degree designations: Honors B.A., Honors B.S., Honors B.F.A., and Honors B.B.A.
Restructure of College of Education
Name change from Nursing Administration to Clinical Nurse Leader
Reorganization of current Department of Nursing to a School of Nursing
Expansion of graduate nursing program by adding an Associate degree to Master's degree option
Restructure of College of Engineering

Lewis-Clark State College
Conversion of Consumer Product Servicing option of Electronics Technology Program to a stand alone program

University of Idaho
Drop Community Counseling Emphasis in M.Ed., M.S., and Ed.S. Counseling

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

Professional - Technical Education Programs

Approved by Executive Director
July 2005 – November 2005

Program Change	Institution
Advanced Technical Certificate, Practical Nursing	BSU
Inactive Landscape Management Program	EITC
Addition of 11-month Technical Certificate to Legal Assistant Option	EITC
Convert Web Development Specialist Option to a stand-alone program	EITC
Discontinue AAS, Business Administration	EITC
Discontinue ATC, Business and Computer Applications Technician	EITC
Addition of Bookkeeping Technical Certificate	NIC
Eliminate Internet Support Tech option	NIC

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

October 2002

4. Program Approval Policy

- b. Existing instructional programs, majors, minors, options, emphases and instructional units.
 - (2) Changes, additions, expansions, and consolidations to existing instructional programs, majors, minors, options, emphases or instructional units with a financial impact of less than \$250,000 require executive director approval prior to implementation. The executive director may refer any of the requests to the Board or a subcommittee of the Board for review and action. All modifications approved by the executive director shall be reported quarterly to the Board. Non-substantive name or title changes need not be submitted for approval.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

SUBJECT

Annual Report of Postsecondary Programs.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy Section III.Z. Delivery of Postsecondary Education - Planning and Coordination of Academic Programs and Courses

BACKGROUND

The purpose of this policy is to ensure that Idaho postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, collaboration and coordination in accordance with their regional and statewide missions. There are two provisions in the policy to provide information to the Board regarding program coordination activities: 1) an annual update of existing programs and 2) a biennial review of the 8 year plan. The 8-year plan will be updated and presented to the Board at their August 2006 meeting as per the provisions in the policy (the original plan was submitted at the August 2004 meeting; the plan is updated every 2 years). Section 7 of the policy states that "once annually, OSBE, with appropriate input from each institution, will develop a report of programs offered at all sites throughout the state by Board governed institutions, along with a summary of academic plans and MOUs".

DISCUSSION

Each institution was asked to submit their current program offerings, tentative academic plans and existing MOUs. Institutional reports have been reviewed by OSBE staff and aggregated into the attached report.

IMPACT

Annual reporting provides an opportunity for the Board and the institutions to review what is currently being offered throughout the state and to identify any issues associated with program planning and coordination. This report, the established program approval process and oversight from the Council on Academic Affairs and Programs (CAAP) are the primary mechanisms to ensure that the educational and workforce needs of the state are being addressed.

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

BOARD ACTION

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

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

Boise State University

Boise State University is proceeding on the planning process for two new Ph.D. programs, one in Electrical and Computer Engineering and a second in Geosciences. Both have drafted full proposals and have been reviewed by External Review teams. Boise State expects the Electrical and Computer Engineering Ph.D. proposal to come before the SBOE in December, and the Geosciences Ph.D. proposal to be forwarded to the Board after the new year. Boise State University is also finalizing full proposals for five new Masters Programs: Hydrologic Science, Nursing, Executive MBA, Educational Leadership and Anthropology. These programs are all anticipated to begin in fall 2006. In addition, Boise State University is working with Lewis-Clark State College (LCSC) to offer Boise State University's existing Masters in Social Work in Lewiston in collaboration with LCSC beginning in the summer of 2006. At the Baccalaureate level, Boise State University will seek permission for new Bachelor's degrees in Radiologic Sciences—Radiologic Information Systems Administrator and in Special Education. Finally, Boise State University will seek permission to create several new Applied Technology Programs including: Practical Nursing, Heavy Equipment Technicians, Process Control Technicians, and Telecommunications Technicians.

College of Southern Idaho

The College of Southern Idaho (CSI) is a comprehensive community college with four primary goals – transfer classes and programs; professional technical programs; community enrichment classes; and workforce training.

Based on community needs and a thorough needs assessment, CSI plans to offer an A.A.S. degree in:

- Agriculture/Livestock Specialist
- Fine arts/ Music
- Horticulture/ Turf Management
- Horticulture/ Greenhouse Management
- Information Technology/ Convergent and Telecommunications technology
- Information Technology/ Cyber Security
- Social Science/ Forensic Specialist
- Social Science/ Criminal Justice Administration
- Trade and Industry/ Construction

CSI plans to offer expanded AS options in the Registered Nursing program, such as Paramedic to RN tracts, and a fast track for LPNs to RN.

CSI is planning to offer the following AA degrees/programs:

- Physical Education/Education/ Special Education
- Physical Education/Education/ K-12 physical education
- Physical Education/Education/ Sports Medicine and Management
- Physical Education/Education/ Dance

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

CSI plans to offer an A.S. in Physical Science/ Chemical Lab Technician, a Technical Certificate in Pet Grooming through the Vet Tech program, and a B.A. in cooperation with a university in Psychology and Social Work.

CSI currently has an MOU with UI for the Quality Assurance Lab, located on CSI campus; an MOU with ISU for the delivery of the Respiratory Therapy program; an MOU with BSU to offer the Leadership and Supervision courses at CSI; and an MOU with ISU, UI and BSU for the Local Oversight Committee relationships. This does not include the articulation agreements with the various institutions of Higher Education.

Eastern Idaho Technical College

Eastern Idaho Technical College (EITC) continues to move forward with their application for an AAS-RN degree program. They have submitted their application to the Board of Nursing which will be reviewed at the November Board of Nursing meeting. EITC hopes to receive approval to begin the planning process and start development of the curriculum. During the next year, EITC is in the process of conducting the self-study for their Northwest Association accreditation. They are also pilot-testing a new program review process at the college as a means to upgrade the ongoing assessment of program quality.

EITC has an Memorandum of Understanding (MOU) in place with ISU for the sharing of space in the EITC Health Professions building. The design phase for that building is almost ready to begin with the selection of the Architect/Contractor team. Construction on that facility will hopefully begin in early 2007.

Idaho State University

The university has received SBOE approval for Honors Bachelor's degrees (B.A., B.S., B.B.A, and B.F.A), the creation of a Biomedical Research Institute, reorganization of the College of Education to form five departments, reorganization of the Department of Nursing to form a School of Nursing, and expansion of the Idaho Advanced General Dentistry Residency in Boise.

Anticipated program changes in the College of Arts and Sciences include the addition of an M.S. degree in Mathematics for Secondary Teachers; a minor in Philosophy and Religion and a minor in Ethics in the Department of English and Philosophy; an emphasis in Health Professions within the B.A. degree in Chemistry; and an emphasis in Pre-Law within the B.A. degree in Philosophy.

The College of Business will add an emphasis in Operations Management within the B.B.A. in Business Administration. Expansion of the Ed.D. in Educational Leadership to Idaho Falls and changing the B.A. and B.S. degrees in Human Exceptionality from non-teaching to teaching degrees are planned for the College of Education.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

The Kasiska College of Health Professions is planning to add an online, off-campus pre-professional year program in Speech-Language Pathology; and an emphasis in Pre-Audiology and an emphasis in Pre-Speech-Language Pathology within the B.S. degree in Communication Sciences and Disorders. The College of Pharmacy will add a Minor in Pharmaceutical Sciences.

Finally, the College of Technology will add the following: a Post-Secondary Technical Certificate (PSTC) in Emergency Medical Technician-Basic (EMT-B) as an option in the Paramedic Science Program, an in-house PSTC in Medical Transcription to replace the current Certificate managed through an outside contractor, and an academic B.S. degree in Electronics Engineering Technology.

Collaborative Higher Education – Idaho State University’s MOU’s with Sister Institutions

State institutions located in each region – eastern, western, and northern, etc. provide higher education services to their respective local areas first. Expanded delivery throughout the state has been addressed through a series of academic partnerships with sister institutions. The synopsis below summarizes the status of some of these partnerships:

1. In 1994, the Center for Higher Education was established in Idaho Falls to provide a unified structure for delivery of higher education to constituencies in the upper Snake River Valley. The Center then included the new 65,000 square foot ISU/UI classroom building built by the State of Idaho and furnished by private fund raising as well as the Tingey Administration Building owned by the UI foundation.
2. In 1998 Idaho State University and University of Idaho formalized the partnership with an agreement to work together in Idaho Falls. In 1999 Eastern Idaho Technical College joined the partnership. A Memorandum of Understanding for the delivery of Educational Services was written. A collaborative governance structure was approved by the SBOE in 1998. In 2005 the 1998 MOU was updated by ISU and UI when ISU purchased the University of Idaho Foundation land in Idaho Falls.
3. In 2000, North Idaho College, Lewis-Clark State College, the University of Idaho, and Idaho State University entered a similar relationship with a Memorandum Understanding to serve baccalaureate to post-graduate needs in north Idaho. These partnerships have created a mechanism and commitment to:
 - a. Clarify complementary and eliminate conflicting roles and responsibilities.
 - b. Coordinate and align program offerings from various institutions.
 - c. Share outreach facilities and support services where feasible.
 - d. Cooperate in long-range academic and capital planning.
 - e. Share governance and oversight among institutions.
 - f. Honor each institution’s designated role, mission, and identity.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

4. To support regional cooperation by partnering institutions, the FY02 Idaho Legislature appropriate \$1 million dollars for distribution to the “collaborative centers.”
5. Fall of 2005, The College of Southern Idaho, Idaho State University, Boise State University, and University of Idaho are currently working on a Memorandum of Understanding for the delivery of Educational Services to the Magic Valley.
6. In 2005 Idaho State University, Boise State University, and University of Idaho are developing a Memorandum of Understanding for the delivery of educational and research activities associated with the Idaho National Lab.
7. EITC-ISU MOU for the use of the Health Science Building for the delivery of Programs and Services in Health Sciences.

Lewis-Clark State College

Lewis-Clark State College (LCSC) will cooperate with and support Boise State University in its efforts to offer the BSU Masters of Social Work degree in Northern Idaho. LCSC will finish a proposal for a Masters of Applied Teaching in Secondary Education to be offered by LCSC. LCSC will also:

- Expand the LCSC alternative teacher certification program “PACE” in Northern Idaho
- Develop Secondary Certifications for Chemistry and Biology majors
- Propose a minor in Special Education, without certification
- Propose a BA/BA degree in Public Administration
- Develop a minor in Marketing
- Complete the BA/BS proposal in Radiography
- Develop a BA/BS in Radiography Management
- Develop a BA/BS in Publishing Arts
- Explore development of a BA/BS in Biochemistry
- Develop an AAS degree in Dental Hygiene
- Develop a Technical Certificate in Motor Safety

LCSC will cooperate with its partners in the Northern Idaho Center for Higher Education (NICHE) to meet the educational needs of Northern Idaho. The 1999 agreement between LCSC, University of Idaho, North Idaho College and Idaho State University should be on file at the SBOE.

North Idaho College

North Idaho College (NIC) was successful this year with the establishment of new programs in Outdoor Recreation Vehicle Repair, Landscape Technology, and Human Resources Assistant. In addition, NIC reactivated their Welding Program. This spring

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

the State Board of Education approved an Associate of Arts Degree in Radiographic Technology and NIC is currently working to have that program offer classes next fall. The college also reduced the size and scope of their Computer Information Technology Program and discontinued the Electronics program. NIC has also started an outreach Center in the Silver Valley with a new facility in Kellogg.

NIC currently has agreements with LCSC, UI, and ISU in conjunction with the North Idaho Center for Higher Education (NICHE). These agreements have been in existence for numerous years and have not been changed or modified.

University of Idaho

The University of Idaho is implementing the new BFA in Musical Theatre and Psychology minor in Addictions Studies as approved by the Board last year. The University of Idaho is proceeding with the planning process for the creation of an Aquaculture minor for the B.S. Fishery Resources degree for implementation in fall 2006.

The University of Idaho has the following Memoranda in effect:

Idaho State University and University of Idaho supplemental Agreement signed in October 2004, which modifies the March 1998 agreement.

Boise State University, Idaho State University and the University of Idaho with respect to Idaho National Laboratory and Site Closure contracts signed in November 2003.

Idaho State University and the University of Idaho amendment to original March 1998 agreement to include Eastern Idaho Technical College signed in November 2002.

North Idaho College, Lewis-Clark State College, University of Idaho and Idaho State University for delivery of educational services in Northern Idaho signed in August 1999.

Idaho State University and University of Idaho agreement with regards to graphic identification standards signed in April 1998.

Idaho State University and the University of Idaho agreement for delivery of educational services in Idaho Falls signed in March 1998.

North Idaho College and University of Idaho cooperative agreement to provide coursework for delivery of B.S. Education degree with major is Physical Education signed February 1997.

University of Idaho and Idaho State University addendum for coordination of educational programming for the Idaho National Engineering Laboratory signed in June 1988. Addendum is to agreement completed in April 1987.

Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Idaho Professional Truck Driving Training	PTC	Canyon County Center	ID Ctr for Pro Truckers
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Industrial Maintenance Technology	TC	Canyon County Center	Manufacturing Technologies
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Office Occupations	PTC	Canyon County Center	Bus & Mgmt Tech
BSU	3	BSU-Nampa Campus	Caldwell, Nampa	Refrigeration, Heating & Air Conditioning	AAS, ATC, TC	Canyon County Center	Refrigeration, HVAC
BSU	3	BSU Campus	Boise	Accountancy	MS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy Taxation	MS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accounting Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Administrative Office Tech	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Anthropology	BA	Soc Sci & Public Affairs	Anthropology
BSU	3	BSU Campus	Boise	Anthropology, Social Science, Sec Ed	BA	Soc Sci & Public Affairs	Anthropology
BSU	3	BSU Campus	Boise	Applied Mathematics	BS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Apprenticeship	AAS	College of Applied Tech	Workforce Training
BSU	3	BSU Campus	Boise	Art	MA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Art, Education	BFA, BA, MA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Associate of Arts, General	AA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Associate of Science, General	AS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Athletic Administration (Joint/ISU)	MPE	Education	Kinesiology
BSU	3	BSU Campus	Boise	Athletic Training	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Auto Body	AAS, ATC, TC	College of Applied Tech	Auto Body Tech
BSU	3	BSU Campus	Boise	Automated Industrial Technician	AAS, ATC	College of Applied Tech	Automotive Tech
BSU	3	BSU Campus	Boise	Automotive Technology	AAS, ATC, TC	College of Applied Tech	Automotive Tech
BSU	3	BSU Campus	Boise	B.A.S., Applied Technology	BAS	College of Applied Tech	Administration
BSU	3	BSU Campus	Boise	Bachelor of Applied Science	BAS	College of Applied Tech	Administration
BSU	3	BSU Campus	Boise	Bilingual/ESL	BA	Education	Curriculum, Instruction, & Foundational Studies
BSU	3	BSU Campus	Boise	Bilingual Education	M.Ed.	Education	Curriculum, Instruction, & Foundational Studies
BSU	3	BSU Campus	Boise	Biology	MS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Biology	MA	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Biology	BS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Biology, Secondary Education	BS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Broadcast Technology	AAS, ATC	College of Applied Tech	Broadcast Tech
BSU	3	BSU Campus	Boise	Business Administration	MBA	Business & Economics	Administration
BSU	3	BSU Campus	Boise	Business Economics	BBA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Business Technology	TC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Chemistry	BS	Arts & Sciences	Chemistry
BSU	3	BSU Campus	Boise	Chemistry, Secondary Education	BS	Arts & Sciences	Chemistry
BSU	3	BSU Campus	Boise	Child Care & Development	AAS, ATC, TC	College of Applied Tech	Child Care Dev
BSU	3	BSU Campus	Boise	Civil Engineering	BSCE, ME, MS	Engineering	Civil Engineering
BSU	3	BSU Campus	Boise	Communication	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication	MA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication, Secondary Education	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication, Training & Dev	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Communication/English	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Computer Engineering	ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Computer Information Systems	BBA	Business & Economics	Computer Info Sys
BSU	3	BSU Campus	Boise	Computer Information Systems	BS	Business & Economics	Computer Info Sys
BSU	3	BSU Campus	Boise	Computer Information Systems	BA	Business & Economics	Computer Info Sys
BSU	3	BSU Campus	Boise	Computer Network Technician	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Computer Peripheral Service	TC	College of Applied Tech	Computer Srv Tech

Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Computer Science	BS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Science	MS	Engineering	Computer Science
BSU	3	BSU Campus	Boise	Computer Service Technology	AAS, ATC	College of Applied Tech	Computer Srv Tech
BSU	3	BSU Campus	Boise	Construction Management	BSCM	Engineering	Construction Mgmt
BSU	3	BSU Campus	Boise	Creative Writing	MFA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Criminal Justice Administration	MA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Criminal Justice Administration	AS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Culinary Arts	AAS, PTC, ATC,TC	College of Applied Tech	Culinary Arts
BSU	3	BSU Campus	Boise	Curriculum & Instruction	EdD, MA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Dental Assisting	AAS, TC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Dispute Resolution	Cert	Soc Sci & Public Affairs	Dispute Resolution
BSU	3	BSU Campus	Boise	Drafting Tech	AAS, ATC, TC	College of Applied Tech	Drafting Tech
BSU	3	BSU Campus	Boise	Early Childhood	MA	Education	Early Childhood
BSU	3	BSU Campus	Boise	Early Childhood Studies	BA,AA, M.Ed.	Education	Early Childhood
BSU	3	BSU Campus	Boise	Earth Science Education	BS, MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Economics	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Economics, Social Science, Sec Ed	BA	Business & Economics	Economics
BSU	3	BSU Campus	Boise	Education Technology	MS	Education	Elementary Education
BSU	3	BSU Campus	Boise	Electrical Engineering	BSEE, ME, MS	Engineering	Electrical Engineering
BSU	3	BSU Campus	Boise	Electrical Lineworker	TC	College of Applied Tech	Electrical Line Work
BSU	3	BSU Campus	Boise	Electronics Technology	AAS, ATC	College of Applied Tech	Electronics Tech
BSU	3	BSU Campus	Boise	Elementary Education	BA	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Elementary Education	Cert	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	English	MA, BA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Teaching	BA, MA	Arts & Sciences	English
BSU	3	BSU Campus	Boise	English, Technical Communication	MA, Cert	Arts & Sciences	English
BSU	3	BSU Campus	Boise	Environmental Control Technician	AAS, ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Environmental Health	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Environmental Studies	BA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	ESL	M.Ed.	Education	Curriculum, Instruction, and Foundational Studies
BSU	3	BSU Campus	Boise	Exercise Science	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Exercise/Sports Studies	MS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Farm Business Management	PTC	College of Applied Tech	Farm Bus Mgmt
BSU	3	BSU Campus	Boise	Finance	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Finance	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Fire Service Tech	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	French	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	French, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Geology	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geology Joint/ISU	MS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	BS	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	Geophysics	MS, PhD	Arts & Sciences	Geosciences
BSU	3	BSU Campus	Boise	German	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	German, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Graphic Arts	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Graphic Arts	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Health Information Management	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Health Information Technology	AS	Health Sciences	Health Studies

Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	Health Promotion	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Health Science	MHS, Grad Cert	Education	Health Policy
BSU	3	BSU Campus	Boise	Health Science Studies	BS	Health Sciences	Health Studies
BSU	3	BSU Campus	Boise	Heavy Duty Mechanics Diesel	AAS, ATC, TC	College of Applied Tech	Heavy Duty Mech-Diesel
BSU	3	BSU Campus	Boise	History	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History	MA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	History of Art & Visual Culture	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	History, Secondary Education	BA	Soc Sci & Public Affairs	History
BSU	3	BSU Campus	Boise	Horticulture Service Technology	AAS, ATC, TC	College of Applied Tech	Horticulture
BSU	3	BSU Campus	Boise	Industrial Electronics Technology	AAS,ATC	College of Applied Tech	Manufacturing Technologies
BSU	3	BSU Campus	Boise	Illustration	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Industrial Maintenance Technology	TC	College of Applied Tech	Industrial Main Tech
BSU	3	BSU Campus	Boise	Instructional & Performance Technology	MS	Engineering	Instructional & Perf Tech
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	MA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BS	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	Interdisciplinary Studies	BA	Arts & Sciences	Administration
BSU	3	BSU Campus	Boise	International Business	BA, BBA, BS	Business & Economics	International Business
BSU	3	BSU Campus	Boise	K-12 Physical Education	BS	Education	Kinesiology
BSU	3	BSU Campus	Boise	Legal Assistant	Cert	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Legal Office Technology	AAS, ATC	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Machine Tool Technology	AAS, ATC, TC	College of Applied Tech	Machine Tool Tech
BSU	3	BSU Campus	Boise	Management	BS, BA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	Management Information Systems	MS	Business & Economics	Networking, Oper & IS
BSU	3	BSU Campus	Boise	Manufacturing Technology	AAS, ATC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Marketing	BS	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BBA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing	BA	Business & Economics	Marketing & Finance
BSU	3	BSU Campus	Boise	Marketing Management Technology	AAS, ATC, TC	College of Applied Tech	Marketing/Mgmt
BSU	3	BSU Campus	Boise	Mass Communication/Journalism	BA	Soc Sci & Public Affairs	Communication
BSU	3	BSU Campus	Boise	Materials Science & Engineering	BSMSE, ME, MS	Engineering	Administration
BSU	3	BSU Campus	Boise	Mathematics	BA	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics	BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mathematics, Secondary Education	BA, BS, MS	Arts & Sciences	Mathematics
BSU	3	BSU Campus	Boise	Mechanical Engineering	BSME, ME, MS	Engineering	Mechanical Engineering
BSU	3	BSU Campus	Boise	Mechanical Welding Technology	AAS, ATC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Multi-Ethnic Studies	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Music	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music Education	BM, MM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Business	BA	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Composition	BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Pedagogy	M Music	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Music, Performance	M Music, BM	Arts & Sciences	Music
BSU	3	BSU Campus	Boise	Network Technician	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Networking & Telecommunications	BA, BBA, BS	Business & Economics	Networking, Oper & IS
BSU	3	BSU Campus	Boise	Nursing	AS	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Nursing	BS	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Operations Management	BBA, BA, BS	Business & Economics	Networking, Oper & IS

Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	3	BSU Campus	Boise	PC/LAN Specialist	TC	College of Applied Tech	Computer Network Tech
BSU	3	BSU Campus	Boise	Philosophy	BA	Arts & Sciences	Philosophy
BSU	3	BSU Campus	Boise	Physics	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Physics, Secondary Education	BS	Arts & Sciences	Physics
BSU	3	BSU Campus	Boise	Political Science	BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science	BA	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Political Science, Social Science, Sec.Ed.	BA, BS	Soc Sci & Public Affairs	Political Science
BSU	3	BSU Campus	Boise	Practical Nursing	CPN	Health Sciences	Nursing
BSU	3	BSU Campus	Boise	Pre-Dental	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Medical	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Pre-Veterinary	BS	Health Sciences	Pre-Professional Studies
BSU	3	BSU Campus	Boise	Psychology	BA	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Psychology	BS	Soc Sci & Public Affairs	Psychology
BSU	3	BSU Campus	Boise	Public Administration	MPA	Soc Sci & Public Affairs	Public Administration
BSU	3	BSU Campus	Boise	Radiologic Science	AS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Radiologic Science	BS	Health Sciences	Radiologic Sciences
BSU	3	BSU Campus	Boise	Raptor Biology	MS	Arts & Sciences	Biology
BSU	3	BSU Campus	Boise	Reading	MA	Education	Literacy
BSU	3	BSU Campus	Boise	Recreational & Small Engine Repair	AAS, ATC, TC	College of Applied Tech	Recreation & Small Eng
BSU	3	BSU Campus	Boise	Respiratory Care	AS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	Respiratory Care	BS	Health Sciences	Respiratory Care
BSU	3	BSU Campus	Boise	School Counseling	MA	Education	Counseling
BSU	3	BSU Campus	Boise	Semiconductor Technology	AAS, ATC, TC	College of Applied Tech	Mfg & Engineering Tech
BSU	3	BSU Campus	Boise	Social Science	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Science	AA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Social Work	BA	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Social Work	MSW	Soc Sci & Public Affairs	School of Social Work
BSU	3	BSU Campus	Boise	Sociology	BS	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology, Interdisciplinary Social Science, Sec Ed	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Sociology, Social Science, Sec Educ	BA	Soc Sci & Public Affairs	Sociology
BSU	3	BSU Campus	Boise	Spanish	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Spanish, Secondary Education	BA	Arts & Sciences	Modern Lang & Lit
BSU	3	BSU Campus	Boise	Special Education	AA, MA, M.Ed., Post-Bacc Cert	Education	Special Education
BSU	3	BSU Campus	Boise	Surgical Technology	TC	College of Applied Tech	Health & Human Svcs
BSU	3	BSU Campus	Boise	Theatre Arts	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Theatre Arts, Sec. Ed.	BA	Arts & Sciences	Theatre Arts
BSU	3	BSU Campus	Boise	Visual Arts	BFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Visual Arts	MFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Visual Arts	BA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Visual Arts	BA, BFA, MFA	Arts & Sciences	Art
BSU	3	BSU Campus	Boise	Welding & Metals Fabrication	TC	College of Applied Tech	Welding & Metals Fab
BSU	3	BSU Campus	Boise	Wildland Fire Management	AAS	College of Applied Tech	Bus & Mgmt Tech
BSU	3	BSU Campus	Boise	Elementary Education Bilingual/ESL	BA	Education	Elementary Education
BSU	3	BSU Campus	Twin Falls	Elementary Education Bilingual/ESL Option avail	BA	Education	Elementary Education
BSU	3	BSU Campus	Boise	Accountancy	BBA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BBA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BS	Business & Economics	Accountancy

Program Inventory List - Boise State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
BSU	4	BSU Campus	Twin Falls	Accountancy	BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy	BA	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy	BA	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	4	BSU Campus	Twin Falls	Accountancy & Finance	BBA, BA, BS	Business & Economics	Accountancy
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BS	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	4	BSU Campus	Twin Falls	Criminal Justice Administration	BA	Soc Sci & Public Affairs	Criminal Justice Admin
BSU	3	BSU Campus	Boise	General Business Management	BS	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BS	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business Management	BBA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BBA	Business & Economics	Management
BSU	3	BSU Campus	Boise	General Business Management	BA	Business & Economics	Management
BSU	4	BSU Campus	Twin Falls	General Business Management	BA	Business & Economics	Management

Program Inventory List - College of Southern Idaho

Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Accounting/Bookkeeping	AAS		Business
CSI	4	CSI Campus	Twin Falls	Addiction Studies	AAS, TC		
CSI	4	CSI Campus	Twin Falls	Agribusiness	AAS, TC, CC		Business
CSI	4	CSI Campus	Twin Falls	Ag, Consumer and Environmental Science	AAS, TC		Agriculture
CSI	4	CSI Campus	Twin Falls	Agriculture	AS, AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Air Cond, Refrig, & Heat	AAS, TC, PC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Allied Health Multiskilled Assist	TC		Health Sci & Human Serv
CSI	4	CSI Campus	Twin Falls	Anthropology	AA		
CSI	4	CSI Campus	Twin Falls	Aquaculture	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Art, Commercial	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Art, General	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Auto Body Technology	AAS, TC, CC		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Automotive Technology	AAS		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Biology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Business Management/Entrepren	AAS		Business
CSI	4	CSI Campus	Twin Falls	Business, General	AA		Business
CSI	4	CSI Campus	Twin Falls	Cabinetmaking/Woodworking	AAS, TC, PC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Chemistry	AS		Science-Physical
CSI	4	CSI Campus	Twin Falls	Chiropractic	AS		
CSI	4	CSI Campus	Twin Falls	Communication	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Computer Graphics Design	AAS, TC, CC		Information Tech
CSI	4	CSI Campus	Twin Falls	Computer Science	AS		Information Tech
CSI	4	CSI Campus	Twin Falls	Computer Support Technician	TC, CC		Information Tech
CSI	4	CSI Campus	Twin Falls	Correction Specialist	AAS		
CSI	4	CSI Campus	Twin Falls	Criminal Justice Administration	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Culinary Arts	AAS, TC, CC		Business
CSI	4	CSI Campus	Twin Falls	Dentistry (Pre)	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Dental Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Dental Hygiene (Pre)	AS		
CSI	4	CSI Campus	Twin Falls	Diesel Technology	AAS, TC, CC		Industry Trng & Prtshps
CSI	4	CSI Campus	Twin Falls	Dietetics (Pre)	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Drafting Technology	AAS, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Early Childhood Ed	AAS, TC, PC, CC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Economics	AA		Business
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Bilingual Educ	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Early Child Ed	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Generalist	AAS, PC		
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Math	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Math/Sci/Tech	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Reading	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Special Needs	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Ed Assistant, Technology	AAS, PC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Education, Elem-Bilingual	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Education, Elementary	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Education, Secondary	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Electronics Technology	TC, CC		Information Tech
CSI	4	CSI Campus	Twin Falls	Emergency Medical Technician	TC, PC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Engineering, Agriculture	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Chemical	AE		Math & Engineering

Program Inventory List - College of Southern Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Engineering, Civil	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Computer	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Electrical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Engineering, Mechanical	AE		Math & Engineering
CSI	4	CSI Campus	Twin Falls	English	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Environmental Science	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Equine Business Management	AS		Agriculture
CSI	4	CSI Campus	Twin Falls	Equine Studies	AA		Agriculture
CSI	4	CSI Campus	Twin Falls	Fire Service Technology	AAS		Workforce Training
CSI	4	CSI Campus	Twin Falls	Fish & Wildlife Resources	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Forestry	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Geography	AA		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Geology	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Health Promotion	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	History	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Horse Management	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Horticulture	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Hospitality Management	AAS		Business
CSI	4	CSI Campus	Twin Falls	Human Services	AAS, TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Laboratory Assistant/Technician	PC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Language, Foreign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Language, Sign	AA		English & Foreign Lang
CSI	4	CSI Campus	Twin Falls	Law (Pre)	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Law Enforcement	AAS, TC, CC		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Liberal Arts	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Library Science	AA		Library Science
CSI	4	CSI Campus	Twin Falls	Livestock Technician	TC		
CSI	4	CSI Campus	Twin Falls	Mathematics	AS		Math & Engineering
CSI	4	CSI Campus	Twin Falls	Medical	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Medical Technology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Medical Assistant	TC, CC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Microbiology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Music	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Natural Science	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Network Support Tech	AAS		Information Tech
CSI	4	CSI Campus	Twin Falls	Nursing, Practical	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Nursing, Registered	AS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Occupational Therapy	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Office Technology	AAS, TC		
CSI	4	CSI Campus	Twin Falls	Optometry	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Paramedics	AAS, CC, TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Pharmacy	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Photography	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Physical Education	AA		Health & Phys Educ
CSI	4	CSI Campus	Twin Falls	Physical Therapy	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Physician Assistant	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Physics	AS		Science-Phys Science
CSI	4	CSI Campus	Twin Falls	Political Science	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Psychology	AA		Soc Sci & Education

Program Inventory List - College of Southern Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
CSI	4	CSI Campus	Twin Falls	Radiologic Technology	AAS		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Range Science	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Real Estate	AA		Professional Studies
CSI	4	CSI Campus	Twin Falls	Resource Recreation & Tourism	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Respiratory Therapy	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Sociology	AA		Soc Sci & Education
CSI	4	CSI Campus	Twin Falls	Social Work	AA		
CSI	4	CSI Campus	Twin Falls	Speech/Audiology	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Surgical Technology	TC		Health Sci & Human Srv
CSI	4	CSI Campus	Twin Falls	Theatre	AA		Fine Arts
CSI	4	CSI Campus	Twin Falls	Undeclared - Academic	AA		
CSI	4	CSI Campus	Twin Falls	Undeclared - Technical	TC		
CSI	4	CSI Campus	Twin Falls	Veterinary Medicine (Pre)	AS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Veterinary Technology	AAS		Science-Life Science
CSI	4	CSI Campus	Twin Falls	Water Resource Mgmt	AAS, TC, CC		Agriculture
CSI	4	CSI Campus	Twin Falls	Web/Database Appl Development	AAS, TC		
CSI	4	CSI Campus	Twin Falls	Welding Technology	AAS, TC, CC		Trade & Industry
CSI	4	CSI Campus	Twin Falls	Zoology	AS		Science-Life Science

Program Inventory List - Eastern Idaho Technical College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
EITC	6	EITC Campus	St. Anthony	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Driggs	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Salmon	Practical Nursing	ATC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Accounting Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Agribusiness	AAS, ATC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Apprenticeship			Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Business Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Computer Networking	AAS, PTC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Dental Assisting	TC		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Electronic Serv Technolgies	AAS, ATC, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Legal Technologies	AAS, TC		Bus, Office & Technology
EITC	6	EITC Campus	Idaho Falls	Marketing & Management	AAS		
EITC	6	EITC Campus	Idaho Falls	Mechanic Trades: Auto & Diesel	AAS, ATC, PTC, TC		Trades & Industry
EITC	6	EITC Campus	Idaho Falls	Medical Assistant	AAS		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Medical Office Specialist	TC		
EITC	6	EITC Campus	Idaho Falls	Nursing, Registered	ATC		
EITC	6	EITC Campus	Idaho Falls	Office Professional	AAS		
EITC	6	EITC Campus	Idaho Falls	Office Specialist	TC		
EITC	6	EITC Campus	Idaho Falls	Surgical Technology	AAS		Health Care Technology
EITC	6	EITC Campus	Idaho Falls	Web Development Specialist	AAS		
EITC	6	EITC Campus	Idaho Falls	Welding Technologies	AAS, ATC, TC		Trades & Industry
EITC	6	EITC Campus	Various	Wildland Fire Mgmt	AAS		Continuing Education
EITC	6	EITC Campus	Various	Fire Service Technology - Structural	AAS		

Program Inventory List - Idaho State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	3	ISU-Boise Ctr	Boise	Audiology	AuD	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Clinical Laboratory Science	BS, MS	Arts & Sciences	Biological Sciences
ISU	3	ISU-Boise Ctr	Boise	Counseling	Ed S	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Dietetics	PB Cert.	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	Educational Interpreting	BS	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	3	ISU-Boise Ctr	Boise	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	3	ISU-Boise Ctr	Boise	Marriage and Family Counseling	M Couns	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Mental Health Counseling	M Couns	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Nursing	BS	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing	MS, PM Cert	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Nursing: Nurse Practioner Option	MS Option	Health Professions	Nursing
ISU	3	ISU-Boise Ctr	Boise	Paramedic	ATC, AS	Technology	Health Professions
ISU	3	ISU-Boise Ctr	Boise	Physical Education/Athletic Administration	MPE	Education	Sport Sources, PE & Dance
ISU	3	ISU-Boise Ctr	Boise	Public Health	MPH	Health Professions	Health Education
ISU	3	ISU-Boise Ctr	Boise	School Counseling	M Coun	Health Professions	Counseling
ISU	3	ISU-Boise Ctr	Boise	Speech Pathology and Audiology	BS	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Speech-Language Pathology	MS	Health Professions	Speech Path & Audiology
ISU	3	ISU-Boise Ctr	Boise	Student Affairs and College Counseling	M Coun	Health Professions	Counseling
ISU	1	NICHE	Coeur d'Alene	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	1	NICHE	Coeur d'Alene	Nursing: Nurse Practioner Option	MS Option	Health Professions	Nursing
ISU			Correspondence	Pharmacy: Non-Traditional Pharm.D.	PharmD	Pharmacy	Pharmacy Prac & Admin.
ISU	6	University Place	Idaho Falls	Bachelor of Applied Technology	BAT	Technology	Applied Technology
ISU	6	University Place	Idaho Falls	Bachelor of University Studies	BUS	Arts & Sciences	IEP
ISU	6	University Place	Idaho Falls	Biology	AS	Arts & Sciences	Biological Sciences
ISU	6	University Place	Idaho Falls	Business	AS	Business	
ISU	6	University Place	Idaho Falls	Business Administration	MBA	Business	MBA
ISU	6	University Place	Idaho Falls	Chemistry	AS	Arts & Sciences	Chemistry
ISU	6	University Place	Idaho Falls	Computer Information Systems	BBA	Business	Computer Info Sys
ISU	6	University Place	Idaho Falls	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	6	University Place	Idaho Falls	Education, General (Ed. Administration)	M Ed Emp.	Education	Educational Leadership
ISU	6	University Place	Idaho Falls	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	6	University Place	Idaho Falls	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	6	University Place	Idaho Falls	Elementary Education	BA, BS	Education	Teacher Education
ISU	6	University Place	Idaho Falls	Engineering and Applied Science	PhD	Engineering	Graduate Programs
ISU	6	University Place	Idaho Falls	English	AA	Arts & Sciences	English & Philosophy
ISU	6	University Place	Idaho Falls	Environmental Engineering	MS	Engineering	Graduate Programs
ISU	6	University Place	Idaho Falls	General Business	BBA	Business	Business
ISU	6	University Place	Idaho Falls	General Interdisciplinary	MS	Graduate School	
ISU	6	University Place	Idaho Falls	General Studies	AA, BA	Arts & Sciences	
ISU	6	University Place	Idaho Falls	Geology	AS	Arts & Sciences	Geosciences
ISU	6	University Place	Idaho Falls	Geotechnology	PB Cert., Minor	Arts & Sciences	Geosciences
ISU	6	University Place	Idaho Falls	History	AA	Arts & Sciences	History
ISU	6	University Place	Idaho Falls	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	6	University Place	Idaho Falls	Mathematics	AS	Arts & Sciences	Mathematics
ISU	6	University Place	Idaho Falls	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	6	University Place	Idaho Falls	Nuclear Science and Engineering	MS, PhD, PB Cert	Engineering	Nuclear Engineering

Program Inventory List - Idaho State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	6	University Place	Idaho Falls	Nursing	BS	Health Professions	Nursing
ISU	6	University Place	Idaho Falls	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	6	University Place	Idaho Falls	Physics	AS	Arts & Sciences	Physics
ISU	6	University Place	Idaho Falls	Physics: Health Physics Emphasis	MS Emph.	Arts & Sciences	Physics
ISU	6	University Place	Idaho Falls	Political Science	AS	Arts & Sciences	Political Science
ISU	6	University Place	Idaho Falls	Secondary Education	BA, BS	Education	Teacher Education
ISU	6	University Place	Idaho Falls	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	2	LCSC Campus	Lewiston	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	2	LCSC Campus	Lewiston	Nursing: Nurse Practitioner Option	MS Option	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Accounting	BBA	Business	Accounting
ISU	5	ISU Campus	Pocatello	Aircraft Maintenance Technology	TC, ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	American Studies	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Anthropology	BA, MA, MS	Arts & Sciences	Anthropology
ISU	5	ISU Campus	Pocatello	Apprenticeship	AAS	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Art	BA, BFA, MFA, AA	Arts & Sciences	Art & Pre-Architecture
ISU	5	ISU Campus	Pocatello	Audiology	MS, AuD	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Auto Collision Repair and Refinishing	TC, ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Automotive Technology	AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Bachelor of Applied Technology	BAT	Technology	Applied Technology
ISU	5	ISU Campus	Pocatello	Bachelor of University Studies	BUS	Arts & Sciences	IEP
ISU	5	ISU Campus	Pocatello	Biochemistry	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Biology	AS, BA, BS, MS, MNS, PhD, DA	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Botany	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Building Construction Technology	ATC, PTC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Business	AS	Business	
ISU	5	ISU Campus	Pocatello	Business Administration	PB Cert., MBA	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Accounting Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (CIS Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Finance Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (Management Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Business Admin. (HCA Emphasis)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	MBA/PharmD	MBA/PharmD	Business and Pharmacy	MBA-Pharmacy
ISU	5	ISU Campus	Pocatello	Business Admin. (Marketing Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Bus. Admin. (Health Care Admin. Emph.)	MBA Emph.	Business	MBA
ISU	5	ISU Campus	Pocatello	Chemistry	BA, BS, MS, MNS, AS	Arts & Sciences	Chemistry
ISU	5	ISU Campus	Pocatello	Child Development	TC, AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Civil Engineering	BS	Engineering	Civil Engineering
ISU	5	ISU Campus	Pocatello	Civil Engineering Technology	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Clinical Laboratory Science (*1)	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Clinical Psychology	Ph D	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Computer Information Systems	BBA, PB Cert, MS	Business	Computer Info Sys
ISU	5	ISU Campus	Pocatello	Computer Science	BS	Engineering	Computer Science
ISU	5	ISU Campus	Pocatello	Computer Software Engineering Tech.	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Computer/Business Equipment Tech. (*2)	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Cosmetology	TC, PTC	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Counseling	Ed S	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Counselor Education and Counseling	PhD	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Criminal Justice	AA	Arts & Sciences	Sociology/Social Work/Criminal Justice

Program Inventory List - Idaho State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Culinary Arts Technology	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Deaf Education	MS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Dental Hygiene	BS, MS	Health Professions	Dental Hygiene
ISU	5	ISU Campus	Pocatello	Dental Laboratory Technology	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Design Drafting Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Diesel/Diesel Electric Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Dietetics	BS, PB Cert	Health Professions	Health & Nutrition Sci
ISU	5	ISU Campus	Pocatello	Early Childhood Education	BA	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Earth and Environmental Systems	BS/BA	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Ecology	BS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Economics	BA, BS	Arts & Sciences	Economics
ISU	5	ISU Campus	Pocatello	Education, General	M Ed, PB Cert	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Education, General (Child & Family Studies)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (K-12 Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Literacy)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Administration	Ed S	Education	Masters of Education
ISU	5	ISU Campus	Pocatello	Educational Interpreting	BS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Educational Leadership	Ed D	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Technology)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Ed. Training & Dev.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Educational Leadership (Higher Ed. Admin.)	Ed D Emp.	Education	Doctor of Education
ISU	5	ISU Campus	Pocatello	Electrical Engineering	BS	Engineering	Electrical Engineering
ISU	5	ISU Campus	Pocatello	Electrical Technician	TC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electromechanical Design Drafting	PTC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electromechanical Technology	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Systems Technology	TC, ATC, AAS	Technology	Technical
ISU	5	ISU Campus	Pocatello	Electronic Wireless/Telecom. Tech.	AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Elementary Education	BA, BS	Education	Teacher Education
ISU	5	ISU Campus	Pocatello	Engineering (Interdisciplinary)	BS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Engineering and Applied Science	PhD	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	Engineering Management	BS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Engineering Structures and Mechanics	MS	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	English	BA, MA, DA, AA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Environmental Engineering	MS	Engineering	Graduate Programs
ISU	5	ISU Campus	Pocatello	Family and Consumer Sciences	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Family Centered Practice	PB Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Family Practice Residency	PM Cert.	Health Professions	Family Medicine
ISU	5	ISU Campus	Pocatello	Farm Business Management	PTC, TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Finance	BBA	Business	Finance
ISU	5	ISU Campus	Pocatello	Fire Service Technology	AAS	Technology	
ISU	5	ISU Campus	Pocatello	French	BA, AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	General Business	BBA	Business	Business
ISU	5	ISU Campus	Pocatello	General Interdisciplinary	MS, MA, M Ed, MNS	Graduate School	

Program Inventory List - Idaho State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	General Studies	BA, AA	Arts & Sciences	
ISU	5	ISU Campus	Pocatello	Geographic Information Systems (GIS)	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geological Sciences	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geology	BA, BS, MS, MNS, AS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geomatics Technology	BS	Technology	Technology
ISU	5	ISU Campus	Pocatello	Geophysics/Hydrology	MS	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	Geotechnology	PB Cert., Minor	Arts & Sciences	Geosciences
ISU	5	ISU Campus	Pocatello	German	BA, AA-	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Graphic Arts/Printing Technology	ATC, AAS	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Health Care Administration	BS	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Health Education	BA, BS, MHE	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Health Information Technology	PTC, AAS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Health Science	BS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Historical Resources Management	MA		
ISU	5	ISU Campus	Pocatello	History	AA, BA	Arts & Sciences	History
ISU	5	ISU Campus	Pocatello	Human Exceptionality	BA, BS, M Ed	Education	Special Education
ISU	5	ISU Campus	Pocatello	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev
ISU	5	ISU Campus	Pocatello	Idaho Advanced General Dentistry Prog.	PDoc Cert.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Idaho Dental Education Program	Coop. Trans.	Health Professions	Dentistry
ISU	5	ISU Campus	Pocatello	Instructional Technology	M Ed	Education	Graduate Programs
ISU	5	ISU Campus	Pocatello	Instrumentation Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Instrumentation Tech.: Industrial Controls	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	International Studies	BA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Japanese	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Laser/Electro-Optics Technology	ATC, AAS	Technology	Electronics
ISU	5	ISU Campus	Pocatello	Latin	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Law Enforcement	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Machining Technology	TC, AAS, ATC	Technology	Technical
ISU	5	ISU Campus	Pocatello	Management	BBA	Business	Management
ISU	5	ISU Campus	Pocatello	Marketing	BBA	Business	Marketing
ISU	5	ISU Campus	Pocatello	Marketing and Management Occupations	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Marriage and Family Counseling	M Couns	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Mass Communication	BA	Arts & Sciences	Mass Communication
ISU	5	ISU Campus	Pocatello	Massage Therapy	TC		
ISU	5	ISU Campus	Pocatello	Mathematics	AS, BS, MS, DA	Arts & Sciences	Mathematics
ISU	5	ISU Campus	Pocatello	Measurement and Control Engineering	MS	Engineering	Engineering
ISU	5	ISU Campus	Pocatello	Mechanical Engineering	BS	Engineering	Mechanical Engineering
ISU	5	ISU Campus	Pocatello	Medical Assisting	AAS	Technology	Health Occupations
ISU	5	ISU Campus	Pocatello	Mental Health Counseling	M Couns	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Microbiology	BS, MS	Arts & Sciences	Biological Sciences
ISU	5	ISU Campus	Pocatello	Music Education	BME	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, General	BA, BS	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Music, Performance	BM	Arts & Sciences	Music
ISU	5	ISU Campus	Pocatello	Nuclear Science and Engineering/(Co-op)	MS, PhD	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nuclear Engineering	BS	Engineering	Nuclear Engineering
ISU	5	ISU Campus	Pocatello	Nursing	BS, AS	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Nursing	MS, PM Cert	Health Professions	Nursing
ISU	5	ISU Campus	Pocatello	Occupational Therapy	MOT	Health Professions	Phys & Occ Therapy

Program Inventory List - Idaho State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	5	ISU Campus	Pocatello	Office Technology	TC, AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Office Technology: Paralegal Studies	AAS	Technology	Business & Service
ISU	5	ISU Campus	Pocatello	Paramedic	ATC, AS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PPRA)	PhD, MS	Pharmacy	Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmaceutical Sciences (PSCI)	PhD, MS	Pharmacy	Pharmaceutical Sciences
ISU	5	ISU Campus	Pocatello	Pharmacy	PharmD	Pharmacy	Pharmacy Prac & Admin.
ISU	5	ISU Campus	Pocatello	Philosophy	BA	Arts & Sciences	English & Philosophy
ISU	5	ISU Campus	Pocatello	Physical Education	BA, BS	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	5	ISU Campus	Pocatello	Physical Therapist Assistant	AAS	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Physical Therapy	DPT	Health Professions	Phys & Occ Therapy
ISU	5	ISU Campus	Pocatello	Physician(s) Assistant	MPAS	Health Professions	Physician Asst Studies
ISU	5	ISU Campus	Pocatello	Physics	BA, BS, MS, MNS, AS	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Physics, Applied	Ph.D.	Arts & Sciences	Physics
ISU	5	ISU Campus	Pocatello	Political Science	AS, BA, BS, MA, DA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	Practical Nursing	ATC	Technology	Health Care Professions
ISU	5	ISU Campus	Pocatello	Psychology	BA, BS, MS	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Public Administration	MPA	Arts & Sciences	Political Science
ISU	5	ISU Campus	Pocatello	(Master of) Public Health	MPH	Health Professions	Health Care Administration
ISU	5	ISU Campus	Pocatello	Radiological Science	AS, BS	Health Professions	Radiographic Science
ISU	5	ISU Campus	Pocatello	Russian	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	School Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	School Psychology	Ed S	Arts & Sciences	Psychology
ISU	5	ISU Campus	Pocatello	Secondary Education	BA, BS	Education	Secondary Education
ISU	5	ISU Campus	Pocatello	Shoshoni	AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Sign Language Studies	AS	Arts & Sciences	CSED
ISU	5	ISU Campus	Pocatello	Social Work	BA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Sociology	BA, MA	Arts & Sciences	Sociology
ISU	5	ISU Campus	Pocatello	Spanish	BA, AA	Arts & Sciences	Foreign Languages
ISU	5	ISU Campus	Pocatello	Special Education	Ed S	Education	Special Education
ISU	5	ISU Campus	Pocatello	Communication and Rhetorical Studies	BA, BS, MA, AA	Arts & Sciences	Communication & Rhetorical Studies
ISU	5	ISU Campus	Pocatello	Speech Pathology and Audiology	BS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Speech-Language Pathology	MS	Health Professions	Speech Path & Audiology
ISU	5	ISU Campus	Pocatello	Student Affairs and College Counseling	M Coun	Health Professions	Counseling
ISU	5	ISU Campus	Pocatello	Theatre	BFA, BA, BS, MA	Arts & Sciences	Theatre and Dance
ISU	5	ISU Campus	Pocatello	Waste Mgmt and Environ Studies	MS	Graduate School	
ISU	5	ISU Campus	Pocatello	Welding	TC, AAS, ATC	Technology	Trades & Industry
ISU	5	ISU Campus	Pocatello	Zoology	BS	Arts & Sciences	Biological Sciences
ISU	5	?	Soda Springs	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Bachelor of University Studies	BUS		IEP
ISU	4	CSI Campus	Twin Falls	Education, General (Curriculum Leadership)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Ed. Administration)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Elementary Ed.)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Education, General (Secondary Education)	M Ed Emp.	Education	Masters of Education
ISU	4	CSI Campus	Twin Falls	Elementary Education	BA, BS	Education	Teacher Education
ISU	4	CSI Campus	Twin Falls	General Studies	BA	Arts & Sciences	
ISU	4	CSI Campus	Twin Falls	Health Education	MHE	Health Professions	Health & Nutrition Sci
ISU	4	CSI Campus	Twin Falls	Human Resource Training & Development	BS, MTD	Technology	Human Res Training & Dev

Program Inventory List - Idaho State University							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
ISU	4	CSI Campus	Twin Falls	Nursing	BS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing	MS	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing: Administration Option	MS Option	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Nursing: Education Option	MS Option	Health Professions	Nursing
ISU	4	CSI Campus	Twin Falls	Physical Education/Athletic Administration	MPE	Education	Sports Sci, PE & Dance
ISU	4	CSI Campus	Twin Falls	Secondary Education	BA, BS	Education	Teacher Education

Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	Administrative Assistant	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	1	LCSC Campus	Coeur d'Alene	Applied Technology	BASAT	Professional Technical	Business Technology & Service/Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	APPRENTICESHIP		Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Electrical	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	Apprenticeship-Plumbing	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	AUTO MECHANICS TECHNOLOGY	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Auto Mechanics Tech-B	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Automated Mfg Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Behavioral Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Biology	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Bookkeeping	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Business Administration	BA/BS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Business Administration	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	BUSINESS MANAGEMENT	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Retailing	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Supervision	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Chemistry	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Collision Repair	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	1	LCSC Campus	Coeur d'Alene	Communication Arts	BA/BS	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Computer Science	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Diesel Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Early Childhood Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Web	Early Childhood Development	BAS, AAS, ATC, TC	Professional Technical	Business Technology & Service
		LCSC Campus	Lewiston	Earth Information Systems	BS/BA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Elementary Education	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Engineering	AS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Engineering Tech	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (civil)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (mechanical)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Engineering Tech (traditional)	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	English	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Creative Writing	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	English: Secondary Education	BA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Fire Service Technology	BAS, AAS	Professional Technical	none assigned
LCSC	2	LCSC Campus	Lewiston	GRAPHIC ARTS/PRINTING TECHNOLOGY	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Digital Imaging	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Offset Press	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	HEATING, AIR CONDITIONING & APPLIANCE TECH	BAS, AAS, ATC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-A	TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Heating, Air Conditioning & Appliance Tech-B	TC	Professional Technical	Technical & Industrial

Program Inventory List - Lewis-Clark State College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
LCSC	2	LCSC Campus	Lewiston	HOTEL/RESTAURANT MANAGEMENT	BAS, AAS, ATC, BS/BA	Professional Technical/Academic Programs	Business Technology & Service/Business
LCSC	2	LCSC Campus	Lewiston	Food/Bev Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Rooms Mgmt	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Information Systems Analysis	BAT, BAS, AAS	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Industrial Electronics	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial
LCSC	2	LCSC Campus	Lewiston	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	1	LCSC Campus	Coeur d'Alene	Interdisciplinary Studies	BA/BS	Academic Programs	all Academic Division
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Justice Studies:Criminal Justice	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Justice Studies:Human Services	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Kinesiology	BS/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Kinesiology (K-12)	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	LEGAL ASSISTANT	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Legal Office Technology	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston/Web	Liberal Arts	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Humanities	AA	Academic Programs	Humanities
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Natural Sciences	AA	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Liberal Arts:Social Sciences	AA	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Management	BA/BS	Academic Programs	Business
LCSC	1	LCSC Campus	Coeur d'Alene	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Web	Management	BA/BS	Academic Programs	Business
LCSC	2	LCSC Campus	Lewiston	Mathematics	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Mathematics: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Medical Assistant	BAS, AAS	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	MEDICAL OFFICE	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Biller/Coder	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Receptionist	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Medical Transcription	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Composite	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Natural Sciences: Secondary Education	BA/BS	Academic Programs	Natural Sciences & Mathematics
LCSC	2	LCSC Campus	Lewiston	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Nursing	BSN	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Paralegal	BAS, AAS, TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Paraprofessional Education	AA	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Practical Nursing	AAS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Psychology	BA/BS	Academic Programs	Education
LCSC	2	LCSC Campus	Lewiston	Radiographic Science	AS	Academic Programs	Nursing & Health Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Sciences: Secondary Education	BA/BS	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	Social Work	BSW	Academic Programs	Social Sciences
LCSC	1	LCSC Campus	Coeur d'Alene	Social Work	BSW	Academic Programs	Social Sciences
LCSC	2	LCSC Campus	Lewiston	WEB DEVELOPMENT	BAS, AAS, ATC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Web Authoring	TC	Professional Technical	Business Technology & Service
LCSC	2	LCSC Campus	Lewiston	Welding Technology	BAS, AAS, ATC, TC	Professional Technical	Technical & Industrial

Program Inventory List - North Idaho College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
NIC	1	NIC Campus	Coeur d'Alene	Accounting Assistant	AAS, ATC, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Administration of Justice	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Administrative Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	American Indian Studies	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Anthropology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Art	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Astronomy	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Automotive Technology	AAS, ATC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Bacteriology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Biology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Botany	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Business Administration	AA, AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Business Education	AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Carpentry	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Carpentry Management Technology	AAS		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Chemistry	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Child Development	AA, AS, TC		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Collision Repair Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Communications	AA, AS		Communications
NIC	1	NIC Campus	Coeur d'Alene	Computer Information Technology	AAS, ATC, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Computer Science	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Criminal Justice	AS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Culinary Arts Technology	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Diesel Technology	AAS, TC, ATC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Drafting Design and Technology	AAS, TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Education	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Engineering	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	English	AA		English & Modern Languages
NIC	1	NIC Campus	Coeur d'Alene	Environmental Health	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Environmental Science	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Forestry/Wildlife/Range/Wildland Rec. Management	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	General Studies	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Geology	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Graphic Design	AAS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Heating, Ventilation, Air Conditioning, Refrigeration	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	History	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Human Resources Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Human Services	AAS, TC		Nursing & Health Professions
NIC	1	NIC Campus	Coeur d'Alene	Journalism	AA, AS		Communication
NIC	1	NIC Campus	Coeur d'Alene	Landscape Technology Program	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Law Enforcement	AAS, TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Legal Administrative Assistant	AAS, ATC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Machine Technology	AAS, TC, ATC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Maintenance Mechanic/Millwright	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Mathematics	AS		Mathematics
NIC	1	NIC Campus	Coeur d'Alene	Medical Administrative Assistant	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Billing Specialist	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Receptionist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Transcriptionist	AAS		Business & Professional Programs

Program Inventory List - North Idaho College							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
NIC	1	NIC Campus	Coeur d'Alene	Medical Office Transcriptions/Pre-Health Info Tech	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Medical Transcriptionist	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Modern Languages	AA		English & Modern Languages
NIC	1	NIC Campus	Coeur d'Alene	Music	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Nursing (RN)	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Office Receptionist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Paralegal	AAS		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Pharmacy Technology	TC		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Philosophy	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Photography	AA, AS		Communication
NIC	1	NIC Campus	Coeur d'Alene	Physical Education	AS		Physical Education
NIC	1	NIC Campus	Coeur d'Alene	Physics	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Political Science/Pre-Law	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Outdoor Power/Recreational Vehicle Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Practical Nursing	TC		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Agriculture	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Pre-Medical Related Fields	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Physical Therapy	AS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Pre-Veterinary Medicine	AS		Natural Science
NIC	1	NIC Campus	Coeur d'Alene	Psychology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Radiography Technology	AAS		Nursing & Health Education
NIC	1	NIC Campus	Coeur d'Alene	Receptionist/Office Specialist	TC		Business & Professional Programs
NIC	1	NIC Campus	Coeur d'Alene	Social Work	AA, AS		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Sociology	AA		Social & Behavioral Sciences
NIC	1	NIC Campus	Coeur d'Alene	Theatre	AA, AS		Fine Arts
NIC	1	NIC Campus	Coeur d'Alene	Welding Technology	TC		Trades & Industry
NIC	1	NIC Campus	Coeur d'Alene	Zoology	AS		Natural Science

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	C&HS-Rehabilitation Counseling	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	Ed S Ad Ed	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Agricultural Education	MS	Agricultural & Life Sci	Agricultural & Extension Educ
UI	3	UI-Boise Center	Boise	Architecture	BS Arch	Letters, Arts & Soc Sci	Architecture
UI	3	UI-Boise Center	Boise	Architecture	M Arch	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Civil Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Computer Science	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed D	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Education	Ed Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	3	UI-Boise Center	Boise	Education	PhD	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	Ed Spec Ed Ldrshp	Education	Div of Tchng, Learning & Leadershp
UI	3	UI-Boise Center	Boise	Educational Leadership	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Leadership	MS	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Educational Technology	M Ed	Education	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Engineering Management	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Environmental Science	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Landscape Architecture	B L Arch	Letters, Arts & Soc Sci	Architecture
UI	3	UI-Boise Center	Boise	Landscape Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	3	UI-Boise Center	Boise	Law	JD (Program elements)	Law	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	3	UI-Boise Center	Boise	School Psychology	ED S Sch Psych	Education	Div of Adult, Couns & Tech Educ
UI	3	UI-Boise Center	Boise	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Professional-Technical Technology Education	MS	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	Ed Spec Ed Ldrshp	Education	

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	1	NICHE	Coeur d'Alene	Educational Leadership	MS	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	Ed S Sp Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Special Education	MS	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	Ed S Ad Ed	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Adult and Organizational Learning	MS	Education	
UI	1	NICHE	Coeur d'Alene	Computer Engineering	BS CompE	Engineering	
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Counseling and Human Services	MS	Education	
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Curriculum and Instruction	MS	Education	
UI	1	NICHE	Coeur d'Alene	Education	Ed Sp Ed	Education	
UI	1	NICHE	Coeur d'Alene	Educational Leadership	M Ed	Education	
UI	1	NICHE	Coeur d'Alene	Elementary Education	BS Ed	Education	
UI	1	NICHE	Coeur d'Alene	Environmental Science	MS	Graduate	Interdisciplinary Studies
UI	1	NICHE	Coeur d'Alene	Family and Consumer Sciences	MS	Agricultural & Life Sci	
UI	1	NICHE	Coeur d'Alene	Food Science and Technology	Certificate	Agricultural & Life Sci	
UI	1	NICHE	Coeur d'Alene	Geographic Information Systems (GIS)	Certificate	Science	
UI	1	NICHE	Coeur d'Alene	Psychology	BS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Psychology	MS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Agribusiness	BS Ag Econ	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Biological and Agricultural Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Education	Ed D	Education	
UI	6	University Place	Idaho Falls	Education	Ed Sp Ed	Education	
UI	6	University Place	Idaho Falls	Education	PhD	Education	
UI	6	University Place	Idaho Falls	Family and Consumer Sciences	MS	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Food Science and Technology	Certificate	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Horticulture and Crop Science	BS Pl Sc	Agricultural & Life Sci	
UI	6	University Place	Idaho Falls	Hydrology	MS	Science	
UI	6	University Place	Idaho Falls	Chemical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Chemical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Chemistry	MS	Science	
UI	6	University Place	Idaho Falls	Chemistry	PhD	Science	
UI	6	University Place	Idaho Falls	Civil Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Civil Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	BS CompE	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Computer Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Science	BS CS	Engineering	

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	6	University Place	Idaho Falls	Computer Science	MS	Engineering	
UI	6	University Place	Idaho Falls	Computer Science	PhD	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Electrical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science	MS	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science	PhD	Engineering	
UI	6	University Place	Idaho Falls	Environmental Science-Physical Science	BS Env S	Engineering	
UI	6	University Place	Idaho Falls	General Studies	BGS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Geological Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Geology	PhD	Science	
UI	6	University Place	Idaho Falls	Industrial Technology	BS Tech	Education	
UI	6	University Place	Idaho Falls	Industrial Technology Education	MS	Education	
UI	6	University Place	Idaho Falls	Interdisciplinary Studies	MS	Letters, Arts & Soc Sci	
UI	6	University Place	Idaho Falls	Interdisciplinary Studies-Waste Mgt	MS	Graduate	
UI	6	University Place	Idaho Falls	Materials Science and Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Materials Science and Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Mechanical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Metallurgical Engineering-Waste Mgt	MS	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	M Engr	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	MS	Engineering	
UI	6	University Place	Idaho Falls	Nuclear Engineering	PhD	Engineering	
UI	6	University Place	Idaho Falls	Systems Engineering	M Engr	Engineering	
UI	2	UI Campus	Moscow	Mining/Metallurgical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	Ed Sp PTT Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Professional-Technical Technology Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MAT	Science	Mathematics
UI	2	UI Campus	Moscow	Accountancy	M Acct	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Accounting	BS Bus	Business & Economics	Accounting
UI	2	UI Campus	Moscow	Adult and Organizational Learning	Ed S Ad Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Adult and Organizational Learning	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Adult and Organizational Learning	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Advanced Materials Design	Certificate		
UI	2	UI Campus	Moscow	Advanced Materials Technology	Certificate		
UI	2	UI Campus	Moscow	Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Advertising	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Air Force Officer Education	at WSU		
UI	2	UI Campus	Moscow	Agricultural Science and Technology	BS Ag Sc Tech	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agribusiness	BS Ag Econ	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Agricultural Economics	BS Ag Econ	Agricultural & Life Sci	Agri Economics & Rural Soc
UI	2	UI Campus	Moscow	Agricultural Economics	MS	Agricultural & Life Sci	Graduate Programs

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Agricultural Education	BS Ag Ed	Agricultural & Life Sci	Agricultural & Extension Educ
UI	2	UI Campus	Moscow	Agricultural Education	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Agricultural Engineering	BS Ag Engr	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Agricultural Systems Management	BS ASM	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Animal Physiology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Animal Science-Business	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal Science-Dairy Science	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal Science-Production	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Animal Science-Sci/Pre Vet	BS An Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Science/Preveterinary	BS Vet Sc	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Anthropology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Anthropology	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Applied Geotechnics	Certificate		
UI	2	UI Campus	Moscow	Architecture	BS Arch	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	Architecture	M Arch	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Army Officer Education	No Degree		
UI	2	UI Campus	Moscow	Art	BA	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Art	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Art	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Art Education	BS Art Ed	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Athletic Training	BS PE	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	MS	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Bioinformatics and Computational Biology	PhD	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Ag Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-BioSys Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Env Engineering Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Food & Bioprocess Engrg Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Bio & Ag Engineering-Soil & Water Engrg Opt	BS BAE	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological and Agricultural Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Biological Sciences	M Nat Sc	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biological Systems Engineering	BS B Sy E	Engineering	Biological & Agricultural Engineering
UI	2	UI Campus	Moscow	Biology	BA	Science	Biology
UI	2	UI Campus	Moscow	Biology	BS	Science	Biology
UI	2	UI Campus	Moscow	Biology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Biology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Business Econ-Financial Econ	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Business Econ-General	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Cert Only-Advanced	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Elementary	No Degree		
UI	2	UI Campus	Moscow	Cert Only-Secondary	No Degree		
UI	2	UI Campus	Moscow	CFCs: Child Dev Family Rel	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCs: Family Life	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	CFCs: Family/Consumer Sci Ed	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Character Education	Certificate		
UI	2	UI Campus	Moscow	Chemical Engineering	BS ChE	Engineering	Chemical Engineering
UI	2	UI Campus	Moscow	Chemical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Chemistry-General Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Pre-Medical Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Chemistry-Professional Opt	BS	Science	Chemistry
UI	2	UI Campus	Moscow	Civil Engineering	BS CE	Engineering	Civil Engineering
UI	2	UI Campus	Moscow	Civil Engineering	Certificate		
UI	2	UI Campus	Moscow	Civil Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Civil Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Clothing, Textiles and Design	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Communication Studies	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Studies	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Communication Systems	Certificate		
UI	2	UI Campus	Moscow	Computer Engineering	BS CompE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Computer Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	BS CS, BA	Engineering	Computer Science
UI	2	UI Campus	Moscow	Computer Science	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Computer Science	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	Ed S Couns-Hum Serv	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Counseling and Human Services	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Counseling and Human Services	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Creative Writing	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Crime and Justice Studies	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Crime and Justice Studies	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Curriculum and Instruction	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Curriculum and Instruction	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Dance	BS Dan	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Diversity and Stratification	Certificate		
UI	2	UI Campus	Moscow	Early Childhood Development and Education	BS Erly Chldhd Dev Ed	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Earth Science	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Economics	BA	Letters, Arts & Soc Sci	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	BS	Letters, Arts & Soc Sci	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Economics	MS	Business & Economics	Graduate Programs
UI	2	UI Campus	Moscow	Education	Ed D	Education	Graduate Programs
UI	2	UI Campus	Moscow	Education	Ed Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Education	PhD	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	Ed Spec Ed Ldrshp	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Educational Leadership	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Educational Leadership	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	BS EE	Engineering	Electrical & Computer Engineering
UI	2	UI Campus	Moscow	Electrical Engineering	M Engr	Engineering	Graduate Programs

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Electrical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Electrical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Elementary Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Engineering Management	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	English	BA	Letters, Arts & Soc Sci	English
UI	2	UI Campus	Moscow	English	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	English	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	BS Ent	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Entomology	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Entomology	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science	MS	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science	PhD	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Science-Biological Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Physical Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Science-Social Science	BS Env S	Interdisciplinary Programs	Environmental Science
UI	2	UI Campus	Moscow	Environmental Water Science	Certificate		
UI	2	UI Campus	Moscow	Family and Consumer Sciences	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Finance	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI		UI Campus	Moscow	Finance-Financial Planning	BS Bus	Business & Economics	Economics, Finance and Information Systems
UI	2	UI Campus	Moscow	Fishery Resources	MS	Natural Resources	Fish & Wildlife
UI	2	UI Campus	Moscow	Food Science	BS FS, PhD	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food/Nutr-Dietetics Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Food/Nutr-Nutriton Opt	BS FCS	Agricultural & Life Sci	Family & Consumer Sciences
UI	2	UI Campus	Moscow	Foreign Languages	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
	2	UI Campus	Moscow	Foreign Languages-Computer Science Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Business Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-French Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-German Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Latin Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Foreign Languages-Spanish Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
	2	UI Campus	Moscow	Foreign Languages-Classical Studies Opt.	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Forest Products	MS	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Business Mgmt	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Pulp/Paper Tech	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Timber Harvest	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Products-Wood Con Design	BS For Prod	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Forest Resources-Business Minor Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources-Forest Ecosystem Mgmt Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	Forest Resources-Science Opt	BS For Res	Natural Resources	Forestry
UI	2	UI Campus	Moscow	French	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	General Studies	BGS	Letters, Arts & Soc Sci	General Studies
UI	2	UI Campus	Moscow	Geog-Applied Econ Geog Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geog-General Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geog-Mineral Prop/Land Mgt Opt.	BS	Science	Geography

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Geog-Physical Environment Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geography-Cartography Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Geog Info Sys Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Phys Sci & Enviro Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geography-Reg Analys & Dev Opt.	BS	Science	Geography
UI	2	UI Campus	Moscow	Geol-Environmental Geology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-General Geology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Geological Education Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Hydrogeology Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geological Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Geology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geology	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Geol-Structural Geology & Tectonics Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	Geol-Resource Exploration Opt.	BS	Science	Geological Sciences
UI	2	UI Campus	Moscow	German	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Geographic Information Systems (GIS)	Certificate		
UI	2	UI Campus	Moscow	Heating, Ventilation, and Air Conditioning Systems	Certificate		
UI	2	UI Campus	Moscow	History	BA	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	BS	Letters, Arts & Soc Sci	History
UI	2	UI Campus	Moscow	History	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	History	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Hort & Crop Sc-Crop Mgmt	BS PI Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hort & Crop Sc-Hrt Plt Prd	BS PI Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hort & Crop Sc-Plant Protection	BS PI Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hort & Crop Sc-UrLnd & TrfMg	BS PI Sc	Agricultural & Life Sci	Horticulture
UI	2	UI Campus	Moscow	Hydrology	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Industrial Technology	BS Tech	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Industrial Technology Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Industrial Technology Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Information Systems	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	BS IS		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MA		
UI	2	UI Campus	Moscow	Interdisciplinary Studies	MS		
UI	2	UI Campus	Moscow	Interior Design	BFA	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	International Studies	BA	Letters, Arts & Soc Sci	Martin Schoolf International Affairs
UI	2	UI Campus	Moscow	Journalism	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Advertising	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Broadcast News	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-News-Editorial	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-No option	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Mass Comm	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Journalism-Mass Comm	BS	Letters, Arts & Soc Sci	Journalism & Mass Media

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Landscape Architecture	B L Arch	Letters, Arts & Soc Sci	Architecture
UI	2	UI Campus	Moscow	Landscape Architecture	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Latin-American Studies	BA	Letters, Arts & Soc Sci	Interdisciplinary Studies
UI	2	UI Campus	Moscow	Management and Human Resources	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Marketing	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Marketing-Pro Golf Mgmt	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Materials Science and Engineering	BS MSE	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Materials Science and Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Materials Science and Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Mathematics - Actuarial Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Computation Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - General Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Modeling Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Operations Research Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mathematics - Statistics Opt	BS	Science	Mathematics
UI	2	UI Campus	Moscow	Mechanical Engineering	BS ME	Engineering	Mechanical Engineering
UI	2	UI Campus	Moscow	Mechanical Engineering	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering	PhD	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	M Engr	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Mechanical Engineering-Waste Mgt	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Medical Technology	BS	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Metallurgical Engineering	BS Met E	Engineering	Materials Science & Engineering
UI	2	UI Campus	Moscow	Metallurgical Engineering	MS	Engineering	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology	BS Microbiol	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Microbiology, Molecular Biology and Biochemistry	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Molecular Biology and Biochemistry	BS MBB	Agricultural & Life Sci	Microbiology, Molecular Biology
UI	2	UI Campus	Moscow	Music	M Music	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Music Education: Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music Education: Vocal-Instrumental	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Applied	BS	Letters, Arts & Soc Sci	Music
	2	UI Campus	Moscow	Music: Theatre	BFA	Letters, Arts & Soc Sci	Music: Theatre & Film
UI	2	UI Campus	Moscow	Music: Business	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Composition	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: History and Literature	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Instrumental Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BA	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Theory	BS	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	Music: Vocal Performance	B Mus	Letters, Arts & Soc Sci	Music
UI	2	UI Campus	Moscow	NRECB-Conservation Biology Opt	BS Nat Res Ecol-Cons Biol	Natural Resources	Ecology & Conservation Biology
UI	2	UI Campus	Moscow	NRECB-Natural Resesources Ecology Opt	BS Nat Res Ecol-Cons Biol	Natural Resources	Ecology & Conservation Biology

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Natural Resources	MNR	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Natural Resources	PhD	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Naval Science	BNS		
UI	2	UI Campus	Moscow	Neuroscience	MS	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Neuroscience	PhD	Interdisciplinary Programs	Graduate Programs
UI	2	UI Campus	Moscow	Office Administration		Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Philosophy	BA	Letters, Arts & Soc Sci	Philosophy
UI	2	UI Campus	Moscow	Philosophy	BS	Letters, Arts & Soc Sci	Philosophy
	2	UI Campus	Moscow	Philosophy	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Physical Education	BS Ed	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Physical Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Physical Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Physics	BA	Science	Physics
UI	2	UI Campus	Moscow	Physics	BS	Science	Physics
UI	2	UI Campus	Moscow	Physics	MAT	Science	Graduate Programs
UI	2	UI Campus	Moscow	Physics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Physics	PhD	Science	Graduate Programs
UI	2	UI Campus	Moscow	Plant Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Plant Science	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Political Science	BA	Letters, Arts & Soc Sci	Political Science
UI	2	UI Campus	Moscow	Political Science	BS	Letters, Arts & Soc Sci	Political Science
UI	2	UI Campus	Moscow	Political Science	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Political Science	PhD	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Power System Protection and Relaying	Certificate		
UI	2	UI Campus	Moscow	Production/Operations Management	BS Bus	Business & Economics	Management, Marketing and Operations
UI	2	UI Campus	Moscow	Psychology	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Psychology	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Psychology	MS	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Public Administration	MPA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Public Communication	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Public Communication	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Public Relations	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Public Relations	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Radio/TV/Digital Media Production	BA	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Radio/TV/Digital Media Production	BS	Letters, Arts & Soc Sci	Journalism & Mass Media
UI	2	UI Campus	Moscow	Range Livestock Management	BS RLM	Agricultural & Life Sci	Animal & Veterinary Sciences
UI	2	UI Campus	Moscow	Rangeland Ecology and Management	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	Rangeland Ecology and Management	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	RE&M-Rangeland Management Opt	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	RE&M-Environmental Assessment Opt	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	RE&M-Rangeland Ecology Opt	BS Rangeland Ecol-Mgt	Natural Resources	Rangeland Ecology
UI	2	UI Campus	Moscow	Recreation	BS Rec	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Recreation	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Resource Recreation and Tourism	BS Res Rec	Natural Resources	Resource Recreation & Tourism
UI	2	UI Campus	Moscow	Resource Recreation and Tourism	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	School and Community Health Education	BS Ed	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	School Psychology	ED S Sch Psych	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Sec-Art	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Biological Sciences	BS Ed	Education	Div of Tchng, Learning & Leadershp

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Sec-Chemistry	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Earth Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-English	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-French	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Geography	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-German	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-History	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Journalism	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Latin	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Mathematics	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physcial Sciences	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physical Sci-Life Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Physics	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Political Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Psychology	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Social Science	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Spanish	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Speech	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Theatre Arts	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sec-Theatre Arts-Speech	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Secondary Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Sociology	BA	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Sociology	BS	Letters, Arts & Soc Sci	Sociology/Anthro/Justice Studies
UI	2	UI Campus	Moscow	Soil and Land Resources	BS Soil Sc	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Soil and Land Resources	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Soil and Land Resources	PhD	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Soil Science	BS Soil Sc	Agricultural & Life Sci	Plant, Soil & Entomological Sciences
UI	2	UI Campus	Moscow	Spanish	BA	Letters, Arts & Soc Sci	Foreign Language & Literature
UI	2	UI Campus	Moscow	Spanish	MAT	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	BS Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	Ed S Sp Ed	Education	Div of Tchng, Learning & Leadershp
UI	2	UI Campus	Moscow	Special Education	M Ed	Education	Graduate Programs
UI	2	UI Campus	Moscow	Special Education	MS	Education	Graduate Programs
UI	2	UI Campus	Moscow	Sports Science	BS PE	Education	Div of Health, PE, Recreation & Dance
UI	2	UI Campus	Moscow	Statistics	MS	Science	Graduate Programs
UI	2	UI Campus	Moscow	Structural Engineering	Certificate		
UI	2	UI Campus	Moscow	Studio Art	BFA	Letters, Arts & Soc Sci	Art & Design
UI	2	UI Campus	Moscow	Teaching English as a Second Language	MA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Technology Education	BS Ed	Education	Div of Adult, Couns & Tech Educ
UI	2	UI Campus	Moscow	Theatre Arts	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	BFA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Music Theatre	BFA	Letters, Arts & Soc Sci	Theatre & Film; Music
UI	2	UI Campus	Moscow	Theatre Arts	BS	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts	MFA	Letters, Arts & Soc Sci	Graduate Programs
UI	2	UI Campus	Moscow	Theatre Arts-Performance	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	Theatre Arts-Production	BA	Letters, Arts & Soc Sci	Theatre & Film
UI	2	UI Campus	Moscow	U of Idaho Leadership Certificate	Certificate		
UI	2	UI Campus	Moscow	Veterinary Science	MS	Agricultural & Life Sci	Graduate Programs
UI	2	UI Campus	Moscow	Virtual Technology and Design	BS	Letters, Arts & Soc Sci	Interdisciplinary Studies

Program Inventory List - University of Idaho							
Institution	Region	Location	City/Community	Program	Degree(s) Offered	College	Dept.
UI	2	UI Campus	Moscow	Visual Communcation	BS	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Visual Communication	BA	Letters, Arts & Soc Sci	Psychology & Communication Studies
UI	2	UI Campus	Moscow	Water Resources Engineering	Certificate		
UI	2	UI Campus	Moscow	Wildlife Resources	BS Wildlife Res	Natural Resources	Wildlife Resources
UI	2	UI Campus	Moscow	Wildlife Resources	MS	Natural Resources	Graduate Programs
UI	2	UI Campus	Moscow	Medical Education	MD (WWAMI)	WWAMI	Graduate Programs
UI	2	UI Campus	Moscow	Environmental Contamination Assessment	Certificate		
UI	2	UI Campus	Moscow	Extension Nutrition Program	Certificate		
UI	2	UI Campus	Moscow	Law and Accountancy	JD/M Acct	Law	Law
UI	2	UI Campus	Moscow	Law	JD	Law	Law
UI	2	UI Campus	Moscow	Law and Business Administration	JD/MBA (with WSU)	Law	Law
UI	2	UI Campus	Moscow	Law and Environmental Science	JD/MS	Law	Law
UI	2	UI Campus	Moscow	Restoration Ecology	Certificate		
UI	4	CSI Campus	Twin Falls	Agricultural Science and Technology	BS Ag Sc Tech		
UI	4	CSI Campus	Twin Falls	Family and Consumer Sciences	MS		
UI	4	CSI Campus	Twin Falls	Veterinary Science	MS		

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

SUBJECT

Second Reading – Amendment to Board Policy Section III.Y. Accelerated Learning Program

REFERENCE

August Board Meeting	At the August 10-12, 2005 Board meeting, the Board approved the first reading of Board Policy Section III.Y. Accelerated Learning Program.
----------------------	--

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In January 2005, the Board organized the Accelerated Learning and Preparation for Postsecondary Education Task Force for the purpose of developing recommendations to address high school reform and to increase the number of students who enter and graduate from college. The Board purposefully established the task force to examine rules and policies associated with K-20 to increase the number of students who are prepared for and enter the state's higher education institutions. Idaho has the *fifth lowest* rate among the fifty states for the number of students who enroll in college after graduating from high school.

DISCUSSION

No changes were made between the first and second reading.

IMPACT

The subcommittee recommendations, if implemented, will significantly improve the quality of advanced opportunities programs for students and more clearly define what types of programs are offered to Idaho students.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the Board approve changes to the Accelerated Learning Policy and endorse the Idaho Standards for Advanced Opportunities Programs. The standards are referenced in the revised policy and include a statement to indicate that "advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board."

BOARD ACTION

A motion to approve the second reading of the amendments to Board Policy Section III.Y., Accelerated Learning Program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

Revised December 2005

Y. Advanced Opportunities

1. Coverage

Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho are covered by these policies. North Idaho College, the College of Southern Idaho and Eastern Idaho Technical College are also covered since post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and post-secondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

- a. Enhance their post-secondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and post-secondary education; and
- c. Reduce the overall cost of educational services and training.

3. Definitions

There are many different advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, etc. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

Placement®, dual credit, tech prep and the International Baccalaureate program.

a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students earn college credit by scoring well on the national exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

Original Source: <http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html>
Edits by the Advanced Opportunities Subcommittee, OSBE, and CAAP. Revised April 12, 2005.

4. Idaho Programs Standards for Advanced Opportunities Programs

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

The standards were designed as a resource to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs for high school students prior to graduation. The standards ensure acceptance of college credit among the post secondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations.

The standards were developed by the Advanced Opportunities Subcommittee, which was one of two subcommittees organized under the auspices of the Accelerated Learning and Preparation for Postsecondary Education Task Force appointed by the Idaho State Board of Education in January 2005.

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board. The Idaho Standards for Advanced Opportunities Programs are available from the Idaho State Board of Education. Information about the International Baccalaureate program is available at their website.

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho Standards for Advanced Opportunities Programs

Dual Credit
The College Board's Advanced Placement®
Tech-Prep
The International Baccalaureate

Developed by the Advanced Opportunities Subcommittee, Spring 2005
Under the auspices of the Idaho State Board of Education's
Accelerated Learning
and
Preparation for Postsecondary Education Task Force

The Idaho Standards are based
on the
National Concurrent Enrollment Partnership Standards
developed by
The National Alliance of Concurrent Enrollment Partnerships (NACEP)
Adopted April 2002, used by permission

June 2005

**Accelerated Learning and
Preparation for Postsecondary Education Task Force
Membership and Subcommittees**

Post Secondary Readiness Subcommittee

Rod Lewis, Board President
Sue Thilo, Chair and Board Member
Marilyn Howard, Superintendent/Board Member
Christine Ivie, State Board Staff
Jim Soper, District Administrator
Cindy Sisson, Curriculum Coordinator
Dean Jones, District Administrator
Pat White, St. Dept. Ed.
Parra Byron, Governor's Office
Mark Wheeler, Boise St. Univ.

Advanced Opportunities
Subcommittee

Karen McGee, Board Member
Laird Stone, Board Member
Valerie Schorzman, St. Dept. Ed.
Elaine Asmus, Teacher
Jerry Gee, North Idaho College
Dan Peterson, Prof. Tech. Div.
Sona Andrews, Boise St. Univ.

Marilyn Davis, State Board and support staff for the committee

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

Board Approval

The Idaho Standards for Advanced Opportunities, as approved on August 11, 2005, are integrated into Board Policy Section III. Y. Advanced Opportunities. Any revisions to the standards or this document must be approved by the Board prior to implementation.

Subcommittee Overview

The purpose of the Advanced Opportunities Subcommittee was to review what types of programs are available to students who want to earn college credit prior to high school graduation. The committee was also charged with making recommendations to increase opportunities for students and to expand the number of students who take advantage of high quality accelerated learning programs such as Advanced Placement®, dual credit and International Baccalaureate programs.

Subcommittee Goals:

1. Establish cost effective, high quality programs for students to take advantage of advanced educational opportunities before they graduate from high school.
2. Provide equal access for all students regardless of where they reside.

Definitions

The following definitions were adopted by the subcommittee to identify what types of advanced learning opportunities are available to Idaho students before they graduate from high school.

Advanced Placement® (AP) - <http://www.collegeboard.com>

The Advanced Placement Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing.

Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

Tech Prep

Tech Prep is a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. It is designed to help students

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

International Baccalaureate (IB) - <http://www.ibo.org/ibo/index.cfm>

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

(Original Source: <http://www.ed.gov/print/about/offices/list/ovae/pi/cclo/cbtrans/factsheets.html>)

(Edits by the Advanced Opportunities Subcommittee, Office of the Idaho State Board of Education, April 2005)

Advanced Opportunities Program Standards

The Idaho Standards were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate. The standards are also designed to ensure acceptance of college credit among the postsecondary institutions in Idaho and out-of-state institutions accredited by one of the six regional associations. All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards and the standards will be in effect until revisions are instituted and approved by the Board.

Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction, through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty are evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

Students

Students 1 (S1)	High school students enrolled in courses administered through a dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and state board policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and state board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and state board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

Admin & Evaluation 5 (AE 5)	Costs for high schools students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is reviewed annually by the Council on Academic Affairs and Programs (CAAP) at their April meeting to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.
Admin & Evaluation 6 (AE 6)	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, students costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form, provided by the school district, that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	<p>Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:</p> <p>In compliance with Idaho Code 33-202, the student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.</p> <p>Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application</p> <p>If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.</p> <p>Those high school students meeting the above requirements will be permitted to enroll on a part-time basis for a maximum of 7 credits or two courses per semester or on a full-time basis taking at least 8 credits per semester.</p>
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admission's office of the postsecondary institution.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board (collegeboard.com/ap/). These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment, based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam.

Curriculum

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and reward credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
----------------------	---

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

Tech Prep Standards

Professional-Technical Education in Idaho is delivered through comprehensive high schools, professional-technical schools, and the technical college system. An approved articulation agreement allows the student to earn postsecondary credit while in a secondary school that leads to a specific postsecondary two-year certificate, degree, or apprenticeship.

Curriculum

Curriculum 1 (C1)	Articulated agreements must include a curriculum outline that lists at least two years of secondary and two or more years of postsecondary professional-technical courses in an unduplicated sequence with a common core of required proficiency.
Curriculum 2 (C2)	The curriculum must identify student competencies in math, science, and communication including applied academics and work-site learning experiences in a coherent sequence of courses.
Curriculum 3 (C3)	Secondary and postsecondary educators must agree on the common core of required proficiency and agree to meet that proficiency in the program.
Curriculum 4 (C4)	Tech Prep program proposals must provide equal access to members of special populations.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.
-------------------	--

Students/Parents

Students 1 (S1)	To receive articulated credit, students must apply for and must be accepted into the program.
Students 2 (S2)	Information must be available from the high school counselor, Tech Prep Coordinator or other faculty members regarding admission, course content, costs, credit offered and student responsibility.
Students 3 (S3)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement determined by the high school and the articulated institution.

Assessment

Assessment 1 (A1)	Approved end-of-course assessments must be administered to senior students enrolled in a Professional-Technical School who have completed the required sequence of instruction.
----------------------	---

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	School districts and postsecondary technical colleges make up the Tech Prep Consortia. Each consortium elects an Executive Council. The Tech Prep program is administered through six consortia and each of the technical colleges serves as the fiscal agent.
Admin & Evaluation 2 (AE2)	Each Tech Prep articulated agreement must be reviewed annually.

International Baccalaureate Program Standards

The International Baccalaureate Organization (IBO) is a recognized leader in the field of international education. The program is managed by a non-foundation that works with 1,579 schools of July 2005. The foundation offers three challenging levels of instruction in 121 countries to approximately 200,000 students. Student may enroll in a high school diploma program or access instruction at the middle school level or in the elementary grades. Information is available on the organization's website at: <http://www.ibo.org/ibo/index.cfm>.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-105. RULES -- EXECUTIVE DEPARTMENT. (1) The state board shall have power to make rules for its own government and the government of its executive departments and offices; and, upon recommendations of its executive officers, to appoint to said departments and offices such specialists, clerks and other employees as the execution of duties may require, to fix their salaries and assign their duties.

THIS PAGE INTENTIONALLY LEFT BLANK

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Board Appointments

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Experimental Program to Stimulate Competitive Research (EPSCoR) in Idaho represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal R&D funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological (S&T) enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members with diverse professional backgrounds from both the public and private sectors and from all regions of the state. The state committee reports to the State Board of Education via the Higher Education Research Council (HERC). The Idaho EPSCoR office and the State of Idaho EPSCoR Project Director are located at the University of Idaho, and partner institutions are Boise State University and Idaho State University.

This information was obtained from EPSCoR website supported by the NSF-Idaho EPSCoR Program and by the National Science Foundation under award number EPS-0132626.

DISCUSSION

On November 1, 2005, the Idaho EPSCoR Committee forwarded their recommendation to reappoint seven individuals to the committee and to appoint a new member.

Reappointments

The following committee members have been contacted and have indicated that he/she is willing to continue serving on the EPSCoR committee.

- Dr. Charles Hatch; Vice President for Research, University of Idaho
- Major General (ret.) Darrell Manning, Director, Idaho Division of Financial Management, ret.
- Dr. Carole Baldwin McWilliam; President, Baldwin McWilliam Associates
- Mr. Laird Noh, Idaho Senator, ret.; Owner/Manager, Noh Sheep Company
- Mr. Leo Ray; President, Fish Breeders of Idaho, Inc.
- Dr. Fredrick Templeton; President, Insightek, Remote Diagnostics, and Bio-Power, Inc.
- Dr. Parker Woodall, President, Idaho Region, Washington Trust Bank, ret.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 1, 2005**

New Appointment

The EPSCoR Committee also recommends a new appointment to the committee as a representative of the Idaho National Laboratory (INL). Below is their biographical information.

Dr. Melinda A. Hamilton – Dr. Hamilton is currently the Director of INL's Life and Earth Science Division, responsible for overseeing research programs, strategic management, and establishing critical collaborations. Among other activities, she is a member of Idaho Office of Science & Technology's Industrial Advisory Panel and on the Executive Committee of the Idaho BioScience Association. She holds a Ph.D. in Soil Microbiology from Utah State University and has been the principal investigator for a multi-million dollar DOE funded research program.

In addition, interim administrators are now serving Boise State University and Idaho State University as Vice President for Research and Chief Research Officer, respectively. These are automatically represented on the Committee and the EPSCoR Committee recommends that Dr. John Pelton and Dr. Lawrence Ford be officially recognized as committee members by the State Board of Education until those positions are filled.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

Staff offers no comments or recommendations.

MOTION

A motion to approve the reappointments and a new appointment to the Idaho EPSCoR Committee.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
DECEMBER 1, 2005

SUBJECT

Recommendations from the Board Committee on the Education of the Deaf and the Blind regarding education programs for the deaf/hard of hearing and the blind/visually-impaired students in Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In July 2005, the Board organized a committee to examine education programs for deaf/hard of hearing and blind/visually-impaired students in Idaho. The Office of Performance Evaluation (OPE), upon direction from the Joint Legislative Oversight Committee (JLOC) conducted a review of the Idaho School for the Deaf and the Blind in order to present a report to JLOC in October 2005. The Board committee purposefully established a committee to examine rules, statute, policies and programs serving that specific population. The committee was assigned the task of making recommendations to the Board at the December Board meeting.

DISCUSSION

The committee has listened to stakeholders and experts in the fields of Special Education, Deaf/Hard of Hearing Education, Blind/Visually-Impaired Education, Cochlear Implants, Assistive Technology, and Educational Funding. The Committee has invited public comment and conducted a public meeting in Gooding, Idaho to seek stakeholder input. The committee members will be finalizing their recommendations at a meeting on November 28, 2005 and will present those recommendations to the Board on December 1, 2005. A copy of the recommendations will be available and posted to the Board's website on November 30, 2005 after 5pm. The Board has been invited to comment on the OPE report and share its recommendations at the December 13, 2005 JLOC meeting in Boise.

IMPACT

The committee recommendations, if implemented, would allow for equitable distribution of education funds to students with these particular disabilities and would allow the state to provide appropriate programs to meet the needs of all Idaho students who are deaf/hard of hearing or blind/visually-impaired.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the Board approve the recommendations of the committee and allow the committee chair and/or his designee to present a Board response at the JLOC meeting on December 13.

BOARD ACTION

A motion to approve the recommendations provided by the Committee on the Education of the Deaf and the Blind and to direct staff to move forward as soon as practicable with the necessary legislation, rule, or policy revisions that would be required to implement the recommendations.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

December 1-2, 2005

Idaho State University, Pocatello

- A. Superintendent's Report, Marilyn Howard**
- B. Technology Grants Funding Formula, Dawn Wilson**
- C. Standards Revisions, Pat White**
- D. CNP Wellness Policy, Colleen Fillmore**

A. SUBJECT:

Superintendent's Report

B. SUBJECT:

Idaho State Technology Grants Funding Formula

BACKGROUND:

Office of Performance Evaluation (OPE) reviewed the Public Education Technology Initiatives (Idaho Educational Technology Initiative of 1994), and reported its findings to the Joint Legislative Oversight Committee (JLOC) and the State Board of Education in January 2005. Of the nine recommendations in the report, one relates to the technology funding formula. The OPE Recommendation Three states: If the intent of the Idaho Council for Technology in Learning (ICTL) is to disburse technology grant program dollars directly to charter schools, the council should modify the funding formula to reflect this.

The funding formula that has been used to allocate state technology grant funds to school districts from 1997 to 2004 has been: a \$20,000 base for districts over 100 students; a \$5,000 base for districts under 25 students; or a sliding base for districts between 25 and 100 students calculated by multiplying the prior year's ADA by \$200.

The 2005 Idaho State Legislature appropriated \$9.5 million for state technology funds along with the following intent language:

- \$350,000 is to support the Libraries Linking Idaho (LiLI) Project.
- \$4,040,000 of the funds is for ongoing school district technology expenditures. Such expenditures may include the personnel costs associated with school district information technology staff support, with no more than \$160,000 to support the ICTL administration.
- \$5,100,000 of the funds is to be distributed to school districts in a like manner as equalized, ongoing state discretionary funds. Seventy-five percent of such funds shall be distributed by August 31st, and 25% in the final payment of the fiscal year. Such funds shall be expended, at the discretion of the school district board of trustees, on the purchase technology equipment and software, or to defray costs associated with providing remedial instruction for students who fail to attain proficiency in one or more sections of the Idaho Standards Achievement Test.

DISCUSSION:

At the direction of the ICTL the K-12 subcommittee of the ICTL, the Public Education Information Technology Committee (PEITC) worked with Idaho State Department of Education staff on various funding formula options to include charter schools. After studying the impact various options would have on school districts, PEITC took the following funding formula to the October 19, 2005 ICTL meeting: "The proposed funding formula would be a \$20,000 base for districts over 100 students, \$5,000 base for districts under 25 students, or sliding base for districts between 25 and 100 students calculated by multiplying prior year's ADA times \$200 and a total of a \$20,000 base for all charter schools. The charter schools will receive a proportionate amount of a \$20,000 base, determined by prior year average daily attendance." The motion passed unanimously.

RECOMMENDATIONS:

The ICTL recommends that the Board approve the following funding formula for distribution of the state technology funds, "The proposed funding formula would be a \$20,000 base for districts over 100 students, \$5,000 base for districts under 25 students, or sliding base for districts between 25 and 100 students calculated by multiplying prior year's ADA times \$200 and a total of a \$20,000 base for all Charter Schools. The charter schools will receive a proportionate amount of a \$20,000 base, determined by prior year average daily attendance."

BOARD ACTION:

It was carried to approve/disapprove/table. Moved by
_____, seconded by
_____, and carried.

ATTACHMENTS:

1. Proposed 2005-2006 allocation of state technology funds based upon the recommended funding formula.

Technology Grant
2005-2006 Estimated Distribution
(based on 2004-2005 data)

	Allocation of \$5,100,000 (estimate)	Allocation of \$4,050,000 (less \$160,000 ICTL adm exp)	Total 2005-2006 Distribution Analysis	2004-2005 Distribution	Amount Change	% Change
Boise Independent School District # 001	483,907.00	185,367.00	669,274.00	599,534.00	69,740.00	11.6%
Meridian Joint School District # 002	561,323.00	205,979.00	767,302.00	628,353.00	138,949.00	22.1%
Kuna Joint School District # 003	73,844.00	45,057.00	118,901.00	102,292.00	16,609.00	16.2%
Meadows Valley School District # 011	5,757.00	21,285.00	27,042.00	24,707.00	2,335.00	9.5%
Council School District # 013	8,045.00	21,896.00	29,941.00	26,978.00	2,963.00	11.0%
Marsh Valley Joint School District # 021	28,593.00	28,659.00	57,252.00	50,962.00	6,290.00	12.3%
Pocatello School District # 025	217,305.00	96,458.00	313,763.00	290,322.00	23,441.00	8.1%
Bear Lake County School District # 033	27,844.00	28,338.00	56,182.00	50,280.00	5,902.00	11.7%
St. Maries Joint School District # 041	23,663.00	27,095.00	50,758.00	44,936.00	5,822.00	13.0%
Plummer / Worley Joint School District # 044	11,437.00	23,128.00	34,565.00	30,656.00	3,909.00	12.8%
Snake River School District # 052	36,244.00	32,187.00	68,431.00	61,912.00	6,519.00	10.5%
Blackfoot School District # 055	80,848.00	47,134.00	127,982.00	113,333.00	14,649.00	12.9%
Aberdeen School District # 058	17,195.00	25,576.00	42,771.00	39,398.00	3,373.00	8.6%
Firth School District # 059	18,220.00	25,460.00	43,680.00	40,246.00	3,434.00	8.5%
Shelley Joint School District # 060	39,715.00	33,502.00	73,217.00	65,622.00	7,595.00	11.6%
Blaine County School District # 061	0.00	40,892.00	40,892.00	92,878.00	-51,986.00	-56.0%
Garden Valley School District # 071	7,612.00	21,821.00	29,433.00	26,422.00	3,011.00	11.4%
Basin School District # 072	10,924.00	22,780.00	33,704.00	30,334.00	3,370.00	11.1%
Horseshoe Bend School District # 073	8,005.00	21,959.00	29,964.00	26,989.00	2,975.00	11.0%
West Bonner County School District # 083	32,020.00	29,889.00	61,909.00	54,789.00	7,120.00	13.0%
Lake Pend Oreille School District # 084	78,048.00	45,379.00	123,427.00	108,061.00	15,366.00	14.2%
Idaho Falls School District # 091	195,180.00	86,705.00	281,885.00	257,296.00	24,589.00	9.6%
Swan Valley Elementary School District # 092	0.00	11,852.00	11,852.00	12,640.00	-788.00	-6.2%
Bonneville Joint School District # 093	156,491.00	72,818.00	229,309.00	199,563.00	29,746.00	14.9%
Boundary County School District # 101	33,917.00	30,014.00	63,931.00	55,376.00	8,555.00	15.4%
Butte County Joint School District # 111	12,384.00	23,340.00	35,724.00	15,821.00	19,903.00	125.8%
Camas County School District # 121	5,167.00	21,136.00	26,303.00	23,689.00	2,614.00	11.0%
Nampa School District # 131	250,693.00	103,779.00	354,472.00	306,020.00	48,452.00	15.8%
Caldwell School District # 132	115,120.00	59,278.00	174,398.00	158,656.00	15,742.00	9.9%
Wilder School District # 133	10,648.00	23,011.00	33,659.00	30,991.00	2,668.00	8.6%
Middleton School District # 134	51,269.00	37,188.00	88,457.00	76,663.00	11,794.00	15.4%
Notus School District # 135	7,691.00	21,981.00	29,672.00	27,178.00	2,494.00	9.2%
Melba Joint School District # 136	15,223.00	24,492.00	39,715.00	36,284.00	3,431.00	9.5%
Parma School District # 137	21,612.00	26,688.00	48,300.00	43,391.00	4,909.00	11.3%
Vallivue School District # 139	96,348.00	50,876.00	147,224.00	123,459.00	23,765.00	19.2%
Grace Joint School District # 148	12,620.00	23,278.00	35,898.00	31,821.00	4,077.00	12.8%
North Gem School District # 149	5,837.00	21,251.00	27,088.00	24,202.00	2,886.00	11.9%
Soda Springs Joint School District # 150	19,640.00	26,274.00	45,914.00	42,731.00	3,183.00	7.4%
Cassia County Joint School District # 151	100,733.00	52,272.00	153,005.00	134,098.00	18,907.00	14.1%
Clark County Joint School District # 161	5,995.00	21,337.00	27,332.00	24,586.00	2,746.00	11.2%
Orofino Joint School District # 171	30,485.00	28,827.00	59,312.00	50,937.00	8,375.00	16.4%
Challis Joint School District # 181	12,187.00	22,974.00	35,161.00	31,118.00	4,043.00	13.0%
Mackay Joint School District # 182	6,192.00	21,392.00	27,584.00	25,073.00	2,511.00	10.0%
Prairie Elementary School District # 191	513.00	5,020.00	5,533.00	5,132.00	401.00	7.8%
Glenns Ferry Joint School District # 192	12,384.00	23,505.00	35,889.00	33,097.00	2,792.00	8.4%
Mountain Home School District # 193	75,327.00	46,282.00	121,609.00	115,838.00	5,771.00	5.0%
Preston Joint School District # 201	46,932.00	36,040.00	82,972.00	76,061.00	6,911.00	9.1%
West Side Joint School District # 202	13,055.00	23,792.00	36,847.00	32,959.00	3,888.00	11.8%
Fremont County Joint School District # 215	50,244.00	35,380.00	85,624.00	73,601.00	12,023.00	16.3%

Technology Grant
2005-2006 Estimated Distribution
(based on 2004-2005 data)

	Allocation of \$5,100,000 (estimate)	Allocation of \$4,050,000 (less \$160,000 ICTL adm exp)	Total 2005-2006 Distribution Analysis	2004-2005 Distribution	Amount Change	% Change
Emmett Independent School District # 221	57,975.00	39,151.00	97,126.00	87,414.00	9,712.00	11.1%
Gooding Joint School District # 231	27,212.00	28,514.00	55,726.00	49,275.00	6,451.00	13.1%
Wendell School District # 232	22,440.00	27,149.00	49,589.00	45,259.00	4,330.00	9.6%
Hagerman Joint School District # 233	10,648.00	22,684.00	33,332.00	29,515.00	3,817.00	12.9%
Bliss Joint School District # 234	5,561.00	21,243.00	26,804.00	24,398.00	2,406.00	9.9%
Grangeville Joint School District # 241	33,365.00	28,852.00	62,217.00	52,402.00	9,815.00	18.7%
Cottonwood Joint School District # 242	10,964.00	22,836.00	33,800.00	30,138.00	3,662.00	12.2%
Jefferson County Joint School District # 251	76,511.00	45,896.00	122,407.00	109,956.00	12,451.00	11.3%
Ririe Joint School District # 252	15,381.00	24,392.00	39,773.00	35,152.00	4,621.00	13.1%
West Jefferson School District # 253	15,775.00	24,395.00	40,170.00	35,595.00	4,575.00	12.9%
Jerome Joint School District # 261	61,405.00	40,756.00	102,161.00	90,074.00	12,087.00	13.4%
Valley School District # 262	14,592.00	24,254.00	38,846.00	34,226.00	4,620.00	13.5%
Coeur d' Alene School District # 271	189,816.00	83,076.00	272,892.00	232,419.00	40,473.00	17.4%
Lakeland School District # 272	84,200.00	48,062.00	132,262.00	115,112.00	17,150.00	14.9%
Post Falls School District # 273	97,571.00	52,522.00	150,093.00	130,952.00	19,141.00	14.6%
Kootenai Joint School District # 274	7,415.00	21,743.00	29,158.00	26,377.00	2,781.00	10.5%
Moscow School District # 281	45,039.00	35,712.00	80,751.00	74,185.00	6,566.00	8.9%
Genesee Joint School District # 282	8,519.00	22,017.00	30,536.00	27,522.00	3,014.00	11.0%
Kendrick Joint School District # 283	8,519.00	22,017.00	30,536.00	27,541.00	2,995.00	10.9%
Potlatch School District # 285	12,384.00	23,477.00	35,861.00	32,304.00	3,557.00	11.0%
Troy School District # 287	8,283.00	22,118.00	30,401.00	27,570.00	2,831.00	10.3%
Whitepine Joint School District # 288	7,493.00	21,636.00	29,129.00	26,027.00	3,102.00	11.9%
Salmon School District # 291	22,401.00	26,666.00	49,067.00	43,819.00	5,248.00	12.0%
South Lemhi School District # 292	4,851.00	19,686.00	24,537.00	22,680.00	1,857.00	8.2%
Nezperce Joint School District # 302	5,205.00	21,079.00	26,284.00	24,247.00	2,037.00	8.4%
Kamiah Joint School District # 304	11,752.00	23,393.00	35,145.00	31,732.00	3,413.00	10.8%
Highland Joint School District # 305	6,231.00	21,459.00	27,690.00	25,102.00	2,588.00	10.3%
Shoshone Joint School District # 312	12,225.00	23,435.00	35,660.00	31,218.00	4,442.00	14.2%
Dietrich School District # 314	5,443.00	21,063.00	26,506.00	24,081.00	2,425.00	10.1%
Richfield School District # 316	5,679.00	21,427.00	27,106.00	24,701.00	2,405.00	9.7%
Madison School District # 321	82,032.00	47,926.00	129,958.00	115,186.00	14,772.00	12.8%
Sugar-Salem Joint School District # 322	27,095.00	28,586.00	55,681.00	49,201.00	6,480.00	13.2%
Minidoka County Joint School District # 331	80,848.00	46,647.00	127,495.00	115,201.00	12,294.00	10.7%
Lewiston Independent School District # 340	97,057.00	52,612.00	149,669.00	134,152.00	15,517.00	11.6%
Lapwai School District # 341	11,989.00	23,324.00	35,313.00	32,076.00	3,237.00	10.1%
Culdesac Joint School District # 342	5,640.00	21,186.00	26,826.00	24,474.00	2,352.00	9.6%
Oneida County School District # 351	19,837.00	25,951.00	45,788.00	40,243.00	5,545.00	13.8%
Marsing Joint School District # 363	16,683.00	25,120.00	41,803.00	36,923.00	4,880.00	13.2%
Pleasant Valley Elem. School District # 364	592.00	5,168.00	5,760.00	5,535.00	225.00	4.1%
Bruneau-Grand View Jt. School District # 365	10,096.00	22,834.00	32,930.00	30,154.00	2,776.00	9.2%
Homedale Joint School District # 370	28,159.00	28,641.00	56,800.00	50,550.00	6,250.00	12.4%
Payette Joint School District # 371	36,007.00	31,582.00	67,589.00	61,589.00	6,000.00	9.7%
New Plymouth School District # 372	19,877.00	26,103.00	45,980.00	42,062.00	3,918.00	9.3%
Fruitland School District # 373	31,551.00	30,444.00	61,995.00	55,984.00	6,011.00	10.7%
American Falls Joint School District # 381	32,931.00	30,338.00	63,269.00	57,256.00	6,013.00	10.5%
Rockland School District # 382	5,245.00	20,965.00	26,210.00	23,474.00	2,736.00	11.7%
Arbon Elementary School District # 383	395.00	5,047.00	5,442.00	5,208.00	234.00	4.5%
Kellogg Joint School District # 391	29,303.00	29,073.00	58,376.00	52,233.00	6,143.00	11.8%
Mullan School District # 392	4,929.00	20,847.00	25,776.00	22,953.00	2,823.00	12.3%

Technology Grant
2005-2006 Estimated Distribution
(based on 2004-2005 data)

	Allocation of \$5,100,000 (estimate)	Allocation of \$4,050,000 (less \$160,000 ICTL adm exp)	Total 2005-2006 Distribution Analysis	2004-2005 Distribution	Amount Change	% Change
Wallace School District # 393	11,752.00	23,353.00	35,105.00	32,276.00	2,829.00	8.8%
Avery School District # 394	0.00	5,124.00	5,124.00	5,536.00	-412.00	-7.4%
Teton County School District # 401	28,987.00	29,217.00	58,204.00	51,557.00	6,647.00	12.9%
Twin Falls School District # 411	132,868.00	65,659.00	198,527.00	180,486.00	18,041.00	10.0%
Buhl Joint School District # 412	26,305.00	28,437.00	54,742.00	49,946.00	4,796.00	9.6%
Filer School District # 413	27,764.00	28,738.00	56,502.00	50,304.00	6,198.00	12.3%
Kimberly School District # 414	27,607.00	28,824.00	56,431.00	50,122.00	6,309.00	12.6%
Hansen School District # 415	9,387.00	22,592.00	31,979.00	28,970.00	3,009.00	10.4%
Three Creek Joint Elem. School District # 416	433.00	5,049.00	5,482.00	5,202.00	280.00	5.4%
Castleford Joint School District # 417	8,597.00	22,122.00	30,719.00	27,954.00	2,765.00	9.9%
Murtaugh Joint School District # 418	6,113.00	21,486.00	27,599.00	25,226.00	2,373.00	9.4%
McCall-Donnelly Joint School District # 421	0.00	26,475.00	26,475.00	41,664.00	-15,189.00	-36.5%
Cascade School District # 422	9,228.00	22,275.00	31,503.00	28,074.00	3,429.00	12.2%
Weiser School District # 431	33,917.00	30,880.00	64,797.00	57,401.00	7,396.00	12.9%
Cambridge Joint School District # 432	5,205.00	21,058.00	26,263.00	23,798.00	2,465.00	10.4%
Midvale School District # 433	4,732.00	20,824.00	25,556.00	22,869.00	2,687.00	11.7%
ANSER of Idaho, Inc.	5,443.00	1,937.00	7,380.00	3,392.00	3,988.00	117.6%
Hidden Springs Charter School	9,781.00	4,002.00	13,783.00	8,999.00	4,784.00	53.2%
Meridian Charter High School, Inc.	5,995.00	1,933.00	7,928.00	4,237.00	3,691.00	87.1%
North Star Charter School	5,521.00	2,638.00	8,159.00	6,311.00	1,848.00	29.3%
Meridian Medical Arts Charter School	6,231.00	1,665.00	7,896.00	3,007.00	4,889.00	162.6%
Pocatello Community Charter School	5,916.00	1,785.00	7,701.00	4,479.00	3,222.00	71.9%
Idaho Leadership Academy	4,891.00	1,317.00	6,208.00	4,271.00	1,937.00	45.4%
Blackfoot Charter Community Learning Center	2,288.00	772.00	3,060.00	1,592.00	1,468.00	92.2%
Sandpoint Charter School	4,299.00	1,341.00	5,640.00	3,544.00	2,096.00	59.1%
White Pine Charter School	6,035.00	2,591.00	8,626.00	4,843.00	3,783.00	78.1%
Idaho Arts Charter School	11,949.00	0.00	11,949.00	0.00	11,949.00	NA
Thomas Jefferson Charter School	5,995.00	2,386.00	8,381.00	0.00	8,381.00	NA
Coeur d' Alene Charter Academy	9,741.00	3,678.00	13,419.00	8,920.00	4,499.00	50.4%
Moscow Charter School	2,761.00	1,277.00	4,038.00	3,482.00	556.00	16.0%
Idaho Distance Education Academy	20,232.00	6,099.00	26,331.00	0.00	26,331.00	NA
Upper Carmen Charter School	709.00	0.00	709.00	0.00	709.00	NA
Victory Charter School	5,008.00	2,356.00	7,364.00	0.00	7,364.00	NA
Idaho Virtual Academy	45,827.00	16,917.00	62,744.00	56,667.00	6,077.00	10.7%
Richard McKenna Charter School	5,955.00	1,990.00	7,945.00	2,695.00	5,250.00	194.8%
Rolling Hills Charter School	4,496.00	0.00	4,496.00	0.00	4,496.00	NA
Compass Charter School	5,048.00	0.00	5,048.00	0.00	5,048.00	NA
Falcon Ridge Charter School	5,995.00	0.00	5,995.00	0.00	5,995.00	NA
Inspire Charter School	7,139.00	0.00	7,139.00	0.00	7,139.00	NA
Liberty Charter School	10,293.00	3,865.00	14,158.00	9,058.00	5,100.00	56.3%
ISDB	0.00	15,611.00	15,611.00	17,386.00	-1,775.00	-10.2%
Total	5,100,000.00	3,890,000.00	8,990,000.00	7,927,000.00	1,063,000.00	13.4%

C. SUBJECT:

Approval of Standards Policy Statements and Revisions of Current Curricular Standards

BACKGROUND:

Curricular standards in the areas of Reading/Language Arts, Math, Science, Social Studies, Health/Wellness and Humanities have been included in the Administrative Rules of the State Board of Education. Over the past few years more emphasis has been placed on standards and the alignment of standards to the state assessment in order to meet the intent of the No Child Left Behind Act. One of the requirements of NCLB to verify alignment was to have an outside source evaluate the curricular standards to see if there was alignment between the standards and the assessment. HUMRRO was contracted by the Office of the State Board of Education to provide the outside evaluation of this alignment. Their report indicated that there was not a strong alignment between the standards and assessment. Recommendations included in the HUMRRO report indicated a need to establish policy standard statements for each curricular area by grade, and to revise the current curricular standards to show a progression of what students would be required to know and be able to do from one grade level to the next. The Office of the State Board contracted with Dr. Norman Webb to establish the process to be used in developing the standards policy statements as well as revising the curricular standards. The State Department of Education was asked by the State Board Office to provide leadership, through the content specialists, in bringing together groups of educators to develop the grade level policy standards statements and to reorganize and, where appropriate, revise the curricular standards that are currently in board rule. This work started the end of July and was finished the end of October 2005.

In addition to the reorganization and revision of the standards, it was recommended by the Technical Advisory Committee of the Board to rewrite the test blueprint for Reading, Language Usage, Math, and Science, to ensure federal compliance and alignment of standards and the ISAT. A new test blueprint would be required for the Spring 2006 assessment as well as for future assessments. The new test blueprint was used by NWEA in mid November to select the appropriate items for the spring ISAT in 2006. This process was completed under the guidance of Tom Fisher and the staffs from

the Office of the State Board of Education and the State Department of Education on October 31, 2005.

DISCUSSION:

Based on the outcomes of the studies and recommendations from OSBE consultants, it was necessary to reorganize and revise the standards and write new test blueprints in order to meet the federal requirements of NCLB. The policy standards demonstrate growth from year to year in each curricular area and the content standards more clearly define, to teachers and administrators, what students should know and be able to do. The test blueprint provides an understanding of how to cover the depth and breadth of the standards. The Board has approved a rule to remove the current standards as they are written from State Board rules. It was the intent of the Board, however, that the new reorganized/revised standard documents would be incorporated by reference. If approved, the State Department of Education will facilitate the negotiated rule making process to incorporate by reference the Idaho Achievement Standards. The process would include submitting the notice of intent to promulgate rules, scheduling input meetings throughout the state, development of a website to gather additional input, revisions to the standards documents based on input, submission of a temporary and proposed rule at the February Board meeting.

RECOMMENDATIONS:

The State Department of Education recommends approval to proceed with the negotiated rule making process that would incorporate by reference the Idaho Achievement Standards as reorganized and revised.

BOARD ACTION:

It was moved to approve/disapprove/table the proposal that the State Department of Education proceed with the negotiated rule making process to incorporate by reference the Idaho Achievement Standards as reorganized and revised. Moved by _____, seconded by _____, and carried

ATTACHMENTS:

1. Complete reorganization/ revisions of all curricular standards including the policy standards for each grade level K through high school.

**POLICY STATEMENTS
KINDERGARTEN
MATHEMATICS**

Standard 1: Number and Operation

Students in Kindergarten demonstrate knowledge of our numeration system by counting forward by ones to at least 31. Students show the verbal, symbolic, and physical representations of a number up to 10.

Standard 2: Concepts and Principles of Measurement

Students in Kindergarten use appropriate vocabulary.

Standard 3: Concepts and Language of Algebra and Functions

Students in Kindergarten compare sets of objects using the vocabulary words/phrases of less than, greater than, and same as. Students replicate and extend simple repeating patterns.

Standard 4: Concepts and Principles of Geometry

Students in Kindergarten recognize, name, compare, and sort the two- and three- dimensional shapes of triangles, squares, circles, cones, and cubes. Students apply appropriate vocabulary for position and size.

Standard 5: Data Analysis, Probability, and Statistics

Students in Kindergarten interpret information from real object graphs and simple pictographs.

**POLICY STATEMENTS
GRADE 1
MATHEMATICS**

Standard 1: Number and Operation

Students in 1st grade demonstrate knowledge of our numeration system by counting forward by ones and tens to 100 and by counting backward by ones from 20. Students read, write, compare, and order whole numbers to 100 and students identify place value through 99. Students identify each and state the value of pennies, nickels, and dimes. Students use objects, pictures, and symbols to add up to 10 and subtract from up to 9.

Standard 2: Concepts and Principles of Measurement

Students in 1st grade use non-standard tools and units for measuring time, length, volume, weight, and temperature.

Standard 3: Concepts and Language of Algebra and Functions

Students in 1st grade compare numbers to 99 using the vocabulary words/phrases of less than, greater than, equal to, more, less, same, fewer. Students draw a picture and/or write a number sentence given an addition word problem. Students describe and extend repeating patterns.

Standard 4: Concepts and Principles of Geometry

Students in 1st grade recognize, name, build, draw, and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, and cylinders.

Standard 5: Data Analysis, Probability, and Statistics

Students in 1st grade interpret information found in real object graphs and in pictographs to answer questions. Students gather and display data in graphs to answer a question.

**POLICY STATEMENTS
GRADE 2
MATHEMATICS**

Standard 1: Number and Operation

Students in 2nd grade demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. Students read, write, compare, and order whole numbers to 1,000 and students identify place value through 999. Students count the value of a collection of pennies, nickels, dimes, and quarters up to a dollar. Students use strategies for addition and subtraction combinations through 18 and students add whole numbers with and without regrouping through 99.

Standard 2: Concepts and Principles of Measurement

Students in 2nd grade measure time, length, weight and temperature using standard and non-standard units and tools. Students tell time using both digital and analog clocks to the quarter hour.

Standard 3: Concepts and Language of Algebra and Functions

Students in 2nd grade show the relationship between addition and subtraction and demonstrate reversal of operations. Students write a number sentence from an addition or subtraction problem-solving situation. Students use the commutative property of addition. Students translate a repeating pattern from one representation to another.

Standard 4: Concepts and Principles of Geometry

Students in 2nd grade, recognize, name, build, compare and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, cones, cubes, spheres, and cylinders. Students draw a line of symmetry.

Standard 5: Data Analysis, Probability, and Statistics

Students in 2nd grade interpret information found in simple tables, charts, and graphs. Students gather and display data in tables, charts and graphs in order to answer a question.

POLICY STATEMENTS
GRADE 3
MATHEMATICS

Standard 1: Number and Operation

Students in 3rd grade read, write, compare, and order whole numbers to 10,000 and identify place value through 9,999. Students count the value of a collection of bills and coins up to \$10.00. Students use concrete material to recognize and represent commonly used fractions. Students add and subtract whole numbers with and without regrouping through 999 and students recall basic addition and subtraction facts through 18. Students multiply whole numbers through 10×10 .

Standard 2: Concepts and Principles of Measurement

Students in 3rd grade select and use appropriate units and tools to make formal measurements of time, length, temperature, and perimeter in both systems. Students estimate measurements in real-world problems using standard units. Students tell time using digital and analog clocks using five-minute intervals.

Standard 3: Concepts and Language of Algebra and Functions

Students in 3rd grade write a multiplication problem vertically and horizontally. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 9,999. Students use the commutative property of multiplication. Students extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition.

Standard 4: Concepts and Principles of Geometry

Students in 3rd grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angles, squares, and 3-D shapes in environment, and students develop vocabulary to describe the attributes. Students identify vertical and horizontal lines of symmetry.

Standard 5: Data Analysis, Probability, and Statistics

Students in 3rd grade interpret information found in tables, bar graphs, and charts. Students collect, organize, and display data in tables, charts, or bar graphs in order to answer a question.

POLICY STATEMENTS
GRADE 4
MATHEMATICS

Standard 1: Number and Operation

Students in 4th grade read, write, compare, and order whole numbers to 1,000,000 and commonly used fractions with pictorial representations. Students identify and apply place value in whole numbers. Students add and subtract whole numbers, fractions with like denominators that do not require simplification, and decimals using money. Students recall multiplication facts through ten, multiply up to two-digit by two-digit whole numbers, and divide whole numbers by one-digit divisors. Students estimate to predict computation results and to evaluate the reasonableness of the answer.

Standard 2: Concepts and Principles of Measurement

Students in 4th grade select and use appropriate units and tools to make the formal measurements of time, length, temperature, weight, and capacity in both systems. Estimate measurement in real-world problems using standard units. Students convert units of length and time within the U. S. Customary system. Students tell time to the nearest minute using digital and analog clocks.

Standard 3: Concepts and Language of Algebra and Functions

Students in 4th grade write a division problem using a bracket ($\overline{)$, the division symbol (\div), and as a fraction. Students write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 1,000,000. Students use the identity and zero properties of multiplication and solve missing factor equations. Students identify the rule for a pattern using whole numbers and addition and then extend the pattern.

Standard 4: Concepts and Principles of Geometry

Students in 4th grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including parallel and intersecting perpendicular lines, and students develop vocabulary to describe the attributes. Students identify multiple lines of symmetry in two-dimensional shapes and students discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. Students predict the results of sliding and flipping two-dimensional shapes.

Standard 5: Data Analysis, Probability, and Statistics

Students in 4th grade collect, order, and display data in appropriate notation in tables, charts, and graphs, including bar graphs, tally charts, and pictographs, in order to answer a question. Students determine a mode of a set of whole numbers.

POLICY STATEMENTS
GRADE 5
MATHEMATICS

Standard 1: Number and Operation

Students in 5th grade read, write, compare, and order whole numbers through billions and decimal numbers through thousandths. Students identify commonly used equivalent fractions. Students add and subtract fractions with like denominators without simplification and decimals through thousandths, including making change. Students recall basic multiplication and division facts up to 10's and students multiply and divide whole numbers. Students select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three and students estimate to predict computation results.

Standard 2: Concepts and Principles of Measurement

Students in 5th grade select and use appropriate units and tools to make formal measurements in both systems. Students measure perimeter and area in both systems. Students solve problems involving elapsed time, length, perimeter, and area and students convert units of length within each system.

Standard 3: Concepts and Language of Algebra and Functions

Students in 5th grade read and use symbols of "<," ">," and "=" to express relationships. Students solve missing factor problems. Students identify a rule for a pattern using whole numbers and students extend the pattern.

Standard 4: Concepts and Principles of Geometry

Students in 5th grade identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. Students identify and label points, lines, line segments, rays, and angles. Students calculate the perimeter of polygons and the area of rectangles and squares. Students use ordered pairs to identify and plot points in the first quadrant on a coordinate grid.

Standard 5: Data Analysis, Probability, and Statistics

Students in 5th grade read and interpret tables, charts, bar graphs, and line graphs. Students collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs and students make predictions and decisions based on information.

POLICY STATEMENTS
GRADE 6
MATHEMATICS

Standard 1: Number and Operation

Students in 6th grade read, write, compare, and order whole numbers, fractions, and decimals. Students explain the use of fractions and decimals and their interrelationship. Students add, subtract, multiply, and divide whole numbers and decimals and students add and subtract fractions with unlike denominators and simplify as necessary. Students estimate to predict computation results.

Standard 2: Concepts and Principles of Measurement

Students in 6th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving time, length, weight/mass, and temperature. Students convert unit of measurement within each system in one step problems. Students use given formulas for perimeter and area of triangles and parallelograms, including rectangles, rhombi, and squares, and circumference and area of circles.

Standard 3: Concepts and Language of Algebra and Functions

Students in 6th grade read and use symbols of “<,” “>,” and “=” to express relationships. Students evaluate simple algebraic expressions using substitution. Students extend simple patterns and state a rule that generates the pattern using whole numbers, decimals, fractions as inputs, and students use patterns and functions to represent and solve simple problems.

Standard 4: Concepts and Principles of Geometry

Students in 6th grade describe and classify relationships among types of one-, two- and three-dimensional geometric figures using their defining properties. Students identify congruence, similarities, and symmetry of shapes and students identify and plot points in the first quadrant on a coordinate plane.

Standard 5: Data Analysis, Probability, and Statistics

Students in 6th grade read and interpret tables, charts and graphs, including line graphs, bar graphs, frequency line or line plot, and circle graph. Students collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including line graphs, bar graphs, and frequency line or line plot. Students find measures of central tendency – mean, median, and mode – with simple sets of data and students calculate the range of a set of data. Students predict, perform, and record results of simple probability experiments.

POLICY STATEMENTS
GRADE 7
MATHEMATICS

Standard 1: Number and Operation

Students in 7th grade read, write, compare, order, and place on a number line: rational numbers, including integers, fractions, and decimals, and absolute values. Students solve problems requiring the conversion between simple decimals, fractions, and percents. Students add, subtract, multiply, and divide whole numbers, fractions, and decimals and students evaluate numerical expressions using the order of operations with whole numbers and decimals. Students explain when estimation is appropriate and describe the usefulness of an estimate as opposed to an exact answer.

Standard 2: Concepts and Principles of Measurement

Students in 7th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving length, volume, weight, mass, and temperature. Students apply given formulas for perimeter, circumference, and area of triangles, parallelograms, and circles, and volume of rectangular prisms. Students compare units and explain their relationship to one another and to real world applications.

Standard 3: Concepts and Language of Algebra and Functions

Students in 7th grade use variables in simple expressions and equations and students use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. Students use the order of operations in evaluating simple algebraic expressions and students solve one-step equations. Students extend patterns involving rational numbers and describe the rule that generates the pattern.

Standard 4: Concepts and Principles of Geometry

Students in 7th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students draw and measure various angles and shapes using appropriate tools and students identify congruence, similarities, and line symmetry of shapes. Students identify and plot points on a coordinate plane.

Standard 5: Data Analysis, Probability, and Statistics

Students in the 7th grade read and interpret tables, charts, and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. Students collect, organize and display data with appropriate notation in tables, charts and graphs, including scatter plots, line graphs, line plots, bar graphs, and stem-and-leaf plots. Students determine the measures of central tendency – mean, median and mode – with sets of data and students predict, perform, and record results of simple probability experiments.

POLICY STATEMENTS
GRADE 8
MATHEMATICS

Standard 1: Number and Operation

Students in 8th grade read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. Students use rational numbers, including percents and ratios, and π (pi) to solve problems. Students convert between standard form, scientific notation, and exponential form. Students add, subtract, multiply, and divide rational numbers and students recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths. Students evaluate numerical expressions with rational numbers using the order of operations and students evaluate numerical expressions with whole number exponents. Students estimate to predict computation results.

Standard 2: Concepts and Principles of Measurement

Students in 8th grade select and use appropriate units and tools to make formal measurements in both systems. Students apply given formulas for perimeter, circumference, and area of polygons and circles, surface area of rectangular prisms, and volume of rectangular prisms and cylinders. Students solve problems involving time, length, volume, weight, mass, and temperature. Students use rates, proportions, ratios, and scales in problem solving situations.

Standard 3: Concepts and Language of Algebra and Functions

Students in 8th grade translate simple word statements and story problems into algebraic expressions and equations. Students use the order of operations in evaluating basic algebraic expressions and students solve one- and two-step equations and inequalities. Students represent a set of data in a table, as a graph, and as a mathematical relationship.

Standard 4: Concepts and Principles of Geometry

Students in 8th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. Students identify and apply congruence, similarities, and line symmetry of shapes.

Standard 5: Data Analysis, Probability, and Statistics

Students in 8th grade analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, stem-and-leaf plots, and box-and-whisker plots. Students collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. Students choose and calculate the appropriate measure of central tendency – mean, median, and mode. Students recognize equally likely outcomes and make predictions based on experimental and theoretical probabilities.

**POLICY STATEMENTS
GRADE 9
MATHEMATICS**

Standard 1: Number and Operation

Students in 9th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Standard 2: Concepts and Principles of Measurement

Students in 9th grade formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Standard 3: Concepts and Language of Algebra and Functions

Students in 9th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Standard 4: Concepts and Principles of Geometry

Students in 9th grade represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Standard 5: Data Analysis, Probability, and Statistics

Students in 9th grade interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

POLICY STATEMENTS
GRADE 10
MATHEMATICS

Standard 1: Number and Operation

Students in 10th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Standard 2: Concepts and Principles of Measurement

Students in 10th grade, given relative formulas, determine length, distance, area, surface area, capacity, and weight, with appropriate unit labels. Students formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Standard 3: Concepts and Language of Algebra and Functions

Students in 10th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Standard 4: Concepts and Principles of Geometry

Students in 10th grade recognize congruency and similarity of two-dimensional figures. Students identify and use similarity as it relates to size variations in two- and three- dimensional objects. Given the Pythagorean Theorem, students calculate missing side lengths of right triangles without simplifying radicals. Students represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts. Students use logic to make and evaluate mathematical arguments.

Standard 5: Data Analysis, Probability, and Statistics

Students in 10th grade read, interpret, and use tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. Students interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

IDAHO ACHIEVEMENT STANDARDS KINDERGARTEN MATHEMATICS

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in Kindergarten demonstrate knowledge of our numeration system by counting forward by ones to at least 31. Students show the verbal, symbolic, and physical representations of a number up to 10.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.1.1** Demonstrate knowledge of our numeration system by counting forward by ones to at least 31. (257.01.a)
- 1.1.2** Show the verbal, symbolic, and physical representations of a number up to 10. (257.01.b)
- 1.1.3** Identify a penny as a value of money. (257.01.c)
- 1.1.4** Select strategies appropriate for solving a problem. (258.01.a)
- 1.1.5** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.2.1** Use concrete objects to illustrate the concepts of addition and subtraction. (257.02.a)
- 1.2.2** Use appropriate vocabulary. (257.02.b)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.3.1** Use estimation to identify a number of objects. (257.03.a)
- 1.3.2** Use estimation to evaluate the reasonableness of an answer. (257.03.b)
- 1.3.3** Use appropriate vocabulary. (257.03.c)

Standard 2: Concepts and Principles of Measurement

Students in Kindergarten use appropriate vocabulary.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.1.1 Apply estimation of measurement to real-world and content problems using actual measuring devices. (259.01.b)
- 2.1.2 Compare the lengths or sizes of objects (e.g. longer, shorter, larger, smaller).
- 2.1.3 Use appropriate vocabulary. (259.01.c)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in Kindergarten compare sets of objects using the vocabulary words/phrases of less than, greater than, and same as. Students replicate and extend simple repeating patterns.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.1.1 Compare sets of objects using vocabulary (less than, greater than, and same as). (260.01.a)
- 3.1.2 Use concrete objects to identify and show a solution to problems. (258.02.a)

Goal 3.2: Evaluate algebraic expressions.

No objectives at this grade level.

Goal 3.3: Solve algebraic equations and inequalities.

No objectives at this grade level.

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.4.1 Replicate and extend simple repeating patterns (e.g. ABAB). (263.01.a)
- 3.4.2 Use appropriate vocabulary. (263.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

No objectives at this grade level.

Standard 4: Concepts and Principles of Geometry

Students in Kindergarten recognize, name, compare, and sort the two- and three- dimensional shapes of triangles, squares, circles, cones, and cubes. Students apply appropriate vocabulary for position and size.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.1.1** Recognize, name, compare, and sort two- and three- dimensional shapes (triangle, square, circle, cone, cube). [\(261.01.a\)](#)
- 4.1.2** Apply appropriate vocabulary for position and size (e.g. next to, under, over, behind). [\(261.01.d\)](#)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.3.1** Describe the location of an object relative to another (e.g. next to, under, over, behind).

Standard 5: Data Analysis, Probability, and Statistics

Students in Kindergarten interpret information from real object graphs and simple pictographs.

Goal 5.1: Understand data analysis.

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.1.1** Interpret information from real object graphs and simple pictographs. [\(262.01.a\)](#)
- 5.1.2** Use appropriate vocabulary. [\(262.01.b\)](#)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.2.1** Create a graph using real objects or pictorial representations. [\(262.02.a\)](#)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

No objectives at this grade level.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
MATHEMATICS**

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 1st grade demonstrate knowledge of our numeration system by counting forward by ones and tens to 100 and by counting backward by ones from 20. Students read, write, compare, and order whole numbers to 100 and students identify place value through 99. Students identify each and state the value of pennies, nickels, and dimes. Students use objects, pictures, and symbols to add up to 10 and subtract from up to 9.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 1st Grade, the student will be able to:

- 1.1.1** Demonstrate knowledge of our numeration system by counting forward by ones and tens to 100 and by counting backward by ones from 20. (267.01.a)
- 1.1.2** Read, write, compare, and order whole numbers to 100. (267.01.b)
- 1.1.3** Identify place value through 99. (267.01.c)
- 1.1.4** Identify each and state the value of pennies, nickels, and dimes. (267.01.d)
- 1.1.5** Select strategies appropriate for solving a problem. (268.01.a)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 1st Grade, the student will be able to:

- 1.2.1** Use objects, pictures, and symbols to add up to 10 and subtract from up to 9. (267.02.a)
- 1.2.2** Solve addition problems using objects, pictures, and symbols for sums up to 10. (268.01.a)
- 1.2.3** Solve subtraction problems using objects, pictures, and symbols from up to 9. (268.01.a)
- 1.2.4** Use appropriate vocabulary. (267.02.b)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 1st Grade, the student will be able to:

- 1.3.1** Estimate a quantity of objects when shown a set of 10. (267.03.a)
- 1.3.2** Estimate to evaluate the reasonableness of an answer. (267.03.c)
- 1.3.3** Use appropriate vocabulary. (267.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 1st grade use non-standard tools and units for measuring time, length, volume, weight, and temperature.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 1st Grade, the student will be able to:

- 2.1.1** Use non-standard tools and units for measuring time, length, volume, weight, and temperature. (269.01.a)
- 2.1.2** Estimate measurement using non-standard units. (269.01.b)
- 2.1.3** Tell time to the hour.
- 2.1.4** Use appropriate vocabulary. (269.01.d)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 1st grade compare numbers to 99 using the vocabulary words/phrases of less than, greater than, equal to, more, less, same, fewer. Students draw a picture and/or write a number sentence given an addition word problem. Students describe and extend repeating patterns.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 1st Grade, the student will be able to:

- 3.1.1** Write an addition problem in both vertical and horizontal form. (270.01.a)
- 3.1.2** Compare numbers to 99 using vocabulary (less than, greater than, equal to, more, less, same, fewer). (270.01.c)
- 3.1.3** Draw a picture and/or write a number sentence given an addition word problem. (270.01.b; 268.02.a)

Goal 3.2: Evaluate algebraic expressions.

No objectives at this grade level.

Goal 3.3: Solve algebraic equations and inequalities.

No objectives at this grade level.

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 1st Grade, the student will be able to:

- 3.4.1** Describe and extend a repeating pattern (e.g. ABACABAC). (273.01.a)
- 3.4.2** Use appropriate vocabulary. (273.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

No objectives at this grade level.

Standard 4: Concepts and Principles of Geometry

Students in 1st grade recognize, name, build, draw, and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, and cylinders.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 1st Grade, the student will be able to:

- 4.1.1** Recognize, name, build, draw, and sort two- and three-dimensional shapes (triangle, square, circle, rectangle, cylinder). (271.01.a)
- 4.1.2** Sort and classify objects by more than one attribute. (273.01.b)
- 4.1.3** Use appropriate vocabulary. (271.01.d)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 1st Grade, the student will be able to:

- 4.3.1** Indicate whether a number is above or below a benchmark number (100 or less) on a number line.

Standard 5: Data Analysis, Probability, and Statistics

Students in 1st grade interpret information found in real object graphs and in pictographs to answer questions. Students gather and display data in graphs to answer a question.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 1st Grade, the student will be able to:

- 5.1.1** Interpret information found in real object graphs and in pictographs to answer questions. (272.01.a)
- 5.1.2** Use appropriate vocabulary. (272.01.b)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 1st Grade, the student will be able to:

- 5.2.1** Gather and display data in real object graphs and in pictographs to answer a question. (272.02.a)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

No objectives at this grade level.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 2nd grade demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. Students read, write, compare, and order whole numbers to 1,000 and students identify place value through 999. Students count the value of a collection of pennies, nickels, dimes, and quarters up to a dollar. Students use strategies for addition and subtraction combinations through 18 and students add whole numbers with and without regrouping through 99.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 1.1.1** Demonstrate knowledge of our numeration system by counting forward by twos, fives, and tens to 100 and by counting forward and backward by ones from any given number less than 100. (277.01.a)
- 1.1.2** Read, write, compare, and order whole numbers to 1,000. (277.01.b)
- 1.1.3** Identify place value through 999. (277.01.c)
- 1.1.4** Count the value of a collection of pennies, nickels, dimes, and quarters up to \$1.00. (277.01.d)
- 1.1.5** Select strategies appropriate to solve a problem. (278.01.a)
- 1.1.6** Use appropriate vocabulary. (277.01.f)

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 1.2.1** Use strategies for addition and subtraction combinations through 18. (277.02.a)
- 1.2.2** Add whole numbers with and without regrouping through 99. (277.02.b)
- 1.2.3** Add a series of one-digit addends. (277.02.c)
- 1.2.4** Choose addition or subtraction to solve word problems and explain the choice. (278.01.b)
- 1.2.5** Use appropriate vocabulary. (277.02.e)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 1.3.1** Estimate to predict the sum of numbers through 99. (277.03.a)

- 1.3.2 Estimate to evaluate the reasonableness of the sum of numbers through 99. (277.03.b)
- 1.3.3 Use appropriate vocabulary. (277.03.c)

Standard 2: Concepts and Principles of Measurement

Students in 2nd grade measure time, length, weight and temperature using standard and non-standard units and tools. Students tell time using both digital and analog clocks to the quarter hour.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 2.1.1 Measure time, length, weight and temperature using standard and non-standard units and tools. (279.01.a)
- 2.1.2 Estimate length and time using standard units. (279.01.b)
- 2.1.3 Tell time using both digital and analog clocks to the quarter hour. (279.01.c)
- 2.1.4 Select the most appropriate unit to measure the time of a given situation (minutes, hours). (279.01.d)
- 2.1.5 Select a tool that can measure a given attribute (clock – time, ruler – length, balance – weight, thermometer – temperature).
- 2.1.6 Use appropriate vocabulary. (279.01.e)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 2nd grade show the relationship between addition and subtraction and demonstrate reversal of operations. Students write a number sentence from an addition or subtraction problem-solving situation. Students use the commutative property of addition. Students translate a repeating pattern from one representation to another.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 3.1.1 Write addition and subtraction problems vertically and horizontally. (280.01.a)
- 3.1.2 Compare numbers to 999 using the vocabulary words/phrases of less than, greater than, equal to. (280.01.c)
- 3.1.3 Show the relationship between addition and subtraction using fact families. (280.01.d)
- 3.1.4 Write a number sentence from an addition or subtraction problem-solving situation. (278.02.a)

Goal 3.2: Evaluate algebraic expressions.

No objectives at this grade level.

Goal 3.3: Solve algebraic equations and inequalities.

No objectives at this grade level.

Goal 3.4: Understand the concept of functions.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 3.4.1** Translate a repeating pattern from one representation to another (e.g. even, odd, even, odd translates to ABAB). [\(283.01.a\)](#)
- 3.4.2** Use appropriate vocabulary. [\(283.01.c\)](#)

Standard 4: Concepts and Principles of Geometry

Students in 2nd grade, recognize, name, build, compare and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, cones, cubes, spheres, and cylinders. Students draw a line of symmetry.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 4.1.1** Recognize, name, build, compare, and sort the two- and three-dimensional shapes of triangles, squares, circles, rectangles, cones, cubes, spheres, and cylinders. [\(281.01.a\)](#)
- 4.1.2** Sort and classify objects by more than one attribute. [\(283.01.b\)](#)
- 4.1.3** Draw a line of symmetry. [\(281.01.b\)](#)
- 4.1.4** Use appropriate vocabulary. [\(281.01.d\)](#)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 4.3.1** Indicate whether a number is above or below a benchmark number of 1000 or less on a number line.

Standard 5: Data Analysis, Probability, and Statistics

Students in 2nd grade interpret information found in simple tables, charts, and graphs. Students gather and display data in tables, charts and graphs in order to answer a question.

Goal 5.1: Understand data analysis.**Objective(s): By the end of 2nd Grade, the student will be able to:**

- 5.1.1 Interpret information found in simple tables, charts, bar graphs, and pictographs. (282.01.a)
- 5.1.2 Use appropriate vocabulary. (282.01.b)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 2nd Grade, the student will be able to:

- 5.2.1 Use tally marks to represent data.
- 5.2.2 Gather and display data in tables, charts and bar graphs in order to answer a question. (282.02.a)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

No objectives at this grade level.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 3rd grade read, write, compare, and order whole numbers to 10,000 and identify place value through 9,999. Students count the value of a collection of bills and coins up to \$10.00. Students use concrete material to recognize and represent commonly used fractions. Students add and subtract whole numbers with and without regrouping through 999 and students recall basic addition and subtraction facts through 18. Students multiply whole numbers through 10 x 10.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers to 10,000. (287.01.a)
- 1.1.2** Identify place value through 9,999. (287.01.b)
- 1.1.3** Count the value of a collection of bills and coins up to \$10.00. (287.01.c)
- 1.1.4** Use concrete material to recognize and represent commonly used fractions. (287.01.a)
- 1.1.5** Identify the word name of a common fraction when given a pictorial representation.
- 1.1.6** Select strategies appropriate to solve a problem. (288.01.a)
- 1.1.7** Use appropriate vocabulary. (287.01.f)

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 1.2.1** Recall basic addition and subtraction facts through 18. (287.02.b)
- 1.2.2** Add three addends with 1 and 2 digits. (287.02.c)
- 1.2.3** Add and subtract whole numbers with and without regrouping through 999. (287.02.a)
- 1.2.4** Multiply whole numbers through 10 x 10. (287.02.d)
- 1.2.5** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (287.02.f)
- 1.2.6** Use appropriate operations to solve word problems and show or explain work. (288.01.b)
- 1.2.7** Use appropriate vocabulary. (287.02.g)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 1.3.1** Estimate to predict sums and differences. (287.03.a)
- 1.3.2** Use estimation to evaluate the reasonableness of a sum or difference. (287.03.b)
- 1.3.3** Use a 4-function calculator to solve complex grade-level problems. (288.03.a)
- 1.3.4** Use appropriate vocabulary. (287.03.c)

Standard 2: Concepts and Principles of Measurement

Students in 3rd grade select and use appropriate units and tools to make formal measurements of time, length, temperature, and perimeter in both systems. Students estimate measurements in real-world problems using standard units. Students tell time using digital and analog clocks using five-minute intervals.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 2.1.1** Select and use appropriate units and tools to make formal measurements of time, length, temperature, and perimeter in both systems. (289.01.a)
- 2.1.2** Estimate measurements in real-world problems using standard units. (289.01.b)
- 2.1.3** Identify relationships of length and time within the U.S. customary system and within the metric system. (289.01.c, 289.01.d)
- 2.1.4** Tell time using digital and analog clocks using five-minute intervals. (289.01.e)
- 2.1.5** Use appropriate vocabulary. (289.01.g)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 3rd grade write a multiplication problem vertically and horizontally. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 9,999. Students use the commutative property of multiplication. Students extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.1.1** Write a multiplication problem vertically and horizontally. (290.01.a)
- 3.1.2** Write a number sentence using simple geometric shapes as symbols to represent an unknown number. (290.01.b)
- 3.1.3** Read and use symbols (<, >, =) to express relationships with numbers through 9,999. (290.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.2.1** Use the commutative property of multiplication. (290.02.a)
- 3.2.2** Solve multiplication problems using the commutative property (e.g. If $24 \times 38 = 912$, then what is 38×24 ?)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.3.1** Solve missing addends equations. (290.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 3.4.1** Extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition (e.g. add 3). (293.01.a)
- 3.4.2** Use appropriate vocabulary. (293.01.c)

Standard 4: Concepts and Principles of Geometry

Students in 3rd grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angles, squares, and 3-D shapes in environment, and students develop vocabulary to describe the attributes. Students identify vertical and horizontal lines of symmetry.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 4.1.1** Identify, compare, and analyze attributes of two- and three- dimensional shapes, including right angle, square, and 3-D shapes in environment, and develop vocabulary to describe the attributes.
- 4.1.2** Identify vertical and horizontal lines of symmetry.
- 4.1.3** Discuss sliding and flipping of two-dimensional shapes.
- 4.1.4** Use appropriate vocabulary.

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 4.3.1** Identify the point of final destination given directions for movement on a positive number line.

Standard 5: Data Analysis, Probability, and Statistics

Students in 3rd grade interpret information found in tables, bar graphs, and charts. Students collect, organize, and display data in tables, charts, or bar graphs in order to answer a question.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 5.1.1** Interpret information found in tables, bar graphs, and charts. [\(292.01.a\)](#)
- 5.1.2** Use appropriate vocabulary. [\(292.01.c\)](#)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 5.2.1** Collect, organize, and display data in tables, charts, or bar graphs in order to answer a question. [\(292.02.a\)](#)

Goal 5.3: Apply simple statistical measurements.

No objectives at this grade level.

Goal 5.4: Understand basic concepts of probability.

No objectives at this grade level.

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 3rd Grade, the student will be able to:

- 5.5.1** Make predictions based on information.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 4th grade read, write, compare, and order whole numbers to 1,000,000 and commonly used fractions with pictorial representations. Students identify and apply place value in whole numbers. Students add and subtract whole numbers, fractions with like denominators that do not require simplification, and decimals using money. Students recall multiplication facts through ten, multiply up to two-digit by two-digit whole numbers, and divide whole numbers by one-digit divisors. Students estimate to predict computation results and to evaluate the reasonableness of the answer.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers to 1,000,000. (297.01.a)
- 1.1.2** Identify and apply place value in whole numbers. (297.01.b)
- 1.1.3** Count the value of a collection of bills and coins up to \$100.00. (297.01.c)
- 1.1.4** Read, write, compare, and order commonly used fractions with pictorial representations. (297.01.d)
- 1.1.5** Use decimal numbers with money. (297.01.e)
- 1.1.6** Select strategies appropriate for solving a problem. (298.01.a)
- 1.1.7** Use appropriate vocabulary. (297.01.f)

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.2.1** Add and subtract whole numbers. (297.02.a)
- 1.2.2** Multiply up to 2-digit by 2-digit whole numbers and divide whole numbers by 1-digit divisors. (297.02.b)
- 1.2.3** Add and subtract fractions with like denominators that do not require simplification. (297.02.c)
- 1.2.4** Add and subtract decimals using money. (297.02.d)
- 1.2.5** Recall multiplication facts through 10 x 10. (297.02.e)
- 1.2.6** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (297.02.f)
- 1.2.7** Select and use appropriate operations to solve word problems and show or explain work. (298.01.b)
- 1.2.8** Use appropriate vocabulary. (297.02.g)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.3.1** Estimate to predict computation results and to evaluate the reasonableness of the answer. [\(297.03.a, 297.03.b\)](#)
- 1.3.2** Use a 4-function calculator to solve complex grade-level problems. [\(298.03.a\)](#)
- 1.3.3** Use appropriate vocabulary. [\(297.03.c\)](#)

Standard 2: Concepts and Principles of Measurement

Students in 4th grade select and use appropriate units and tools to make the formal measurements of time, length, temperature, weight, and capacity in both systems. Estimate measurement in real-world problems using standard units. Students convert units of length and time within the U. S. Customary system. Students tell time to the nearest minute using digital and analog clocks.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 4th Grade, the student will be able to:

- 2.1.1** Select and use appropriate units and tools to make the formal measurements of time, length, temperature, weight, and capacity in both systems. [\(299.01.a\)](#)
- 2.1.2** Estimate measurement in real-world problems using standard units. [\(299.01.b\)](#)
- 2.1.3** Recall length and capacity equivalences involving inches, feet, cups, pints, quarts, and gallons in the U.S. Customary system.
- 2.1.4** Convert units of length and time within the U. S. Customary system. [\(299.01.c\)](#)
- 2.1.5** Tell time to the nearest minute using digital and analog clocks. [\(299.01.e\)](#)
- 2.1.6** Solve real-world problems related to time. [\(299.01.f\)](#)
- 2.1.7** Use appropriate vocabulary. [\(299.01.g\)](#)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 4th grade write a division problem using a bracket ($\overline{\hspace{1cm}}$), the division symbol (\div), and as a fraction. Students write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. Students read and use the symbols of “<,” “>,” and “=” to express relationships with numbers through 1,000,000. Students use the identity and zero properties of multiplication and solve missing factor equations. Students identify the rule for a pattern using whole numbers and addition and then extend the pattern.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.1.1 Write a division problem using a bracket ($\overline{\hspace{1cm}}$), the division symbol (\div), and as a fraction. (300.01.a)
- 3.1.2 Write a number sentence using simple geometric shapes or letters of the alphabet as symbols to represent an unknown number. (300.01.b)
- 3.1.3 Read and use symbols of “ $<$,” “ $>$,” and “ $=$ ” to express relationships with numbers through 1,000,000. (300.01.c)
- 3.1.4 Write a fact family when given two factors.

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.2.1 Use the identity and zero properties of multiplication.

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.3.1 Solve missing factor equations. (300.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 4th Grade, the student will be able to:

- 3.4.1 Identify the rule (function) for a pattern using whole numbers and addition and then extend the pattern. (303.01.a)
- 3.4.2 Use appropriate vocabulary. (303.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

No objectives at this grade level.

Standard 4: Concepts and Principles of Geometry

Students in 4th grade identify, compare, and analyze attributes of two- and three- dimensional shapes, including parallel and intersecting perpendicular lines, and students develop vocabulary to describe the attributes. Students identify multiple lines of symmetry in two-dimensional shapes and students discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. Students predict the results of sliding and flipping two-dimensional shapes.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 4th Grade, the student will be able to:

- 4.1.1 Identify, compare, and analyze attributes of two- and three- dimensional shapes, including parallel, intersecting, and perpendicular lines, and develop vocabulary to describe the attributes. (301.01.a)

- 4.1.2 Identify multiple lines of symmetry in two-dimensional shapes.
- 4.1.3 Discuss perimeters of polygons, and areas and perimeters of rectangles and squares, using concrete objects. (301.01.c)
- 4.1.4 Predict the results of sliding and flipping two-dimensional shapes. (301.01.d)
- 4.1.5 Use appropriate vocabulary. (301.01.e)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 4th Grade, the student will be able to:

- 4.3.1 Use ordered pairs to identify the position of a point in the first quadrant on a coordinate grid.

Standard 5: Data Analysis, Probability, and Statistics

Students in 4th grade collect, order, and display data in appropriate notation in tables, charts, and graphs, including bar graphs, tally charts, and pictographs, in order to answer a question. Students determine a mode of a set of whole numbers.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.1.1 Read and interpret simple tables, charts, bar graphs, and line graphs. (302.01.a)
- 5.1.2 Use appropriate vocabulary. (302.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.2.1 Collect, order, and display data in tables and charts to answer a question. (302.02.a)
- 5.2.2 Display data in a bar graph using appropriate notation such as a title, axes labels, and reasonable scales. (302.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.3.1 Find the mode of a simple set of whole number data.

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 4th Grade, the student will be able to:

- 5.4.1 Predict the results of simple probability experiments using coins or spinners (e.g. 3 out of 6 choices). (302.04.a)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 4th Grade, the student will be able to:

5.5.1 Make predictions based on information. [\(298.01.c\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 5th grade read, write, compare, and order whole numbers through billions and decimal numbers through thousandths. Students identify commonly used equivalent fractions. Students add and subtract fractions with like denominators without simplification and decimals through thousandths, including making change. Students recall basic multiplication and division facts up to 10's and students multiply and divide whole numbers. Students select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three and students estimate to predict computation results.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 5th Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers through billions and decimal numbers through thousandths. (307.01.a)
- 1.1.2** Identify and apply place value in whole numbers and decimal numbers to thousandths. (307.01.b)
- 1.1.3** Identify commonly used equivalent fractions. (307.01.c)
- 1.1.4** Compare and order commonly used fractions using fraction benchmarks. (307.01.e)
- 1.1.5** Apply the number theory concepts of primes, composites, multiples, and factors. (307.01.f)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 5th Grade, the student will be able to:

- 1.2.1** Multiply and divide whole numbers. (307.02.a)
- 1.2.2** Add and subtract fractions with like denominators without simplification. (307.02.b)
- 1.2.3** Add and subtract decimal numbers through thousandths, including making change. (307.02.c)
- 1.2.4** Recall basic multiplication and division facts up to 10's. (307.02.d)
- 1.2.5** Evaluate numerical expressions that include parentheses. (307.02.e)
- 1.2.6** Select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three. (307.02.f)
- 1.2.7** Use a variety of strategies to solve real life problems. (308.01.a)

1.2.8 Use appropriate vocabulary. (307.02.g)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 5th Grade, the student will be able to:

- 1.3.1** Estimate to predict computation results. (307.03.a)
- 1.3.2** Identify when an estimate is sufficient or when an exact answer is required. (307.03.b)
- 1.3.3** Explain why a given estimate is an overestimate or underestimate. (307.03.c)
- 1.3.4** Use appropriate vocabulary. (307.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 5th grade select and use appropriate units and tools to make formal measurements in both systems. Students measure perimeter and area in both systems. Students solve problems involving elapsed time, length, perimeter, and area and students convert units of length within each system.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 5th Grade, the student will be able to:

- 2.1.1** Select and use appropriate units and tools to make formal measurements in both systems. (309.01.a)
- 2.1.2** Estimate measurements in real-world problems using standard units. (309.01.b)
- 2.1.3** Measure perimeter and area in both systems. (309.01.c)
- 2.1.4** Solve problems involving elapsed time, length, perimeter, and area. (309.01.d)
- 2.1.5** Recall length, capacity, and mass equivalences in the metric system.
- 2.1.6** Convert units of length within each system. (309.01.e)
- 2.1.7** Use appropriate vocabulary. (309.01.g)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

No objectives at this grade level.

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 5th grade read and use symbols of “<,” “>,” and “=” to express relationships. Students solve missing factor problems. Students identify a rule for a pattern using whole numbers and students extend the pattern.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.1.1 Formulate conjectures and discuss why Students must be or seem to be true. (308.02.c)
- 3.1.2 Translate simple word statements for addition and multiplication into numeric expressions. (310.01.b)
- 3.1.3 Read and use symbols of “<,” “>,” and “=” to express relationships. (310.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.2.1 Use the following properties as Students relate to addition and multiplication: commutative, associative, and distributive. (310.02.a)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.3.1 Solve missing factor problems. (310.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.4.1 Identify a rule for a pattern using whole numbers and extend the pattern. (313.01.a)
- 3.4.2 Use appropriate vocabulary. (313.01.d)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objectives at this grade level.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 5th Grade, the student will be able to:

- 3.6.1 Use patterns to represent and solve simple problems. (313.02.a)

Standard 4: Concepts and Principles of Geometry

Students in 5th grade identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. Students identify and label points, lines, line segments, rays, and angles. Students calculate the perimeter of polygons and the area of rectangles and squares. Students use ordered pairs to identify and plot points in the first quadrant on a coordinate grid.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 5th Grade, the student will be able to:

- 4.1.1 Identify, compare and analyze attributes of polygons and polyhedra and develop vocabulary to describe the attributes. (311.01.a)
- 4.1.2 Identify and label points, lines, line segments, rays, and angles. (311.01.b)
- 4.1.3 Classify angles without formal measures as acute right, obtuse, and/or straight.

- 4.1.4 Calculate the perimeter of polygons and the area of rectangles and squares. (311.01.d)
- 4.1.5 Discuss and predict the results of sliding, flipping, and turning two-dimensional shapes. (311.01.e)
- 4.1.6 Use appropriate vocabulary. (311.01.f)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 5th Grade, the student will be able to:

- 4.3.1 Use ordered pairs to identify and plot points in the first quadrant on a coordinate grid. (311.02.a)

Standard 5: Data Analysis, Probability, and Statistics

Students in 5th grade read and interpret tables, charts, bar graphs, and line graphs. Students collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs and students make predictions and decisions based on information.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.1.1 Read and interpret tables, charts, bar graphs, and line graphs. (312.01.a)
- 5.1.2 Use appropriate vocabulary. (312.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.2.1 Collect, organize, and display the data with appropriate notation in tables, charts, bar graphs, and line graphs. (312.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.3.1 Find measures of central tendency - median and mode - with simple sets of data using whole numbers. (312.03.a)
- 5.3.2 Find the range of a set of data using whole numbers. (312.03.b)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 5th Grade, the student will be able to:

- 5.4.1 Predict, perform, and record results of simple probability experiments using fraction notation. (312.04.a)
- 5.4.2 Use the language of probability. (312.04.b)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 5th Grade, the student will be able to:

5.5.1 Make predictions and decisions based on information. [\(308.01.c\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 6
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 6th grade read, write, compare, and order whole numbers, fractions, and decimals. Students explain the use of fractions and decimals and their interrelationship. Students add, subtract, multiply, and divide whole numbers and decimals and students add and subtract fractions with unlike denominators and simplify as necessary. Students estimate to predict computation results.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.1.1** Read, write, compare, and order whole numbers, fractions, and decimals. (317.01.a)
- 1.1.2** Explain the use of fractions and decimals and their interrelationship. (317.01.b)
- 1.1.3** Convert between decimals and fractions. (317.01.b)
- 1.1.4** Compare magnitudes and relative magnitudes of real numbers, including whole numbers, fractions, and decimals. (317.01.d)
- 1.1.5** Apply number theory concepts (prime, composite, prime factorization) and identify common factors, common multiples. (317.01.e)
- 1.1.6** Describe the use of integers in real-world situations. (317.01.f)
- 1.1.7** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.2.1** Add, subtract, multiply, and divide whole numbers and decimals. (317.02.a, 317.02.b)
- 1.2.2** Add and subtract fractions with unlike denominators and simplify as necessary. (317.02.c)
- 1.2.3** Recall basic multiplication and division facts from 12 x 12 Times Table. (317.02.d)
- 1.2.4** Evaluate numerical expressions with whole numbers using the order of operations (excluding exponents). (317.02.e)
- 1.2.5** Multiply and divide simple fractions. (317.02.g)
- 1.2.6** Select and use an appropriate method of computation from mental math, paper and pencil, calculator or combination of the three. (317.02.h)
- 1.2.7** Use a variety of strategies to solve real life problems. (318.01.a)

- 1.2.8 Solve problems using the 4-step process of problem solving (explore, plan, solve, and examine). (318.01.b)
- 1.2.9 Use appropriate vocabulary and notations. (317.02.i)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.3.1 Estimate to predict computation results. (317.03.a)
- 1.3.2 Explain when estimation is appropriate. (317.03.b)
- 1.3.3 Identify whether a given estimate is an overestimate or underestimate. (317.03.c)
- 1.3.4 Formulate conjectures and discuss why Students must be or seem to be true. (318.02.c)
- 1.3.5 Use appropriate vocabulary. (317.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 6th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving time, length, weight/mass, and temperature. Students convert unit of measurement within each system in one step problems. Students use given formulas for perimeter and area of triangles and parallelograms, including rectangles, rhombi, and squares, and circumference and area of circles.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 6th Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (319.01.a)
- 2.1.2 Apply estimation of measurement to real-world and content problems using actual measuring devices. (319.01.b)
- 2.1.3 Explain the differences between perimeter and area. (319.01.c)
- 2.1.4 Solve problems involving time, length, weight/mass, and temperature. (319.01.d)
- 2.1.5 Convert unit of measurement within each system in one-step problems (e.g. quarts to gallons and gallons to quarts). (319.01.e)
- 2.1.6 Apply understanding of relationships to solve real-world problems related to elapsed time. (319.01.f)
- 2.1.7 Use given formulas for perimeter and area of triangles and parallelograms, including rectangles, rhombi, and squares, and circumference and area of circles. (321.01.e)
- 2.1.8 Use appropriate vocabulary and notations. (319.01.g)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 2.2.1 Identify and write ratios and scales. (319.03.a)

Goal 2.3: Apply dimensional analysis.

No objectives at this grade level.

Standard 3: Concepts and Language of Algebra and Functions

Students in 6th grade read and use symbols of “<,” “>,” and “=” to express relationships. Students evaluate simple algebraic expressions using substitution. Students extend simple patterns and state a rule that generates the pattern using whole numbers, decimals, fractions as inputs, and students use patterns and functions to represent and solve simple problems.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.1.1** Discuss the meaning and use of variables in simple expressions and equations. (320.01.a)
- 3.1.2** Translate simple word statements into algebraic equations. (320.01.b)
- 3.1.3** Read and use symbols of “<,” “>,” and “=” to express relationships. (320.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.2.1** Use the following properties in evaluating numerical expressions: commutative, associative, identity, zero, inverse, and distributive. (320.02.a)
- 3.2.2** Evaluate simple algebraic expressions using substitution.

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.3.1** Solve one-step equations with whole numbers. (320.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.4.1** Extend simple patterns and state a rule (function) that generates the pattern using whole numbers, decimals, and fractions as inputs. (323.01.a)
- 3.4.2** Describe and extend patterns by using manipulatives and pictorial representations. (323.01.b)
- 3.4.3** Use mathematical models to show change in real context. (323.01.c)
- 3.4.4** Use appropriate vocabulary. (323.01.d)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

No objective at this grade level.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 6th Grade, the student will be able to:

- 3.6.1** Use patterns and functions to represent and solve simple problems.

Standard 4: Concepts and Principles of Geometry

Students in 6th grade describe and classify relationships among types of one-, two- and three-dimensional geometric figures using their defining properties. Students identify congruence, similarities, and symmetry of shapes and students identify and plot points in the first quadrant on a coordinate plane.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 6th Grade, the student will be able to:

- 4.1.1** Describe and classify relationships among types of one-, two- and three-dimensional geometric figures using their defining properties. (321.01.a)
- 4.1.2** Draw and measure various angles and shapes using appropriate tools. (321.01.b)
- 4.1.3** Apply fundamental concepts, properties, and relationships among points, lines, angles, and shapes. (321.01.c)
- 4.1.4** Identify congruence, similarities, and symmetry of shapes. (321.01.d)
- 4.1.5** Discuss the relationship between two- and three-dimensional objects. (321.01.f)
- 4.1.6** Describe reflections, translations, and rotations on various shapes. (321.01.g)
- 4.1.7** Use appropriate vocabulary and notations. (323.01.h)

Goal 4.2: Apply the geometry of right triangles.

No objective at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 6th Grade, the student will be able to:

- 4.3.1** Identify and plot points in the first quadrant on a coordinate plane. (321.02.a)

Standard 5: Data Analysis, Probability, and Statistics

Students in 6th grade read and interpret tables, charts and graphs, including line graphs, bar graphs, frequency line or line plot, and circle graph. Students collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including line graphs, bar graphs, and frequency line or line plot. Students find measures of central tendency – mean, median, and mode – with simple sets of data and students calculate the range of a set of data. Students predict, perform, and record results of simple probability experiments.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.1.1** Read and interpret tables, charts and graphs, including line graphs, bar graphs, frequency line or line plot, and circle graph. (322.01.a)
- 5.1.2** Explain and justify stated conclusions drawn from tables, charts, and graphs. (322.01.b)
- 5.1.3** Use appropriate vocabulary and notations. (322.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.2.1** Collect, organize, and display the data with appropriate notation in tables, charts, and graphs, including line graphs, bar graphs, and frequency lines or line plots. [\(322.02.a\)](#)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.3.1** Find measures of central tendency – mean, median, and mode – with simple sets of data. [\(322.03.a\)](#)
- 5.3.2** Calculate the range of a set of data. [\(322.03.b\)](#)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.4.1** Predict, perform, and record results of simple probability experiments. [\(322.04.a\)](#)
- 5.4.2** Use the language of probability. [\(322.04.b\)](#)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 6th Grade, the student will be able to:

- 5.5.1** Make predictions based on information. [\(318.01.c\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 7th grade read, write, compare, order, and place on a number line: rational numbers, including integers, fractions, and decimals, and absolute values. Students solve problems requiring the conversion between simple decimals, fractions, and percents. Students add, subtract, multiply, and divide whole numbers, fractions, and decimals and students evaluate numerical expressions using the order of operations with whole numbers and decimals. Students explain when estimation is appropriate and describe the usefulness of an estimate as opposed to an exact answer.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.1.1** Read, write, compare, order, and place on a number line: rational numbers, including integers, fractions, and decimals, and absolute values. (327.01.a)
- 1.1.2** Solve problems requiring the conversion between simple decimals, fractions (ratios), and percents. (327.01.b)
- 1.1.3** Compare magnitudes and relative magnitudes of real numbers, including integers, fractions, and decimals. (327.01.c)
- 1.1.4** Apply the number theory concepts of primes, composites, and prime factorization and find the Lowest Common Multiple (LCM) and the Greatest Common Factor (GCF). (327.01.d)
- 1.1.5** Locate the position of rational numbers on a number line. (327.01.e)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.2.1** Add, subtract, multiply, and divide whole, numbers, fractions and decimals. (327.02.a)
- 1.2.2** Evaluate numerical expressions using the order of operations with whole numbers and decimals. (327.02.b)
- 1.2.3** Rewrite multiple factors using exponents. (327.02.c)
- 1.2.4** Add integers. (327.02.d)
- 1.2.5** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (327.02.e)

- 1.2.6 Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations. (328.01.a)
- 1.2.7 Recognize pertinent information for problem solving. (328.01.b)
- 1.2.8 Use appropriate vocabulary and notations. (327.02.f)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.3.1 Use estimation to predict computation results. (327.03.a)
- 1.3.2 Explain when estimation is appropriate and describe the usefulness of an estimate as opposed to an exact answer. (327.03.b)
- 1.3.3 Identify whether a given estimate is an overestimate or underestimate. (327.03.c)
- 1.3.4 Formulate conjectures and discuss why Students must be or seem to be true. (328.02.c)
- 1.3.5 Use appropriate vocabulary and notations. (327.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 7th grade select and use appropriate units and tools to make formal measurements in both systems. Students solve problems involving length, volume, weight, mass, and temperature. Students apply given formulas for perimeter, circumference, and area of triangles, parallelograms, and circles, and volume of rectangular prisms. Students compare units and explain their relationship to one another and to real world applications.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 7th Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (329.01.a)
- 2.1.2 Apply estimation of measurement to real-world and content problems using actual measuring devices. (329.01.b)
- 2.1.3 Explain the differences between perimeter, area, and volume (capacity) and their measures within both systems. (329.01.c)
- 2.1.4 Solve problems involving length, volume (capacity), weight, mass, and temperature. (329.01.d)
- 2.1.5 Convert unit of measurement within each system. (329.01.e)
- 2.1.6 Apply given formulas for perimeter, circumference, and area of triangles, parallelograms, and circles, and volume of rectangular prisms. (331.01.e)
- 2.1.7 Use appropriate vocabulary and notations. (329.01.f)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 2.2.1 Explain rates and their relationship to ratios. (329.02.a)
- 2.2.2 Reduce rates to unit rates.
- 2.2.3 Use proportions to solve problems. (329.03.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 7th Grade, the student will be able to:

- 2.3.1** Compare units and explain their relationship to one another and to real world applications. (329.04.a)

Standard 3: Concepts and Language of Algebra and Functions

Students in 7th grade use variables in simple expressions and equations and students use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. Students use the order of operations in evaluating simple algebraic expressions and students solve one-step equations. Students extend patterns involving rational numbers and describe the rule that generates the pattern.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.1.1** Use variables in simple expressions and equations. (330.01.a)
- 3.1.2** Translate simple word statements into algebraic expressions and equations. (330.01.b)
- 3.1.3** Use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. (330.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.2.1** Evaluate simple numeric and algebraic expressions using commutative, association, identity, zero, inverse, distributive, and substitution properties. (330.02.a)
- 3.2.2** Use the order of operations in evaluating simple algebraic expressions. (330.02.b)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.3.1** Solve one-step equations. (330.03.a)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.4.1** Extend patterns involving rational numbers and describe the rule that generates the pattern. (333.01.a)
- 3.4.2** Explain how a change in one quantity results in a change in another. (333.01.b)
- 3.4.3** Use appropriate vocabulary and notations. (333.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.5.1** Represent a simple set of data in a table, as a graph, and as a mathematical relationship. (333.02.a)

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 7th Grade, the student will be able to:

- 3.6.1** Use patterns and functions to represent and solve problems. (333.03.a)

Standard 4: Concepts and Principles of Geometry

Students in 7th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students draw and measure various angles and shapes using appropriate tools and students identify congruence, similarities, and line symmetry of shapes. Students identify and plot points on a coordinate plane.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 7th Grade, the student will be able to:

- 4.1.1** Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. (331.01.a)
- 4.1.2** Draw and measure various angles and shapes using appropriate tools. (331.01.b)
- 4.1.3** Apply fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. (331.01.c)
- 4.1.4** Identify congruence, similarities, and line symmetry of shapes. (331.01.d)
- 4.1.5** Describe the concept of surface area and volume (capacity). (331.01.f)
- 4.1.6** Explain and model the effects of reflections, translations, and rotations on various shapes. (331.01.g)
- 4.1.7** Use appropriate vocabulary and notations. (331.01.h)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 7th Grade, the student will be able to:

- 4.3.1** Identify and plot points on a coordinate plane.

Standard 5: Data Analysis, Probability, and Statistics

Students in the 7th grade read and interpret tables, charts, and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. Students collect, organize and display data with appropriate notation in tables, charts and graphs, including scatter plots, line graphs, line plots, bar graphs, and stem-and-leaf plots. Students determine the measures of central tendency – mean, median and mode – with sets of data and students predict, perform, and record results of simple probability experiments.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.1.1** Read and interpret tables, charts, and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots. (332.01.a)

- 5.1.2 Explain conclusions drawn from tables, charts, and graphs. (332.01.b)
- 5.1.3 Use appropriate vocabulary and notations. (332.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.2.1 Collect, organize and display data with appropriate notation in tables, charts and graphs, including scatter plots, line graphs, line plots, bar graphs, and stem-and-leaf plots. (332.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.3.1 Determine the measures of central tendency – mean, median and mode – with sets of data. (332.03.a)
- 5.3.2 Discuss distribution of data, including range, frequency, gaps, and clusters. (332.03.b)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.4.1 Predict, perform, and record results of simple probability experiments. (332.04.a)
- 5.4.2 Recognize equally likely outcomes. (332.04.c)
- 5.4.3 Explain that probability ranges from impossible to certain (0% to 100%).
- 5.4.4 Use the language of probability. (332.04.b)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 7th Grade, the student will be able to:

- 5.5.1 Make predictions based on simple theoretical probabilities. (332.05.a)
- 5.5.2 Use appropriate vocabulary and notations. (332.05.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 8th grade read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. Students use rational numbers, including percents and ratios, and π (pi) to solve problems. Students convert between standard form, scientific notation, and exponential form. Students add, subtract, multiply, and divide rational numbers and students recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths. Students evaluate numerical expressions with rational numbers using the order of operations and students evaluate numerical expressions with whole number exponents. Students estimate to predict computation results.

Goal 1.1: Understand and use numbers.

Objective(s): By the end of 8th Grade, the student will be able to:

- 1.1.1** Read, write, compare, order, and place on a number line rational numbers, including integers, fractions, decimals, and percents, and absolute values. (337.01.a)
- 1.1.2** Use rational numbers, including percents and ratios, and π (pi) to solve problems. (337.01.b)
- 1.1.3** Convert between standard form, scientific notation, and exponential form. (337.01.c)
- 1.1.4** Apply number theory concepts (primes, composites, prime factorization, LCM, GCF). (337.01.d)
- 1.1.5** Locate the position of real numbers on a number line. (337.01.e)
- 1.1.6** Use appropriate vocabulary.

Goal 1.2: Perform computations accurately.

Objective(s): By the end of 8th Grade, the student will be able to:

- 1.2.1** Add, subtract, multiply, and divide rational numbers. (337.02.a)
- 1.2.2** Recall the common equivalent fractions, decimals, and percents of halves, thirds, fourths, fifths. (337.02.b)
- 1.2.3** Evaluate numerical expressions with rational numbers using the order of operations. (337.02.c)
- 1.2.4** Evaluate numerical expressions with whole number exponents. (337.02.d)
- 1.2.5** Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (337.02.e)

- 1.2.6 Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations. (338.01.a)
- 1.2.7 Recognize pertinent information for problem solving. (338.01.b)
- 1.2.8 Use appropriate vocabulary and notations. (337.02.f)

Goal 1.3: Estimate and judge reasonableness of results.

Objective(s): By the end of 8th Grade, the student will be able to:

- 1.3.1 Estimate to predict computation results. (337.03.a)
- 1.3.2 Identify when estimation is appropriate and apply to problem solving situations. (337.03.b)
- 1.3.3 Identify whether a given estimate is an overestimate or underestimate. (337.03.c)
- 1.3.4 Formulate conjectures and justify (short of formal proof) why Students must be or seem to be true. (338.02.c)
- 1.3.5 Use appropriate vocabulary and notations. (337.03.d)

Standard 2: Concepts and Principles of Measurement

Students in 8th grade select and use appropriate units and tools to make formal measurements in both systems. Students apply given formulas for perimeter, circumference, and area of polygons and circles, surface area of rectangular prisms, and volume of rectangular prisms and cylinders. Students solve problems involving time, length, volume, weight, mass, and temperature. Students use rates, proportions, ratios, and scales in problem solving situations.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 8th Grade, the student will be able to:

- 2.1.1 Select and use appropriate units and tools to make formal measurements in both systems. (339.01.a)
- 2.1.2 Apply estimation of measurement to real-world and content problems using actual measuring devices. (339.01.b)
- 2.1.3 Compare the differences and relationships among measures of perimeter, area, and volume (capacity) within both systems. (339.01.c)
- 2.1.4 Apply given formulas for perimeter, circumference, and area of polygons and circles, surface area of rectangular prisms, and volume of rectangular prisms and cylinders. (341.01.e)
- 2.1.5 Solve problems involving time, length, volume (capacity), weight, mass, and temperature. (339.01.d)
- 2.1.6 Convert unit of measurement within each system in problem solving situations. (339.01.e)
- 2.1.7 Use appropriate vocabulary and notations. (339.01.f)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 2.2.1 Use rates, proportions, ratios, and scales in problem solving situations. (339.03.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 8th Grade, the student will be able to:

- 2.3.1** Compare units and explain their relationship to one another and to real world applications. (339.04.a)

Standard 3: Concepts and Language of Algebra and Functions

Students in 8th grade translate simple word statements and story problems into algebraic expressions and equations. Students use the order of operations in evaluating basic algebraic expressions and students solve one- and two-step equations and inequalities. Students represent a set of data in a table, as a graph, and as a mathematical relationship.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.1.1** Use variables in expressions, equations, and inequalities. (340.01.a)
- 3.1.2** Translate simple word statements and story problems into algebraic expressions and equations. (340.01.b)
- 3.1.3** Use symbols “<,” “>,” “=,” “≠,” “≤,” and “≥” to express relationships. (340.01.c)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.2.1** Identify and use the following properties in evaluating algebraic expressions: commutative, associative, identity, zero, inverse, distributive and substitution. (340.02.a)
- 3.2.2** Use the order of operations in evaluating basic algebraic expressions. (340.02.b)
- 3.2.3** Simplify algebraic expressions. (340.02.c)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.3.1** Solve one- and two-step equations and inequalities. (340.03.a)
- 3.3.2** Match graphical representations with simple linear equations. (340.03.b)

Goal 3.4: Understand the concept of functions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.4.1** Extend patterns and identify a rule (function) that generates the pattern using rational numbers. (343.01.a)
- 3.4.2** Use relationships to explain how a change in one quantity may result in a change in another, and identify it as a positive, negative, or no relation. (343.01.b)
- 3.4.3** Use appropriate vocabulary and notations. (343.01.c)

Goal 3.5: Represent equations, inequalities and functions in a variety of formats.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.5.1** Represent a set of data in a table, as a graph, and as a mathematical relationship. (343.02.a)

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 8th Grade, the student will be able to:

- 3.6.1** Use patterns and functions to represent and solve problems. (343.03.a)

Standard 4: Concepts and Principles of Geometry

Students in 8th grade describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. Students apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. Students identify and apply congruence, similarities, and line symmetry of shapes.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 8th Grade, the student will be able to:

- 4.1.1** Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. (341.01.a)
- 4.1.2** Draw and measure various angles and shapes using appropriate tools. (341.01.b)
- 4.1.3** Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, angles, and shapes. (341.01.c)
- 4.1.4** Identify and apply congruence, similarities, and line symmetry of shapes. (341.01.d)
- 4.1.5** Explain the concept of surface area and volume (capacity). (341.01.f)
- 4.1.6** Identify and model the effects of reflections, translations, rotations, and scaling on various shapes. (341.01.g)
- 4.1.7** Use appropriate vocabulary and notations. (341.01.h)

Goal 4.2: Apply the geometry of right triangles.

No objectives at this grade level.

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 8th Grade, the student will be able to:

- 4.3.1** Identify and plot points on a coordinate plane. (341.03.a)

Standard 5: Data Analysis, Probability, and Statistics

Students in 8th grade analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, stem-and-leaf plots, and box-and-whisker plots. Students collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. Students choose and calculate the appropriate measure of central tendency – mean, median, and mode. Students recognize equally likely outcomes and make predictions based on experimental and theoretical probabilities.

Goal 5.1: Understand data analysis.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.1.1** Analyze and interpret tables, charts and graphs, including frequency tables, scatter plots, line graphs, line plots, bar graphs, histograms, circle graphs, stem-and-leaf plots, and box-and-whisker plots. (342.01.a)
- 5.1.2** Explain and justify conclusions drawn from tables, charts, and graphs. (342.01.b)
- 5.1.3** Use appropriate vocabulary and notations. (342.01.c)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.2.1** Collect, collect, organize, and display data with appropriate notation in tables, charts, and graphs, including scatter plots, line graphs, line plots, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. (342.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.3.1** Choose and calculate the appropriate measure of central tendency – mean, median, and mode. (342.03.a)
- 5.3.2** Explain the significance of distribution of data, including range, frequency, gaps, and clusters. (342.03.b)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.4.1** Model situations of probability using simulations. (342.04.a)
- 5.4.2** Recognize equally likely outcomes. (342.01.c)
- 5.4.3** Explain that probability ranges from 0% to 100% and identify a situation as having high or low probability.
- 5.4.4** Use the language of probability. (342.04.b)

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 8th Grade, the student will be able to:

- 5.5.1** Make predictions based on experimental and theoretical probabilities. (342.05.a)
- 5.5.2** Conduct statistical experiments and interpret results using tables, charts, or graphs. (342.05.c)
- 5.5.3** Use appropriate vocabulary and notations. (342.05.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 9th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Goal 1.1: Understand and perform computations accurately.

Objective(s): By the end of 9th Grade, the student will be able to:

- 1.1.1** Apply properties of rational numbers. (347.01.b)
- 1.1.2** Apply properties of exponents. (347.01.c)
- 1.1.3** Identify exact and approximate roots without simplification.
- 1.1.4** Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. (347.01.a)
- 1.1.5** Use the proper order of operations and perform operations with rational numbers. (347.02.a)
- 1.1.6** Solve problems using number theory concepts (divisibility rules, factors, multiples, primes). (347.01.d)
- 1.1.7** Use appropriate vocabulary.

Goal 1.2: Estimate and judge reasonableness of results.

Objective(s): By the end of 9th Grade, the student will be able to:

- 1.2.1** Apply number sense to everyday situations and judge reasonableness of results. (347.03.a)
- 1.2.2** Identify that error accumulates in a computation when there is rounding. (349.05.b)

Standard 2: Concepts and Principles of Measurement

Students in 9th grade formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.1.1** Given relative formulas, discuss length, distance, area, surface area, capacity, and weight, with appropriate unit labels. (349.01.a)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.2.1** Formulate and use proportions, ratios, and scaling. (349.03.a)
- 2.2.2** Apply concepts of rates and direct and indirect measurements.
- 2.2.3** Construct equivalent units, comparable units, and conversions. (349.02.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.3.1** Use customary and metric units and their relationship to one another and to real world applications involving length, area, capacity, weight, time and temperature. (349.04.a)

Goal 2.4: Apply appropriate techniques, tools, and formulas to determine measurements.

Objective(s): By the end of 9th Grade, the student will be able to:

- 2.4.1** Evaluate given measurement formulas for two- and three- dimensional objects.
- 2.4.2** Determine and use appropriate units. (349.01.a)
- 2.4.3** Approximate error in measurement situations.

Standard 3: Concepts and Language of Algebra and Functions

Students in 9th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.1.1** Represent mathematical relationships using variables, expressions, linear equations and inequalities. (350.01.a)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.2.1** Use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, and rational numbers. (350.02.a)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.3.1** Use appropriate procedures to solve multi-step, first-degree equations and inequalities; such as $3(2x - 5) = 5x + 7$ or $3(2x - 5) > 5x + 7$. [\(350.03.a\)](#)
- 3.3.2** Differentiate between linear and non-linear equations and graphs.

Goal 3.4: Solve simple linear systems of equations.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.4.1** Use appropriate procedures to solve linear systems of equations involving two variables; such as $x + y = 7$ and $2x + 3y = 21$. [\(350.04.a\)](#)

Goal 3.5: Understand the concept of functions.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.5.1** Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
- 3.5.2** Evaluate functions written in functional notation.
- 3.5.3** Given a function, identify domain and range.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 9th Grade, the student will be able to:

- 3.6.1** Model and solve real-world phenomena using multi-step, first degree equations and inequalities, linear equations, and two-variable linear systems of equations. [\(353.01.a\)](#)
- 3.6.2** Use graphs and sequences to represent and solve problems. [\(347.02.b\)](#)

Standard 4: Concepts and Principles of Geometry

Students in 9th grade represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 9th Grade, the student will be able to:

- 4.1.1** Discuss congruency and similarity of two-dimensional figures. [\(351.01.a\)](#)
- 4.1.2** Discuss similarity as it relates to size variations in two- and three- dimensional objects. [\(351.01.b\)](#)

Goal 4.2: Apply the geometry of right triangles.

Objective(s): By the end of 9th Grade, the student will be able to:

- 4.2.1** Discuss the Pythagorean Theorem, as it is used to calculate missing side lengths of right triangles. [\(351.02.c\)](#)

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 9th Grade the student will be able to:

- 4.3.1 Identify attributes of the Cartesian Coordinate System, such as quadrants, origin, and axes. (351.03.a)
- 4.3.2 Graph scatter plots and informal trend lines (e.g. eyeball fit lines).
- 4.3.3 Identify positive and negative correlations.

Goal 4.4: Represent and graph linear relationships.

Objective(s): By the end of 9th Grade, the student will be able to:

- 4.4.1 Create graphs and equations for linear relationships.
- 4.4.2 Represent linear relationships using tables, graphs, and mathematical symbols.
- 4.4.3 Interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Standard 5: Data Analysis, Probability, and Statistics

Students in 9th grade interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

Goal 5.1: Represent data with a variety of formats.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.1.1 Read and interpret tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. (352.01.a)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.2.1 Collect, organize, and display the data in tables, charts, and graphs. (352.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.3.1 Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
- 5.3.2 Make predictions and draw conclusions based on statistical measures. (352.05.a)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.4.1 Find probabilities based on dependent, independent, and compound events.
- 5.4.2 Contrast experimental and theoretical probability. (352.04.a)
- 5.4.3 Determine conditional probability using a two-way table.

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 9th Grade, the student will be able to:

- 5.5.1** Make predictions based on randomness, chance, equally likely events, and probability. [\(352.04.c\)](#)
- 5.5.2** Use appropriate technology to conduct simulations and employ graphical models to make predictions or decisions based on data. [\(352.05.a\)](#)
- 5.5.3** Design, conduct, and interpret results of statistical experiments. [\(352.05.b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 10
MATHEMATICS**

Students are expected to know content and apply skills from previous grades.

Mathematical reasoning and problem solving processes should be incorporated throughout all mathematics standards. Students should use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to communicate mathematical information and to explain mathematical reasoning and concepts.

Standard 1: Number and Operation

Students in 10th grade deepen their understanding of real numbers by applying properties of rational numbers and exponents and by identifying exact and approximate roots without simplification. Students use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. Students use the proper order of operations and perform operations with rational numbers. Students apply number sense to everyday situations and judge reasonableness of answers.

Goal 1.1: Understand and perform computations accurately.

Objective(s): By the end of 10th Grade, the student will be able to:

- 1.1.1** Apply properties of rational numbers. (347.01.b)
- 1.1.2** Apply properties of exponents. (347.01.c)
- 1.1.3** Identify exact and approximate roots without simplification.
- 1.1.4** Use positive and negative numbers, absolute value, fractions, decimals, percentages, and scientific notation. (347.01.a)
- 1.1.5** Use the proper order of operations and perform operations with rational numbers. (347.02.a)
- 1.1.6** Solve problems using number theory concepts (divisibility rules, factors, multiples, primes). (347.01.d)
- 1.1.7** Use appropriate vocabulary.

Goal 1.2: Estimate and judge reasonableness of results.

Objective(s): By the end of 10th Grade, the student will be able to:

- 1.2.1** Apply number sense to everyday situations and judge reasonableness of results. (347.03.a)
- 1.2.2** Identify that error accumulates in a computation when there is rounding. (349.05.b)

Standard 2: Concepts and Principles of Measurement

Students in 10th grade, given relative formulas, determine length, distance, area, surface area, capacity, and weight, with appropriate unit labels. Students formulate and use proportions, ratios, and scaling. Students apply concepts of rates and direct and indirect measurements. Students evaluate given measurement formulas for two- and three- dimensional objects.

Goal 2.1: Understand and use customary and metric measurements.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.1.1** Given relative formulas, determine length, distance, area, surface area, capacity, and weight, with appropriate unit labels. (349.01.a)

Goal 2.2: Apply the concepts of rates, ratios, and proportions.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.2.1** Formulate and use proportions, ratios, and scaling. (349.03.a)
- 2.2.2** Apply concepts of rates and direct and indirect measurements.
- 2.2.3** Construct equivalent units, comparable units, and conversions. (349.02.a)

Goal 2.3: Apply dimensional analysis.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.3.1** Use customary and metric units and their relationship to one another and to real world applications involving length, area, capacity, weight, time and temperature. (349.04.a)

Goal 2.4: Apply appropriate techniques, tools, and formulas to determine measurements.

Objective(s): By the end of 10th Grade, the student will be able to:

- 2.4.1** Evaluate given measurement formulas for two- and three- dimensional objects.
- 2.4.2** Determine and use appropriate units. (349.01.a)
- 2.4.3** Approximate error in measurement situations.

Standard 3: Concepts and Language of Algebra and Functions

Students in 10th grade use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, rational numbers, and for solving multi-step, first-degree equations and inequalities. Students understand the concept and applications of functions and mathematical models. Given graphs, charts, ordered pairs, mappings, or equations, students determine whether a relation is a function. Students evaluate functions written in functional notation and, given a function, students identify domain and range.

Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.1.1** Represent mathematical relationships using variables, expressions, linear equations and inequalities. (350.01.a)

Goal 3.2: Evaluate algebraic expressions.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.2.1** Use appropriate procedures for manipulating and simplifying algebraic expressions involving variables, integers, and rational numbers. (350.02.a)

Goal 3.3: Solve algebraic equations and inequalities.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.3.1** Use appropriate procedures to solve multi-step, first-degree equations and inequalities; such as $3(2x - 5) = 5x + 7$ or $3(2x - 5) > 5x + 7$. (350.03.a)
- 3.3.2** Differentiate between linear and non-linear equations and graphs.

Goal 3.4: Solve simple linear systems of equations.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.4.1** Use appropriate procedures to solve linear systems of equations involving two variables; such as $x + y = 7$ and $2x + 3y = 21$. (350.04.a)

Goal 3.5: Understand the concept of functions.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.5.1** Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
- 3.5.2** Evaluate functions written in functional notation.
- 3.5.3** Given a function, identify domain and range.

Goal 3.6: Apply functions to a variety of problems.

Objective(s): By the end of 10th Grade, the student will be able to:

- 3.6.1** Model and solve real-world phenomena using multi-step, first degree equations and inequalities, linear equations, and two-variable linear systems of equations. (353.01.a)
- 3.6.2** Use graphs and sequences to represent and solve problems. (347.02.b)

Standard 4: Concepts and Principles of Geometry

Students in 10th grade recognize congruency and similarity of two-dimensional figures. Students identify and use similarity as it relates to size variations in two- and three- dimensional objects. Given the Pythagorean Theorem, students calculate missing side lengths of right triangles without simplifying radicals. Students represent linear relationships using tables, graphs, and mathematical symbols. Students interpret attributes of linear relationships such as slope, rate of change, and intercepts. Students use logic to make and evaluate mathematical arguments.

Goal 4.1: Apply concepts of size, shape, and spatial relationships.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.1.1** Recognize congruency and similarity of two-dimensional figures. (351.01.a)
- 4.1.2** Identify and use similarity as it relates to size variations in two- and three-dimensional objects. (351.01.b)

Goal 4.2: Apply the geometry of right triangles.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.2.1** Given the Pythagorean Theorem, calculate missing side lengths of right triangles without simplifying radicals. (351.02.c)

Goal 4.3: Apply graphing in two dimensions.

Objective(s): By the end of 10th Grade the student will be able to:

- 4.3.1** Identify attributes of the Cartesian Coordinate System, such as quadrants, origin, and axes. (351.03.a)
- 4.3.2** Graph scatter plots and informal trend lines (e.g. eyeball fit lines).
- 4.3.3** Identify positive and negative correlations.

Goal 4.4: Represent and graph linear relationships.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.4.1** Create graphs and equations for linear relationships.
- 4.4.2** Represent linear relationships using tables, graphs, and mathematical symbols.
- 4.4.3** Interpret attributes of linear relationships such as slope, rate of change, and intercepts.

Goal 4.5: Use reasoning skills.

Objective(s): By the end of 10th Grade, the student will be able to:

- 4.5.1** Use logic to make and evaluate mathematical arguments. (348.02.b)

Standard 5: Data Analysis, Probability, and Statistics

Students in 10th grade read, interpret, and use tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. Students interpret and use basic statistical concepts including mean, median, mode, range, and distribution of data, including outliers. Students make predictions and draw conclusions based on statistical measures and students make predictions based on randomness, chance, equally likely events, and probability. Students find probabilities based on dependent, independent, and compound events and students make predictions based on randomness, chance, equally likely events, and probability.

Goal 5.1: Represent data with a variety of formats.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.1.1** Read, interpret, and use tables, charts, and graphs, including scatter plots, line graphs, box-and-whisker plots, and pie charts. (352.01.a)

Goal 5.2: Collect, organize, and display data.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.2.1** Collect, organize, and display the data in tables, charts, and graphs. (352.02.a)

Goal 5.3: Apply simple statistical measurements.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.3.1** Interpret and use basic statistical concepts, including mean, median, mode, range, and distribution of data, including outliers. (352.03.a)
- 5.3.2** Make predictions and draw conclusions based on statistical measures. (352.05.a)

Goal 5.4: Understand basic concepts of probability.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.4.1** Find probabilities based on dependent, independent, and compound events.
- 5.4.2** Contrast experimental and theoretical probability. [\(352.04.a\)](#)
- 5.4.3** Determine conditional probability using a two-way table.

Goal 5.5: Make predictions or decisions based on data.

Objective(s): By the end of 10th Grade, the student will be able to:

- 5.5.1** Make predictions based on randomness, chance, equally likely events, and probability. [\(352.04.c\)](#)
- 5.5.2** Use appropriate technology to conduct simulations and employ graphical models to make predictions or decisions based on data. [\(352.05.a\)](#)
- 5.5.3** Design, conduct, and interpret results of statistical experiments. [\(352.05.b\)](#)

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
SOCIAL STUDIES**

Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States by sharing their own personal history as part of family and school.

Standard 2: Geography

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface by identifying the globe as a model of the earth and by making and using a map of a familiar area.

Standard 3: Economics

Students in Kindergarten explain basic economic concepts such as all people have unlimited wants and limited resources.

Standard 4: Civics & Government

Students in Kindergarten identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Kindergarten identify the importance of respecting multiple perspectives and global interdependence by naming family traditions that came to America from other parts of the world.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
SOCIAL STUDIES

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States by recognizing that each person belongs to many groups.

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface by explaining what maps and globes represent and how they are used. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by describing ways people adjust to their environment.

Standard 3: Economics

Students in Grade 1 explain basic economic concepts by identifying ways people meet their needs by sharing, trading, and using money to buy goods and services.

Standard 4: Civics & Government

Students in Grade 1 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 1 identify the importance of respecting multiple perspectives and global interdependence by comparing family life in other parts of the world.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
SOCIAL STUDIES

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States by identifying different groups to which a person belongs within their neighborhood.

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface by identifying landforms, bodies of water, and human made features on a map and by explaining that map symbols represent a real object of place. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by telling how humans depend on the environment to meet their basic needs.

Standard 3: Economics

Students in Grade 2 explain basic economic concepts such as income, earnings and savings. Students identify different influences on economic systems by explaining how natural resources affect economic activities in the local community.

Standard 4: Civics & Government

Students in Grade 2 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence by comparing neighborhoods/communities in other parts of the world.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
SOCIAL STUDIES

Standard 1: History

Students in Grade 3 trace the role of migration and immigration of people in the development of the United States by recognizing that migration and immigration are continuous process. Students build an understanding of the cultural and social development of the United States by explaining that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols, and by comparing different cultural groups in the community.

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface by describing the concepts of globe, continent, country, state, county, city/town, and neighborhood. Students trace the migration and settlement of human populations on the earth's surface by identifying past and present settlement patterns of the community.

Standard 3: Economics

Students in Grade 3 explain basic economic concepts by describing the role of the consumer and producer in a free market system. Students identify different influences on economic systems by explaining how land, labor, trade, and technology affect economic activities in the local community.

Standard 4: Civics & Government

Students in Grade 3 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the community or local level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government

Standard 5: Global Perspectives

Students in Grade 3 identify the importance of respecting multiple perspectives and global interdependence by exploring local connections with communities throughout the world, and examining the contributions from various cultures to the development of the community.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
SOCIAL STUDIES

Standard 1: History

Students in Grade 4 trace the role of migration and immigration of people in the development of the United States by identifying major groups, significant individuals and important events in the western expansion and settlement of Idaho. Students build an understanding of the cultural and social development of the United States by describing ways that cultural groups learn from each other. Students identify the role of American Indians in the development of Idaho.

Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface by using geographic skills to collect, analyze, interpret, and communicate data. Students trace the migration and settlement of human populations on the earth's surface to explain past and present settlement patterns in Idaho.

Standard 3: Economics

Students in Grade 4 explain basic economic concepts such as supply and demand and scarcity. Students identify different influences on economic systems by describing how geographic features of Idaho have determined the economic base of Idaho's regions.

Standard 4: Civics & Government

Students in Grade 4 identify the need and purpose for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the state level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 4 identify the importance of respecting multiple perspectives and global interdependence by analyzing the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
SOCIAL STUDIES

Standard 1: History

Students in Grade 5 trace the role of migration and immigration of people in the development of the United States by identifying the religious, political, and economic motives of voluntary European immigrants. Students analyze the political, social and economic responses to industrialization and technological innovations that have occurred in the United States by naming some of the changes that have occurred to American society due to technological advances. Students build an understanding of the cultural and social development of the United States by identifying influential cultural groups throughout American history. Students identify the role of American Indians in the development of the United States.

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface by developing and using different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by identifying ways the land has been changed by people, technology, and natural forces.

Standard 3: Economics

Students in Grade 5 explain basic economic concepts such as tariffs and taxation. Students identify different influences on economic systems by describing the economic policies of England that contributed to the revolt in the North American colonies.

Standard 4: Civics & Government

Students in Grade 5 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the national level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Grade 5 identify the importance of respecting multiple perspectives and global interdependence by explaining that the world is divided into different nations and identify ways in which nations interact with one another.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL
GEOGRAPHY-WESTERN HEMISPHERE**

Standard 1: History

Students in Geography-Western Hemisphere examine the key historic movements, events, and figures that contributed to the development of the modern American nations from early civilizations to early modern times.

Standard 2: Geography

Students in Geography-Western Hemisphere identify the characteristics of climate regions in the Americas and describe major physical features, countries and cities in the Western Hemisphere.

Standard 3: Economics

Students in Geography-Western Hemisphere examine the influence of physical and cultural factors upon the economic systems of countries in the Americas.

Standard 4: Civics & Government

Students in Geography-Western Hemisphere compare and contrast various contemporary governments in the Western Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in societies of Canada, Mexico, Central America, and South America, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL
GEOGRAPHY-EASTERN HEMISPHERE**

Standard 1: History

Students in Geography-Eastern Hemisphere examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, Europe, and Australia from ancient civilizations to early modern times.

Standard 2: Geography

Students in Geography-Eastern Hemisphere explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. Students identify and categorize the major geographic characteristics and regions of Africa, Asia and Europe. Students name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Standard 3: Economics

Students in Geography-Eastern Hemisphere examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and Europe.

Standard 4: Civics & Government

Students in Geography-Eastern Hemisphere compare and contrast various contemporary governments in the Eastern Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in societies of Africa, Asia, and Europe, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD HISTORY AND CIVILIZATION**

Standard 1: History

Students in World History and Civilization explain the processes that gave rise to the earliest human communities. Students trace how natural resources and technological advances have shaped world history. Students analyze the social, cultural, political, and religious development of western civilization.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface by locating and labeling on map physical geographic landmarks. Students analyze the human and physical characteristics of different places and regions. Students trace the migration and settlement of human populations on the earth's surface by identifying main reasons for migration. Students explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts that played a critical role in the origins and history of western civilization. Students define the concept of money. Students identify different influences on economic systems such as economic philosophies and economic organizations, and the evolution of those systems.

Standard 4: Civics & Government

Students in World History and Civilization identify the need for government and examine democratic reform movements in selected nation-states around the world. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in World History and Civilization identify the importance of respecting multiple perspectives and global interdependence by explaining how the world is organized politically, how nation-states interact with each other, and the impact of cross-cultural changes that have connected once-separated regions into an incipient global community.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
U.S. HISTORY I**

Standard 1: History

Students in U.S. History I trace the role of exploration and expansion in the development of the United States by summarizing the major events of European settlement of North America. Students trace the role of immigration and migration of people in the development of the United States by describing the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America. Students analyze the political, social, and economic responses to industrialization and technological innovations by explaining the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. Students build an understanding of the cultural and social development in the early national history of the United States by knowing the common traits, beliefs, and characteristics that united a nation and a society. Students explain the role of American Indians in the development of the United States.

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by illustrating westward migration across North America. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment.

Standard 3: Economics

Students in U.S. History I explain basic economic concepts that played a crucial role in the colonization and expansion of North America. Students identify different influences on economic systems by describing the emergence of a market economy and analyzing the role of government policy in the early economic development of the United States.

Standard 4: Civics and Government

Students in U.S. History I explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in U.S. History I identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
U.S. HISTORY II

Standard 1: History

Students in U.S. History II trace the role of exploration and expansion in the development and emergence of the modern United States by identifying philosophical changes in American foreign expansion. Students trace the role of migration and immigration of people in the development of the modern United States by analyzing the legal, political, social and economic changes in the status of immigrant groups. Students analyze the political, social, and economic responses to industrialization and technological innovations in the modern United States by examining the rise of industrialization and its political responses and the rise of the American labor movement. Students build an understanding of the cultural and social development and emergence of the modern United States by analyzing contributions of the diverse cultures that make up the population of the United States. Students explain the role of American Indians in the development of the modern United States.

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by analyzing how scientific and technological innovations have shaped migration and settlement patterns in the development and emergence of the modern United States. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment in the modern United States.

Standard 3: Economics

Students in U.S. History II explain basic economic concepts that played a crucial role in the transformation of the modern United States economy. Students identify different influences on economic systems through analyzing government policy in the development and emergence of the modern United States.

Standard 4: Civics & Government

Students in U.S. History II explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in U.S. History II identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and

evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
AMERICAN GOVERNMENT**

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

No objectives in this course.

Standard 4: Civics & Government.

Students in American Government identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. Students explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Idaho Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government, and relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in American Government identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions on United States foreign policy and the role of international organizations in the world today. Students examine and evaluate the impact of American ideals in educating for democracy and examine contemporary global issues that impact the United States.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
ECONOMICS**

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

Students in Economics explain basic concepts of the free market economy. Students identify the different influences on economic systems and the impact of governmental policies and decisions on those systems. Students analyze the different types of economic institutions and understand how they differ from one another. Students explain the concept of good personal finance by examining and applying the elements of responsible personal fiscal management.

Standard 4: Civics & Government

Students in Economics understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Standard 5: Global Perspectives

Students in Economics identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions about the effects of significant economic, technological, and cultural developments in the United States and other nations. Students explain the principal effects of developments in other nations on American society and on their own lives.

IDAHO ACHIEVEMENT STANDARDS

KINDERGARTEN

SOCIAL STUDIES

Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States by sharing their own personal history as part of family and school.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.1.1** Share stories, pictures, and music of own personal life, family and culture. (372.01.a)
- 1.1.2** Describe how families celebrate in many different ways.
- 1.1.3** Describe how individuals have similarities and differences.
- 1.1.4** Describe how each person is special and unique within the classroom. (372.01.i)

Standard 2: Geography

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface by identifying the globe as a model of the earth and by making and using a map of a familiar area.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.1.1** Identify the globe as a model of the earth. (378.01.a)
- 2.1.2** Distinguish between land masses and water on a globe or map. (378.01.b)
- 2.1.3** Identify the north and south poles on a map or globe. (378.01.c)
- 2.1.4** Recognize a map of the United States of America and know it is the country in which we live. (378.01.d)
- 2.1.5** Make and use a map of a familiar area. (378.01.e)

Standard 3: Economics

Students in Kindergarten explain basic economic concepts such as all people have unlimited wants and limited resources.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.1.1** Observe that all people have needs and wants. (376.01.a)
- 3.1.2** Recognize that people have limited resources.
- 3.1.3** Describe some jobs that people do to earn money. (376.01.c)

Standard 4: Civics & Government

Students in Kindergarten identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade K, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family and school and who manage disputes about them, e.g.,
 - adult family members make, apply, and enforce rules for their children and manage disputes about them (375.01.g)
- 4.1.2** Explain that rules and laws can be used to describe ways people should behave, e.g.,
 - attend school and do homework, raise one's hand and be recognized before speaking in class, respect other peoples' privacy and property (375.01.g)
- 4.1.3** Identify that voting is one way in which rules are developed.

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade K, the student will be able to:

- 4.2.1** Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Uncle Sam, national anthem
- 4.2.2** Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday (372.01.b)

Goal 4.3: Dispositions of Democracy

Objective(s): By the end of Grade K, the student will be able to:

- 4.3.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others

- **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
- **honesty** - telling the truth
- **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
- **open mindedness** - willingness to consider other points of view
- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Kindergarten identify the importance of respecting multiple perspectives and global interdependence by naming family traditions that came to American from other parts of the world.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.1.1** Name family traditions that came to America from other parts of the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
SOCIAL STUDIES**

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States by recognizing that each person belongs to many groups.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.1.1** Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01.a)
- 1.1.2** Compare differences in the ways American families live today to how they lived in the past. (386.01.b)
- 1.1.3** Use timelines to show personal and family history. (382.01.d)
- 1.1.4** Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01.f)

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface by explaining what maps and globes represent and how they are used. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by describing ways people adjust to their environment.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 1, the student will be able to:

- 2.1.1** Explain what maps and globes represent and how they are used. (394.01.a)
- 2.1.2** Use directions on a map: East, West, South, and North. (394.01.b)
- 2.1.3** Identify legends and keys on maps. (394.01.c)
- 2.1.4** Identify continents and large bodies of water on a globe or a map. (394.01.d)
- 2.1.5** Name and locate continent, country, state, and community in which the class lives. (394.01.e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 1, the student will be able to:

- 2.2.1** Describe ways people adjust to their environment. (394.02.a)
- 2.2.2** Identify the ways people modify their environment.

Standard 3: Economics

Students in Grade 1 explain basic economic concepts by identifying ways people meet their needs by sharing, trading, and using money to buy goods and services.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 1, the student will be able to:

- 3.1.1** Identify the basic needs of people such as food, clothing, and shelter. (392.01.a)
- 3.1.2** Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01.b)
- 3.1.3** Name things that people may want but do not need and explain the difference. (392.01.c)
- 3.1.4** Identify ways to save money for future needs and wants. (392.01.d)

Standard 4: Civics & Government

Students in Grade 1 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 1, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family and school
 - adult family members make, apply, and enforce rules for their children and manage disputes about them
 - teachers, principals, and school boards make, apply, and enforce rules and laws for their schools and manage disputes about them (389.01.c; 389.01.a)
- 4.1.2** Explain that rules and laws can be used to
 - describe ways people should behave, e.g., attend school and do homework, raise one's hand and be recognized before speaking in class, respect other peoples' privacy and property (389.01.c; 389.01.a)
- 4.1.3** Identify that voting is one way in which rules are developed. (391.01.d)

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade 1, the student will be able to:

- 4.2.1** Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem (389.01.a)
- 4.2.2** Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day,

Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday (387.01.a)

Goal 4.3: Dispositions of Democracy

Objective(s): By the end of Grade 1, the student will be able to:

- 4.3.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g., (391.01.e)
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 1 identify the importance of respecting multiple perspectives and global interdependence by comparing family life in other parts of the world.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 1, the student will be able to:

- 5.1.1** Compare family life in other parts of the world.
- 5.1.2** Discuss family structures and daily routines of various cultures around the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States by identifying different groups to which a person belongs within their neighborhood.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 2, the student will be able to:

- 1.1.1** Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01.a)
- 1.1.2** Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01.c)

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface by identifying landforms, bodies of water, and human made features on a map and by explaining that map symbols represent a real object or place. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by telling how humans depend on the environment to meet their basic needs.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.1.1** Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01.a)
- 2.1.2** State the cardinal directions and how to use the compass rose. (410.01.b)
- 2.1.3** Show that map symbols such as key, legend, and scale represent a real object or place. (410.01.c)
- 2.1.4** Illustrate that boundary lines separate states. (410.01.d)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.2.1** Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03.a)

- 2.2.2** Describe how humans depend on the environment to meet their basic needs. (410.03.b)

Standard 3: Economics

Students in Grade 2 explain basic economic concepts such as income, earnings and savings. Students identify different influences on economic systems by explaining how natural resources affect economic activities in the local community.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 2, the student will be able to:

- 3.1.1** Identify wants and needs of all families. (408.01.a)
- 3.1.2** Define income and identify different ways to earn and save. (408.01.b)
- 3.1.3** Identify the difference between goods and services. (408.01.c)
- 3.1.4** Explain between producers and consumers. (408.01.d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 2, the student will be able to:

- 3.2.1** Explain how natural resources affect economic activities in the local community. (409.01.b)

Standard 4: Civics & Government

Students in Grade 2 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 2, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school and community (407.01.a; 407.01.b)
 - teachers, principals, and school boards make, apply, and enforce rules and laws for their schools and manage disputes about them
- 4.1.2** Identify ways in which children can participate in public life in their community. (407.01.c)

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade 2, the student will be able to:

- 4.2.1** Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin

- 4.2.2 Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy (404.01.c)
- 4.2.3 Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum* (404.01.c; 405.01.d)
- 4.2.4 Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday

Goal 4.3: Dispositions of Democracy

Objective(s): By the end of Grade 2, the student will be able to:

- 4.3.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g., (407.01.d)
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence by comparing neighborhoods/communities in other parts of the world.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 2, the student will be able to:

- 5.1.1** Compare neighborhoods/communities in various parts of the world.
- 5.1.2** Compare traditions (tradition defined as a practice that is handed down from one generation to another) practiced in other parts of the world.
- 5.1.3** Explain how natural resources affect economic activity and lifestyle in communities around the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 3 trace the role of migration and immigration of people in the development of the United States by recognizing that migration and immigration are continuous process. Students build an understanding of the cultural and social development of the United States by explaining that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols, and by comparing different cultural groups in the community.

Goal 1.1: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 1.1.1** Share the origins of classmates' ancestors. (417.01.a)
- 1.1.2** Describe how migration and immigration are continuous processes. (417.01.b)
- 1.1.3** State that most of the first Africans brought to America came as slaves against their will. (417.01.c)

Goal 1.2: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 1.2.1** Explain that all people of the United States share a common heritage through patriotic holidays and symbols. (420.01.a)
- 1.2.2** Investigate the history of your community.
- 1.2.3** Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01.c)
- 1.2.4** Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface by describing the concepts of globe, continent, country, state, county, city/town, and neighborhood. Students trace the migration and settlement of human populations on the earth's surface by identifying past and present settlement patterns of the community.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01.a)
- 2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01.b)
- 2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01.c)
- 2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01.d)
- 2.1.5 Use a number/letter grid to find specific locations on a map. (426.01.e)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 2.2.1 Analyze past and present settlement patterns of the community. (426.02.a)
- 2.2.2 Identify geographic features influencing settlement patterns of the community. (426.02.b)
- 2.2.3 Compare and contrast city/suburb/town and urban/rural. (426.02.c)

Standard 3: Economics

Students in Grade 3 explain basic economic concepts by describing the role of the consumer and producer in a free market system. Students identify different influences on economic systems by explaining how land, labor, trade, and technology affect economic activities in the local community.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01.b)
- 3.1.2 Explain the difference between public and private property. (424.01.c)
- 3.1.3 Describe the purposes and benefits of savings. (424.01.d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01.b)

Standard 4: Civics & Government

Students in Grade 3 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the community or local level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 3, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and state and who manage disputes about them, e.g., (423.01.c)
 - city councils and mayors make, apply, and enforce rules and laws for their communities
- 4.1.2** Explain that rules and laws can be used to (423.01.d)
 - provide order, predictability, and security, e.g., rules that require people to take turns, traffic laws that require people to drive on the right side of the street, laws that protect people from others who want to harm them or take their property

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of Grade 3, the student will be able to:

- 4.2.1** Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin
- 4.2.2** Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy
- 4.2.3** Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum* (420.01.a)
- 4.2.4** Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday (420.01.a)

Goal 4.3: Local Government

Objective(s): By the end of Grade 3, the student will be able to:

- 4.3.1** Distinguish between state and local governments
- 4.3.2** Describe services commonly and primarily provided by local governments
 - public safety, e.g., police, fire, street lighting services
 - public utilities, e.g., water, gas, electricity
 - transportation, e.g., streets, highways, bus or subway systems, airports, harbors
 - education and recreation, e.g., schools, libraries, museums, parks, sports facilities
- 4.3.3** Describe how local government officials are chosen, e.g., election, appointment
- 4.3.5** Explain how people can participate in their local government, e.g., being informed and taking part in discussions of local issues, voting, volunteering their services, holding public office, serving on governing committees and commissions

- 4.3.6** Explain why it is important that people participate in their local government, e.g., to protect their rights and promote the common good, improve the quality of life in their community, to gain personal satisfaction, to prevent officials from abusing their power
- 4.3.7** Describe services commonly and primarily provided by local governments
- public safety, e.g., police, fire, street lighting services
 - public utilities, e.g., water, gas, electricity
 - transportation, e.g., streets, highways, bus or subway systems, airports, harbors
 - education and recreation, e.g., schools, libraries, museums, parks, sports facilities
- 4.3.8** Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community.

Goal 4.4: Dispositions of Democracy

Objective(s): By the end of Grade 3, the student will be able to:

- 4.4.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 3 identify the importance of respecting multiple perspectives and global interdependence by exploring local connections with communities throughout the world, and examining the contributions from various cultures to the development of the community.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 3, the student will be able to:

- 5.1.1** Explore connections that the local community has with other communities throughout the world.
- 5.1.2** Examine the contributions from various cultures to the development of the community.
- 5.1.3** Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing cultures from other parts of the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 4 trace the role of migration and immigration of people in the development of the United States by identifying major groups, significant individuals and important events in the western expansion and settlement of Idaho. Students build an understanding of the cultural and social development of the United States by describing ways that cultural groups learn from each other. Students identify the role of American Indians in the development of Idaho.

Goal 1.1: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 1.1.1** Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01.c)
- 1.1.2** Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01.d)
- 1.1.3** Analyze and describe the immigrant experience in Idaho
- 1.1.4** Analyze and describe how the westward expansion impacted the American Indians in Idaho.

Goal 1.2: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 1.2.1** Describe ways that cultural groups influenced and impacted each other. (436.01.b)
- 1.2.2** Explain the role of missionaries in the development of Idaho. (436.01.a)

Goal 1.3: Identify the role of American Indians in the development of Idaho.

Objective(s): By the end of Grade 4, the student will be able to:

- 1.3.1** Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and the geographic regions they now occupy.
- 1.3.2** Discuss that while there are five federally recognized tribal groups in Idaho, in reality there are many others who are not federally recognized.
- 1.3.3** Identify characteristics of American Indian tribes and other cultural groups in Idaho.
- 1.3.4** Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.
- 1.3.5** Investigate American Indian artifacts and describe their importance in everyday life.

- 1.3.6** Identify current issues related to American Indians in present day Idaho.

Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface by using geographic skills to collect, analyze, interpret, and communicate data. Students trace the migration and settlement of human populations on the earth's surface to explain past and present settlement patterns in Idaho.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 2.1.1** Use geographic skills to collect, analyze, interpret, and communicate data. (442.01.a)
- 2.1.2** Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01.b)
- 2.1.3** Use a number/letter grid to find specific locations on a map of Idaho. (442.01.c)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 2.2.1** Analyze past and present settlement patterns in Idaho. (442.02.a)
- 2.2.2** Identify the geographic features of Idaho. (442.02.b)
- 2.2.3** Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02.c)

Standard 3: Economics

Students in Grade 4 explain basic economic concepts such as supply and demand and scarcity. Students identify different influences on economic systems by describing how geographic features of Idaho have determined the economic base of Idaho's regions.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 4, the student will be able to:

- 3.1.1** Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01.a)
- 3.1.2** Explain the concepts of supply and demand and scarcity. (440.01.b)
- 3.1.3** Explain the concepts of specialization and division of labor. (440.01.c)
- 3.1.4** Identify goods and services in early Idaho settlements. (440.01.d)
- 3.1.5** Explain the concept of public and private property in the development of Idaho. (440.01.e)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 4, the student will be able to:

- 3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01.a)
- 3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01.b)

Standard 4: Civics & Government

Students in Grade 4 identify the need and purpose for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the state level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 4, the student will be able to:

- 4.1.1 Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and state and who manage disputes about them, e.g.,
 - governors and state legislatures make, apply, and enforce rules and laws for their states
 - tribal governments make, apply, enforce rules and laws for tribal members in Indian country
- 4.1.2 Explain that rules and laws can be used to
 - **protect rights**, e.g., laws that protect people's right to practice whatever religion they wish to, laws that provide equal opportunities for all students to get a free, public education
 - **provide benefits**, e.g., laws that provide for schools, health services, public transportation, highways and airports
 - **assign burdens or responsibilities**, e.g., laws that require people to pay taxes or to perform military service in times of national emergency

Goal 4.2: Shared American Values, Principles and Beliefs

Objective(s): By the end of Grade 4, the student will be able to:

- 4.2.1 Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin
- 4.2.2 Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy
- 4.2.3 Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum*
- 4.2.4 Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial

Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday

Goal 4.3: Purpose of Government

Objective(s): By the end of Grade 4, the student will be able to:

- 4.3.1** Explain probable consequences of the absence of government and of rules and laws
 - the strong may take advantage of the weak and act in their own selfish interests
 - people may become disorderly or violent and threaten others' lives, liberty, and property
 - people would feel insecure, unable to plan for the future, or to predict how others would behave, e.g., if there were no traffic laws, people could not predict on which side of the road cars would drive or that drivers would stop at red lights
- 4.3.2** Explain that the basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

Goal 4.4: Function of Government

Objective(s): By the end of Grade 4, the student will be able to:

- 4.4.1** Describe some major things governments do
 - **make laws** that establish schools, provide health services, and require licenses for drivers
 - **carry out laws** that provide for crossing guards at schools, build and maintain highways, conduct immunization programs
 - **enforce laws** that require people to obey traffic, health, child labor, and sanitation laws
 - **manage conflicts** so that disputes between people can be settled peacefully
 - provide for the defense of the nation
- 4.4.2** Students should be able to explain how government makes it possible for people working together to accomplish goals they could not achieve alone.

Goal 4.5: Responsibilities of State Government.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.5.1** Distinguish between the national and state governments
- 4.5.2** Describe the major responsibilities of each branch of their state government (438.01.d)
 - legislative branch—makes state laws, decides how the state will spend tax money, approves appointments made by the governor
 - executive branch—carries out and enforces laws made by the state legislature, e.g., laws providing the education, health care for needy children, protection of fish and game
 - judicial branch—interprets law and manages conflicts about the law

- 4.5.3** Describe important services their state government provides, e.g., education, law enforcement, health services and hospitals, roads and highways, public welfare
- 4.5.4** Describe how state government officials are chosen, e.g., elections, appointment
- 4.5.5** Explain how people can participate in their state government, e.g., being informed and taking part in discussions of state issues, voting, volunteering their services, holding public office, serving on governing committees and commissions (439.01.a)
- 4.5.6** Explain why it is important that people participate in their state government, e.g., to protect their rights and promote the common welfare, improve the quality of life in their community, to gain personal satisfaction, to prevent officials from abusing their power

Goal 4.6: Representative Government

Objective(s): By the end of Grade 4, the student will be able to:

- 4.6.1** Name the representatives at the legislative branch of state government, e.g., representatives and senators in their state legislature
- 4.6.2** Name the representatives at the executive branch of state government, e.g., governor
- 4.6.3** Explain how they can contact their representatives
- 4.6.4** Explain which level of government should be contacted to express their opinions or to get help on specific problems, e.g.,
 - crime
 - the environment
 - recreational opportunities in schools and parks
 - street lights
 - trash in the streets or vacant lots
 - stray or wild animals
 - abandoned cars
 - missing persons
- 4.6.5** Identify ways people can monitor and influence the decisions and actions of their state government.
 - reading about public issues, watching television news programs
 - discussing public issues
 - communicating with public officials
 - voting
 - taking an active role in interest groups, political parties, and other organizations that attempt to influence public policy and elections
 - attending meetings of governing agencies, e.g., city council, school board
 - working in campaigns
 - circulating and signing petitions
 - taking part in peaceful demonstrations
 - contributing money to political parties, candidates or causes

Goal 4.7: Dispositions of Democracy

Objective(s): By the end of Grade 4, the student will be able to:

- 4.7.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 4 identify the importance of respecting multiple perspectives and global interdependence by analyzing the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Grade 4, the student will be able to:

- 5.1.1** Analyze the roles and relationships of diverse groups of people from other parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

- 5.1.2** Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from different parts of the world.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 trace the role of migration and immigration of people in the development of the United States by identifying the religious, political, and economic motives of voluntary European immigrants. Students analyze the political, social and economic responses to industrialization and technological innovations that have occurred in the United States by naming some of the changes that have occurred to American society due to technological advances. Students build an understanding of the cultural and social development of the United States by identifying influential cultural groups throughout American history. Students identify the role of American Indians in the development of the United States.

Goal 1.1: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.1.1** Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01.a)
- 1.1.2** Explain what indentured servants were and how they participated in the early life of the United States. (449.01.b)
- 1.1.3** Explain the history of the slave trade in the United States. (449.01.c)
- 1.1.4** Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. (449.01.d)
- 1.1.5** Discuss the significant American Indian groups encountered in the Western Movement. (449.01.e)
- 1.1.6** Discuss the significant individuals who took part in the western expansion. (449.01.f)

Goal 1.2: Analyze the political, social and economic responses to industrialization and technological innovations that have occurred in the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.2.1** Describe the impact of technological advances to American society during the Industrial Revolution. (450.01.b)

Goal 1.3: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.3.1** Explain important national documents, American symbols and U.S. landmarks. (452.01.a)
- 1.3.2** Discuss significant individuals who have been responsible for bringing about social changes in the United States. (452.01.b)

- 1.3.3 Identify influential political and cultural groups throughout American history. (452.01.c)
- 1.3.4 Describe how American Indians developed a variety of cultures before the coming of the European settlers. (452.01.d)
- 1.3.5 Identify different examples of how religion has been an important influence in American history. (452.01.e)
- 1.3.6 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.

Goal 1.4: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 1.4.1 Discuss how American Indians were the first inhabitants of the United States.
- 1.4.2 Identify examples of American Indian individual contributions and influences.
- 1.4.3 Define the terms treaty, reservation and sovereignty.
- 1.4.4 Explain that reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
 - That both parties to treaties were sovereign powers.
 - That Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth’s surface by developing and using different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by identifying ways the land has been changed by people, technology, and natural forces.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth’s surface.

Objective(s): By the end of Grade 5, the student will be able to:

- 2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01.a)
- 2.1.2 Identify the regions of the United States and their resources. (458.01.b)
- 2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01.c)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 5, the student will be able to:

- 2.2.1** Identify ways the land has been changed by people, technology, and natural forces. (458.03.a)

Standard 3: Economics

Students in Grade 5 explain basic economic concepts such as tariffs and taxation. Students identify different influences on economic systems by describing the economic policies of England that contributed to the revolt in the North American colonies.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:

- 3.1.1** Identify economic reasons for exploration and colonization. (456.01.a)
- 3.1.2** Describe how conservation of natural resources is important. (456.01.b)
- 3.1.3** Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01.c)
- 3.1.4** Explain the concepts of tariffs and taxation.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 5, the student will be able to:

- 3.2.1** Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01.a)

Standard 4: Civics & Government

Students in Grade 5 identify the need for a government, the need for rules and laws, and the shared values, principles, and beliefs important to Americans. Students are introduced to the national level organization and formation of the American system of government, and the opportunities for civic engagement. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of Grade 5, the student will be able to:

- 4.1.1** Describe government in terms of the people and groups who make, apply, and enforce rules and laws for others in their family, school, community, and nation and who manage disputes about them, e.g.,
 - the national government makes, applies, and enforces rules and laws for the nation
 - courts at all levels apply laws, manage disputes, and punish lawbreakers

Goal 4.2: Shared American Values, Principles and Beliefs

Objective(s): By the end of Grade 5, the student will be able to:

- 4.2.1 Explain that Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin
- 4.2.2 Explain the importance of shared values, principles, and beliefs to the continuation and improvement of American democracy
- 4.2.3 Identify basic documents that set forth shared values, principles, and beliefs, e.g., Declaration of Independence, United States Constitution and Bill of Rights, Pledge of Allegiance
- 4.2.4 Identify symbols used to depict Americans' shared values, principles, and beliefs and explain their meaning, e.g., the flag, Statue of Liberty, Statue of Justice, Uncle Sam, Great Seal, national anthem, oaths of office, and mottoes such as *E Pluribus Unum*
- 4.2.5 Describe holidays Americans celebrate and explain how they reflect their shared values, principles, and beliefs, e.g., the Fourth of July, Labor Day, Memorial Day, Presidents' Day, Columbus Day, Thanksgiving, Veterans Day, Martin Luther King, Jr.'s Birthday

Goal 4.3: Fundamental Values and Principles of American Democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 4.3.1 Explain the importance for themselves, their school, their community, and their nation of each of the following fundamental **values** of American democracy: (447.01.a)
 - individual rights to life, liberty, property, and the pursuit of happiness
 - the public or common good
 - justice
 - equality of opportunity
 - diversity
 - truth
 - patriotism
- 4.3.2 Explain the importance for themselves, their school, their community, and their nation of each of the following fundamental **principles** of American democracy:
 - the people are sovereign; they are the ultimate source of the authority of the government - "We the People..." have created the government, given it limited power to protect their rights and promote the common good, and can remove people from office and change the government
 - the power of government is limited by law
 - people exercise their authority directly by voting for or against certain rules, laws, or candidates as well as by voting in community or town meetings
 - people exercise their authority indirectly through representatives they elect to make, apply, and enforce laws and to manage disputes about them
 - decisions are based on majority rule, but minority rights are protected
- 4.3.3 Identify fundamental values and principles as they are expressed in the Declaration of Independence, Preamble to the United States Constitution, the

Bill of Rights, Pledge of Allegiance, speeches, songs, and stories. (453.01.c, d, e)

Goal 4.4: United States Constitution

Objective(s): By the end of Grade 5, the student will be able to:

- 4.4.1** Explain that the United States Constitution is a written document that states that the basic purposes of their government are to protect individual rights and promote the common good describes how the government is organized.
- 4.4.2** Explain that the United States Constitution limits the powers of government by saying what government can and cannot do.
- 4.4.3** Explain that the United States Constitution is the highest law in the land; no government can make laws that take away rights it guarantees.
- 4.4.4** Explain that the United States Constitution was created by people who believed that the
 - government is established by and for the people
 - government is the servant of the people
 - the people have the right to choose their representatives
 - the people have the right to change their government and the United States Constitution

Goal 4.5: Individual Rights and Common Good

Objective(s): By the end of Grade 5, the student will be able to:

- 4.5.1** Explain that Congress passes laws to
 - protect individual rights, e.g., laws protecting freedom of religion and expression and preventing unfair discrimination
 - promote the common good, e.g., laws providing for clean air, national parks, and the defense of the nation
- 4.5.2** Explain that the executive branch carries out and enforces laws to
 - protect individual rights, e.g., voting rights, equal opportunities to an education
 - promote the common good, e.g., enforcement of pure food and drug laws, enforcement of clean air laws
- 4.5.3** Explain that the judicial branch, headed by the Supreme Court, makes decisions concerning the law that are intended to
 - protect individual rights, e.g., the right to a fair trial, to vote, to practice one's religious beliefs
 - promote the common good, e.g., upholding laws that protect the rights of all people to equal opportunity

Goal 4.6: Representative Government

Objective(s): By the end of Grade 5, the student will be able to:

- 4.6.1** Name the persons representing them in the legislative branch of the national government, e.g., representatives and senators in Congress

- 4.6.2** Name the persons representing them at the executive branch of the national government, e.g., president, vice president
- 4.6.3** Explain how they can contact their representatives

Goal 4.7: Citizenship in the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 4.7.1** Explain the important characteristics of citizenship in the United States. Specifically, citizenship
 - means that a person is recognized as a legal member of the nation
 - gives each person certain rights and privileges, e.g., the right to vote and to hold public office
 - means each person has certain responsibilities, e.g., respecting the law, voting, paying taxes, serving on juries
- 4.7.2** Explain that citizens owe allegiance or loyalty to the United States; in turn they receive protection and other services from the government.
- 4.7.3** Explain the differences between a citizen and a non-citizen (alien).
- 4.7.4** Explain that people become citizens by birth or naturalization.
- 4.7.5** Evaluate the importance of commonly held civic responsibilities such as [\(455.01.b\)](#)
 - Obeying the law
 - Paying taxes
 - Respecting the rights of others
 - Being informed and attentive to public issues
 - Monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking
 - Deciding whether and how to vote
 - Participating in civic groups
 - Performing public service
 - Serving as a juror
 - Serving in the armed forces
- 4.7.6** Identify ways people can monitor and influence the decisions and actions of their government.
 - reading about public issues, watching television news programs
 - discussing public issues
 - communicating with public officials
 - voting
 - taking an active role in interest groups, political parties, and other organizations that attempt to influence public policy and elections
 - attending meetings of governing agencies, e.g., city council, school board
 - working in campaigns
 - circulating and signing petitions
 - taking part in peaceful demonstrations
 - contributing money to political parties, candidates or causes

Goal 4.8: Dispositions of Democracy

Objective(s): By the end of Grade 5, the student will be able to:

- 4.8.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
- **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Grade 5 identify the importance of respecting multiple perspectives and global interdependence by explaining that the world is divided into different nations and identify ways in which nations interact with one another.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:

- 5.1.1** Explain that the world is divided into many different nations and that each has its own government.
- 5.1.2** Explain that a nation consists of its territory, people, laws, and government.

- 5.1.3** Explain that the United States is one nation and that it interacts with all other nations in the world.
- 5.1.4** Explain how nations interact through:
- trade, e.g., buying and selling manufactured and agricultural goods such as airplanes, farm equipment, clothing, food;
 - diplomacy, e.g., representatives of nations meeting, trying to find ways to solve problems peacefully;
 - cultural contacts, e.g., international meetings of doctors, lawyers, oceanographers, tours of musical groups, exchanges of students and teachers, art exhibits;
 - treaties or agreements, e.g., promises to defend one another, agreements to cooperate to protect the environment or to stop the drug trade;
 - use of military force, e.g., World War II, Persian Gulf War;
- 5.1.5** Explain why it is important that nations try to resolve problems peacefully, e.g., promoting trade to improve peoples' standard of living, promoting peace to save human lives, protecting the environment, exchanging medical and scientific knowledge, exchanging students teachers.

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL
GEOGRAPHY-WESTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Western Hemisphere examine the key historic movements, events, and figures that contributed to the development of the modern American nations from early civilizations to early modern times.

Goal 1.1: Historical Knowledge

Objective(s): By the end of Geography, the student will be able to:

- 1.1.1** Describe the development of Mesoamerican* civilizations – such as the Mayas, Toltecs, and Aztecs in Mexico and the Incas in South America – prior to contact with Europeans. (Example: Agricultural, scientific, and artistic achievements).
- 1.1.2** Examine the causes and outcomes of the defeat of the Aztec and Incan empires by the Spanish.
- 1.1.3** Compare Spanish colonies in Mexico and South America with French and British colonies in Canada.

* Mesoamerica: the area of Mexico and Central America where early civilizations were located.

Goal 1.2: Critical Thinking and Analytical Skills

Objective(s): By the end of Geography, the student will be able to:

- 1.2.1** Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01.a)
- 1.2.2** Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.

Standard 2: Geography

Students in Geography-Western Hemisphere identify the characteristics of climate regions in the Americas and describe major physical features, countries and cities in the Western Hemisphere.

Goal 2.1: The World in Spatial Terms

Objective(s): By the end of Geography, the student will be able to:

- 2.1.1** Explain and use the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each. (469.01.b)

2.1.2 Use latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)**.

2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. (469.01.b)

* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth

** Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information

Goal 2.2: Places and Regions

Objective(s): By the end of Geography, the student will be able to:

2.2.1 Identify the names and locations of countries and major cities in the Western Hemisphere.

2.2.2 Identify the states of Mexico and the provinces of Canada.

2.2.3 Describe major physical characteristics* of regions in the Americas.

2.2.4 Describe major cultural characteristics** of regions in the Western Hemisphere.

* Physical characteristics: natural features, such as land and water forms, climate, natural vegetation, and native wildlife

** Cultural characteristics: human features, such as population characteristics, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures

Goal 2.3: Physical Systems

Objective(s): By the end of Geography, the student will be able to:

2.3.1 Explain how Earth/sun relationships*, ocean currents, and winds influence climate differences on Earth. (469.03.f)

2.3.2 Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ.

2.3.3 Identify major biomes** and explain ways in which the natural environment of places in the Americas relates to their climate, which is influenced by Earth/sun relationships. (469.03.a)

* Earth/sun relationships: the rotation and tilt of Earth on its axis and the revolution of Earth around the sun influence climate variation on Earth; Indiana has major seasonal differences in climate relating to changes in the position of the sun and the amount of sunlight received

** Biomes: major ecological communities, such as rainforest, desert, grassland

Goal 2.4: Human Systems

Objective(s): By the end of Geography, the student will be able to:

- 2.4.1** Identify patterns of population distribution and growth in the Americas and explain changes in these patterns, which have occurred over time. (469.04.b)
- 2.4.2** Compare and contrast cultural patterns – such as language, religion, and ethnicity – in various parts of the Caribbean; and North, South, and Central America. (469.04.c)
- 2.4.3** Research the reasons for the locations of the major manufacturing and agricultural regions of the Americas, using a variety of information resources*.

* Information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

Goal 2.5: Environment and Society

Objective(s): By the end of Geography, the student will be able to:

- 2.5.1** Analyze the distribution of natural resources in the Western Hemisphere.
- 2.5.2** Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05.a)
- 2.5.3** Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Americas. (469.05.c)

Goal 2.6: Uses of Geography

Objective(s): By the end of Geography, the student will be able to:

- 2.6.1** Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06.c)
- 2.6.2** Identify environmental issues that affect the Americas. Examine contrasting perspectives on these problems and explain how human-induced changes in the physical environment in one place cause changes in another place. (Example: Acid rain, air and water pollution, deforestation.) (469.05.b)

Standard 3: Economics

Students in Geography-Western Hemisphere examine the influence of physical and cultural factors upon the economic systems of countries in the Americas.

Goal 3.1: Economic Influences

Objective(s): By the end of Geography, the student will be able to:

- 3.1.1** Give examples of how trade related to key developments in the history of the Americas. Example: The growth of trading towns and cities in medieval Europe led to money economies. Competition to expand world trade led to European voyages of trade and exploration.

- 3.1.2** Analyze how countries of the Americas have benefited from trade in different historical periods. (Example: Increased production and consumption, lower prices.)
- 3.1.3** Describe how different economic systems* (traditional*, command*, market*, mixed*) in the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 3.1.4** Compare the standard of living of various countries of the Americas today using Gross Domestic Product* (GDP) per capita as an indicator.
- 3.1.5** Analyze current economic issues in the countries of the Americas using a variety of information resources* (Example: use information search methods and the Internet to examine changes in energy prices and consumption).
- 3.1.6** Identify economic connections between the local community and the countries of the Americas.

Standard 4: Civics and Government

Students in Geography-Western Hemisphere compare and contrast various contemporary governments in the Western Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Comparative Government

Objective(s): By the end of Geography, the student will be able to:

- 4.1.1** Identify the major form of government in Canada and Mexico, and selected nation-states in Central and South America and compare them with that of the United States.
- 4.1.2** Analyze the impact of the concept of democracy on nations in Central and South America.
- 4.1.3** Define citizenship and roles of citizens in Canada and Mexico, and selected nation-states in Central and South America, and make comparisons to the United States.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of Geography, the student will be able to:

- 4.2.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others

- **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
- **honesty** - telling the truth
- **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
- **open mindedness** - willingness to consider other points of view
- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in societies of Canada, Mexico, Central America, and South America, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Geography, the student will be able to:

- 5.1.1** Compare and contrast how social institutions, including the family, religion, education, government, and the economic system, influence individual behavior in different societies in Canada, Mexico, Central America, and South America in the past and present.
- 5.1.2** Give examples of specific changes in societies in Canada, Mexico, Central America, and South America as a result of cultural diffusion* in the past and present.
- 5.1.3** Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
- 5.1.4** Identify major languages spoken in areas of Canada, Mexico, Central America, and South America, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
- 5.1.5** Define ethnocentrism** and give examples of how this attitude can lead to cultural misunderstandings.

- 5.1.6** Use a variety of information resources to identify examples of present conflicts between cultural groups in Canada and Mexico, or nation-states in Central America and South America and analyze the historical and geographical background of such conflicts.
- 5.1.7** Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 5.1.8** Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

* Cultural diffusion: the spread of ideas from one culture to another

** Ethnocentrism: the attitude that one's own culture is superior to any other culture

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL
GEOGRAPHY-EASTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Eastern Hemisphere examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, Europe, and Australia from ancient civilizations to early modern times.

Goal 1.1: Historical Knowledge

Objective(s): By the end of Geography, the student will be able to:

- 1.1.1** Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- 1.1.2** Explain the importance of early trade routes in the eastern Mediterranean, India, and China, including the early Silk Road.
- 1.1.3** Describe the extent and influence of Muslim civilization, including political organization, the growth of cities, the development of trans-Saharan and other trade routes, and scientific and cultural contributions to other cultures of the time.
- 1.1.4** Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai, and the importance of historic political and trading centers, such as Timbuktu.
- 1.1.5** Explain how Mongol rulers of China extended the Empire and both adapted to and changed Chinese culture.
- 1.1.6** Describe advances in Chinese society under the Ming Dynasty, including agriculture, art, architecture, navigation, and public administration through the scholar-official class.
- 1.1.7** Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.
- 1.1.8** Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.
- 1.1.9** Trace the voyages of exploration from Europe that resulted in colonization of parts of Africa, Asia and Australia. (Example: Imperial rule of Indonesia by the Dutch, of the Philippines by the Spanish, colonization and settlement in Australia and New Zealand by the British, and of islands in Oceania by the British and French.)
- 1.1.10** Identify European nations that colonized Asia and Africa. (Example: The Portuguese in Africa and Southern Asia, the British in India, the Russians in Central Asia, and the French in Northern and Western Africa.)

Goal 1.2: Critical Thinking and Analytical Skills

Objective(s): By the end of Geography, the student will be able to:

- 1.2.1** Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.
- 1.2.2** Develop and compare timelines that identify major people, events and developments in the history of the individual civilizations and/or countries that comprise Africa and Asia.
- 1.2.3** Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa and Asia.
- 1.2.4** Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.
- 1.2.5** Analyze multiple perspectives on a current event relating to Africa or Asia. Read and examine more than one account of the event and distinguish between statements of opinion and statements of fact. (469.06.f)

Goal 1.3: Issues-Analysis, Decision-Making, Planning, and Problem Solving

Objective(s): By the end of Geography, the student will be able to:

- 1.3.1** Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa and Asia. Consider the information available, interests of those affected by the decision, and consequences of each course of action.

Standard 2: Geography

Students in Geography-Eastern Hemisphere explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. Students identify and categorize the major geographic characteristics and regions of Africa, Asia and Europe. Students name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

Goal 2.1: The World in Spatial Terms

Objective(s): By the end of Geography, the student will be able to:

- 2.1.1** Explain the role of Earth/sun relationships in influencing the climate and ecosystems of Africa and Asia. (469.03.f)
- 2.1.2** Use different map projections and compare the way they represent the Eastern Hemisphere. (469.01.b)
- 2.1.3** Explain and use the components of most maps (title, scale, legend, grid, and projection). Compare different map types (topographic, thematic, etc.) and different map projections, and explain the appropriate use for each. (469.01.b)
- 2.1.4** Use latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS)* and Geographic Information Systems (GIS)*.
- 2.1.5** Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. (469.01.d)

* Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of Earth

Goal 2.2: Places and Regions

Objective(s): By the end of Geography, the student will be able to:

- 2.2.1** Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia and Europe.
- 2.2.2** Identify and compare physical and cultural sub-regions of Africa and Asia.

Goal 2.3: Physical Systems

Objective(s): By the end of Geography, the student will be able to:

- 2.3.1** Locate and map the climate regions of the Eastern Hemisphere and explain how and why they differ. (469.03.a)
- 2.3.2** Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition*) and those that wear away at Earth's surface (erosion). (469.03.c)
- 2.3.3** Identify and explain the distribution of ecosystems in Africa and Asia in terms of climate and land form patterns.
- 2.3.4** Explain why specific areas of Africa and Asia have major petroleum and mineral deposits and describe the physical processes that resulted in deposits in these locations. (Example: The central plateau of Africa has a large part of the world's industrial minerals, such as copper, cobalt, and diamonds.)
- 2.3.5** Describe the restrictions that climate and land forms place on land use in regions of Africa and Asia, and be able to discern how patterns of population distribution reflect these restrictions.

* Alluvial deposition: the deposit of dirt and debris caused by the flow of water

Goal 2.4: Human Systems

Objective(s): By the end of Geography, the student will be able to:

- 2.4.1** Give reasons why rates of population growth and life expectancy vary among countries in Africa and Asia.
- 2.4.2** Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income in Africa and Asia.
- 2.4.3** Use maps, charts, and graphs to compare rural and urban populations in selected countries.

Goal 2.5: Environment and Society

Objective(s): By the end of Geography, the student will be able to:

- 2.5.1** Analyze historical maps and give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Africa and Asia.

- 2.5.2** Use a variety of information resources* to identify current issues related to natural resources in selected countries in Africa and Asia, and examine contrasting perspectives on these issues. (469.06.f)

* Information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

Goal 2.6: Uses of Geography

Objective(s): By the end of Geography, the student will be able to:

- 2.6.1** Develop maps of Africa and Asia in different historical periods showing political divisions and major physical and cultural features. (469.01.b)

Standard 3: Economics

Students in Geography-Eastern Hemisphere examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and Europe.

Goal 3.1: Economic Influences

Objective(s): By the end of Geography, the student will be able to:

- 3.1.1** Give examples of trade between countries in Africa and Asia. Explain how voluntary trade benefits countries and results in higher standards of living. (Example: voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.)
- 3.1.2** Identify economic connections between the local community and the countries of Africa and Asia.
- 3.1.3** Describe why and how different economic systems* (traditional*, command*, market*, mixed*) in countries of Africa and Asia answer the basic economic questions: What to produce? How to produce? For whom to produce?
- 3.1.4** Compare and contrast the standard of living of various countries in Africa, Asia and Europe using Gross Domestic Product (GDP)* per capita as an indicator.

Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere compare and contrast various contemporary governments in the Eastern Hemisphere and examine the rights and responsibilities of individuals in the differing political systems. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Comparative Government

Objective(s): By the end of Geography, the student will be able to:

- 4.1.1** Give examples of the different routes to independence from colonial rule taken by countries in Africa and Asia.

- 4.1.2 Identify major forms of government in selected nation-states in Africa, Asia, and Europe and compare them with that of the United States.
- 4.1.3 Analyze the impact of the concept of democracy on nations in Africa and Asia.
- 4.1.4 Identify principles and practices of democracy in current governments of Africa and Asia by such countries as the Republic of South Africa, India, and Japan
- 4.1.5 Assess the extent of democracy and observance of human rights in various African and Asian countries.
- 4.1.6 Define citizenship and roles of citizens in selected nation-states in Africa, Asia, and Europe, and make comparisons to the United States.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of Geography, the student will be able to:

- 4.2.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere identify the importance of respecting multiple perspectives and global interdependence by examining the role of individuals and groups in

societies of Africa, Asia, and Europe, identifying connections among cultures, and tracing the influence of cultures of the past on present societies. Students analyze the role of artistic expression in selected cultures.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Geography, the student will be able to:

- 5.1.1** Compare and contrast how social institutions, including the family, religion, education, government, and the economic system, influence individual behavior in different societies in Africa, Asia, and Europe in the past and present.
- 5.1.2** Explain the term social status*; describe how this concept helped to determine individual roles in African, Asian, and European societies in the past; compare with ideas about social status today.
- 5.1.3** Give examples of specific changes in societies in Africa, Asia, and Europe as a result of cultural diffusion* in the past and present.
- 5.1.4** Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
- 5.1.5** Identify major languages spoken in areas of Africa, Asia, and Europe, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
- 5.1.6** Define ethnocentrism* and give examples of how this attitude can lead to cultural misunderstandings.
- 5.1.7** Use a variety of information resources to identify examples of present conflicts between cultural groups or nations in Africa, Asia, and Europe and analyze the historical and geographical background of such conflicts.
- 5.1.8** Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 5.1.9** Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations.

* Social status: the position a person has in a society

* Cultural diffusion: the spread of ideas from one culture to another

* Ethnocentrism: the attitude that one's own culture is superior to any other culture

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD HISTORY AND CIVILIZATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in World History and Civilization explain the processes that gave rise to the earliest human communities. Students trace how natural resources and technological advances have shaped world history. Students analyze the social, cultural, political, and religious development of western civilization.

Goal 1.1: Explain the processes that gave rise to the earliest human communities.

Objective(s): By the end of World History, the student will be able to:

- 1.1.1** Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. (462.01.a)
- 1.1.2** Using archaeological evidence, describe the characteristics of early hunter-gatherer communities. (462.01.b)
- 1.1.3** Analyze the characteristics of early civilizations.

Goal 1.2: Trace how natural resources and technological advances have shaped world history.

Objective(s): By the end of World History, the student will be able to:

- 1.2.1** Explain how man adapted the environment for civilization to develop. (462.04.a)
- 1.2.2** Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations. (462.04.b)

Goal 1.3: Analyze the social and cultural development of western civilization.

Objective(s): By the end of World History, the student will be able to:

- 1.3.1** Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05.b)
- 1.3.2** Identify the origins and characteristics of different social classes.
- 1.3.3** Describe how the structure of family changes in relation to socioeconomic conditions.

Goal 1.4: Analyze the political development of western civilization.

Objective(s): By the end of World History, the student will be able to:

- 1.4.1** Describe the role of government in population movements throughout western civilization. (462.05.d)
- 1.4.2** Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.

- 1.4.3 Evaluate the causes and consequences of political conflict involving revolution and war.

Goal 1.5: Build an understanding of the development and role of religion in western civilization.

Objective(s): By the end of World History, the student will be able to:

- 1.5.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07.c)
- 1.5.2 Explain how religion shaped the development of western civilization. (462.07.a)
- 1.5.3 Discuss how religion influenced social behavior and created social order. (462.07.b)
- 1.5.4 Describe how different religious beliefs were sources of conflict.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface by locating and labeling on map physical geographic landmarks. Students analyze the human and physical characteristics of different places and regions. Students trace the migration and settlement of human populations on the earth's surface by identifying main reasons for migration. Students explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of World History, the student will be able to:

- 2.1.1 Locate places on maps using latitude and longitude systems and compass directions. (463.01.a)
- 2.1.2 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries. (463.01.b)

Goal 2.2: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of World History, the student will be able to:

- 2.2.1 Compare and contrast physical features on the planet. (463.02.a)
- 2.2.2 Explain the impact of waterways on civilizations. (463.02.b)
- 2.2.3 Identify the characteristics of significant early civilization. (463.02.c)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of World History, the student will be able to:

- 2.3.1 Identify main reasons for major migrations of people. (463.03.a)
- 2.3.2 Explain how climate affects human migration and settlement. (463.03.b)
- 2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. (463.03.c)
- 2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03.d)

Goal 2.4: Explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Objective(s): By the end of World History, the student will be able to:

- 2.4.1** Explain how the resources of an area can be the source of conflict between competing groups. (463.04.a)
- 2.4.2** Illustrate how the population growth rate impacts a nation's resources. (463.04.b)
- 2.4.3** Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04.c)
- 2.4.4** Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations. (463.04.d)

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts that played a critical role in the origins and history of western civilization. Students define the concept of money. Students identify different influences on economic systems such as economic philosophies and economic organizations, and the evolution of those systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of World History, the student will be able to:

- 3.1.1** Explain how historically people have relied on their natural resources to meet their needs. (465.01.b)
- 3.1.2** List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. (465.01.c)

Goal 3.2: Define the concept of money.

Objective(s): By the end of World History, the student will be able to:

- 3.2.1** Analyze the role of money as a means of exchange. (465.02.a)
- 3.2.2** Describe alternative means of exchange. (465.02.b)

Goal 3.3: Identify different influences on economic systems.

Objective(s): By the end of World History, the student will be able to:

- 3.3.1** Analyze the impact of economic growth on European society. (465.03.a)
- 3.3.2** Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.
- 3.3.3** Identify influential economic thinkers and the impact of their philosophies.
- 3.3.4** Identify important economic organizations that have influenced economic growth.

Standard 4: Civics and Government

Students in World History and Civilization identify the need for government and examine democratic reform movements in selected nation-states around the world. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundation of Government

Objective(s): By the end of World History, the student will be able to:

- 4.1.1** Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa.
- 4.1.2** Analyze and evaluate the global expansion of liberty and democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of World History, the student will be able to:

- 4.2.1** Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in World History and Civilization identify the importance of respecting multiple perspectives and global interdependence by explaining how the world is organized politically, how nation-states interact with each other, and the impact of cross-cultural changes that have connected once-separated regions into an incipient global community.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of World History, the student will be able to:

- 5.1.1** Explain the division of the world into nation-states that claim sovereignty over a defined territory and jurisdiction over everyone within it.
- 5.1.2** Explain why there is no political organization at the international level with power comparable to that of the nation-state
- 5.1.3** Describe the most important means nation-states use to interact with one another
 - trade
 - diplomacy
 - treaties, agreements
 - international law
 - economic incentives and sanctions
 - military force and the threat of force
- 5.1.4** Explain common reasons for the breakdown of order among nation-states, e.g., conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.
- 5.1.5** Explain the consequences of the breakdown of order among nation-states.
- 5.1.6** Explain why and how the breakdown of order among nation-states can affect their own lives and the lives of others.
- 5.1.7** Trace and explain the antecedents, causes, major events, and global consequences of World War I.
- 5.1.8** Trace and explain the antecedents, causes, major events, and global consequences of World War II, including the Holocaust.
- 5.1.9** Trace and explain the antecedents, causes, major events, and global consequences of the Cold War.
- 5.1.10** Define “post-industrial society,” and use this concept to differentiate global economic and global technological development during the latter half of the twentieth century from that of the period 1800 to 1950.

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
U.S. HISTORY I**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I trace the role of exploration and expansion in the development of the United States by summarizing the major events of European settlement of North America. Students trace the role of immigration and migration of people in the development of the United States by describing the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America. Students analyze the political, social, and economic responses to industrialization and technological innovations by explaining the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. Students build an understanding of the cultural and social development in the early national history of the United States by knowing the common traits, beliefs, and characteristics that united a nation and a society. Students explain the role of American Indians in the development of the United States.

Goal 1.1: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.1.1** Trace the spread of early human societies and the rise of diverse cultures in the United States. (475.01.a)
- 1.1.2** Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01.b)
- 1.1.3** Analyze and describe the interactions between native peoples and the European explorers. (475.01.c)
- 1.1.4** Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01.d)
- 1.1.5** Describe the United States territorial expansion between 1801 and 1861 and identify tensions created by expansion within the United States and with foreign powers. (475.01.e)
- 1.1.6** Explain the factors that contributed to western expansion in the United States in the early 1800s. (475.01.f)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.2.1** Analyze the religious, political, and economic motives of European immigrants who came to North America. (476.01.a)
- 1.2.2** Explain the motives and consequences for the involuntary immigration to North America. (476.01.b)

- 1.2.3** Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States. (476.01.d)

Goal 1.3: Analyze the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.3.1** Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. (477.01.a)
- 1.3.2** Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01.b)

Goal 1.4: Build an understanding of the cultural and social development in the early national history of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.4.1** Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01.a)
- 1.4.2** Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01.b)
- 1.4.3** Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01.c)

Goal 1.5: Explain the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 1.5.1** Trace federal policies and treaties such as removal reservations and allotment throughout history that have impacted contemporary American Indians.
- 1.5.2** Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 1.5.3** Explain why American Indian tribes strongly resisted efforts to assimilate.

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by illustrating westward migration across North America. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 2.1.1** Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01.a)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 2.2.1** Illustrate westward migration across North America.

Goal 2.3: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History I, the student will be able to:

- 2.3.1** Explain ways in which people responded to their physical environment in the early national history of the United States. (485.03.a)
- 2.3.2** Analyze ways in which the physical environment affected political and economic development.

Standard 3: Economics

Students in U.S. History I explain basic economic concepts that played a crucial role in the colonization and expansion of North America. Students identify different influences on economic systems by describing the emergence of a market economy and analyzing the role of government policy in the early economic development of the United States.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:

- 3.1.1** Describe the economic characteristics of colonialism. (483.01.a)
- 3.1.2** Explain how land, labor, capital, and entrepreneurship were the basis for economic development in the United States.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:

- 3.2.1** Describe the emergence and evolution of a market economy.
- 3.2.2** Analyze the role of government policy in the early economic development of the United States. (484.01.b)

Standard 4: Civics and Government

Students in U.S. History I explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Roles of Citizens in the United States

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.1.1 Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (474.01.b)
- 4.1.2 Analyze the issues surrounding centralized government versus states' rights issues. (474.01.c)
- 4.1.3 Provide and evaluate examples of social and political leadership in early American history. (474.01.d)

Goal 4.2: Foundations of the American Political System

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.2.1 Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States. (480.01.a)
- 4.2.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution and the Bill of Rights. (480.01.b)
- 4.2.3 Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good. (480.01.d)

Goal 4.3: Organization and Formation of the American System of Government

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.3.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01.a)
- 4.3.2 Explain how and why powers are distributed and shared between national and state governments in the United States. (481.01.b)

Goal 4.4: Dispositions of Democracy

Objective(s): By the end of U.S. History I, the student will be able to:

- 4.4.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view

- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in U.S. History I identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:

- 5.1.1** Explain the significance of principal policies and events in the United States' relations with the world, e.g., the American Revolution, Monroe Doctrine, Mexican and Spanish American Wars.
- 5.1.2** Evaluate the major foreign policy positions that have characterized the United States' relations with the world, e.g., isolated nation, imperial power, and world leader.
- 5.1.3** Explain the idea of the national interest.
- 5.1.4** Evaluate the use of the national interest as a criterion for American foreign policy.
- 5.1.5** Explain the influence of American constitutional values and principles on American foreign policy, e.g., a commitment to the self-determination of nations.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
U.S. HISTORY II**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History II trace the role of exploration and expansion in the development and emergence of the modern United States by identifying philosophical changes in American foreign expansion. Students trace the role of migration and immigration of people in the development of the modern United States by analyzing the legal, political, social and economic changes in the status of immigrant groups. Students analyze the political, social, and economic responses to industrialization and technological innovations in the modern United States by examining the rise of industrialization and its political responses and the rise of the American labor movement. Students build an understanding of the cultural and social development and emergence of the modern United States by analyzing contributions of the diverse cultures that make up the population of the United States. Students explain the role of American Indians in the development of the modern United States.

Goal 1.1: Trace the role of exploration and expansion in the development and emergence of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.1.1** Describe the factors that contributed to post-Civil War expansion of the United States. (494.01.d)
- 1.1.2** Trace the evolution of American imperialism.

Goal 1.2: Trace the role of migration and immigration of people in the development of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.2.1** Identify motives for continued immigration to the United States. (495.01.a)
- 1.2.2** Analyze the changes in the political, social, and economic conditions of immigrant groups. (495.01.b)
- 1.2.3** List the causes and effects of 20th century migration.

Goal 1.3: Analyze the political, social, and economic responses to industrialization and technological innovations in the development and emergence of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.3.1** Explain the factors that contributed to the rise of industrialization in the 19th century. (496.01.a)
- 1.3.2** Describe economic responses to industrialization and the emergence of the American labor movement. (496.01.b)
- 1.3.3** Analyze the political and social responses to industrialization. (496.01.c)

- 1.3.4 Identify and analyze the causes of the Great Depression and its effects upon American society. (496.01.e)
- 1.3.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (496.01.f)

Goal 1.4: Build an understanding of the cultural and social development and emergence of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.4.1 Discuss ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns have enriched American culture. (498.01.a)
- 1.4.2 Identify and analyze contributions of the diverse cultures of the United States. (498.01.b)

Goal 1.5: Explain the role of American Indians in the development of the modern United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 1.5.4 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.
- 1.5.5 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 1.5.6 Explain why American Indian tribes strongly resisted efforts to assimilate.
- 1.5.7 Explain the influences of American Indians to the history and culture of both Idaho and the United States.

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface by developing and interpreting different kinds of maps, globes, graphs, charts, databases and models. Students trace the migration and settlement of human populations on the earth's surface by analyzing how scientific and technological innovations have shaped migration and settlement patterns in the development and emergence of the modern United States. Students explain how human actions modify the physical environment and how physical systems affect human activity and living conditions by analyzing ways in which humans respond to their physical environment in the modern United States.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01.a)

Goal 2.2: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 2.2.2** Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.

Goal 2.3: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History II, the student will be able to:

- 2.3.2** Explain ways in which people responded to their physical environment in the development and emergence of the modern United States. (485.03.a)
- 2.3.2** Analyze ways in which the physical environment affected political and economic development.

Standard 3: Economics

Students in U.S. History II explain basic economic concepts that played a crucial role in the transformation of the modern United States economy. Students identify different influences on economic systems through analyzing government policy in the development and emergence of the modern United States.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History II, the student will be able to:

- 3.1.1** Describe the emergence of the modern corporation.
- 3.1.2** Describe the development of a consumer economy.
- 3.1.3** Analyze the role of the modern United States in the global economy.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History II, the student will be able to:

- 3.2.1** Analyze the role of government policy in the economic development of the modern United States. (484.01.b)

Standard 4: Civics and Government

Students in U.S. History II explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify the rights and responsibilities of United States citizens. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Roles of Citizens in the United States

Objective(s): By the end of U.S. History II, the student will be able to:

- 4.1.1** Describe roles of citizens in Idaho and the United States, including voting in public elections, participating in voluntary associations of civil society to promote the common good, and participating in political activities to influence public policy decisions of government.

- 4.1.2 Describe the political, personal, and economic rights of citizens embedded in the United States Constitutions and in constitutional law developed through decisions of the United States Supreme Court.
- 4.1.3 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, such as *Whitney v. California* (1927), *Stromberg v. California* (1931), *Near v. Minnesota* (1931), *Brandenburg v. Ohio* (1969), *Texas v. Johnson* (1989), and *Reno v. American Civil Liberties Union* (1997).
- 4.1.4 Analyze the struggles for the extension of civil rights. (490.01.c)
- 4.1.5 Provide and evaluate examples of social and political leadership in American history. (490.01.e)

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of U.S. History II, the student will be able to:

- 4.2.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty** - telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view
 - **critical mindedness** - the inclination to question the truth of various positions, including one's own
 - **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
 - **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
 - **civic mindedness** - concern for the well-being of one's community and nation
 - **compassion** - concern for the well-being of others, especially for the less fortunate
 - **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in U.S. History II identify the importance of respecting multiple perspectives and global interdependence by explaining the principal foreign policy positions of the United States and evaluating their consequences. Students evaluate, take, and defend positions on foreign policy issues in light of American national interests, values, and principles.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History II, the student will be able to:

- 5.1.1** Explain the significance of principal policies and events in the United States' relations with the world, e.g., World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, interventions in Latin America.
- 5.1.2** Explain how and why the United States assumed the role of world leader after World War II and what its leadership role is in the world today.
- 5.1.3** Evaluate the major foreign policy positions that have characterized the United States' relations with the world, e.g., isolated nation, imperial power, and world leader.
- 5.1.4** Explain the idea of the national interest.
- 5.1.5** Evaluate the use of the national interest as a criterion for American foreign policy.
- 5.1.6** Explain the influence of American constitutional values and principles on American foreign policy, e.g., a commitment to the self-determination of nations.
- 5.1.7** Explain possible tensions among American values, principles, and interest as the nation deals with the practical requirements of international politics, e.g., a commitment to human rights and the requirements of national security.
- 5.1.8** Evaluate the current role of the United States in peacemaking and peacekeeping.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
AMERICAN GOVERNMENT**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

No objectives in this course.

Standard 4: Civics & Government

Students in American Government identify and define ideas at the core of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. Students explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Idaho Constitution. Students describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government, and relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: Foundations of the American Political System

Objective(s): By the end of American Government, the student will be able to:

- 4.1.1** Describe major historical events that led to the creation of limited government in the United States, e.g.,
 - Magna Carta (1215), common law, and the Bill of Rights (1689) in England
 - colonial experience, Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), Bill of Rights (1791) in the United States
- 4.1.2** Explain the importance of the central ideas of the natural rights philosophy in the creation of American constitutional government, e.g., that all persons have the rights to life, liberty, property, and the pursuit of happiness just because they are human beings; that the major purpose of government is to protect those rights. (503.01.c)

- 4.1.3** Explain the major ideas about republican government which influenced the development of the United States Constitution, e.g., the concept of representative government, the importance of civic virtue or concern for the common good.
- 4.1.4** Explain the central ideas of American constitutional government, such as
- popular sovereignty, i.e., the people as the ultimate source of the power to create, alter, or abolish government
 - the necessity for a written constitution to set forth the organization of government and to grant and distribute its powers, e.g., among different branches of the national government, between the national government and the states; and between the people and the government
 - the Constitution as a “higher law” that authorizes and legitimizes and “energetic” and effective government of limited powers
 - the Constitution as legitimizing majority rule in certain key areas of decision making, while limiting the power of these majorities in order to protect the rights of individuals
- 4.1.5** Explain how various provisions of the Constitution and principles of the constitutional system are devices to insure an effective government that will not exceed its limits.
- 4.1.6** Explain how the design of the institutions of government and the federal system channels and limits governmental power in order to serve the purposes of American constitutional democracy.

Goal 4.2: Shared American Values, Principles, and Beliefs

Objective(s): By the end of American Government, the student will be able to:

- 4.2.1** Explain that shared political and civic beliefs and values define an American citizen rather than ethnicity, race, religion, class, language, gender, or national origin.
- 4.2.2** Explain the shared ideas and values of American political culture as set forth in
- basic documents such as the Declaration of Independence, the United States Constitution and Bill of Rights
 - other sources such as *The Federalist* and Anti-federalist writings, the Declaration of Sentiments of the Seneca Falls Convention of 1848, Abraham Lincoln’s “Gettysburg Address,” Woodrow Wilson’s “Fourteen Points,” Franklin Roosevelt’s “Four Freedoms,” Martin Luther King’s “Letter from the Birmingham Jail,” and many landmark decisions of the Supreme Court of the United States
- 4.2.3** Describe beliefs common to American political culture, such as the belief in equality of opportunity; mistrust of power, as well as high expectations of what elected officials and government should do; the need to admit to faults or shortcomings in their society; and the belief that they can individually and through collective effort alleviate social, economic, or political problems.

Goal 4.3: Organization and Formation of the American System of Government

Objective(s): By the end of American Government, the student will be able to:

- 4.3.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01.a)
- 4.3.2 Explain the functions, powers, and relationships among federal, state, local, and tribal governments. (504.01.b)
- 4.3.3 Identify the unique powers of tribal governments as they interact with local, state, and federal governments.
- 4.3.4 Analyze and explain the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho.
- 4.3.5 Discuss current sovereignty issues related to American Indians in Idaho, such as water, hunting, fishing, casinos, and tribal schools.
- 4.3.6 Explain how each level of government raises money to pay for its operations and services. (504.01.c)
- 4.3.7 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01.e)

Goal 4.4: Citizen Responsibilities and Rights

Objective(s): By the end of American Government, the student will be able to:

- 4.4.1 Explain the balance of personal responsibilities and rights in American life. (506.01.a)
- 4.4.2 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01.b)
- 4.4.3 Explain the electoral process at each level of government. (506.01.c)
- 4.4.4 Explain the concept of citizenship and the ways in which individuals become citizens. (506.01.d)
- 4.4.5 Explain the implications of dual citizenship with regard to American Indians.

Goal 4.5: Dispositions of Democracy

Objective(s): By the end of American Government, the student will be able to:

- 4.5.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation
 - **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
 - **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
 - **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
 - **honesty**—telling the truth
 - **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
 - **open mindedness** - willingness to consider other points of view

- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in American Government identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions on United States foreign policy and the role of international organizations in the world today. Students examine and evaluate the impact of American ideals in educating for democracy and examine contemporary global issues that impact the United States.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of American Government, the student will be able to:

- 5.1.1** Describe the impact of other nations' ideas on the United States, e.g., classical republicanism and civic virtue, rule of law and limited government, natural rights, social and economic rights in the twentieth century.
- 5.1.2** Describe the impact on other nations of the American Revolution and of the values and principles expressed in the Declaration of Independence and the United States Constitution, including the Bill of Rights.
- 5.1.3** Describe the influence American ideas about rights have had on other nations and the international organizations, e.g., French Revolution; democracy movements in Eastern Europe, People's Republic of China, Latin America, South Africa; United Nations Charter; Universal Declaration of Human Rights.
- 5.1.4** Explain powers the Constitution gives to the president, Congress, and the federal judiciary in foreign affairs and how these powers have been used.
- 5.1.5** Explain the tension between constitutional provisions and the requirements of foreign policy, e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the president to make treaties and the need for the Senate to approve them.
- 5.1.6** Describe the process by which United States foreign policy is made, including the roles of federal agencies, domestic interest groups, the public, and the media. (505.01.a)

- 5.1.7** Explain how and why domestic politics may impose constraints or obligations on the ways in which the United States acts in the world, e.g. long-standing commitments to certain nations, lobbying efforts of domestic groups, economic needs, homeland security.
- 5.1.8** Describe the various means used to attain the ends of United States foreign policy, such as diplomacy; economic, military and humanitarian aid; treaties; sanctions; military intervention; covert action.
- 5.1.9** Describe the purposes and functions of the major governmental and nongovernmental international organizations, e.g., United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International. [\(505.01.b\)](#)
- 5.1.10** Identify some important bilateral and multilateral agreements to which the United States is or is not signatory, e.g., NAFTA, Helsinki Accord, Antarctic Treaty, Most Favored Nation Agreements, Kyoto Treaty, International Court.
- 5.1.11** Explain the effects of significant political, demographic, and environmental trends in the world.
- 5.1.12** Describe ways in which Americans can influence foreign policy through civic involvement.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
ECONOMICS**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

No objectives in this course.

Standard 2: Geography

No objectives in this course.

Standard 3: Economics

Students in Economics explain basic concepts of the free market economy. Students identify the different influences on economic systems and the impact of governmental policies and decisions on those systems. Students analyze the different types of economic institutions and understand how they differ from one another. Students explain the concept of good personal finance by examining and applying the elements of responsible personal fiscal management.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Economics, the student will be able to do:

- 3.1.1** Define scarcity and explain its implications in decision making. (510.01.a)
- 3.1.2** Identify ways in which the interaction of all buyers and sellers influence prices. (510.01.b)
- 3.1.3** Identify the incentives that determine what is produced and distributed in a competitive market system. (510.01.d)
- 3.1.4** Compare and contrast free market and controlled economies of various nations and eras. (510.01.f)
- 3.1.5** Apply economic concepts to explain the role of imports/exports both nationally and internationally. (510.01.g)

Goal 3.2: Identify the different influences on economic systems.

Objective(s): By the end of Economics, the student will be able to do:

- 3.2.1** Compare and contrast the characteristics of different economic systems.
- 3.2.2** Explain and illustrate the impact of economic policies and decisions made by governments, business and individuals. (512.01.b)

Goal 3.3: Analyze the different types of economic institutions and understand how they differ from one another.

Objective(s): By the end of Economics, the student will be able to do:

- 3.3.1** Explain the characteristics of various types of business structures. (513.01.a)
- 3.3.2** Describe the elements of entrepreneurship. (513.01.b)

- 3.3.3 Identify the role of the financial markets and institutions. (513.01.c)
- 3.3.4 Explain the purposes of labor unions. (513.01.e)
- 3.3.5 Explain the difference between monetary policy and fiscal policy.
- 3.3.6 Analyze the various parts of the business cycle and its effect on the economy.

Goal 3.4: Explain the concept of good personal finance.

Objective(s): By the end of Economics, the student will be able to do:

- 3.4.1 Examine and apply the elements of responsible personal fiscal management such as budgeting, investment, credit, and debt. (514.01.a)
- 3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights. (514.01.b)
- 3.4.3 Define the concept of taxation and interest as applied to personal finances. (514.01.c)

Standard 4: Civics & Government

Students in Economics understand the roles of government in a market economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. Students relate the content knowledge to the demonstration of citizen dispositions or traits of character conducive to the maintenance and improvement of civil society and government.

Goal 4.1: The Role of Government

Objective(s): By the end of Economics, the student will be able to:

- 4.1.1 Explain the basic functions of government in a market economy.
- 4.1.2 Predict possible future effects of the national debt on the individual and the economy.
- 4.1.3 Analyze how changes in the price of certain goods, such as gasoline, impact the lives of people in the community.
- 4.1.4 Recognize that economic institutions, such as labor unions, nonprofit organizations, and cooperatives, evolve in market economies to help individuals accomplish their goals.
- 4.1.5 Identify laws and regulations adopted in the United States to promote competition among firms.
- 4.1.6 Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities.
- 4.1.7 Propose solutions for addressing issues of unemployment in the community.

Goal 4.2: Dispositions of Democracy

Objective(s): By the end of Economics, the student will be able to:

- 4.2.1 Demonstrate the dispositions or traits of character that are important to the preservation and improvement of American democracy, e.g.,
 - **individual responsibility** - fulfilling one's responsibilities to family, friends, and others in one's community and nation

- **self-discipline/self-governance** - obeying reasonable rules and laws voluntarily and not requiring others to force one to do so
- **civility** - treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others
- **respect for the rights of other individuals** - respect for the right of other people to hold and express their own opinions, respect for their right to a voice in their government
- **honesty** - telling the truth
- **respect for the law** - willingness to abide by laws, even though one may not be in complete agreement with every law
- **open mindedness** - willingness to consider other points of view
- **critical mindedness** - the inclination to question the truth of various positions, including one's own
- **negotiation and compromise** - willingness to try to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable
- **persistence** - willingness to attempt again and again to accomplish a worthwhile goal
- **civic mindedness** - concern for the well-being of one's community and nation
- **compassion** - concern for the well-being of others, especially for the less fortunate
- **patriotism** - loyalty to the values and principles underlying American constitutional democracy

Standard 5: Global Perspectives

Students in Economics identify the importance of respecting multiple perspectives and global interdependence by evaluating, taking, and defending positions about the effects of significant economic, technological, and cultural developments in the United States and other nations. Students explain the principal effects of developments in other nations on American society and on their own lives.

Goal 5.1: Identify the importance of respecting multiple perspectives and global interdependence.

Objective(s): By the end of Economics, the student will be able to:

- 5.1.1** Describe some of the principal economic, technological, and cultural effects the United States has had on the world, e.g., assembly line manufacturing, research and development in computer technology, popular music, fashion, film, television
- 5.1.2** Describe the role of the United States in establishing and maintaining principal international organizations, e.g., UN, UNICEF, GATT, World Bank, NATO, OAS, International Monetary Fund
- 5.1.3** Explain the principal effects of developments in other nations on American society and on their own lives

- economic conditions, e.g., multinational corporations, internationalization of capital, migration of labor, and other effects of an interdependent world economy
- technological developments, e.g., fax machines, electronic communications networks, jet air travel, personal computers, television, motion pictures
- cultural developments, e.g., religious movements, resurgence of ethnic consciousness, mass markets, sports

5.1.4 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
SCIENCE**

Standard 1: Nature of Science

Students explore the process of scientific investigation through observations and collection of data over time. Students follow instructions and work with others.

Standard 2: Concepts of Physical Science

Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.

Standard 3: Concepts of Biology

Students observe plants and animals and describe their characteristics.

Standard 4: Earth and Space Systems

Students make and describe observations of seasonal changes.

Standard 5: Personal and Social Perspectives; Technology

Students describe local environments.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
SCIENCE

Standard 1: Nature of Science

Students make observations and collect data by using standard and non-standard units of measurement. Students are able follow multi-step instructions and work with others.

Standard 2: Concepts of Physical Science

Students are able to describe properties of common objects and how movement changes their position.

Standard 3: Concepts of Biology

Students describe how animals adapt and survive in their environment.

Standard 4: Earth and Space Systems

Students are able to describe characteristics for each season and list the seasons in sequential order.

Standard 5: Personal and Social Perspectives; Technology

Students are able to describe characteristics of the local environment.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
SCIENCE

Standard 1: Nature of Science

Students generate questions that can be answered through observation and collection of data. Students record data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use effective communication skills.

Standard 2: Concepts of Physical Science

Students are able to describe objects by their properties and explain the effect motion has on an object.

Standard 3: Concepts of Biology

Students are able to list the basic needs of animals.

Standard 4: Earth and Space Systems

Students describe weather conditions.

Standard 5: Personal and Social Perspectives; Technology

Students compare man-made and natural environments. Students identify scientific tools.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
SCIENCE

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.

Standard 2: Concepts of Physical Science

Students use scientific instruments to describe the properties of the three states of matter.

Standard 3: Concepts of Biology

Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.

Standard 4: Earth and Space Systems

Students explore the interactions between the earth, moon and sun.

Standard 5: Personal and Social Perspectives; Technology

Students identify local environmental issues and their relationship to tools and scientific investigation.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
SCIENCE

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments, analyze alternative explanation and communicate results of tests. Students analyze and follow multi-step instructions.

Standard 2: Concepts of Physical Science

Students use scientific instruments to describe and measure the properties of the three states of matter. Students distinguish between potential and kinetic energy.

Standard 3: Concepts of Biology

Students analyze how plants and animals adapt to their environments. Students classify vertebrates.

Standard 4: Earth and Space Systems

Students investigate the basic contents of our solar system.

Standard 5: Personal and Social Perspectives; Technology

Students are able to explain how people have invented tools to meet a need or to do a job.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
SCIENCE

Standard 1: Nature of Science

Students identify the components of a system and explain their relationship to the whole.
Students read, execute and give technical instructions.

Standard 2: Concepts of Physical Science

Students explain the difference between an element, a mixture and a compound.

Standard 3: Concepts of Biology

Students are able to explain the differences between plant and animal cells. Students understand that plants produce energy. Students know that traits are passed from parents to offspring.

Standard 4: Earth and Space Systems

Students are able to describe the causes of changes on Earth.

Standard 5: Personal and Social Perspectives; Technology

Students use the scientific method to identify environmental issues.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 6
SCIENCE

Standard 1: Nature of Science

Students gather evidence to explain and know the differences between predictions, observations and inferences. Students read, execute and give technical instructions.

Standard 2: Concepts of Physical Science

Students compare and contrasts elements, compounds and mixtures. Students explore the effects of physical properties on objects.

Standard 3: Concepts of Biology

Students understand the building blocks of organisms.

Standard 4: Earth and Space Systems

Students describe and explain simple interactions between the solid earth, oceans, atmosphere, and organisms. Students understand the relationship between systems and the Earth.

Standard 5: Personal and Social Perspectives; Technology

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7
SCIENCE

Standard 1: Nature of Science

Students carry out investigations over time using appropriate tools and equipment. Students are able to make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.

Standard 3: Biology

Students are able to state the levels of cellular organization and list cell parts and their respective functions. Students are able to explain how traits are passed from one generation to another. Students are able to differentiate between plant and animal cells by identifying the characteristic parts of each. Students are able to explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impacts both individuals and society.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8
SCIENCE

Standard 1: Nature of Science

Students carry out investigations over time using appropriate tools and equipment. Students are able to make and test inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Conclusions are supported with data organized using appropriate tables, graphs, etc. Students analyze alternate explanations to support or revise their conclusions by critically considering outside evidence. Students will carry out investigations following written lab procedures. Students will follow safety protocols in carrying out investigations.

Standard 2: Physical Science

Students describe atomic structure and how that structure affects the behavior of matter. Students describe how forces affect motion.

Standard 4: Earth and Space Systems

Students are able to explain the interactions between the solid earth, oceans, atmosphere, and organisms. Students are able to identify the characteristics necessary for life, comparing Earth to the other planets in the solar system. Students can explain events such as day length, phases of the moon, movement of tectonic plates, etc.

Standard 5: Personal and Social Perspectives; Technology

Students will understand that science and technology interact and impacts both individuals and society.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8/9
PHYSICAL SCIENCE

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Standard 2: Concepts of Physical Science

Students explain the structure and basic properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential, kinetic, or energy contained in a field.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8/9
EARTH SCIENCE

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Standard 4: Earth and Space Systems

Students are able to describe the current theory explaining the formation of the solar system. Students are able to explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students are able to explain Earth's heat sources.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 9/10
BIOLOGY

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Standard 3: Concepts of Biology

Students are able to explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students are able to describe the functions of cell structures. Students are able to use the theory of evolution to explain diversity of life.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
SCIENCE**

Standard 1: Nature of Science

Students explore the process of scientific investigation through observations and collection of data over time. Students follow instructions and work with others.

Goal 1.1: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Kindergarten, the student will be able to:

1.1.1 Make observations. (528.01.a)

1.1.2 Collect data. (528.01.a)

Goal 1.2: Understand Constancy, Change, and Measurement

Objective(s): By the end of Kindergarten, the student will be able to:

1.2.1 Measure in non-standard units. (528.02.b)

Goal 1.3: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of Kindergarten, the student will be able to:

1.3.1 Apply the concepts of yesterday, today, and tomorrow. (528.03.a)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Kindergarten, the student will be able to:

1.4.1 Make observations. (529.01.a)

Goal 1.5: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Kindergarten, the student will be able to:

1.5.1 Use cooperation and interaction skills. (538.01.a)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of Kindergarten, the student will be able to:

1.6.1 Follow instructions. (538.02.a)

Standard 2: Physical Science

Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Kindergarten, the student will be able to:

2.1.1 Use senses to describe matter. ([530.01.a](#))

Standard 3: Biology

Students observe plants and animals and describe their characteristics.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of Kindergarten, the student will be able to:

3.1.1 Observe and describe the characteristics of plants and animals. ([532.01.a](#))

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of Kindergarten, the student will be able to:

3.2.1 Describe the difference between living and non-living things. ([533.01.a](#))

Standard 4: Earth and Space Systems

Students make and describe observations of seasonal changes.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Kindergarten, the student will be able to:

4.1.1 Name the four seasons. ([534.01.a](#))

4.1.2 Place the four seasons in order. ([534.01.a](#))

Standard 5: Personal and Social Perspectives; Technology

Students describe local environments

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Kindergarten, the student will be able to:

5.1.1 Describe characteristics of a man made environment. (home, school...) ([536.01.a](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
SCIENCE**

Standard 1: Nature of Science

Students make observations and collect data by using standard and non-standard units of measurement. Students are able follow multi-step instructions and work with others.

Goal 1.1: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of 1st Grade, the student will be able to:

1.1.1 Make observations, collect data and use data. (543.01.a)

Goal 1.2: Understand Constancy, Change, and Measurement

Objective(s): By the end of 1st Grade, the student will be able to:

1.2.1 Measure in both standard and non-standard units. (543.02.b)

Goal 1.3: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of 1st Grade, the student will be able to:

1.3.1 Explain the concepts of past, present, and future. (543.03.a)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of 1st Grade, the student will be able to:

1.4.1 Make and record observations. (544.01.a)

Goal 1.5: Understand that Interpersonal Relationships are Important in Scientific Endeavors

Objective(s): By the end of 1st Grade, the student will be able to:

1.5.1 Demonstrate cooperation and interaction skills. (553.01.a)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of 1st Grade, the student will be able to:

1.6.1 Follow multi-step instructions. (553.02.a)

Standard 2: Physical Science

Students are able to describe properties of common objects and how movement changes their position.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of 1st Grade, the student will be able to:

2.1.1 Describe the multiple properties of objects. (545.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of 1st Grade, the student will be able to:

2.2.1 Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) (545.02.a)

Standard 3: Biology

Students describe how animals adapt and survive in their environment.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of 1st Grade, the student will be able to:

3.1.1 Describe the life cycle of a plant. (seed, growth, reproduces, death) (547.01.a)

3.1.2 Describe the life cycle of an animal. (birth, development, reproduces, death) (547.01.a)

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of 1st Grade, the student will be able to:

3.2.1 State that living things need food to survive. (548.01.a)

Standard 4: Earth and Space Systems

Students are able to describe characteristics for each season and list the seasons in sequential order.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of 1st Grade, the student will be able to:

4.1.1 Identify the four seasons and their characteristics for a local region. (549.01.a)

Standard 5: Personal and Social Perspectives; Technology

Students are able to describe characteristics of the local environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of 1st Grade, the student will be able to:

5.1.1 Identify the characteristics of local natural environments. (playground, backyard) (551.01.a)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students generate questions that can be answered through observation and collection of data. Students record data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use effective communication skills.

Goal 1.1: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.1.1 Make observation, record data and interpret data. (558.01.a)

Goal 1.2: Understand Constancy, Change, and Measurement

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.2.1 Measure in standard and non-standard systems. (558.01.b)

Goal 1.3: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.3.1 Apply the concepts of past, present, and future. (558.03.a)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.4.1 Identify shape and use of objects. (558.04.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.5.1 Identify questions to be investigated. (559.01.a)

1.5.2 Make observations. (559.01.b)

1.5.3 Analyze information and evidence. (559.01.d)

1.5.4 Communicate observations. (559.01.f)

Goal 1.6: Understand that Interpersonal Relationships are Important in Scientific Endeavors

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.6.1 Practice cooperation and interaction skills with job assignments. (recorder, time keeper, materials manager) (568.01.a)

Goal 1.7: Understand Technical Communication

Objective(s): By the end of the 2nd Grade, the student will be able to:

1.7.1 Follow multi-step instructions. (568.02.a)

Standard 2: Physical Science

Students are able to describe objects by their properties and explain the effect motion has on an object.

Goal 2.1: Understand the Structure and Functions of Matter and Molecules and Their Interactions

Objective(s): By the end of the 2nd Grade, the student will be able to:

2.1.1 List multiple properties of an object. (560.01.a)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of the 2nd Grade, the student will be able to:

2.2.1 Explain how force effects the position and motion of objects. (560.01.a)

Standard 3: Biology

Students are able to list the basic needs of animals.

Goal 3.1: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of the 2nd Grade, the student will be able to:

3.1.1 Identify four basic needs of all living things. (food, shelter, water, space)
(563.01.a)

3.1.2 Discuss how animals are suited to live in different habitats. (547.01.b)

Standard 4: Earth and Space Systems

Students describe weather conditions.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 2nd Grade, the student will be able to:

4.1.1 Describe the characteristics of different weather conditions. (564.01.b)

Standard 5: Personal and Social Perspectives; Technology

Students compare man-made and natural environments. Students identify scientific tools.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 2nd Grade, the student will be able to:

5.1.1 Compare and contrast man-made and natural environments. ([566.01.a](#))

Goal 5.2: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 2nd Grade, the student will be able to:

5.2.1 Identify tools people have invented for everyday life and for scientific investigations. ([565.01.b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.1.1** Label the parts of a system. (573.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.2.1** Make observation, collect data and evaluate the collected data. (573.02.a)
- 1.2.2** Replicate and/or use models. (573.02.b)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.3.1** Measure changes that occur. (573.03.b)
- 1.3.2** Measure in both the standard and metric systems. (573.03.c)

Goal 1.4: Understand Concepts of Form and Function.

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.4.1** Describe the relationship between shape and use. (573.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.5.1** Write questions that can be answered by conducting scientific tests. (574.01.a)
- 1.5.2** Conduct scientific tests (574.01.b)
- 1.5.3** Use appropriate tools and techniques to gather and display data. (574.01.c)
- 1.5.4** Use data to construct a reasonable explanation. (574.01.d)
- 1.5.5** Make simple predictions based on data. (574.01.e)
- 1.5.6** Analyze alternative explanations. (574.01.f)
- 1.5.7** Communicate the results of tests to others. (574.01.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 1.6.1.** Read and give multi-step instructions. (583.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe the properties of the three states of matter.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 2.1.1** Use simple instruments to measure properties. (575.01.a)
- 2.1.2** Describe the physical properties of solids, liquids, and gases. (575.01.b)
- 2.1.3** Explain that heating and cooling can cause changes of state in common materials. (575.01.c)

Standard 3: Biology

Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.

Goal 3.1: Understand the Theory of Biological Evolution

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 3.1.1** Describe diversity of plants and animals and how they adapt in order to survive in their environment. (577.01.a)

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 3.2.1** Describe the energy needed for living systems to survive. (578.01.a)
- 3.2.2** Compare and contrast the energy requirements of plants and animals. (593.01.a)
- 3.2.3** Label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)
- 3.2.4** Diagram the food web and know that organisms both cooperate and compete in ecosystems. (593.01.b)

Standard 4: Earth and Space Systems

Students explore the interactions between the earth, moon and sun.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 3rd Grade, the student will be able to:

- 4.1.1** Explain the length of a day, the seasons, the year, phases of the moon, and eclipses. (594.01.a)

Standard 5: Personal and Social Perspectives; Technology

Students identify local environmental issues and their relationship to tools and scientific investigation.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 3rd Grade, the student will be able to:

5.1.1 Identify local environmental issues. ([581.01.a](#))

Goal 5.2: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of the 3rd Grade, the student will be able to:

5.2.1 Explain the concept of recycling. ([581.03.a](#))

Goal 5.3: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 3rd Grade, the student will be able to:

5.3.1 Describe how technology is the means by which people use knowledge, tools, and systems to make their lives easier and better. ([580.01.a](#))

5.3.2 Discuss the progression of tools invented for everyday life and for scientific investigations. ([580.01.b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students apply scientific methods to conduct experiments, analyze alternative explanation and communicate results of tests. Students analyze and follow multi-step instructions.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.1.1** Explain that a system consists of an organized group of related objects that form a whole. (588.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.2.1** Make and record observations, analyze and communicate these observations and related data. (588.02.a)
- 1.2.2** Explain the difference between observations and inferences. (588.02.b)
- 1.2.3** Make, describe and/or use models. (588.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of 4th Grade, the student will be able to:

- 1.3.1** Describe how changes occur and can be measured. (588.03.b)
- 1.3.2** Measure using standard and metric systems. (588.03.c)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.4.1** Explain the relationship between shape and use. (588.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 4th Grade, the student will be able to:

- 1.5.1** Write questions that can be answered by conducting scientific tests. (589.01.a)
- 1.5.2** Conduct scientific tests. (589.01.b)
- 1.5.3** Use appropriate tools and techniques to gather and display data. (589.01.c)
- 1.5.4** Use data to construct a reasonable explanation. (589.01.d)
- 1.5.5** Make predictions based on data. (589.01.e)
- 1.5.6** Analyze alternative explanations. (589.01.f)
- 1.5.7** Communicate the results of tests to others in multiple formats. (589.01.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 4th Grade, the student will be able to:

1.6.1: Analyze and follow multi-step instructions. (598.02.a)

Standard 2: Physical Science

Students use scientific instruments to describe and measure the properties of the three states of matter. Students distinguish between potential and kinetic energy.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and their Interactions

Objective(s): By the end of the 4th Grade, the student will be able to:

2.1.1 Use instruments to measure properties (590.01.a)

2.1.2 Describe the physical properties of solids, liquids, and gases. (590.01.b)

2.1.3 Explain the changes caused by heating and cooling materials. (590.01.c)

Goal 2.2: Understand the total energy in the universe is constant

Objective(s): By the end of the 4th Grade, the student will be able to:

2.2.1 Compare and contrast potential and kinetic energy. (590.03.a)

Standard 3: Biology

Students analyze how plants and animals adapt to their environments. Students classify vertebrates.

Goal 3.1: Understand the theory of biological evolution

Objective(s): By the end of the 4th Grade, the student will be able to:

3.1.1 Analyze and communicate diversity of plants and animals and how they adapt in order to survive in their environment. (592.01.a)

3.1.2 Describe the difference between vertebrate and invertebrates animals. (592.01.c)

3.1.3 Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds and fish) based on characteristics. (592.01.c)

Standard 4: Earth and Space Systems

Students investigate the basic contents of our solar system.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 4th Grade, the student will be able to:

4.1.1 Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). (594.01.b)

4.1.2 Explain the effect of gravity on orbits and objects. (594.01.c)

4.1.3 Explain the effect of moon's gravity on Earth's tides. (594.01.c)

Standard 5: Personal and Social Perspectives; Technology

Students are to explain how people have invented tools to meet a need or to do a job.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 4th Grade, the student will be able to:

- 5.1.1** Identify tools used for space exploration and for scientific investigations.
(595.01.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students identify the components of a system and explain their relationship to the whole.
Students read, execute and give technical instructions.

Goal 1.1: Understand systems, order, and organization

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.1.1** Compare and contrast different systems. (603.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations and predictions. (603.02.1)
- 1.2.2** Compare the differences between observations and inferences. (603.02.b)
- 1.2.3** Use models to explain or demonstrate a concept. (603.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.3.1** Analyze changes that occur in and among systems. (603.03.b)
- 1.3.2** Measure using standard and metric systems with an emphasis on the metric system. (603.03.c)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.4.1** Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.5.1** Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)
- 1.5.2** Conduct scientific investigations using controls and variables when appropriate. (604.01.b)
- 1.5.3** Select and use appropriate tools and techniques to gather and display data. (604.01.c)
- 1.5.4** Analyze data in order to develop descriptions, explanations, predictions, and models using evidence. (604.01.d)

- 1.5.5 State a hypothesis based on observations. (604.01.e)
- 1.5.6 Compare alternative explanations and predictions. (604.01.f)
- 1.5.7 Communicate scientific procedures and explanations. (604.01.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 5th Grade, the student will be able to:

- 1.6.1 Read and follow technical instructions. (613.02.a)

Standard 2: Physical Science

Students explain the difference between an element, a mixture and a compound.

Goal 2.1: Understand the structure and function of matter and molecules and their interactions

Objective(s): By the end of the 5th Grade, the student will be able to:

- 2.1.1 Describe the differences between elements, compounds, and mixtures. (605.01.a)
- 2.1.2 Compare the physical differences between solids, liquids, and gases. (605.01.c)
- 2.1.3 Explain the nature of physical change and how it relates to physical properties. (605.01.d)

Standard 3: Biology

Students are able to explain the differences between plant and animal cells. Students understand that plants produce energy. Students know that traits are passed from parents to offspring.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out their Life Functions

Objective(s): By the end of the 5th Grade, the student will be able to:

- 3.1.1 Compare and contrast the structural differences between plant and animal cells. (606.01.b)
- 3.1.2 Explain the concept that traits are passed from parents to offspring. (606.01.c)

Goal 3.2: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows Through Living Systems and between Living Systems and the Environment

Objective(s): By the end of the 5th Grade, the student will be able to:

- 3.2.1 Communicate how the energy for life is primarily derived from the sun through photosynthesis. (608.01.a)

Standard 4: Earth and Space Systems

Students are able to describe the causes of changes on Earth.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of 5th Grade, the student will be able to:

- 4.1.1** Describe the interactions between the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of the 5th Grade, the student will be able to:

- 4.2.1** Explain the rock cycle and identify the three classifications of rocks. (609.02.a)

Standard 5: Personal and Social Perspectives; Technology

Students use the scientific method to identify environmental issues.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 5th Grade, the student will be able to:

- 5.1.1** Identify issues for environmental studies. (611.01.a)

Goal 5.2: Understand the importance of natural resources and the need to manage and conserve them

Objective(s): By the end of the 5th Grade, the student will be able to:

- 5.2.1** Explain the differences between renewable and nonrenewable resources. (611.03.a)

Goal 5.3: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 5th Grade, the student will be able to:

- 5.3.1** Describe how science and technology is part of a student's life. (610.01.a)
5.3.2 List examples of science and technology. (610.01.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 6
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students gather evidence to explain and know the differences between predictions, observations and inferences. Students read, execute and give technical instructions.

Goal 1.1: Understand systems, order, and organization.

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.1.1** Analyze different systems. (618.01.a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.2.1** Explain and use observations and data as evidence on which to base scientific explanations and predictions. (618.02.a)
- 1.2.2** Use observations to make inferences. (618.02.b)
- 1.2.3** Use models to explain or demonstrate a concept. (618.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of 6th Grade, the student will be able to:

- 1.3.1** Analyze changes that occur in and among systems. (618.03.b)
- 1.3.2** Measure using standard and metric systems with an emphasis on the metric system. (618.03.c)

Goal 1.4: Understand Concepts of Form and Function

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.4.1** Analyze how the shape or form of an object or system is frequently related to its use and/or function. (618.05.a)

Goal 1.5: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.5.1** Write and analyze questions that can be answered by conducting scientific experiments. (619.02.a)
- 1.5.2** Conduct scientific investigations using controls and variable when appropriate. (619.02.b)
- 1.5.3** Select and use appropriate tools and techniques to gather and display data. (619.02.c)
- 1.5.4** Analyze data in order to develop descriptions, explanations, predictions, and models using evidence. (619.2.d)

- 1.5.5 Test a hypothesis based on observations. (619.02.e)
- 1.5.5 Communicate scientific procedures and explanations. (619.02.g)

Goal 1.6: Understand Technical Communication

Objective(s): By the end of the 6th Grade, the student will be able to:

- 1.6.1 Read, execute and give technical instructions. (628.01a)

Standard 2: Physical Science

Students compare and contrasts elements, compounds and mixtures. Students explore the effects of physical properties on objects.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and their Interactions

Objective(s): By the end of the 6th Grade, the student will be able to:

- 2.1.1 Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)
- 2.1.2 Define the properties of matter. (620.01.b)
- 2.1.3 Compare densities of equal volumes of a solid, liquid, or a gas. (619.01.c)
- 2.1.4 Describe the effect of temperature on density. (620.01.c)
- 2.1.5 Explain the nature of physical change and how it relates to physical properties. (distance between molecules as water transitions from ice, water and steam) (620.01.d)

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of the 6th Grade, the student will be able to:

- 2.2.1 Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)

Standard 3: Biology

Students understand the building blocks of organisms.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out their Life Functions

Objective(s): By the end of the 6th Grade, the student will be able to:

- 3.1.1 Explain the different structural levels of which an organism is comprised. (cells, tissues, organs, organ systems, and organisms) (621.01.a)
- 3.1.2 Analyze the structural differences between plant and animal cells. (621.01.b)
- 3.1.3 Describe how traits are passed from parents to offspring. (621.01.c)

Standard 4: Earth and Space Systems

Students describe and explain simple interactions between the solid earth, oceans, atmosphere, and organisms. Students understand the relationship between systems and the Earth.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of the 6th Grade, the student will be able to:

- 4.1.1** Explain the interactions between the solid earth, oceans, atmosphere, and organisms. (624.01.a)
- 4.1.2** Explain the water cycle and its relationship to weather and climate. (624.01.b)
- 4.1.3** Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes. (624.01.c)

Standard 5: Personal and Social Perspectives; Technology

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of the 6th Grade, the student will be able to:

- 5.1.1** Identify issues for environmental studies. (626.01.a)

Goal 5.2: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of the 6th Grade, the student will be able to:

- 5.2.1** Identify the difference between renewable and nonrenewable resources. (626.03.a)

Goal 5.3: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of the 6th Grade, the student will be able to:

- 5.3.1** Describe how science and technology are part of our society. (625.01.a)
- 5.3.2** Describe how science and technology are interrelated. (625.01.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7
SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students carry out investigations over time using appropriate tools and equipment. Students are able to make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.

Goal 1.1: Understand systems, order, and organization

Objective(s): By the end of 7th Grade the student will be able to:

- 1.1.1** Define small systems as a part of a whole system. (633.01.a)
- 1.1.2** Determine how small systems contribute to the function of the whole. (633.01.a)
- 1.1.3** Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.2.1** Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)
- 1.2.2** Use observations to make defensible inferences. (633.02.b)
- 1.2.3** Use models to explain or demonstrate a concept. (633.02.c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.3.1** Identify concepts of science that have been stable over time. (633.03.a)
- 1.3.2** Recognize changes that occur within systems. (633.03.b)
- 1.3.3** Make metric measurements using appropriate tools. (633.03.c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.4.1** Identify controls and variables used in scientific investigations. (634.01.b)
- 1.4.2** Use appropriate tools and techniques to gather and display data. (634.01c)
- 1.4.3** Evaluate data in order to form conclusions. (634.01.d)
- 1.4.4** Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)
- 1.4.5** Evaluate alternative explanations or predictions. (634.01.f)
- 1.4.6** Communicate and defend scientific procedures and explanations. (634.01.g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of 7th Grade, the student will be able to:

- 1.5.1** Read and evaluate technical instructions. (643.02.a)

Standard 3: Biology

Students are able to state the levels of cellular organization and list cell parts and their respective functions. Students are able to explain how traits are passed from one generation to another. Students are able to differentiate between plant and animal cells by identifying the characteristic parts of each. Students are able to explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out their Life Functions

Objective(s): By the end of the 7th Grade, the student will be able to:

- 3.1.1** Identify the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)
- 3.1.2** Identify the parts of specialized plant and animal cells. (636.01.b)
- 3.1.3** Identify the functions of cell structures. (636.01.b)
- 3.1.4** Describe cell functions that involve chemical reactions. (630.01.c)
- 3.1.5** Describe how dominant and recessive traits are inherited. (636.01.e)

Goal 3.2: Understand the Theory of Biological Evolution

Objective(s): By the end of the 7th Grade, the student will be able to:

- 3.2.1** Describe how natural selection explains species change over time. (637.01.a)

Goal 3.3: Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment

Objective(s): By the end of the 7th Grade, the student will be able to:

- 3.3.1** Describe how energy stored in food is primarily derived from the sun through photosynthesis. (638.01.a)
- 3.3.2** Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)
- 3.3.3** Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)
- 3.3.4** Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impacts both individuals and society.

Goal 5.1: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of 7th Grade, the student will be able to:

5.1.1 Identify alternative sources of energy. [\(641.03.a\)](#)

Goal 5.2: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of 7th Grade, the student will be able to:

5.2.1 Explain how science and technology are interrelated. [\(640.01.a\)](#)

5.2.2 Explain how science advances technology. [\(640.01.b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8/9
PHYSICAL SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Physical Science, the student will be able to:

- 1.1.1** Explain the scientific meaning of system, order, and organization. (648.01a)
- 1.1.2** Apply the concepts of order, and organization to a given system. (648.01a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Physical Science, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations. (648.02a)
- 1.2.2** Develop models to explain concepts or systems. (648.02b)
- 1.2.3** Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Physical Science, the student will be able to:

- 1.3.1** Measure changes that can occur in and among systems (648.03b)
- 1.3.2** Analyze changes that can occur in and among systems (648.03b)
- 1.3.3** Measure and calculate using the metric system. (648.03c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Physical Science, the student will be able to:

- 1.4.1** Identify questions and concepts that guide scientific investigations. (649.01a)
- 1.4.2** Utilize the components of scientific problem solving to design and conduct investigations. (649.01b)
- 1.4.3** Use appropriate technology and mathematics to make investigations. (649.01c)
- 1.4.4** Formulate scientific explanations and models using logic and evidence. (649.01d)
- 1.4.5** Analyze alternative explanations and models. (649.01e)
- 1.4.6** Communicate and defend a scientific argument. (649.01f)
- 1.4.7** Explain the differences between observations, hypotheses, and theories. (649.01g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of Physical Science, the student will be able to:

- 1.5.1** Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 2: Physical Science

Students explain the structure and basic properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential, kinetic, or energy contained in a field.

Goal 2.1: Understand the Structure of Atoms

Objective(s): By the end of Physical Science, the student will be able to:

- 2.1.1** Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)
- 2.1.2** Explain the processes of fission and fusion. (650.01b)
- 2.1.3** Describe the characteristics of isotopes. (650.01c)
- 2.1.4** State the basic electrical properties of matter. (650.01d)
- 2.1.5** Describe the relationships between magnetism and electricity.

Goal 2.2: Understand Chemical Reactions

Objective(s): By the end of Physical Science, the student will be able to:

- 2.2.1** Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)

Goal 2.3: Understand Concepts of Motion and Forces

Objective(s): By the end of Physical Science, the student will be able to:

- 2.3.1** Explain motion using Newton's Laws of Motion. (650.04b)

Goal 2.4: Understand That the Total Energy in the Universe is Constant

Objective(s): By the end of Physical Science, the student will be able to:

- 2.4.1** Explain that energy can be transformed, but cannot be created or destroyed. (650.05a)
- 2.4.2** Classify energy as potential energy, kinetic energy, or energy contained by a field. (650.05b)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of Physical Science, the student will be able to:

- 5.1.1** Explain how science advances technology. [\(655.01a\)](#)
- 5.1.2** Explain how technology advances science. [\(655.01a\)](#)
- 5.1.3** Explain how science and technology are pursued for different purposes. [\(656.01b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8/9
EARTH SCIENCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Earth Science, the student will be able to:

- 1.1.1** Explain the scientific meaning of system, order, and organization. (648.01a)
- 1.1.2** Apply the concepts of order, and organization to a given system. (648.01a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Earth Science, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations. (648.02a)
- 1.2.2** Develop models to explain concepts or systems. (648.02b)
- 1.2.3** Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Earth Science, the student will be able to:

- 1.3.1** Measure changes that can occur in and among systems (648.03b)
- 1.3.2** Analyze changes that can occur in and among systems (648.03b)
- 1.3.3** Measure and calculate using the metric system. (648.03c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Earth Science, the student will be able to:

- 1.4.1** Identify questions and concepts that guide scientific investigations. (649.01a)
- 1.4.2** Utilize the components of scientific problem solving to design and conduct investigations. (649.01b)
- 1.4.3** Use appropriate technology and mathematics to make investigations. (649.01c)
- 1.4.4** Formulate scientific explanations and models using logic and evidence. (649.01d)
- 1.4.5** Analyze alternative explanations and models. (649.01e)
- 1.4.6** Communicate and defend a scientific argument. (649.01f)
- 1.4.8** Explain the differences between observations, hypotheses, and theories. (649.01g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of Earth Science, the student will be able to:

- 1.5.1** Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 4: Earth and Space Systems

Students are able to describe the current theory explaining the formation of the solar system. Students are able to explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students are able to explain Earth's heat sources.

Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems

Objective(s): By the end of Earth Science, the student will be able to:

- 4.1.1** Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)
- 4.1.2** Identify methods used to estimate geologic time (observing rock sequences and using fossils to correlate the sequences at various locations). (654.01b)
- 4.1.3** Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed of the earth system. (Some activities are observable earthquakes and volcanic eruptions but many take place over hundreds of millions of years.) (654.01c)

Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System

Objective(s): By the end of Earth Science, the student will be able to:

- 4.2.1** Explain the internal and external energy sources of the earth (654.02a)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to such as water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of Earth Science, the student will be able to:

- 5.1.1** Explain how science advances technology. (655.01a)
- 5.1.2** Explain how technology advances science. (655.01a)
- 5.1.3** Explain how science and technology are pursued for different purposes. (655.01b)

Goal 5.2: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Earth Science, the student will be able to:

- 5.2.1** Analyze environmental issues such as water quality, air quality, hazardous waste, and depletion of natural resources. (656.01a)

Goal 5.3: Understand the importance of natural resources and the need to manage and conserve them.

Objective(s): By the end of Earth Science, the student will be able to:

- 5.3.1** Describe the difference between renewable and nonrenewable resources. (656.03a)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9/10
BIOLOGY**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students are able to exercise the basic tenants of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students are also able to evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students are able to summarize their findings by creating lab reports using technical writing and the include graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Biology, the student will be able to:

- 1.1.1** Explain the scientific meaning of system, order, and organization. (648.01a)
- 1.1.2** Apply the concepts of order, and organization to a given system. (648.01a)

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Biology, the student will be able to:

- 1.2.1** Use observations and data as evidence on which to base scientific explanations. (648.02a)
- 1.2.2** Develop models to explain concepts or systems. (648.02b)
- 1.2.3** Develop scientific explanations based on knowledge, logic and analysis. (648.02c)

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Biology, the student will be able to:

- 1.3.1** Measure changes that can occur in and among systems (648.03b)
- 1.3.2** Analyze changes that can occur in and among systems (648.03b)
- 1.3.3** Measure and calculate using the metric system. (648.03c)

Goal 1.4: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Biology, the student will be able to:

- 1.4.1** Identify questions and concepts that guide scientific investigations. (649.01a)
- 1.4.2** Utilize the components of scientific problem solving to design and conduct investigations. (649.01b)
- 1.4.3** Use appropriate technology and mathematics to make investigations. (649.01c)
- 1.4.4** Formulate scientific explanations and models using logic and evidence. (649.01d)
- 1.4.5** Analyze alternative explanations and models. (649.01e)
- 1.4.6** Communicate and defend a scientific argument. (649.01f)
- 1.4.9** Explain the differences between observations, hypotheses, and theories. (649.01g)

Goal 1.5: Understand Technical Communication

Objective(s): By the end of Biology, the student will be able to:

- 1.5.1** Analyze technical writing, graphs, charts, and diagrams. (658.02a)

Standard 3: Biology

Students are able to explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students are able to describe the functions of cell structures. Students are able to use the theory of evolution to explain diversity of life.

Goal 3.1: Understand the Cell is the Basis of Form and Function for All Living Things and How Living Things Carry Out Their Life Functions

Objective(s): By the end of Biology, the student will be able to:

- 3.1.1** Identify the particular structures that underlie the cellular functions. (651.01a)
3.1.2 Explain cell functions involving chemical reactions. (651.01b)
3.1.3 Explain how cells use DNA to store and use information for cell functions. (651.01c)
3.1.4 Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)

Goal 3.2: Understand the Theory of Biological Evolution

Objective(s): By the end of Biology, the student will be able to:

- 3.2.1** Use the theory of evolution to explain how species change over time. (652.01a)
3.2.2 Explain how evolution is the consequence of interactions of:
 - Potential of a species to increase its numbers;
 - Genetic variability;
 - A finite supply of resources;
 - Selection by the environment of those offspring better able
 - To survive and leave offspring. (652.01a)

Goal 3.3: Understand the Relationship between Matter, Energy, and Organization to Trace Matter as it Cycles and Energy as it Flows through Living Systems and between Living Systems and the Environment

Objective(s): By the end of Biology, the student will be able to:

- 3.3.1** Explain how matter tends toward more disorganized states (entropy). (653.01a)
3.3.2 Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)
3.3.3 Show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)
3.3.4 Describe cellular respiration and the synthesis of macromolecules. (653.01d)
3.3.5 Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment. Students are able to describe issues related to water quality, air quality, hazardous waste, etc. Students are also able to describe renewable and nonrenewable resources.

Goal 5.1: Understand the Relationship between Science and Technology and Develop the Abilities of Technological Design and Application

Objective(s): By the end of Biology, the student will be able to:

- 5.1.1** Explain how science advances technology. (655.01a)
- 5.1.2** Explain how technology advances science. (655.01a)
- 5.1.3** Explain how science and technology are pursued for different purposes. (656.01b)

Goal 5.2: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Biology, the student will be able to:

- 5.2.1** Analyze environmental issues such as water quality, air quality, hazardous waste, forest health, and agricultural production. (656.01a)

Goal 5.3: Understand the importance of natural resources and the need to manage and conserve them.

Objective(s): By the end of Biology, the student will be able to:

- 5.3.1** Describe the difference between renewable and nonrenewable resources. (656.03a)

IDAHO STANDARDS POLICY STATEMENTS

KINDERGARTEN

LANGUAGE ARTS

Standard 1: Reading Process

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

Standard 2: Comprehension/Interpretation

Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Standard 3: Writing Process

Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Standard 4: Writing Applications

Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Standard 5: Writing Components

Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Standard 6: Communication

Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
LANGUAGE ARTS

Standard 1: Reading Process

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Standard 3: Writing Process

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece. Students practice all five steps of the writing process for multiple pieces of writing.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response.

Standard 5: Writing Components

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
LANGUAGE ARTS

Standard 1: Reading Process

Students decode regular two and three-syllable words and identify and use regular plural words. Students understand and explain common synonyms and antonyms, simple multiple-meaning words and apply the meanings of common prefixes and suffixes to decode and determine the meaning of unknown words. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts, and are able to state the purpose for reading. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information. Students identify and describe literary elements and author's purpose. Students identify words that the author selects to create a rich auditory and/or visual experience. Students identify differences between fiction and nonfiction.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students organize information during prewriting. Students write compositions that relate to a central idea and contain supporting details. Students logically sequence information and revise drafts to improve audience understanding.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students begin to write paragraphs with a main idea and related details. Students write personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students identify and correctly use nouns and verbs. Students correctly spell words with a common spelling pattern.

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
LANGUAGE ARTS

Standard 1: Reading Process

Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand text. Students identify and discuss story elements from a variety of genres.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Standard 4: Writing Applications

Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students identify connections between their personal experience and a text.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
LANGUAGE ARTS

Standard 1: Reading Process

Students apply skills to learn common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllable types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students independently read longer expository and literary text with fluency.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Standard 3: Writing Process

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students publish compositions in an appropriate format for a specific purpose and audience.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
LANGUAGE ARTS

Standard 1: Reading Process

Students apply skills to comprehend a variety of expository and literary text. Students use less common roots, word parts, and word origins derived from Greek and Latin to decode and analyze the meaning of complex words. Students explain words with multiple meanings as well as use figurative language. Students use a variety of spelling and syllabication rules, and context clues to aid in decoding and determining the meaning of unknown words in passages, across all content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Standard 3: Writing Process

Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Standard 4: Writing Applications

Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Standard 6: Communication

Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 6
LANGUAGE ARTS

Standard 1: READING: Reading Process

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Standard 3: Writing Process

Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students recognize the difference between first and third person narration. Students write original creative works.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Standard 6: Communication

Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7
LANGUAGE ARTS

Standard 1: Reading Process

Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Standard 3: Writing Process

Students generate and organize writing ideas. Students use writing strategies appropriate to the format, audience, and purpose of the piece. Students apply elements of style, such as tone. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write developed narrative and expository texts. Students choose an appropriate format for a particular writing task.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Standard 6: Communication

Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 8
LANGUAGE ARTS

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words as well as applying the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently with fluency for different purposes and audiences.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose and perspective in text.

Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing styles to meet the needs of a particular purpose and audience. Students use standard formats to guide their creation of technical texts.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Standard 6: Communication

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication, for similarities, differences, point of view, and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 9
LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Reading Comprehension

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 10
LANGUAGE ARTS

Standard 1: Reading Process

Students in apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Reading Comprehension

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 11
LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Reading Comprehension

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 12
LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on research writing.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
COMMUNICATION**

Standard 6: Communication

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
LANGUAGE ARTS**

Standard 1: Reading Process

Students apply oral language skills to develop reading skills and to recognize that print represents spoken language through exposure to a variety of grade-level-appropriate expository and literary text. Students demonstrate understanding of book and print awareness. Students develop automaticity in letter identification and link the letters to sounds. Students manipulate sounds in spoken words and apply this skill to reading.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.1.1** Show that print represents spoken language and conveys meaning (e.g., his/her name, *Exit* and *Danger* signs and other environmental print such as school and classroom labels).
- 1.1.2** Hold a book right side up and turn pages in the correct direction.
- 1.1.3** Track or follow print when listening to a familiar text being read.
- 1.1.4** Name the parts of a book, including front cover, back cover, and title. (671.01.h)
- 1.1.5** Follow words from left to right and from top to bottom on the printed page. (671.01.h)
- 1.1.6** Identify the difference between a letter, a word, and a sentence.
- 1.1.7** Show that spoken words are represented in written language by specific sequences of letters.
- 1.1.8** Recognize the concept of letters, words, and sentences by segmenting spoken and print sentences into individual words.
- 1.1.9** Show the one-to-one correlation between a spoken word and a printed word.

Goal 1.2: Phonological Awareness

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.2.1** Identify spoken words that rhyme (e.g., run, sun versus run, man). (671.01.b)
- 1.2.2** Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?). (671.01.b)
- 1.2.3** Orally produce groups of words that begin with the same initial sounds.
- 1.2.4** Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).
- 1.2.5** Blend spoken phonemes (CVC) to form single syllable words (e.g., /d/.../o/.../g/...makes dog) and tell what word is made. (671.01.d)
- 1.2.6** Identify the initial and final sounds (not the letter) of a spoken word. (671.01.g)
- 1.2.7** Segment one-syllable words into its phonemes (e.g., using manipulatives to mark each phoneme) (e.g., /c/.../a/.../t/ while the students moves a block or tile for each phoneme.) (671.01.c)
- 1.2.8** Count the number of syllables in a word.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.3.1** Match vowel and consonant sounds to appropriate letters. (671.01.f)
- 1.3.2** Name upper and lowercase letters. (671.01.e)
- 1.3.3** Match the sequence of letters in a written word to the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- 1.3.4** Read at least 25 one-syllable high frequency words.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Kindergarten, the student will be able to:

- 1.4.1** Classify common words into basic categories.
Example: Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods.
- 1.4.2** Identify common signs, symbols, and types of environmental print.
Example: Walk around the school and identify the signs in the school (e.g., Exit, Principal's Office, Restrooms).
- 1.4.3** Read basic color and number words.
- 1.4.4** Explain word meaning from the context in which the word is used (spoken or written).
- 1.4.5** Use words and concepts necessary for understanding math, science, social studies, and other Kindergarten content area text.

Standard 2: Comprehension/Interpretation

Students demonstrate comprehension through a variety of responses when listening to or viewing expository or literary text. Students acquire new vocabulary through listening to an assortment of read aloud text and can sort familiar words into basic categories. Students make predictions based on text features and derive meaning from text. Students identify basic elements of a story. Students determine whether a story is reality or fantasy.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.1.1** Tell the purpose for reading.
- 2.1.3** Connect the information and events in texts to life experiences.
Example: Tell about a trip to a farm after reading or listening to a book about a farm.
- 2.1.4** Use picture clues and context to aid comprehension.

Goal 2.2: Expository Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.2.1** Restate facts from listening to expository text.
- 2.2.2** Respond appropriately to questions based on fact in expository text, heard or read.
- 2.2.3** Sequentially follow a two- or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

Goal 2.3: Literary Text

Objective(s): By the end of Kindergarten, the student will be able to:

- 2.3.1** Participate (e.g., react, join in, read along) when predictably patterned selections of poetry or fiction are read aloud.
- 2.3.2** Make predictions about story content. (671.01.i; 671.01.j)
Example: At different points in the story, tell what might happen next and how the story might end.
- 2.3.3** Explain why a story that is heard or read is real or imaginary.
- 2.3.4** Orally identify characters and setting in a story read aloud.
- 2.3.5** Retell or re-enact a story in correct sequence that has been read aloud, using main characters, setting, and events,. (671.03.a; 671.03.b)

Standard 3: Writing Process (672.01.a)

Students begin to learn the first two steps (prewriting, drafting) in the writing process. Students engage in prewriting activities that help them generate ideas through class discussion. Students engage in drafting activities when they tell stories for someone to write. Students draft stories using pictures and/or letters and words.

Goal 3.1: Prewrite

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.1.1** Discuss story ideas.
- 3.1.2** Draw a picture about a story idea generated through discussion.

Goal 3.2: Draft

Objective(s): By the end of Kindergarten, the student will be able to:

- 3.2.1** Tell a story that someone else (e.g., teacher, class volunteer) writes.
- 3.2.2** Create a group draft written by the teacher.
- 3.2.3** Write a draft using pictures, marks, letters and/or words.

Goal 3.3: Revise

No objectives at this grade level.

Goal 3.4: Edit

No objectives at this grade level.

Goal 3.5: Publish

No objectives at this grade level.

Standard 4: Writing Applications

Students draw pictures and write for a specific purpose and audience. Students, with modeling and assistance, write in a variety of modes including expressive, expository, and literary response.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.1.1** Create narratives by dictating, drawing, or writing. (672.03.a)
- 4.1.2** Participate in creating simple rhymes, poems, or songs.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.2.1** Create written communications (e.g., message, news) by dictating, drawing, or writing.
- 4.2.2** Participate in creating functional classroom text (e.g., labels, directions).
- 4.2.3** Create expository text (e.g., observations, summaries) by dictating, drawing, or writing.

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of Kindergarten, the student will be able to:

- 4.4.1** Respond orally (e.g., identify conflict, describe a character) to a text read aloud.
- 4.4.2** Create a response (e.g., identify favorite character, pose a question) to a narrative or expository text through drawing or writing.

Standard 5: Writing Components (672.02.a)

Students begin to learn the components of written English. Components include handwriting, spelling, sentence structure, and conventions.

Goal 5.1: Handwriting (672.01.b)

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.1.1** Write uppercase and lowercase letters of the alphabet. (681.01.a)

Goal 5.2: Spelling

Objective(s): By the end of Kindergarten, the student will be able to:

- 5.2.1** Correctly spell first name.
- 5.2.2** Use resources (e.g., environmental print, word walls) to spell simple words correctly.

5.2.3 Use invented spelling to spell independently.

Goal 5.3: Sentence Structure

Objective(s): By the end of Kindergarten, the student will be able to:

5.3.1 Write left to right and top to bottom.

5.3.2 Use spaces between words.

Goal 5.4: Conventions

No objectives at this grade level.

Standard 6: Communication

Students listen and respond to oral communication. Students speak clear and coherent sentences. Students name and describe objects and their attributes as well as describe people. Students deliver brief oral presentations about familiar experiences or interests. Students use skills of viewing to effectively understand and comprehend visually presented information and use visual elements to produce visual presentations.

Goal 6.1: Listening (673.)

Objective(s): By the end of Kindergarten, the student will be able to:

6.1.1 Demonstrate effective and appropriate listening skills using eye contact, and maintaining attention to speaker.

6.1.2 Understand and follow one and two-step spoken directions. (673.04.)

Goal 6.2: Speaking (674.)

Objective(s): By the end of Kindergarten, the student will be able to:

6.2.1 Share information and ideas, speaking in complete, coherent sentences.

6.2.2 Name and describe two to three objects that are related to a concept:

- name the object
- name the category in which the object belongs (e.g., animal, color, etc.)
- name the function(s) of the object
- name the attributes
- make comparisons

6.2.3 Recite short poems, rhymes, and songs.

6.2.4 Tell an experience or creative story in a logical sequence.

Goal 6.3: Viewing (675.)

Objective(s): By the end of Kindergarten, the student will be able to:

6.3.1 Demonstrate awareness of different media.

6.3.2 Demonstrate understanding of the main idea of a video, filmstrip, and/or slide/computer presentation.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1
LANGUAGE ARTS**

Standard 1: Reading Process

Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 1, the student will be able to:

- 1.1.1** Match oral words to printed words (e.g., pointing to print as one reads).
- 1.1.2** Practice reading environmental print with assistance (e.g., signs, symbols). (680.05.b)
- 1.1.3** Locate and identify the title, author, and illustrator of a book or reading selection.
- 1.1.4** Locate and identify organizational features (e.g., title, table of contents, heading, bold print) of expository text. (680.04.a)
- 1.1.5** Read simple graphs, charts, and diagrams.
- 1.1.6** Locate information using alphabetical order to the first letter.

Goal 1.2: Phonological Awareness

Objective(s): By the end of Grade 1, the student will be able to:

- 1.2.1** Identify first, middle and last sound in a word.
- 1.2.2** Add, delete, or change initial sounds to make words. (680.01.j)
Example: Tell what letter you would have to change to make the word *cat* into the word *bat*.
- 1.2.3** Blend two to four phonemes (sounds) into recognizable words. (680.01.i)
- 1.2.4** Identify the number of syllables in a spoken word. (680.01.c)
- 1.2.5** Demonstrate the ability to produce rhyming words.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 1, the student will be able to:

- 1.3.1** Match vowel and consonant sounds to all letters. (671.01.f)
- 1.3.2** Write letters as dictated.
- 1.3.3** Decode regularly spelled one- and two-syllable words including the sounds represented by: (680.01.k)
 - Single letters (consonants and vowels)
 - Consonant blends (e.g., bl, st, tr)
 - Consonant digraphs (e.g., th, sh, ck)
 - Vowel digraphs and diphthongs (e.g., ea, ie, ee)

- 1.3.4 Apply knowledge of common onsets, rimes, and word families to decode and generate new words.
- 1.3.5 Read at least 150 common sight words fluently. (680.01.n)
- 1.3.6 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 1, the student will be able to:

- 1.4.1 Identify base words and common inflectional endings (e.g., s, ed, ing).
- 1.4.2 Explain that a compound word is made from two words (e.g., sailboat, popcorn, football).
- 1.4.3 Identify common antonyms, synonyms, and homonyms.
- 1.4.4 Use personal and picture dictionaries to confirm and determine the meanings of unfamiliar words.
- 1.4.5 Use words and concepts necessary for comprehending math, science, social studies, literature, and other Grade 1 content area text.

Standard 2: Comprehension/Interpretation

Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 1, the student will be able to:

- 2.1.1 State the purpose for reading text.
- 2.1.2 Draw conclusions from information gathered from pictures and print.
- 2.1.3 Orally state the main idea of text.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 1, the student will be able to:

- 2.2.1 Identify the topic of expository text, heard or read.
- 2.2.2 Answer questions (e.g., who, what, when, where, why, how) about expository text, heard or read, by drawing on information and prior knowledge. (680.01.p; 680.03.c, d)
- 2.2.3 Sequence information from text into a logical order to retell facts.
- 2.2.4 Follow one-step written directions.

Goal 2.3: Literary Text

Objective(s): By the end of Grade 1, the student will be able to:

- 2.3.1 Identify the plot and setting of a literary selection, heard or read. (680.02.a)
- 2.3.2 Use text and prior knowledge to make predictions about story content.

- 2.3.3 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. (680.02.a)
- 2.3.4 Sequence and retell a story (beginning, middle, ending), heard or read. (680.03.b)
- 2.3.5 Explain whether a literary selection, heard or read, is fiction or nonfiction. (680.03.a)
- 2.3.6 Describe the role of authors and illustrators.

Standard 3: Writing Process (681.01.c)

Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece of writing. Students practice all five steps of the writing process for multiple pieces of writing.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 1, the student will be able to:

- 3.1.1 Discuss ideas and select a topic for writing. (681.01.b)
- 3.1.2 Plan writing through the use of various strategies. (e.g., sketching, listing)

Goal 3.2: Draft

Objective(s): By the end of Grade 1, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft. (681.01.b)
- 3.2.2 Write a draft that has a central idea.

Goal 3.3: Revise

Objective(s): By the end of Grade 1, the student will be able to:

- 3.3.1 Revise writing by adding, substituting, or retelling text.
- 3.3.2 Add details to enhance audience understanding. (681.02.a)

Goal 3.4: Edit

Objective(s): By the end of Grade 1, the student will be able to:

- 3.4.1 Review the draft for basic errors in capitalization and punctuation (beginning capitalization and ending punctuation). (681.02.e)
- 3.4.2 Review the draft for errors in spelling.

Goal 3.5: Publish

Objective(s): By the end of Grade 1, the student will be able to:

- 3.5.1 Rewrite and illustrate draft with assistance.
- 3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. [\(681.01.d\)](#)

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 1, the student will be able to:

- 4.1.1** Write narratives based on real events.
- 4.1.2** Write simple rhymes, poems or songs.
- 4.1.3** Write stories about familiar topics.
- 4.1.4** Write or draw a response to text that identifies the main idea.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 1, the student will be able to:

- 4.2.1** Write to communicate (e.g., thank you notes, invitations).
- 4.2.2** Write functional classroom text (e.g., posters, graphs).
- 4.2.3** Write brief explanations of real objects, persons, places, events or processes.

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of Grade 1, the student will be able to:

- 4.4.1** Write or draw a response to narrative text that identifies the characters, setting and main idea.

Standard 5: Writing Components [\(681.02.c\)](#)

Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 1, the student will be able to:

- 5.1.1** Print legibly.

Goal 5.2: Spelling [\(681.02.d\)](#)

Objective(s): By the end of Grade 1, the student will be able to:

- 5.2.1** Use resources (e.g., environmental print, grade-level dictionary) to spell correctly.
- 5.2.2** Spell CVC word accurately allowing for invented spelling for more complex words and patterns.

5.2.3 Correctly spell common Grade 1 high frequency words.

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 1, the student will be able to:

5.3.1 Write a complete simple sentence.

Goal 5.4: Conventions

Objective(s): By the end of Grade 1, the student will be able to:

5.4.1 Space letters, words, and sentences appropriately. (681.01.a)

5.4.2 Capitalize the first word in a sentence, names of people, and the pronoun I.

5.4.3 Correctly use end marks (e.g., periods, question marks).

Standard 6: Communication

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

Goal 6.1: Listening (682.)

Objective(s): By the end of Grade 1, the student will be able to:

6.1.1 Listen attentively.

6.1.2 Listen for specific answers in order to respond to questions.

6.1.3 Follow one and two-step oral directions.

Goal 6.2: Speaking (683.)

Objective(s): By the end of Grade 1, the student will be able to:

6.2.1 Ask questions for clarification and understanding.

6.2.2 Give, restate, and follow simple two-step directions.

6.2.3 Stay on topic when speaking.

6.2.4 Use descriptive words when speaking about people, places, things, and events.

6.2.5 Recite poems, rhymes, songs, and stories.

6.2.6 Retell stories using basic story grammar and relate the sequence of the story events by answering who, what, when, where, why, and how questions.

6.2.7 Relate an important life event or personal experience in a simple sequence using correct grammar.

6.2.8 Provide descriptions with careful attention to sensory detail.

6.2.9 Use visual aids, such as pictures and objects, to present oral information.

6.3.3 Differentiate between fact and fantasy.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students decode regular two and three-syllable words and identify and use regular plural words. Students understand and explain common synonyms and antonyms, simple multiple-meaning words, and apply the meanings of common prefixes and suffixes to decode and determine the meaning of unknown words. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 2, the student will be able to:

- 1.1.1** Use titles, tables of contents, and chapter headings to locate information. (689.01.h; 689.04.a)
- 1.1.2** Locate information using alphabetical order to the second letter.
- 1.1.3** Use information from simple graphs, charts, and diagrams.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 2, the student will be able to:

- 1.3.1** Use knowledge of letter-sound correspondences to sound out unknown words. (689.01.d)
- 1.3.2** Use known chunks or small words to decode unknown words. (689.01.d)
- 1.3.3** Apply knowledge of basic syllabication rules when decoding two and three syllable written words (e.g., supper, dinosaur, family). (689.01.c)
- 1.3.4** Recognize regular plurals (e.g., hat/hats, mountain/mountains) and irregular plural words (e.g., child/children, mouse/mice).
- 1.3.5** Recognize common abbreviations (e.g., Oct., Mr., Fri.).
- 1.3.6** Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound associations to read new words. (689.01.d)
- 1.3.7** Read at least 300 regular and irregular sight words fluently. (689.01.f)
- 1.3.8** Read aloud Grade 2 text with at least 94 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 2, the student will be able to:

- 1.4.1** Use simple prefixes (e.g., un-) and suffixes (e.g., -ful) to determine the meaning of unknown words. (689.01.e)

- 1.4.2 Identify simple multiple meaning words. (689.01.i, m.)
- 1.4.3 Infer the meaning of unknown compound words from individual words (lunchtime, lunchroom, daydream, raindrop). (689.01.m)
- 1.4.4 Use a grade-level-appropriate dictionary with assistance, to find and confirm the meaning of unknown words. (689.04.a)
- 1.4.5 Use words and concepts necessary for comprehending math, science, social studies, literature, and other Grade 2 content area text. (689.01.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts, and are able to state the purpose for reading. Students use a variety of comprehension strategies to understand material that may be used to answer specific questions or gather information. Students identify and describe literary elements and author's purpose. Students identify words that the author selects to create a rich auditory and/or visual experience. Students identify differences between fiction and nonfiction.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.1.1 State the purpose for reading different kinds of text. (689.02.a; 689.03.f)
- 2.1.2 Identify the purpose of a paragraph. (689.04.a)
- 2.1.3 Recognize cause-and-effect relationships in a text by responding to "why," "how," "what-if," questions. (689.03.d)
- 2.1.4 Describe visual or other sensory images created for the reader from text. (689.01.h)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.2.1 Identify knowledge of the author's purpose(s) to comprehend informational text.
- 2.2.2 Identify the main idea in expository text.
- 2.2.3 Follow two-step written directions.

Goal 2.3: Literary Text

Objective(s): By the end of Grade 2, the student will be able to:

- 2.3.1 Describe literary elements of text including characters, plot (specific events, problem and solution), and setting. (689.03.b)
- 2.3.2 Compare plots, setting, and characters presented by different authors. (689.02.a)
- 2.3.3 Retell basic plots of folktales, and fairy tales. (689.02.a)
- 2.3.4 Sequence a series of events in a literary selection including beginning, middle, and end. (689.03.b)
- 2.3.5 Identify differences in fiction and nonfiction. (689.03.f)

Standard 3: Writing Process (690.01.a, d)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students organize information during prewriting. Students write compositions that relate to a central idea and contain supporting details. Students logically sequence information and revise drafts to improve audience understanding.

Goal 3.1: Prewrite

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.1.1** Generate ideas using prewriting strategies (e.g., sketching, observing, reading). (690.01.a)
- 3.1.2** Organize related ideas. (690.01.a)
- 3.1.3** Organize ideas for writing using diagrams and lists. (690.01.a)
- 3.1.4** Explain the purpose (e.g., to entertain, to inform) of a composition. (690.01.d)
- 3.1.5** Identify the intended audience of a composition. (690.01.d)

Goal 3.2: Draft

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.2.1** Apply ideas generated and organized in prewriting to write a draft. (690.01.a)
- 3.2.2** Write a draft that has a central idea and several details related to the topic. (690.01.a)

Goal 3.3: Revise

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.3.1** Reread and revise draft for clarity of intent. (690.01)
- 3.3.2** Reread and revise draft for effective sequencing. (690.01)
- 3.3.3** Reread and revise draft adding details to enhance audience understanding. (690.01)

Goal 3.4: Edit

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.4.1** Review the draft using an editing checklist. (690.01.a)
- 3.4.2** Use references to improve writing conventions and spelling (e.g., word lists, charts).

Goal 3.5: Publish

Objective(s): By the end of the Grade 2, the student will be able to:

- 3.5.1** Rewrite and illustrate draft. (690.01.a)
- 3.5.2** Share writing with intended audience. (690.03.b)

Standard 4: Writing Applications

Students write for a specific purpose and audience. Students begin to write paragraphs with a main idea and related details. Students write personal experiences, narratives, friendly letters, and text summaries. Students write in a variety of modes including expressive, expository, and literary response.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of the Grade 2, the student will be able to:

- 4.1.1** Write narratives from personal experience that contain a main idea, move through a logical sequence of events, and contain details about characters, setting and events. [\(690.03.a\)](#)
- 4.1.2** Write rhymes, poems, or songs. [\(690.03.b\)](#)
- 4.1.3** Write for familiar tasks such as responding to literature or entertaining. [\(690.01.d\)](#)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of the Grade 2, the student will be able to:

- 4.2.1** Write a friendly letter. [\(690.01.d\)](#)
- 4.2.2** Write a variety of functional text (e.g., lists, logs, and simple directions).
- 4.2.3** Write an expository paragraph that develops a main idea and contains descriptive details. [\(690.02.b\)](#)
- 4.2.4** Write simple summaries from texts or graphics. [\(690.02.b\)](#)

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of the Grade 2, the student will be able to:

- 4.4.1** Write or draw a response to a literature selection that identifies the characters, setting, and main idea. [\(689.03.a\)](#)
- 4.4.2** Write a response to a literature selection that makes a comment about the main idea of the text.

Standard 5: Writing Components [\(690.02.a\)](#)

Students use the conventions of written language appropriate to this grade level. Students identify and correctly use nouns and verbs. Students correctly spell words with a common spelling pattern.

Goal 5.1: Handwriting

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.1.1** Print with functional speed and maintain legibility. [\(690.01.b\)](#)

Goal 5.2: Spelling

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.2.1** Correctly spell Grade 2 high-frequency words. (690.02.a)
- 5.2.2** Correctly spell Grade 2 phonetically regular words. (690.02.a)
- 5.2.3** Correctly spell Grade 2 words with common spelling patterns. (690.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.3.1** Use subject-verb agreement in simple sentences. (690.02.a)
- 5.3.2** Distinguish between complete and incomplete sentences. (690.02.a)

Goal 5.4: Conventions

Objective(s): By the end of the Grade 2, the student will be able to:

- 5.4.1** Identify and correctly use nouns and verbs. (690.01.e)
- 5.4.2** Use capital letters for proper nouns. (690.02.a)
- 5.4.3** Correctly use end marks, including exclamation points. (690.02.a)
- 5.4.4** Use a colon to punctuate time. (690.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Goal 6.1: Listening

Objective(s): By the end of the Grade 2, the student will be able to:

- 6.1.1** Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). (691.03.a)
- 6.1.2** Listen for answers to specific questions and for specific purposes from information presented orally or visually. (691.02.a, b; 691.03.a)
- 6.1.3** Follow one- to four-step oral directions. (691.04.a)

Goal 6.2: Speaking

Objective(s): By the end of the Grade 2, the student will be able to:

- 6.2.1** Ask for clarification and explanation of stories and ideas. (691.01.c)
- 6.2.2** Paraphrase (restate in own words) information that has been shared orally by others. (691.01.c)
- 6.2.3** Organize oral presentations to maintain a clear focus.
- 6.2.4** Speak clearly at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).
- 6.2.5** Retell stories or experiences, including characters, setting and plot that follow a logical sequence of events.

Goal 6.3: Viewing

Objective(s): By the end of the Grade 2, the student will be able to:

- 6.3.1** Identify grade-level-appropriate traditional and non-print media as sources of information. [\(693.01.a\)](#)
- 6.3.2** Determine main concepts and details from information viewed. [\(693.01.b\)](#)
- 6.3.3** Differentiate between fact and opinion. [\(693.03.a\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students read words containing complex word patterns and word families in isolation and in context. Students apply knowledge of syllable types, word parts, words with multiple meanings, and context clues to decode unknown words. Students read irregular sight words, compound words, contractions, and abbreviations. Students fluently read high frequency words and longer chapter books and text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 1.1.1** Recognize purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. (698.05.c)
- 1.1.2** Use titles, headings, subheadings, glossary and index to locate information in text.
- 1.1.3** Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. (698.05.b)
- 1.1.4** Locate information using alphabetical order past the second letter. (698.01.i)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of the Grade 3, the student will be able to:

- 1.3.1** Read and use complex word patterns and/or word families (e.g., -ieve, -eive, -ield) to decode words in isolation and in context. (698.01.a)
- 1.3.2** Decode using syllable types and affixes to decode words with two to four syllables. (698.01.d)
- 1.3.3** Recognize common abbreviations (e.g., Wed., Sept.).
- 1.3.4** Make contractions from two words (e.g., can not = can't, do not = don't). (698.01.h)
- 1.3.5** Use context to accurately read homographs. (698.01.e)
- 1.3.6** Fluently read at least 450 regular and irregular sight words.
- 1.3.7** Read aloud Grade 3 text fluently from at least 120 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).
- 1.3.8** Read longer text and chapter books independently. (698.04.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of the Grade 3, the student will be able to:

- 1.4.1** Determine the meanings of words using knowledge of contractions, synonyms, antonyms, homophones, and homographs. (698.01.h)
- 1.4.2** Apply knowledge of base words, common prefixes (e.g., un-, re-, pre-, bi-, mis-, and dis-) and suffixes (e.g., -er, -est, -ful), to determine meaning of unknown words in isolation and in context. (698.01.i)
- 1.4.3** Use a grade-level-appropriate dictionary to find words and confirm their meaning. (698.05.a)
- 1.4.4** Define and use words and concepts necessary for understanding Grade 3 content area text. (698.01.c)
- 1.4.5** Use context to determine the intended meaning of a word with multiple meanings. (707.01.f)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies, such as asking and responding to questions and drawing inferences and conclusions from several sources to understand Grade 3 material. Students identify and discuss story elements from a variety of genre.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 2.1.1** Organize facts and details in the text to clarify ideas and respond to questions.
Example: After reading a short account about the first man on the moon, ask and answer *why*, *what if* and *how* questions to understand the lunar landing. (698.03.c)
- 2.1.2** Identify signal words (to begin with, first, second, next, then, finally), and compare/contrast (like, just as, similar, also, too) to understand text. (698.01.f)
- 2.1.3** Draw inferences and conclusions from text. (698.01.n)

Goal 2.2: Expository Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 2.2.1** Determine main idea within an expository text and identify relevant details and facts to arrange in chronological order. (698.01.p)
- 2.2.2** Follow simple multiple-step written instructions.
- 2.2.3** Generate how, why, and what-if questions for interpreting nonfiction texts. (698.04.b)
- 2.2.4** Compare and contrast information about a topic after reading two or more passages or articles about the topic. (698.02.c)

Goal 2.3: Literary Text

Objective(s): By the end of the Grade 3, the student will be able to:

- 2.3.1** Identify different genres of literature (e.g., fables, fairy tales). (698.02.a)

- 2.3.2 Compare and contrast literary elements across genres, including plots, settings, and characters. (698.03.b)
- 2.3.3 Identify author's purpose and describe how language, setting and information support the purpose of a text. (698.03.a)
- 2.3.4 Arrange a series of events in a literary selection in chronological order.

Standard 3: Writing Process (699.01.a)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students use different structures to organize information for different audiences and purposes. Students use appropriate style and vocabulary for audience and purpose. Students write compositions that relate to a central idea and contain supporting details.

Goal 3.1: Prewrite

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies (e.g., conversation, books).
- 3.1.2 Choose an appropriate format for the purpose and audience. (699.01.c)
- 3.1.3 Make a plan for writing using a graphic organizer.

Goal 3.2: Draft

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft.
- 3.2.2 Write a draft that has a central idea and several details related to the topic.

Goal 3.3: Revise

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and clarity.
- 3.3.2 Reread and revise draft for effective sequencing and progression of ideas.
- 3.3.3 Reread and revise draft for effective word choices.
- 3.3.4 Participate in peer revision.

Goal 3.4: Edit

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.4.1 Review the draft using a checklist with common editing marks.
- 3.4.2 Peer edit using an editing checklist.
- 3.4.3 Use a rubric to self-evaluate writing.

Goal 3.5: Publish

Objective(s): By the end of the Grade 3, the student will be able to:

- 3.5.1 Rewrite and illustrate draft.
- 3.5.2 Share writing with intended audience. (699.03.b)

Standard 4: Writing Applications

Students write in a variety of modes including expressive, expository, and literary response. Students write compositions that have a topic sentence and contain supporting details. Students write responses that identify connections between their personal experience and a text.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of the Grade 3, the student will be able to:

- 4.1.1** Write narratives from personal experiences that contain identifiable plot elements. (699.03.a)
- 4.1.2** Write in a variety of expressive forms, (e.g., poems, skits). (699.01.b)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of the Grade 3, the student will be able to:

- 4.2.1** Write a formal letter. (699.01.b)
- 4.2.2** Address an envelope with appropriate return and recipient addresses. (699.01.b)
- 4.2.3** Write an expository paragraph that contains a topic sentence and supporting details. (699.02.b)
- 4.2.4** Write a paragraph that explains how to do something. (699.01.b)
- 4.2.5** Write a variety of expository texts (logs, articles, map legends). (699.01.b)

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of the Grade 3, the student will be able to:

- 4.4.1** Write or draw a response to a literature selection that identifies the plot elements.
- 4.4.2** Write a response (journal entry, review) to a piece of literature that indicates the student's personal connection to the text.

Standard 5: Writing Components (699.02.a)

Students use the conventions of written language appropriate to this grade level. Students write legibly in cursive. Students write complete declarative, imperative, interrogative, and exclamatory sentences.

Goal 5.1: Handwriting (691.01.b)

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.1.1** Write legibly in cursive. (699.01.b)

Goal 5.2: Spelling

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.2.1** Correctly spell common Grade 3 high-frequency words. (699.02.a)
- 5.2.2** Correctly spell Grade 3 words with common spelling patterns. (699.02.a)
- 5.2.3** Correctly spell r-controlled single-syllable short vowel words (e.g., fur, bird). (699.02.a)
- 5.2.4** Correctly spell words with consonant blends and digraphs. (699.02.a)
- 5.2.5** Correctly spell contractions. (699.02.a)
- 5.2.6** Correctly add suffixes to spell words with consonant doubling (dragging, popping). (699.02.a)
- 5.2.7** Correctly add suffixes to spell with final *e* (e.g., driving, driver, amazed, glasses). (699.02.a)
- 5.2.8** Correctly spell simple homophones in context (e.g., feet, feat; won, one; new, knew). (699.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.3.1** Correctly write complete declarative, interrogative, and exclamatory sentences.
- 5.3.2** Correctly use past, present and future verb tenses in writing.
- 5.3.3** Identify and correctly use adjectives, personal pronouns, and articles in writing.

Goal 5.4: Conventions

Objective(s): By the end of the Grade 3, the student will be able to:

- 5.4.1** Correctly use commas with items in a series. (699.02.a)
- 5.4.2** Correctly use commas with dates, addresses, letter greetings and closures. (699.02.a)
- 5.4.3** Capitalize correctly geographical names, holidays, and literary titles. (699.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. They use speaking skills to deliver oral presentations about familiar experiences that are organized around a specific topic, using correct grammar and vocabulary. Students identify and use traditional and non-print media to gain new information.

Goal 6.1: Listening

Objective(s): By the end of the Grade 3, the student will be able to:

- 6.1.1** Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). (691.03.a)
- 6.1.2** Listen for answers to specific questions and for specific purposes from information presented orally or visually. (691.02.a, b; 691.03.a)
- 6.1.3** Follow one-to four-step oral directions. (691.04.a)

Goal 6.2: Speaking

Objective(s): By the end of the Grade 3, the student will be able to:

- 6.2.1** Ask for clarification and explanation of stories and ideas. ([691.01.c](#))
- 6.2.2** Paraphrase (restate in own words) information that has been shared orally by others. ([691.01.c](#))
- 6.2.3** Organize oral presentations to maintain a clear focus.
- 6.2.4** Retell stories or experiences, including characters, setting and plot, that follow a logical sequence of events.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 4
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply skills to learn common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllable types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students are expected to read longer expository and literary text independently with fluency.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 4, the student will be able to:

- 1.1.1** Identify and use text features (e.g., heading, captions) to comprehend various print formats (e.g., newspapers, reference text). (707.01; 707.03; 707.04; 707.05)
- 1.1.2** Identify and use graphic features that support text meaning (e.g., diagrams, maps, charts, illustrations). (707.05.b)
- 1.1.3** Use a grade-level text index and glossary appropriately.
- 1.1.4** Identify and analyze text types and formats of various technical and reference text. (716.05.c)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 4, the student will be able to:

- 1.3.1** Identify common root words and affixes derived from Greek and Latin to decode unknown words. (707.01.e)
- 1.3.2** Use knowledge of syllable types and syllable patterns to decode unknown words. (707.01.b)
- 1.3.3** Use context clues and syntax to decode new words. (707.01.f)
- 1.3.4** Read aloud grade-level-appropriate text with fluency and accuracy from at least 123 correct words per minute (see Hasbrouck & Tindal, 2005).
- 1.3.5** Read longer expository and literary text independently.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 4, the student will be able to:

- 1.4.1** Use knowledge of common root words and affixes derived from Greek and Latin to determine meaning of unknown words. (707.01.e)
- 1.4.2** Use knowledge of synonyms, antonyms, homophones and homographs to develop an understanding of new words in context. (707.01.d)

- 1.4.3 Use a variety of references (e.g., dictionary, thesaurus, glossary) to confirm meaning of unknown words. (707.05.a)
- 1.4.4 Define and use words and concepts necessary for understanding Grade 4 content area text.

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate expository and literary texts. Students use a variety of comprehension strategies to draw inference, and conclusions from text. Students use text structure to locate information. Students identify and discuss story elements and determine literary devices in a variety of literature.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 4, the student will be able to:

- 2.1.1 Use strategies to comprehend text (e.g., text connections, questioning, prior knowledge, visualizing). (707.01.a)
- 2.1.2 Draw valid inferences and conclusions based on information gathered from text. (707.01.o)
- 2.1.3 Cite evidence from text to support conclusions.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 4, the student will be able to:

- 2.2.1 Determine author's main purpose (e.g., to inform, to describe, to explain) for writing an expository text. (707.03.a)
- 2.2.2 Identify signal words to support comprehension. (707.01.h)
- 2.2.3 Identify and summarize central ideas in informational texts. (707.01.g)
- 2.2.4 Arrange main ideas and facts in logical order. (707.02.f)
- 2.2.5 Locate specific information by using organizational features (e.g., table of contents, heading, captions, glossaries, topic sentences, and concluding sentences) of expository text.
- 2.2.6 Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, Web site) needed for a specific purpose. (707.05.a)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 4, the student will be able to:

- 2.3.1 Identify defining characteristics of literature genres (e.g., poetry, novel, short story, biography, autobiography, drama). (707.02.a)
- 2.3.2 Identify the main problem, conflict, and resolution of a story plot. (707.03.b)
- 2.3.3 Distinguish between major characters and minor characters. (707.03.b)
- 2.3.4 Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). (707.03.b)
- 2.3.5 Identify the moral of literary selections (e.g., fables, folktales, and legends). (707.03.b)
- 2.3.6 Identify all aspects of the setting (e.g., times of day or year, place). (707.03.b)

2.3.7 Paraphrase and summarize a narrative story. (707.01.n)

Standard 3: Writing Process (708.01)

Students use all five steps of the writing process to write for a variety of purposes and audiences. Students write compositions that relate to a central idea, contain supporting details, and are logically sequenced. Students edit using a checklist or rubric. Compositions are published in an appropriate format for a specific purpose and audience.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 4, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies (e.g., discussion, printed material, graphic organizers). (708.01.a, b)
- 3.1.2** Plan writing using organizational strategies (e.g., graphic organizer, chart). (708.01.a, b)
- 3.1.3** Choose an appropriate format for the purpose and audience. (708.01.a, b, c)

Goal 3.2: Draft

Objective(s): By the end of Grade 4, the student will be able to:

- 3.2.1** Use ideas generated and organized through prewriting to write a draft with a main idea and supporting details. (708.01, 02.b)
- 3.2.2** Organize writing into a logical sequence. (708.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 4, the student will be able to:

- 3.3.1** Reread and revise draft for meaning and clarity. (708.01)
- 3.3.2** Add details that enhance the reader's understanding of the author's purpose. (708.02.b)
- 3.3.3** Reread and revise draft for effective sequencing of ideas. (708.02.b)
- 3.3.4** Rearrange words, sentences, and/or paragraphs to clarify meaning. (708.02.b)
- 3.3.5** Use strategies (peer review, rubrics) to guide the revision process.

Goal 3.4: Edit

Objective(s): By the end of Grade 4, the student will be able to:

- 3.4.1** Review the draft using an editing checklist and/or rubric. (708.01)
- 3.4.2** Peer edit using an editing checklist and/or rubric. (708.01)
- 3.4.3** Use resources (word lists, dictionary) to correct conventions. (708.02.a)

Goal 3.5: Publish

Objective(s): By the end of Grade 4, the student will be able to:

- 3.5.1** Prepare writing in an appropriate format for the purpose and audience. (708.03.b)
- 3.5.2** Share writing with intended audience. (708.03.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narratives that show, rather than tell, the events of a story. Writing includes sensory details and figurative language. Students write summaries and reviews.

Goal 4.1: Expressive (Narrative/Creative) (708.03.a, b)

Objective(s): By the end of Grade 4, the student will be able to:

- 4.1.1** Write narratives that include observations or ideas from personal experience. (708.03.a)
- 4.1.2** Write narratives that show, rather than tell, the events of the story. (708.03.a)
- 4.1.3** Write in a variety of expressive forms that include sensory details and figurative language. (708.03.a)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 4, the student will be able to:

- 4.2.1** Write reports that address a question of importance to the author and include facts and details about the topic. (708.02.b)
- 4.2.2** Write summaries about text selections that identify important information. (708.02.b)

Goal 4.3: Persuasive

No objectives at this grade level.

Goal 4.4: Literary Response

Objective(s): By the end of Grade 4, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate an understanding of a literary work.
- 4.4.2** Write a book review that includes details about the book's plot, characters, and setting.

Standard 5: Writing Components (708.02.a)

Students use the components of written language appropriate to this grade level. Students use simple compound sentences in writing. Students correctly use grade-level-appropriate conventions including apostrophes to show possession, and in contractions.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 4, the student will be able to:

- 5.1.1** Write smoothly and legibly in cursive. (708.01.b)

Goal 5.2: Spelling

Objective(s): By the end of Grade 4, the student will be able to:

- 5.2.1** Spell correctly common derivatives (words from a common root word) by applying prefixes and suffixes (e.g., beautifully, fearless, disappear, replay). (708.02.a)
- 5.2.2** Spell correctly words with irregular plurals (e.g., cattle, geese, sheep). (708.02.a)
- 5.2.3** Spell correctly words with changing y to i (e.g., cried, babies). (708.02.a)
- 5.2.4** Spell correctly Grade 4 high-frequency words. (708.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 4, the student will be able to:

- 5.3.1** Use simple sentences and compound sentences in writing. (708.02.b)
- 5.3.2** Use words that provide additional details and connections in writing. (708.02.b)
- 5.3.3** Use regular and irregular verbs in writing. (708.02.b)

Goal 5.4: Conventions

Objective(s): By the end of Grade 4, the student will be able to:

- 5.4.1** Use apostrophes to show possession and in contractions. (708.02.a)
- 5.4.2** Correctly punctuate and capitalize titles of documents, texts, and works of art. (708.02.a)

Standard 6: Communication

Students listen critically to effectively understand oral and visual presentations. Students speak in a manner that guides the listener to understand important ideas by using proper grammar, phrasing, pitch and modulation. Students use speaking skills to communicate for various purposes and audiences. Students identify and use a variety of visually presented material to gain new information.

Goal 6.1: Listening

Objective(s): By the end of Grade 4, the student will be able to:

- 6.1.3** Listen critically to distinguish between a speaker's opinion and verifiable facts.
- 6.1.4** Listen for similarities and differences in various oral presentations.

Goal 6.2: Speaking

Objective(s): By the end of Grade 4, the student will be able to:

- 6.2.1** Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration. (710.03.c)
- 6.2.2** Summarize major ideas and supporting evidence presented in oral presentations. (710.03.c)
- 6.2.3** Give precise directions and instructions.

- 6.2.4** Engage the audience with appropriate words, facial expressions, and gestures. [\(710.01.a\)](#)
- 6.2.5** Deliver narrative (story) presentations that relate ideas, observations, or memories about an event or experience.

Goal 6.3: Viewing

Objective(s): By the end of Grade 4, the student will be able to:

- 6.3.1** Identify similarities and differences in a variety of viewed media. [\(711.01.a\)](#)
- 6.3.2** Analyze the role of media in focusing people's attention on events and in forming their opinion on issues.
- 6.3.3** Evaluate the purpose, organization, content and delivery of verbal communication and non-verbal cues.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply skills to comprehend a variety of expository and literary text. Students use less common roots, word parts, and word origins derived from Greek and Latin to decode and analyze the meaning of complex words. Students explain words with multiple meanings as well as use figurative language. Students use a variety of spelling and syllabication rules, and context clues to aid in decoding and determining the meaning of unknown words in passages, across all content areas. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 5, the student will be able to:

- 1.1.1** Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding. (716.05.b, c)
- 1.1.2** Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). (716.01.i)
- 1.1.3** Use a grade-level text index and glossary appropriately. (716.01.i)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 5, the student will be able to:

- 1.3.1** Use the pronunciation key of a dictionary to assist in decoding unknown words. (716.05.a)
- 1.3.2** Apply spelling and syllabication rules that aid in decoding and word recognition. (716.01.b)
- 1.3.3** Read grade-level-appropriate text with fluency and accuracy from at least 139 correct words per minute (Hasbrouck & Tindal, 2005). (716.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 5, the student will be able to:

- 1.4.1** Use common roots and affixes from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biography, biology). (716.01.d)
- 1.4.2** Use word origins to determine the meaning of unknown words.
Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean* task.

- 1.4.3 Use homographs correctly. (716.01.d)
- 1.4.4 Use a grade-level appropriate dictionary to define and confirm the meaning of unknown words. (716.05.a)
- 1.4.5 Use a thesaurus to identify alternative word choices and meanings. (716.05.a)
- 1.4.6 Define and use words and concepts necessary for understanding math, science, social studies, literature, and other Grade 5 content area text. (716.01.a)

Standard 2: Comprehension/Interpretation

Students read and respond to a variety of grade-level-appropriate narrative and expository texts. Students use their knowledge of text structure, organization, and purpose to understand text. Students analyze and discuss story elements and literary devices to comprehend literary text. Students use multiple sources to locate information relevant to research.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 5, the student will be able to:

- 2.1.1 Interpret and follow multi-step directions.
- 2.1.2 Draw conclusions from information gathered from multiple sources. (716.03.c)
- 2.1.3 Apply cause and effect relationships (stated and implied) to gain meaning. (716.03.e)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 5, the student will be able to:

- 2.2.3 Distinguish between facts and opinions in expository text. (716.03.e)
- 2.2.4 Draw conclusions based on textual information. (716.03.d; 716.04.c)
- 2.2.5 Restate the main idea and supporting details in expository text. (716.01.l)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 5, the student will be able to:

- 2.3.1 Identify various genres of fiction (e.g., historical fiction, fantasy, fable, myth) based on their characteristics. (716.02.a)
- 2.3.2 Identify the main problem or conflict of a plot and explain how it is resolved. (716.03.b)
- 2.3.3 Analyze how a character's traits influence that character's actions. (716.03.b)
- 2.3.4 Identify the literary point of view (e.g., first person, third person) in literary text. (716.03.b)
- 2.3.5 Determine all aspects of the setting (e.g., time of day or year, place) in literary text. (716.03.b)
- 2.3.6 Identify types of poetry (e.g., free verse, haiku, cinquain, limerick).
- 2.3.7 Identify sensory details as used in literary text.
- 2.3.8 Identify the figurative use of words in similes and metaphors (716.01.n)

Standard 3: Writing Process (717.01)

Students use all five steps of the writing process to write narrative essays. Students develop their ability to determine the purpose and intended audience of a writing piece. Students expand their revision and editing skills as they use a variety of strategies to revise and edit their own writing and that of their peers.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 5, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies (e.g., discussion, writer's notebook, and graphic organizers). (717.01.a)
- 3.1.2** Determine the purpose (e.g., to inform, to persuade) of a writing piece. (717.01.a, c)
- 3.1.3** Determine the intended audience of a writing piece. (717.01.a, c)
- 3.1.4** Plan writing using organizational strategies (graphic organizer, chart). (717.01.a)
- 3.1.5** Plan writing to produce a product within a set time period. (717.01.a)

Goal 3.2: Draft

Objective(s): By the end of Grade 5, the student will be able to:

- 3.2.1** Use ideas generated and organized through prewriting to write a draft with a main idea and supporting details. (717.01.a)
- 3.2.2** Organize writing in a format (e.g., narrative essay, persuasive letter, book review) that supports the purpose of the writing. (717.01.a, c)

Goal 3.3: Revise

Objective(s): By the end of Grade 5, the student will be able to:

- 3.3.1** Reread and revise draft by rearranging words or sections of text in order to clarify meaning. (717.02.c)
- 3.3.2** Add details to enhance meaning. (717.02.c)
- 3.3.3** Add transitions and conjunctions to improve cohesiveness within paragraphs and essays. (717.02.c)
- 3.3.4** Use resources to select more precise vocabulary.
- 3.3.5** Use strategies to guide the revision process (peer review, rubrics).

Goal 3.4: Edit

Objective(s): By the end of Grade 5, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors in the draft. (717.02.a)
- 3.4.2** Use editing marks to indicate errors in conventions.
- 3.4.3** Use resources (word lists, dictionary) to correct conventions.

Goal 3.5: Publish

Objective(s): By the end of Grade 5, the student will be able to:

- 3.5.1** Prepare writing in an appropriate format for the purpose and audience. (717.01.c)
- 3.5.2** Share writing with intended audience. (717.03.b)

Standard 4: Writing Applications

Students write in a variety of formats, including persuasive, to express ideas. Students write narratives that include relevant details and precise vocabulary. Students include descriptive strategies and figurative language in their writing. Students write essays with introductory, body, and concluding paragraphs.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 5, the student will be able to:

- 4.1.1** Write narratives that include a plot. (717.03.a)
- 4.1.2** Write narratives with a logical organizational pattern, including a beginning, middle, and end. (717.03.a)
- 4.1.3** Write narratives that include relevant details and precise vocabulary. (717.03.a)
- 4.1.4** Write narratives that show, rather than tell, the events of the story. (717.03.a)
- 4.1.5** Write original creative works that include descriptive strategies and figurative language. (717.02.b; 717.03.b)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 5, the student will be able to:

- 4.2.1** Write expository essays (explanation and description of a personal experience) that include an introduction, body, and conclusion. (717.02.c)
- 4.2.2** Write research reports that give details about a topic.

Goal 4.3: Persuasive

Objective(s): By the end of Grade 5, the student will be able to:

- 4.3.1** Write a persuasive letter or advertisement that states and supports a position. (717.01.b)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 5, the student will be able to:

- 4.4.1** Write responses to literature that identify why an author uses a particular literary device.
- 4.4.2** Write responses to expository and literary texts that identify the author's purpose.
- 4.4.3** Paraphrase the main idea of a text.

Standard 5: Writing Components (717.02.a)

Students use the components of written language appropriate to this grade level. Students use transitions and conjunctions to connect ideas. Students use conventions, including formal letter style, appropriately.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 5, the student will be able to:

- 5.1.1** Write legibly in print or cursive. (717.01.b)

Goal 5.2: Spelling

Objective(s): By the end of Grade 5, the student will be able to:

- 5.2.1** Spell Grade 5 high-frequency words correctly. (717.02.a)
- 5.2.2** Spell correctly words with *ion* (e.g., predict-prediction, discuss-discussion). (717.02.a)
- 5.2.3** Spell correctly less common derivatives (confide-confidence; oppose-opposition). (717.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 5, the student will be able to:

- 5.3.1** Use and identify transitions (however, therefore) and conjunctions (and, but) to connect ideas. (717.02.c; 717.03.a)
- 5.3.2** Correctly use modifiers (words that describe or qualify another word) and pronouns (she/her, they/their) in writing.

Goal 5.4: Conventions

Objective(s): By the end of Grade 5, the student will be able to:

- 5.4.1** Use a colon to introduce a list and after the greeting in business letters. (717.02.a)
- 5.4.2** Use correct capitalization in proper nouns, titles, and sentence beginnings. (717.02.a)

Standard 6: Communication

Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

Goal 6.1: Listening

Objective(s): By the end of Grade 5, the student will be able to:

- 6.1.1** Listen critically to interpret a speaker's verbal messages. (718.01.c; 717.03.a)
- 6.1.2** Listen to clarify and support spoken ideas with evidence and examples. (717.03.a)

Goal 6.2: Speaking

Objective(s): By the end of Grade 5, the student will be able to:

- 6.2.1** Ask questions that seek information not already discussed. (718.01.c; 719.03.c)
- 6.2.2** Deliver informative presentations about an important idea, issue, or event. (719.03.a)
- 6.2.3** Deliver oral responses to literature that summarize important events and details. (719.02.a)
- 6.2.4** Use appropriate verbal and nonverbal techniques to maintain audience interest. (719.01.a, b)

Goal 6.3: Viewing

Objective(s): By the end of Grade 5, the student will be able to:

- 6.3.1** View media as source for information, entertainment, and persuasion. (720.02.a, b)
- 6.3.2** Use a variety of resources to produce visuals that communicate through print and non-print materials. (720.04.a, b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 6
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 6, the student will be able to:

- 1.1.1** Identify the structural features of popular media (newspapers, magazines, online information) and use multiple sources to obtain information relevant to research questions. (725.05.b)
- 1.1.2** Identify graphic sources of information such as maps, graphs, illustrations, diagrams, timelines, or tables to address research questions. (725.05.c)
- 1.1.3** Use text features (e.g., directions, legend, index and glossary, sequence, bold face print, headings) to explain text. (725.01.a)
- 1.1.4** Use a grade-level-appropriate dictionary and thesaurus independently.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 6, the student will be able to:

- 1.3.1** Use context clues, syllabication, and affixes to decode unknown words. (725.01.a)
- 1.3.2** Apply spelling and syllabication rules to aid in decoding and word recognition.
- 1.3.3** Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal, 2005). (725.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 6, the student will be able to:

- 1.4.1** Infer word meaning from learned roots and affixes.
- 1.4.2** Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. (725.05.b)
- 1.4.3** Use a dictionary, thesaurus, index and, glossary to find or confirm word meanings and/or clarify shades of meaning and pronunciation of unknown words.
- 1.4.4** Define words and concepts necessary for comprehension of Grade 6 content area text. (725.01.a)

Standard 2: Comprehension/Interpretation

Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 6, the student will be able to:

- 2.1.1** Use strategies to enhance comprehension (e.g., prediction, making inferences, prior knowledge). (725.01.c, f)
- 2.1.2** Utilize increasingly difficult comprehension strategies to self-monitor understanding (e.g., questioning strategies). (725.01.e)
- 2.1.3** Analyze texts by creating outlines, notes, diagrams, summaries, or reports. (725.04.b; 725.05.b, d)
- 2.1.4** State the purpose for various written text. (725.05.a)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 6, the student will be able to:

- 2.2.1** Interpret details from a variety of functional text for a specific purpose (e.g., manuals, labels). (725.05.a)
- 2.2.2** Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to support comprehension. (725.05.d)
- 2.2.3** Determine the author's stated or implied purpose and techniques (e.g., persuasive, propaganda, different point of view) for writing expository text. (725.05.a)
- 2.2.4** Identify the facts and details that support the author's argument. (725.03.e)
- 2.2.5** Make inferences and form opinions from text. (725.03.d)
- 2.2.6** Restate the main idea (explicit or implicit) and supporting details in expository text. (725.01.h; 725.04.e)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 6, the student will be able to:

- 2.3.1** Describe different genres of fiction and the major characteristics of each form. (725.02.a)
- 2.3.2** Identify the characteristics and structural elements of poetry (e.g., stanza, rhyme scheme, alliteration, figurative language). (725.02.a)
- 2.3.3** Describe the plot of a story and its components (e.g., conflict, rising action, climax, resolution). (725.02.d)
- 2.3.4** Identify and analyze themes conveyed through characters, actions, and images in different types of narrative text. (725.02.d)
- 2.3.5** Analyze the effect of the qualities of the characters on the plot and the resolution of the conflict. (725.02.d)

- 2.3.6 Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution. (725.02.d)
- 2.3.7 Identify the speaker and recognize the difference between first-person and third-person narration.
- 2.3.9 Explain common literary devices (e.g., flashbacks, foreshadowing, personification). (725.01.g)

Standard 3: Writing Process (726)

Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 6, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies (e.g., experience, printed sources). (726.01.a)
- 3.1.2 Determine the purpose (e.g., to entertain, to explain) of a writing piece. (726.01.c)
- 3.1.3 Determine the intended audience of a writing piece. (726.01.c)
- 3.1.4 Plan writing using organizational strategies (Venn diagram, story map). (726.01.a)

Goal 3.2: Draft

Objective(s): By the end of Grade 6, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft with a main idea, supporting details, and a point of view. (726.01.a)
- 3.2.2 Organize writing in a format that supports the purpose of the writing piece. (726.01.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 6, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and clarity. (726.02)
- 3.3.2 Use a variety of sentence structures to improve sentence fluency. (726.02.c)
- 3.3.3 Add details to more effectively accomplish the purpose. (726.02.c)
- 3.3.4 Remove irrelevant and/or redundant information to more effectively accomplish the purpose. (726.02)
- 3.3.5 Rearrange words, sentences, and/or paragraphs to enhance the writing style. (726.02.c)
- 3.3.6 Use transitions to clarify meaning and/or enhance the writing style. (726.02.c)
- 3.3.7 Use resources to select more precise vocabulary. (726.02.b)
- 3.3.8 Use strategies (peer review, rubrics) to guide the revision process.

Goal 3.4: Edit

Objective(s): By the end of Grade 6, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors in the draft. (726.02.a)
- 3.4.2** Use editing marks to indicate errors in conventions. (726.02.a)
- 3.4.3** Use strategies (checklists, peer edit) to edit the draft. (726.02)
- 3.4.4** Use resources (word lists, dictionary) to correct conventions. (726.02)

Goal 3.5: Publish

Objective(s): By the end of Grade 6, the student will be able to:

- 3.5.1** Prepare writing in an appropriate format for the purpose and audience. (726.03.b; 726.04.c; 726.07.a)
- 3.5.2** Share writing with intended audience. (726.04.c)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 6, the student will be able to:

- 4.1.1** Write narratives that include a plot, setting, and characters.
- 4.1.2** Write narratives that include sensory details and precise word choices.
- 4.1.3** Write original creative works that include descriptive imagery. (726.02.b, 726.04.c)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 6, the student will be able to:

- 4.2.1** Write simple technical text. (726.07)
- 4.2.2** Write expository essays, including an explanatory essay that state a main idea, explains the situation, and offers evidence to support arguments or conclusions. (726.06)
- 4.2.3** Write research reports with facts, details, and examples from multiple sources. (726.06)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 6, the student will be able to:

- 4.3.1** Write a persuasive letter or composition that states and supports a position. (726.05)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 6, the student will be able to:

- 4.4.1** Write a response to literature that identifies a connection between the text and the student, the text and another text, or the text and the world. (726.04)
- 4.4.2** Analyze an author's choice of literary devices for a particular purpose. (726.04)

Standard 5: Writing Components (726.02.a)

Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

Goal 5.1: Handwriting

Objective(s): By the end of Grade 6, the student will be able to:

- 5.1.1** Write legibly in print or cursive.

Goal 5.2: Spelling

Objective(s): By the end of Grade 6, the student will be able to:

- 5.2.1** Spell Grade 6 high frequency words correctly. (726.02.a)
- 5.2.2** Correctly spell words with Latin suffix origins (e.g., comfortable, collectible, joyous, furious.)
- 5.2.3** Correctly spell multisyllabic words used in classroom writing by combining affixes and roots (e.g., transportation, disrespectful, immobile, account) and multiple roots (e.g., autobiography).

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 6, the student will be able to:

- 5.3.1** Identify all parts of speech.
- 5.3.2** Identify and use simple and compound sentences. (726.02.c)
- 5.3.3** Identify and use four types of sentences (exclamatory, declarative, interrogative, and imperative). (726.02.c)
- 5.3.4** Use subject/verb agreement in simple and compound sentences.
- 5.3.5** Identify and use appositives.
- 5.3.6** Use sentences with main and subordinate clauses.

Goal 5.4: Conventions

Objective(s): By the end of Grade 6, the student will be able to:

- 5.4.1** Use and indent paragraphs to indicate an organizational structure in a multiple paragraph text. (726.03.c)
- 5.4.2** Use quotation marks and commas to punctuate dialogue. (726.02.a)
- 5.4.3** Use commas correctly in lists, transitions, introductory phrases, appositives, and compound sentences. (726.02.a)
- 5.4.4** Use correct capitalization in writing. (726.02.a)

5.4.5 Use semi-colons correctly in compound sentences. (726.02.a)

Standard 6: Communication

Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

Goal 6.1: Listening

Objective(s): By the end of Grade 6, the student will be able to:

- 6.1.1** Listen in order to summarize information from a variety of sources. (727.01.a)
- 6.1.2** Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture). (727.01.c)
- 6.1.3** Listen to identify the tone, mood, and emotion conveyed in the oral communication. (727.02.b)

Goal 6.2: Speaking

Objective(s): By the end of Grade 6, the student will be able to:

- 6.2.1** Restate multiple-step oral instructions and directions.
- 6.2.2** Emphasize important points to assist the listener in following an oral presentation. (727.03.a)
- 6.2.3** Deliver narrative presentations that include sensory details, establish a context, plot, and point of view. (727.02.a)
- 6.2.4** Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight. (727.02.a)

Goal 6.3: Viewing

Objective(s): By the end of Grade 6, the student will be able to:

- 6.3.1** View media to analyze as source for information. (729.01.b)
- 6.3.2** Use a variety of resources to produce visuals in order to communicate to an audience. (729.04.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading

Students apply Greek and Latin linguistic roots and affixes to decode and understand specialized vocabulary and to apply the precise meaning of those words across all content areas. Students apply rules of syllabication and spelling as well as context clues to decode new words and to interpret the meaning of those words in a variety of expository and literary text. Students expand reading vocabulary by correctly using idioms and words with literal and figurative meanings. Students are expected to read independently with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 7, the student will be able to:

- 1.1.1** Analyze the organizational structure of printed material (e.g., chronological, sequential) and electronic sources (e.g., headings and numberings, pull-down menus, and icons) to access information. (734.05.d)
- 1.1.2** Interpret graphic features (e.g., charts, maps, diagrams) to comprehend text. (734.05.c)
- 1.1.3** Explain how specific text features help to understand a selection (e.g., how margin entries or specific symbols provide additional information to assist in comprehension). (734.05.b)
- 1.1.4** Use grade-level-appropriate dictionary and thesaurus independently.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 7, the student will be able to:

- 1.3.1** Use structural analysis and content analysis to decode new words. (734.01.a)
- 1.3.2** Apply spelling and syllabication rules to decode unknown words. (734.01.a)
- 1.3.3** Read grade-level-appropriate text with fluency and accuracy from 150 correct words per minute (Hasbrouck & Tindal, 2005). (734.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 7, the student will be able to:

- 1.4.1** Use origins of root words, prefixes, and suffixes to determine the meaning of unknown words.
- 1.4.2** Clarify word meanings through the use of a word's definition, example, nonexample, or restatement in context. (734.01.c)

- 1.4.3** Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology sources.
- 1.4.4** Identify and understand idioms and comparisons (e.g., analogies, metaphors, and similes).
- 1.4.5** Explain relationships between and among words including connotative and denotative meanings, antonyms and synonyms, and words with multiple meanings.
- 1.4.6** Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. (734.01.b)
- 1.4.7** Define words and concepts necessary for comprehending Grade 7 content area text.

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and literary text. Students gain understanding as they analyze and interpret details from a variety of informational text. Students read increasingly difficult grade-level-appropriate text and respond critically by analyzing literary techniques and story elements from a variety of genres.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 7, the student will be able to:

- 2.1.1** Use text structure, prior knowledge, and other strategies to enhance comprehension. (734.01.b)
- 2.1.2** Use strategies to self-monitor comprehension. (734.01.e)
- 2.1.3** Clarify an understanding of text by creating outlines, notes, charts, and diagrams. (734.05.c)
- 2.1.4** Interpret and draw conclusions from grade-level-appropriate text features (e.g., maps, charts, tables, and graphs). (734.05.c; 734.01.f)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 7, the student will be able to:

- 2.2.1** Evaluate the purpose and use of various categories of informational materials (e.g., textbooks, newspapers, instructional manuals). (734.05.a)
- 2.2.2** Interpret details from a variety of functional text, (e.g., warranties, technical manuals) for a specific purpose (e.g., to perform procedures, to answer questions). (734.05.a)
- 2.2.3** Apply knowledge of organizational structures of expository text to analyze text and to aid comprehension. (734.04.c; 734.05.d., e)
- 2.2.4** Summarize the main idea (literal or inferred) and critical details of expository text. (734.01.h; 734.04.b; c)
- 2.2.5** Identify and trace the development of an author's argument, point of view, or perspective.

- 2.2.6 Explain how authors use writing techniques (e.g., language choice, organization) to achieve a specific expository purpose or appeal to a specific audience. (734.03.d)
- 2.2.7 Compare and contrast the perspectives of authors writing for different purposes and audiences. (734.03.c)
- 2.2.8 Differentiate between fact and opinion, bias, and propaganda in expository text (e.g., newspapers, electronic text). (734.03.d, e)
- 2.2.9 Differentiate primary and secondary source material.

Goal 2.3: Literary Text

Objective(s): By the end of Grade 7, the student will be able to:

- 2.3.1 Read and respond to literature from a variety of genres. (734.02.b)
- 2.3.2 Determine why certain genres are best suited to convey a specific message or evoke a particular response from the reader. (734.02.a)
- 2.3.3 Analyze the characteristics and structural elements of a variety of poetic forms. (734.02.a)
- 2.3.4 Analyze plot development (e.g., conflict, subplots) to determine how conflicts are solved. (734.02.d)
- 2.3.5 Identify and analyze themes (e.g., bravery, loyalty) which appear in many different works. (734.02.d)
- 2.3.6 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. (734.02.d)
- 2.3.7 Explain the influence of setting on mood, character, and plot. (734.01.g; 734.02.d)
- 2.3.8 Recognize points of view (e.g., first person, third person limited and omniscient). (734.02.d)
- 2.3.9 Recognize literary devices (e.g., simile, metaphor, idioms, humor, and dialogue) and explain how they make a story more interesting and/or convey a message. (734.01.g)

Standard 3: Writing Process

Students generate and organize writing ideas. Students use writing strategies appropriate to the audience and purpose of the piece. Students organize information and make decisions about supporting details and word choices in order to most effectively convey meaning. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 7, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies (e.g., prior knowledge, writer's notebook). (735.01)
- 3.1.2 Select and use an appropriate graphic organizer to plan writing. (735.01.a)
- 3.1.3 Match organization to purpose and audience. (735.01.c)
- 3.1.4 Use an organizer to determine and prioritize relevant information. (735.01.b)

Goal 3.2: Draft

Objective(s): By the end of Grade 7, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft. (735.02)
- 3.2.2 Use supporting details and facts from multiple sources to develop a draft. (735.02.c)

Goal 3.3: Revise

Objective(s): By the end of Grade 7, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and intent. (735.02)
- 3.3.2 Reread and revise draft for appropriate organization. (735.02)
- 3.3.3 Insert details and transitions to clarify meaning or improve fluency. (735.02)
- 3.3.4 Reread and revise draft for effective word choice. (735.02)
- 3.3.5 Participate in peer revision.

Goal 3.4: Edit

Objective(s): By the end of Grade 7, the student will be able to:

- 3.4.1 Identify spelling, punctuation, and grammar and usage errors. (735.02.a)
- 3.4.2 Use strategies (e.g., peer edit, rubric) to edit the draft. (735.02)
- 3.4.3 Use resources (spelling/grammar checker, dictionary) to correct conventions. (735.02)

Goal 3.5: Publish

Objective(s): By the end of Grade 7, the student will be able to:

- 3.5.1 Rewrite draft. (735.02)
- 3.5.2 Use graphics, if applicable, to further convey meaning. (735.02)
- 3.5.3 Use a computer to create a final draft. (735.02)
- 3.5.4 Share writing with intended audience. (735.03.b; 735.04.c; 735.05.c; 735.06.c; 735.07.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write narrative and creative texts with descriptive language as well as responses to literature. Students write expository texts that establish a main idea and persuasive texts that state a position.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 7, the student will be able to:

- 4.1.1 Write narratives that develop a standard plot line. (735.02.c)
- 4.1.2 Write narratives with developed characters and a definite setting.
- 4.1.3 Write original creative works that include descriptive strategies and figurative language. (735.02.b; 735.04.c)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 7, the student will be able to:

- 4.2.1** Write technical text that identifies a sequence of activities or processes. (735.07)
- 4.2.2** Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (735.05.b)
- 4.2.3** Write a short research report that supports main idea with documentation and includes supporting evidence with details compiled through a formal research process. (735.06.b)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 7, the student will be able to:

- 4.3.1** Write persuasive compositions that state a position with evidence and emotional appeals. (735.05.a, b, c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 7, the student will be able to:

- 4.4.1** Write responses to literature that reflect a connection between the text and the reader, another text, or the world. (735.04.a)
- 4.4.2** Compare and contrast themes in multiple texts. (735.04.a)
- 4.4.3** Analyze an author's choice of literary devices.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students use simple compound and complex sentences in their writing. Students correctly use conventions to facilitate a reader's understanding of a text's intended meaning.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 7, the student will be able to:

- 5.2.1** Spell correctly derivatives by applying affixes. (735.02.a)
- 5.2.2** Spell correctly words used frequently in individual expository and literary writing. (735.02.a)
- 5.2.3** Spell correctly grade-level content area words. (735.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 7, the student will be able to:

- 5.3.1** Identify and use all parts of speech. (735.02.a)
- 5.3.2** Identify and use simple, compound, and complex sentences. (735.02.a)
- 5.3.3** Properly place adjectives in writing. (735.02.a)

5.3.4 Make clear references between pronouns and antecedents in writing.

Goal 5.4: Conventions

Objective(s): By the end of Grade 7, the student will be able to:

- 5.4.1** Correctly use quotation marks in writing. (735.02.a)
- 5.4.2** Correctly use commas with subordinate clauses in writing. (735.02.a)
- 5.4.3** Identify and correctly use parentheses, hyphens, dashes, brackets, and semicolons. (735.02.a)
- 5.4.4** Use commas before the conjunction in compound sentences. (735.02.a)

Standard 6: Communication

Students develop listening skills to make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. Students plan and develop clear informative presentations and interpretations of literary material. Students apply knowledge gained from various forms of visually presented material and media.

Goal 6.1: Listening

Objective(s): By the end of Grade 7, the student will be able to:

- 6.1.1** Develop appropriate interpersonal listening skills (e.g., eye contact, body language). (736.01.c)
- 6.1.2** Listen critically to determine the speaker's attitude toward the subject. (736.03.a)
- 6.1.3** Listen attentively to make informal decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues. (736.03.a)
- 6.1.4** Listen to acquire and summarize information from a variety of sources. (736.01.a)

Goal 6.2: Speaking

Objective(s): By the end of Grade 7, the student will be able to:

- 6.2.1** Use speaking techniques-including adjustments to tone, volume, timing, and eye contact for effective presentations. (737.01.a)
- 6.2.2** Deliver informative presentations that: (737.02.a)
 - Organize and deliver relevant information about a focused topic.
 - Appeal to the background and interests of the audience.
 - Use a range of appropriate strategies to make the presentation engaging to the audience.
- 6.2.4** Ask questions to elicit information, including evidence to support a speaker's position. (737.03.b)
- 6.2.6** Deliver oral response to literature that: (746.02.a)
 - Interpret a reading and provide insight.
 - Connect personal responses to the writers' techniques and to specific textual references.

Goal 6.3: Viewing

Objective(s): By the end of Grade 7, the student will be able to:

- 6.3.1** Demonstrate understanding of graphics, pictures, and charts. [\(738.01.a, b\)](#)
- 6.3.2** Apply technical skills to produce visual that communicate to the audience.
[\(737.04.b\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 8
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply knowledge of structural analysis to decode and analyze the meaning of complex expository and literary text. Students construct meaning by explaining relationships among words as well as applying the meaning to content-specific vocabulary words. Students integrate new vocabulary into written and oral communication across all content areas. Students are expected to read independently with fluency for different purposes and audiences.

Goal 1.1: Concepts About Print/Text

Objective(s): By the end of Grade 8, the student will be able to:

- 1.1.1** Apply knowledge of organizational structures (e.g., comparison/contrast, cause/effect) to understand information in text. (743.04.b)
- 1.1.2** Use graphic features of text to clarify and extend meaning (e.g., diagrams, science processes). (743.01.a)
- 1.1.3** Explain how specific text features help to understand a selection (e.g., margin entries, footnotes, bibliography). (743.05.b)
- 1.1.4** Use grade-level-appropriate dictionary and thesaurus.

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

Objective(s): By the end of Grade 8, the student will be able to:

- 1.3.1** Use structural analysis (e.g., roots, affixes, syntax) and content analysis to decode unknown words. (743.01.a)
- 1.3.2** Read grade-level-appropriate text with fluency and accuracy from 151 correct words per minute (Hasbrouck & Tindal, 2005). (743.01.a)

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 8, the student will be able to:

- 1.4.1** Use origins of root words and affixes to determine the meaning of unknown words.
- 1.4.2** Verify the meaning of a word in its context through the use of definition, restatement, example, nonexample, or comparison.
- 1.4.3** Clarify pronunciations, meanings, alternate word choices, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
- 1.4.4** Determine the meaning of figurative language used in context. (743.03.a)

- 1.4.5 Explain relationships between and among words including connotation/denotation, antonyms, synonyms, and words with multiple meanings.
- 1.4.6 Define words and concepts necessary for comprehending Grade 8 content area text. (743.01.a)

Standard 2: Comprehension/Interpretation

Students describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of structure, organization, and purpose to understand expository and narrative grade-level-appropriate text. Students expand comprehension by analyzing, interpreting, and synthesizing information and ideas through a variety of texts and genres. Students gain understanding as they think critically and analyze an author's use of language, style, purpose and perspective in text.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 8, the student will be able to:

- 2.1.1 Use text structure, prior knowledge, and other strategies to enhance comprehension. (743.01.b, c)
- 2.1.2 Use strategies to self-monitor comprehension. (743.01.d)
- 2.1.3 Clarify an understanding of text by creating summaries and reports. (743.01.c)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 8, the student will be able to:

- 2.2.1 Interpret details and facts from a variety of functional text (e.g., instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems). (743.03.c; 743.05.a)
- 2.2.2 Identify the central purpose and anticipated outcomes of procedures specified in informational text. (743.04.c)
- 2.2.3 Determine the relationships among facts, ideas and events used to support a central purpose. (743.04.b)
- 2.2.4 Understand the purpose of various organizational structures (e.g., cause and effect, chronological order) as applied in various expository texts. (743.03.e)
- 2.2.5 Identify the main idea and the author's purpose in writing a specific expository text. (743.03.a)
- 2.2.6 Compare and contrast the techniques used by authors writing about a similar topic with different purposes and/or audiences. (743.02.d; 743.03.a, c)
- 2.2.7 Identify specific instances of bias, opinion, and propaganda in persuasive text. (743.02.d; 743.03.d; 743.04.c)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 8, the student will be able to:

- 2.3.1 Respond to literature written in a variety of genres. (743.02.a)
- 2.3.2 Evaluate the characteristics and structural elements of a variety of poetic forms. (743.02.a)

- 2.3.3 Evaluate the structural elements of the plot and plot development. (743.01.b; 743.03.b)
- 2.3.4 Evaluate how conflicts are (or are not) addressed and resolved. (743.03.b)
- 2.3.5 Compare and contrast themes across works of prose, poetry, and drama. (743.03.c)
- 2.3.6 Interpret how situations, actions, and other characters influence a character's personality and development. (743.03.b)
- 2.3.7 Analyze the importance of the setting to the mood and meaning of the text. (743.03.b)
- 2.3.8 Explain the author's point of view and interpret how it influences the text. (743.03.a)
- 2.3.9 Identify and analyze recurring themes (e.g., good vs. evil) that appear in traditional and contemporary works. (743.01.c)
- 2.3.10 Analyze significant literary devices that define an author's style and use knowledge of those elements to interpret the work. (743.01.a; 743.02.d)

Standard 3: Writing Process

Students generate and organize writing ideas. Students write and revise multiple drafts of a piece of writing before editing and publishing a final draft. Students apply a variety of writing techniques to clarify meaning and improve fluency of their texts. Students use standard formats to guide their creation of technical texts.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 8, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies. (744.01.a, b)
- 3.1.2 Use organizational strategies (outlines, story map) to plan writing. (744.01.a, b)
- 3.1.3 Match format to purpose and audience. (744.01.c)

Goal 3.2: Draft

Objective(s): By the end of Grade 8, the student will be able to:

- 3.2.1 Use ideas generated and organized through prewriting to write a draft with a main idea and supporting information. (744.01.a, b; 744.02.c)

Goal 3.3: Revise

Objective(s): By the end of Grade 8, the student will be able to:

- 3.3.1 Reread and revise draft for meaning and clarity. (744.01; 744.02)
- 3.3.2 Reread and revise draft for appropriate organization. (744.02.c)
- 3.3.3 Add transitions to clarify meaning and improve fluency. (744.02.c)
- 3.3.4 Use a variety of sentence structures to improve fluency and enhance style. (744.02.c)
- 3.3.5 Reread and revise draft for effective word choice. (744.02.c)
- 3.3.6 Participate in peer revision. (744.01)

Goal 3.4: Edit

Objective(s): By the end of Grade 8, the student will be able to:

- 3.4.1** Identify spelling, punctuation, and grammar and usage errors. (744.02.a)
- 3.4.2** Use resources (spelling/grammar checker, dictionary) to correct conventions. (744.02.a)

Goal 3.5: Publish

Objective(s): By the end of Grade 8, the student will be able to:

- 3.5.1** Rewrite draft. (744.02)
- 3.5.2** Use text features and graphics, if applicable, to further convey meaning.
- 3.5.3** Use a computer to create a final draft.
- 3.5.4** Share writing with intended audience. (744.04.c)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write a variety of expressive pieces. Students create technical documents and graphic text. Student responses to a text will include reference to the text or related text.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 8, the student will be able to:

- 4.1.1** Write narratives about specific events or situations using precisely chosen details. (744.04.c)
- 4.1.2** Write a variety of pieces, including short stories, that use narrative and descriptive strategies (e.g., dialogue, specific action) to advance the plot. (744.04.c)
- 4.1.3** Write original creative works that include descriptive strategies and figurative language. (744.04.c)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 8, the student will be able to:

- 4.2.1** Write technical documents that use formatting techniques (e.g., bold type, headings) to aid comprehension. (744.07.b)
- 4.2.2** Use graphic text (e.g., charts, maps) to organize and display information.
- 4.2.3** Write expository essays that include a main idea (thesis), supporting details, and introductory, body, and concluding paragraphs. (744.03.b)
- 4.2.4** Write a short research report that defines a thesis and provides relevant support and documented sources. (744.06.a, b; 744.05.b)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 8, the student will be able to:

- 4.3.1** Write persuasive compositions (e.g., letters to the editor, advertisements) that state a position with evidence and emotional appeal. (744.05.b, c)

Goal 4.4: Literary Response (744.04)

Objective(s): By the end of Grade 8, the student will be able to:

- 4.4.1** Write responses that include a main idea (thesis) and supporting evidence. (744.04.b)
- 4.4.2** Write a response to literature that states and defends a position based on the text's connection to the author, another text, or the world.

Standard 5: Writing Components

Students use the components of written language appropriate to this grade level. Students are able to identify and correct run-on sentences and sentence fragments. Students use transitional devices to show relationships among ideas and maintain coherence within a piece of writing.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 8, the student will be able to:

- 5.2.1** Spell correctly derivatives by applying affixes. (744.02.a)
- 5.2.2** Spell correctly words used frequently in individual expository and literary writing. (744.02.a)
- 5.2.3** Spell correctly grade-level-appropriate content area words. (744.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 8, the student will be able to:

- 5.3.1** Use all parts of speech correctly. (744.02.a)
- 5.3.2** Revise writing to include correct and varied sentence types (simple, compound, complex, and compound-complex). (744.02.c)
- 5.3.3** Use a varied of syntactical structures to achieve sentence fluency. (744.02.c)
- 5.3.4** Identify and correctly use parallelism in writing. (744.02.c)
- 5.3.5** Use subordination and coordination to indicate a relationship between ideas in writing. (744.02.c)
- 5.3.6** Use transitional devices effectively. (744.02.c)

Goal 5.4: Conventions

Objective(s): By the end of Grade 8, the student will be able to:

- 5.4.1** Identify and correct sentence fragments and run-on sentences. (744.02.a)
- 5.4.2** Use correct punctuation and capitalization in writing. (744.02.a)

Standard 6: Communication

Students acquire skills in listening that allow them to access information about various subjects. Students evaluate the content of oral communication for similarities, differences, point of view,

and ask appropriate questions. Students develop and deliver oral presentations including summaries of articles and original persuasive positions. Students encourage participation by others as they exhibit courteous listening and discussion skills. Students view various media to gather and evaluate information as well as to produce effective visuals.

Goal 6.1: Listening

Objective(s): By the end of Grade 8, the student will be able to:

- 6.1.1** Listen to acquire and summarize information from a variety of electronic or live sources. (745.01.a)
- 6.1.2** Listen to evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material. (745.03.a)

Goal 6.2: Speaking

Objective(s): By the end of Grade 8, the student will be able to:

- 6.2.1** Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 6.2.2** Deliver oral summaries of articles that: (737.01.b)
 - Include the main ideas and the most significant details.
 - State ideas in own words, except for when quoted directly from sources.
- 6.2.3** Deliver persuasive presentations that: (746.01.a)
 - Include a well-defined position on the topic.
 - Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
- 6.2.4** Use speaking techniques that include effective verbal and non-verbal communication. (746.01.a)

Goal 6.3: Viewing

Objective(s): By the end of Grade 8, the student will be able to:

- 6.3.1** Interpret, critique and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.
- 6.3.2** Use a variety of resources to produce visuals that deliver information. (746.04.b)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 9, the student will be able to:

- 1.1.1** Analyze the structure and format of various informational documents. (752.05.c)
- 1.1.2** Explain how authors use structure and format to achieve their purposes. (752.01.g; 752.03.b)
- 1.1.3** Identify the text characteristics of different forms of literature. (752.02.a)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 9, the student will be able to:

- 1.4.1** Identify and use the literal and figurative meanings of words and understand the origins of words.
- 1.4.2** Use knowledge of roots and affixes from Greek and Latin to analyze the origin and meaning of unknown words.
- 1.4.3** Demonstrate the ability to use context analysis to determine the meanings of unfamiliar words. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 9, the student will be able to:

- 2.1.1** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (752.05.d, e, f)
- 2.1.2** Explain the intent of a piece of writing. (752.01.d)
- 2.1.3** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 9, the student will be able to:

- 2.2.1** Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a)
- 2.2.2** Define the purpose of a variety of communication formats (e.g., essays, business letters, instructions, policy statements, lab reports, and Web sites). (752.05.c)
- 2.2.3** Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).

Goal 2.3: Literary Text

Objective(s): By the end of Grade 9, the student will be able to:

- 2.3.1** Analyze interactions between characters in a literary text and explain the way those interactions affect the plot. (752.03.b)
- 2.3.2** Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)
- 2.3.3** Identify universal themes in texts.
- 2.3.4** Analyze and trace an author's development of time and sequence, including foreshadowing or flashbacks. (752.03.b)
- 2.3.5** Explain the use of various literary devices including personification, symbolism, and figurative language. (752.01.g)
- 2.3.6** Recognize ambiguities, subtleties, contradictions, and ironies in texts.
- 2.3.7** Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.01.g)
- 2.3.8** Describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature. (752.02.a)
- 2.3.9** Analyze the way in which a work of literature is related to the themes and issues of its historical period. (752.02.c)
- 2.3.10** Identify differences in themes, styles, or trends among selected texts. (752.01.g; 752.03.c)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 9, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies. (753.01.b)
- 3.1.2 Use organizational strategies to plan writing. (753.01.a)
- 3.1.3 Match format to purpose and audience. (753.02.b; 753.03.b)
- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.04.b)
- 3.1.5 Use time management strategies, when appropriate, to produce a writing product within a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 9, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main idea(s) with supporting details. (753.04.b)
- 3.2.2 Sequence ideas in a cohesive, meaningful order.
- 3.2.3 Prepare a draft that follows a format appropriate for the purpose. (753.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 9, the student will be able to:

- 3.3.1 Reread and revise draft for meaning, clarity, and effective organization. (753.01.a)
- 3.3.2 Delete irrelevant and/or redundant information. (753.05.b)
- 3.3.3 Add transitional words and phrases to clarify meaning and enhance style. (753.05.a; 753.01.c)
- 3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.5 Use literary models to refine writing style. (753.04.a)
- 3.3.6 Use resources and reference materials (e.g., thesaurus, dictionary) to select precise language. (753.01.c)
- 3.3.7 Conference with others to improve writing through the use of suggestions, questions, and statements.

Goal 3.4: Edit

Objective(s): By the end of Grade 9, the student will be able to:

- 3.4.1 Correct punctuation, spelling, grammar, and usage errors. (753.02.a)
- 3.4.2 Apply editing marks to indicate errors in conventions.
- 3.4.3 Apply appropriate strategies to edit the draft. (753.02.a)

Goal 3.5: Publish

Objective(s): By the end of Grade 9, the student will be able to:

- 3.5.1 Rewrite improved draft.
- 3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 9, the student will be able to:

- 4.1.1** Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience.
- 4.1.2** Write reflective compositions that explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies. (753.04.a)

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 9, the student will be able to:

- 4.2.1** Write expository compositions that gather evidence in support of a thesis, including information on all relevant perspectives. (753.05.b; 753.06.a)
- 4.2.2** Write expository compositions that distinguish between the relative value and significance of specific data, facts, and ideas. (753.03.a; 753.06.a, c)
- 4.2.3** Write expository compositions that anticipate and address readers' potential misunderstandings, biases, and expectations.

Goal 4.3: Persuasive

Objective(s): By the end of Grade 9, the student will be able to:

- 4.3.1** Write persuasive compositions that clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. (753.05.b, c; 753.06.a)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 9, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate an understanding of the significant ideas of literary works. (753.04.a)
- 4.4.2** Write responses to literature that support important ideas and viewpoints through accurate and detailed reference to other works. (753.04.a; 753.06.a)
- 4.4.3** Write responses to literature that demonstrate an awareness of the author's style and an appreciation of the effects created. (752.01.g; 753.05.a)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 9, the student will be able to:

5.2.1 Use accurate spelling. [\(753.02.a\)](#)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 9, the student will be able to:

5.3.1 Edit for agreement, word usage, and fluency. [\(753.02.b\)](#)

Goal 5.4: Conventions

Objective(s): By the end of Grade 9, the student will be able to:

5.4.1 Edit for correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 10
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students in apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 10, the student will be able to:

- 1.1.1** Analyze the structure and format of functional workplace documents. (752.01.g; 752.02.d; 752.05.a-d.)
- 1.1.2** Explain how authors use structure and format to achieve their purposes. (752.01.g; 752.02 d,e; 752.03.b, d, e.)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 10, the student will be able to:

- 1.4.1** Apply technical vocabulary used in context in a variety of content areas. (752.01.f; 752.03.c; 752. 04. a, c, e.)
- 1.4.2** Apply academic vocabulary used across content areas (e.g., infer, evaluate). (752.01.f; 752.02.e; 752.03.c, e; 752.04.a, c; 752.05.e)
- 1.4.3** Apply the literal and figurative meanings of words and use the origins of words to determine meaning. (752.01.c)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

Objective(s): By the end of Grade 10, the student will be able to:

- 2.1.1** Compare and contrast the presentation of a similar theme or topic by authors from different time periods or cultures to explain how the historical or cultural context shapes the author's presentation of the theme or topic. (752.02.c)
- 2.1.2** Explain the intent of a piece of writing. (752.03.b)

Goal 2.2: Expository Text

Objective(s): By the end of Grade 10, the student will be able to:

- 2.2.1** Critique the logic of instructional documents by examining the sequence of information and procedures. (752.05.a)
- 2.2.2** Demonstrate use of technology by following technical directions. (752.05.e)
- 2.2.3** Evaluate the relationships between generalizations and evidence. (752.03.a)
- 2.2.4** Evaluate the comprehensiveness of evidence. (752.03.a)
- 2.2.5** Evaluate the way in which the author's intent affects the structure and tone of the text. (752.03.b; 752.05.a)
- 2.2.6** Define the purpose of a variety of communication formats (e.g., essays, business letters, user manuals, lab reports, and web sites). (752.02.a; 752.03.b)
- 2.2.7** Identify the thesis, evidence, and argument in informational texts such as newspaper editorials and campaign speeches. ((752.01.h; 752.03.a)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 10, the student will be able to:

- 2.3.1** Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.
- 2.3.2** Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b)
- 2.3.3** Compare works that express a universal theme and provide evidence to support the views expressed in each work. (752.02.a)
- 2.3.4** Evaluate the use of various literary devices, including irony, tone, and figurative language. (752.02.d)
- 2.3.5** Analyze the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text. (752.03.d)
- 2.3.6** Analyze how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.02.d; 752.03.b)
- 2.3.7** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme. (752.01.g)
- 2.3.8** Analyze the way in which a work of literature is related to the themes and issues of its historical period or cultural context. (752.02.c)
- 2.3.9** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. (752.02.a)
- 2.3.10** Analyze the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

- 2.3.11 Analyze themes, styles, or trends of literature representing different cultures or periods. (752.02.c)
- 2.3.12 Present interpretations of texts using a variety of methods (e.g., literature circles, class discussion, and graphic organizers). (752.01.e; 752.04.e)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 10, the student will be able to:

- 3.1.1 Generate ideas using a variety of strategies.
- 3.1.2 Use organizational strategies to plan writing. (753.02.b)
- 3.1.3 Match format to purpose and audience. (753.03.b)
- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.01.c)
- 3.1.5 Use time management strategies, when appropriate, to produce a writing product within a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 10, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main ideas(s) with supporting details. (753.02.b; 753.04.b)
- 3.2.2 Sequence ideas into a cohesive, meaningful order.
- 3.2.3 Prepare a draft that follows a format appropriate to the purpose. (753.01.a)

Goal 3.3: Revise

Objective(s): By the end of Grade 10, the student will be able to:

- 3.3.1 Reread and revise draft for meaning, clarity, and effective organization. (753.01.a; 753.02.b)
- 3.3.2 Delete irrelevant and/or redundant information. (753.01.a; 753.02.b)
- 3.3.3 Add transitional words and phrases to clarify meaning and enhance style. (753.02.b)
- 3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.5 Use literary models to refine writing style. (753.04.a)
- 3.3.6 Use resources and reference materials (e.g., thesaurus, dictionary, content experts) to select precise language.
- 3.3.7 Conference with others to improve writing through the use of suggestions, questions, and statements.
- 3.3.8 Use technical language when appropriate for topic and/or audience.

Goal 3.4: Edit

Objective(s): By the end of Grade 10, the student will be able to:

- 3.4.1** Correct punctuation, spelling, grammar, and usage errors in the draft. (753.02.a)
- 3.4.2** Apply editing marks to indicate errors in conventions.
- 3.4.3** Apply appropriate strategies to edit the draft. (753.02.b)

Goal 3.5: Publish

Objective(s): By the end of Grade 10, the student will be able to:

- 3.5.1** Rewrite improved draft.
- 3.5.2** Include such techniques as principles of design (e.g., margins, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. (756.04.a)
- 3.5.3** Share writing with intended audience. (753.04.b; 753.06.B)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 10, the student will be able to:

- 4.1.1** Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 10, the student will be able to:

- 4.2.1** Write expository compositions (e.g., analytical essays, research reports) that communicate information and ideas from primary and secondary sources accurately and coherently. (753.06.c)
- 4.2.2** Write expository compositions that use a variety of reference sources, including word, pictorial, audio, and internet sources to locate information in support of a topic. (753.03.a)
- 4.2.3** Write expository compositions that include visual aids by using technology to organize and record information on charts, maps, and graphs. (756.04.a; 753.03.b)
- 4.2.4** Write expository compositions that use technical terms and notations correctly.

Goal 4.3: Persuasive

Objective(s): By the end of Grade 10, the student will be able to:

- 4.3.1** Write persuasive compositions that organize ideas and appeals in a sustained and effective fashion. (753.05.b.c)

- 4.3.2** Write persuasive compositions that use specific rhetorical devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy. (753.05.c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 10, the student will be able to:

- 4.4.1** Write responses to literature that identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 4.4.2** Write responses that express the author's personal criteria for evaluating a text.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 10, the student will be able to:

- 5.2.1** Use accurate spelling. (753.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 10, the student will be able to:

- 5.3.1** Edit for agreement, word usage, parallel structure, and fluency. (753.01; 02)

Goal 5.4: Conventions

Objective(s): By the end of Grade 10, the student will be able to:

- 5.4.1** Identify and apply use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 11
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 11, the student will be able to:

- 1.1.1** Identify the features and the rhetorical devices of a variety of literature and text including public documents (e.g., policy statements, debates). (752.01.b)
- 1.1.2** Analyze how authors use structure and format to achieve their purposes. (752.01.b)
- 1.1.3** Analyze characteristics of subgenres, (e.g., satire, parody, allegory, pastoral) that are used in poetry, fiction, and nonfiction. (752.02.a)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 11, the student will be able to:

- 1.4.1** Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)
- 1.4.2** Recognize analogies encountered in text. (752.01.g)
- 1.4.3** Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

No objectives at this grade level.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 11, the student will be able to:

- 2.2.1** Extend—through original analysis, evaluation and elaboration—ideas presented in primary or secondary sources. (752.03.e)
- 2.2.2** Define the purpose of a variety of communication formats such as, essays, business letters, memos, instructions, user manuals, lab reports, Web sites. (752.05.a, c)
- 2.2.3** Analyze the relationships among thesis and arguments in informational texts (e.g., newspaper editorials, promotional literature). (752.03.c)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 11, the student will be able to:

- 2.3.1** Evaluate the significance of various literary devices, including irony, tone and figurative language. (752.01.g)
- 2.3.2** Analyze the ways in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (752.02)
- 2.3.3** Analyze ways in which writers use imagery, personification, figures of speech, and sounds to evoke readers' emotions. (752.01.g; 752.02.d)
- 2.3.4** Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.c)
 - Trace the development of the major periods of American literature.
 - Contrast the major themes, styles, and trends in different periods.
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period for a given text that shaped the characters, plot and setting.
- 2.3.5** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. (752.03.d, e)
- 2.3.6** Explain the intent of a piece of writing. (752.01.h; 752.05.c)
- 2.3.7** Compare and contrast authors' styles on the basis of such elements as word choice and syntax. (752.02.d)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include revising for fluency, clarity and voice.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 11, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies. (753.01.b)
- 3.1.2** Use organizational strategies to plan writing. (753.02.b)

- 3.1.3 Match format to purpose and audience. (753.01.c)
- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.02.b)
- 3.1.5 Use time management strategies, when appropriate, to produce a writing product in a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 11, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main ideas(s) with supporting details. (753.02.b)
- 3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.e)
- 3.2.3 Prepare a draft that follows a format appropriate for the purpose. (753.03.b; 753.05.b; 764.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 11, the student will be able to:

- 3.3.1 Reread draft for meaning and clarity.
- 3.3.2 Delete irrelevant and/or redundant information.
- 3.3.3 Reread draft for effective organization.
- 3.3.4 Add transitional words and phrases to clarify meaning and enhance style. (753.01.c)
- 3.3.5 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.6 Use resources and reference materials (e.g., thesaurus, dictionary) to select precise language. (753.01.c)
- 3.3.7 Conference with others to improve writing through the use of suggestions, questions, and statements.
- 3.3.8 Use technical language when appropriate for topic and/or audience. (753.01.c)

Goal 3.4: Edit

Objective(s): By the end of Grade 11, the student will be able to:

- 3.4.1 Correct punctuation, spelling, and grammar and usage errors in the draft. (753.02.a)
- 3.4.2 Apply editing marks to indicate errors in conventions.
- 3.4.3 Apply appropriate tools or strategies to edit the draft.

Goal 3.5: Publish

Objective(s): By the end of Grade 11, the student will be able to:

- 3.5.1 Rewrite an improved draft.
- 3.5.2 Include such techniques as principles of design (e.g., margins, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.
- 3.5.3 Share writing with intended audience. (753.06.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on persuasive writing.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 11, the student will be able to:

- 4.1.1** Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood.
- 4.1.2** Write reflective compositions that explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.

Goal 4.2: Expository (Informational/Research)

Objective(s): By the end of Grade 11, the student will be able to:

- 4.2.1** Write job applications and resumes that provide clear and purposeful information and address the intended audience appropriately while following the conventional style for that type of document (e.g., resume, cover letter of application). (753.06.c)
- 4.2.2** Deliver multimedia presentations incorporating text, images, and sounds that include information from many sources. Presentations should demonstrate selection of an appropriate medium for each element of the presentation and skillful use of selected media. (753.03.b)
- 4.2.3** Use precise technical or scientific language when appropriate for topic and audience. (753.01.c)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 11, the student will be able to:

- 4.3.1** Write a persuasive composition that states a position or claim, structures ideas, acknowledges and refutes opposing arguments, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and attributes sources of information when appropriate. (753.05.b, c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 11, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages and analyze the use of imagery, language, universal themes, and unique aspects of the text. (753.04.a, b)
- 4.4.2** Support important ideas and viewpoints through accurate and detailed references to the text and to other works, demonstrate an understanding of the author's style and an appreciation of the effects created, and identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (753.04.a, b)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 11, the student will be able to:

5.2.1 Use accurate spelling. ([753.02.a](#))

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 11, the student will be able to:

5.3.1 Edit for agreement, word usage, parallel structure, and fluency. ([753.02.a, b](#))

Goal 5.4: Conventions

Objective(s): By the end of Grade 11, the student will be able to:

5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. ([753.02.a, b](#))

**IDAHO ACHIEVEMENT STANDARDS
GRADE 12
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Concepts about Print/Text

Objective(s): By the end of Grade 12, the student will be able to:

- 1.1.1** Identify the features and the rhetorical devices of a variety of literature and text including public documents (e.g., policy statements, debates). (752.01.b)
- 1.1.2** Evaluate how authors use structure and format to achieve their purposes. (752.01.b)
- 1.1.3** Evaluate characteristics of subgenres, such as satire, parody, allegory and pastoral, used in poetry, fiction, and nonfiction. (752.02.a)

Goal 1.2: Phonological Awareness

No objectives at this grade level.

Goal 1.3: Decoding and Word Recognition

No objectives at this grade level.

Goal 1.4: Vocabulary and Concept Development

Objective(s): By the end of Grade 12, the student will be able to:

- 1.4.1** Explain unfamiliar words that refer to characters or themes in literature or historical events. (752.01.a)
- 1.4.2** Analyze the meaning of analogies encountered, analyzing specific comparisons for relationships and inferences. (752.01.a)
- 1.4.3** Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. (752.01.a)

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Strategies and Skills for Comprehending Text

No objectives at this grade level.

Goal 2.2: Expository Text

Objective(s): By the end of Grade 12, the student will be able to:

- 2.2.1** Extend – through original analysis, evaluation and elaboration – ideas presented in primary and secondary sources. (752.03.a)
- 2.2.2** Define the purpose of a variety of communication formats (e.g., essays, editorials, policy statements, lab reports, and Web sites). (752.05.a, c)
- 2.2.3** Analyze the relationships among thesis and argument to evaluate claims made in informational texts (e.g., policy documents, campaign speeches). (752.03.c)

Goal 2.3: Literary Text

Objective(s): By the end of Grade 12, the student will be able to:

- 2.3.1** Explain the intent in a piece of writing. (752.01.h; 752.05.c)
- 2.3.2** Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (752.02)
- 2.3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. (752.02)
- 2.3.4** Evaluate ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. (752.01.g; 752.02.d)
- 2.3.5** Analyze recognized works of world literature, including British, that represent a variety of genres and traditions: (752.02.c)
 - Relate literary works and authors to the major themes and issues of their literary period.
 - Contrast the major themes, styles, and trends in each period.
 - Evaluate the influences (i.e. philosophical, political, religious, ethical, and social) of the historical period for a given text that shaped the characters, plot, and setting.
- 2.3.6** Evaluate the philosophical arguments presented in literary works. (752.02)
- 2.3.7** Compare and contrast authors’ styles on the basis of such elements as word choice and syntax. (752.02.d)

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

Goal 3.1: Prewrite

Objective(s): By the end of Grade 12, the student will be able to:

- 3.1.1** Generate ideas using a variety of strategies. (753.01.b)
- 3.1.2** Use organizational strategies to plan writing. (753.01)
- 3.1.3** Match format to purpose and audience. (753.01.c)

- 3.1.4 Establish a controlling idea appropriate to the type of writing. (753.02.b)
- 3.1.5 Use time management strategies, when appropriate, to produce a written product within a set time period.

Goal 3.2: Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 3.2.1 Use the ideas generated and organized through prewriting to develop the main ideas(s) with supporting details. (753.02.b)
- 3.2.2 Sequence ideas into a cohesive, meaningful order. (753)
- 3.2.3 Prepare a draft that follows a format appropriate for the purpose. (753.03.b; 753.05.b; 753.02.b)

Goal 3.3: Revise

Objective(s): By the end of Grade 12, the student will be able to:

- 3.3.1 Reread draft for meaning, clarity and effective organization.
- 3.3.2 Delete irrelevant and/or redundant information.
- 3.3.3 Add transitional words and phrases to clarify meaning and enhance style. (753.01.c)
- 3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)
- 3.3.5 Use resources and reference materials (e.g., thesaurus, dictionary) to select precise language. (753.01.c)
- 3.3.6 Conference with others to improve writing through the use of suggestions, questions, and statements.
- 3.3.7 Use technical language when appropriate for the topic and/or audience. (753.01.c)

Goal 3.4: Edit

Objective(s): By the end of Grade 12, the student will be able to:

- 3.4.1 Correct punctuation, spelling, grammar and usage errors in the draft. (753.02.a, b)
- 3.4.2 Apply proofreading marks to indicate errors in conventions.
- 3.4.3 Apply appropriate tools or strategies to edit the draft.

Goal 3.5: Publish

Objective(s): By the end of Grade 12, the student will be able to:

- 3.5.1 Rewrite an improved draft.
- 3.5.2 Include such techniques as principles of design (e.g., margins, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product. (753.03.b)
- 3.5.3 Share writing with intended audience. (753.06.b)

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis will be on research writing.

Goal 4.1: Expressive (Narrative/Creative)

Objective(s): By the end of Grade 12, the student will be able to:

- 4.1.1** Write fictional, autobiographical, or biographical narratives that pace the presentation of actions to accommodate changes in time and mood. (753.04.c)
- 4.1.2** Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. (753.04.a)

Goal 4.2: Expository (including Informational and Research)

Objective(s): By the end of Grade 12, the student will be able to:

- 4.2.1** Write a research paper/project that states a thesis, uses internal citations, and includes a works cited, bibliography, or reference page. (753.06.a)
- 4.2.2** Write a research paper/project that makes distinctions between the relative value and significance of specific data, facts, and ideas. (753.06.a)
- 4.2.3** Write a research paper/project that includes visual aids to organize and record information on charts, data tables, maps, and graphs. (753.06.c)

Goal 4.3: Persuasive

Objective(s): By the end of Grade 12, the student will be able to:

- 4.3.1** Write persuasive compositions that use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument, examine critical relationships between ideas, and take into consideration the validity and reliability of sources. (753.05.a, b, c)

Goal 4.4: Literary Response

Objective(s): By the end of Grade 12, the student will be able to:

- 4.4.1** Write responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages. (753.04.a)
- 4.4.2** Write responses to literature that support important ideas and viewpoints through accurate and detailed reference to the text and to other works. (753.04.a, b)
- 4.4.3** Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created. (753.04.a)

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Handwriting

No objectives at this grade level.

Goal 5.2: Spelling

Objective(s): By the end of Grade 12, the student will be able to:

5.2.1 Use accurate spelling. (753.02.a)

Goal 5.3: Sentence Structure

Objective(s): By the end of Grade 12, the student will be able to:

5.3.1 Edit for agreement, word usage, parallel structure, and fluency. (753.02.a, b)

Goal 5.4: Conventions

Objective(s): By the end of Grade 12, the student will be able to:

5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. (753.02.a, b)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
COMMUNICATION (SPEECH)**

Students are expected to know content and apply skills from previous grades.

Standard 6: Communication

Students apply their knowledge of communication to determine the intent and effectiveness of a message delivered by a speaker or the media. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished presentations that combine the traditional speech strategies of narration, exposition, and persuasion. Students use gestures, tone, and vocabulary appropriate to their audience and purpose.

Goal 6.1: Listening

Objective(s): By the end of High School, the student will be able to:

- 6.1.1** Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.
- 6.1.2** Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- 6.1.3** Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 6.1.4** Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 6.1.5** Analyze the types of arguments used by a speaker, including argument by causation, analogy, authority, emotion, and logic.

Goal 6.2: Speaking

Objective(s): By the end of High School, the student will be able to:

- 6.2.1** Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), and references to authoritative sources.
- 6.2.2** Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 6.2.3** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 6.2.4** Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.
- 6.2.5** Use effective and interesting language, including formal expressions for effect, Standard English for clarity, and technical language for specificity.

- 6.2.6** Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
- 6.2.7** Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.
- 6.2.8** Deliver expository presentations that provide evidence in support of a thesis and related claims and include information on all relevant perspectives.
- 6.2.9** Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of works or passages and support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- 6.2.10** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that structure ideas and arguments in coherent, logical fashion.
- 6.2.11** Deliver multimedia presentations that incorporate information from a wide range of media.

Goal 6.3: Viewing

Objective(s): By the end of High School, the student will be able to:

- 6.3.1** Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; stereotyping; visual representations, special effects, and language).
- 6.3.2** Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- 6.3.3** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.
- 6.3.4** Compare and contrast the ways in which media genres (including televised news, news magazines and documentaries, and online information) cover the same event.
- 6.3.5** Identify the artistic effects of a media presentation and evaluate the techniques used to create them.

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
HEALTH**

Standard 1: Healthy Lifestyles

Students learn the importance of safety skills that lead to a healthy life.

Standard 2: Risk Taking Behavior

Students learn about healthy and unhealthy behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students learn effective ways to communicate.

Standard 4: Consumer Health

Students learn about safe and unsafe products.

Standard 5: Mental and Emotional Wellness

Students learn to identify feelings and moods.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1
HEALTH

Standard 1: Healthy Lifestyles

Students learn the elements of developing a healthy lifestyle.

Standard 2: Risk Taking Behavior

Students learn how to make responsible choices that lead to acceptable behavior.

Standard 3: Communication Skills for Healthy Relationships

Students learn refusal and decision-making skills.

Standard 4: Consumer Health

Students learn about health products.

Standard 5: Mental and Emotional Wellness

Students learn how each person is unique.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 2
HEALTH

Standard 1: Healthy Lifestyles

Students gain skills to lead a healthy life.

Standard 2: Risk Taking Behavior

Students identify risk-taking behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate positive ways to communicate.

Standard 4: Consumer Health

Students identify components of different health products.

Standard 5: Mental and Emotional Wellness

Students learn the importance of mental, physical and emotional health.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3
HEALTH

Standard 1: Healthy Lifestyles

Students continue to identify and build on skills necessary to lead a healthy life.

Standard 2: Risk Taking Behavior

Students identify the consequences of risk taking.

Standard 3: Communication Skills for Healthy Relationships

Students increase awareness of how behaviors affect others.

Standard 4: Consumer Health

Students learn about types of health services and careers.

Standard 5: Mental and Emotional Health

Students learn to cope with mental and emotional health issues.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 4
HEALTH

Standard 1: Healthy Lifestyles

Students learn the many factors involved in creating a healthy life.

Standard 2: Risk Taking Behavior

Students continue to develop the knowledge and skills to avoid risk-taking behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate conflict resolution skills.

Standard 4: Consumer Health

Students learn about the various health services available in the community.

Standard 5: Mental and Emotional Health

Students learn to recognize and identify activities and ways to maintain positive mental and emotional health.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5
HEALTH

Standard 1: Healthy Lifestyles

Students learn the characteristics and strategies contributing to a healthy life.

Standard 2: Risk Taking Behavior

Students evaluate behaviors that lead to risk-taking.

Standard 3: Communication Skills for Healthy Relationships

Students continue to develop interpersonal communication skills.

Standard 4: Consumer Health

Students develop the ability to evaluate the validity of health information, products and services.

Standard 5: Mental and Emotional Health

Students develop strategies to effectively deal with mental and emotional health issues.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 6
HEALTH

Standard 1: Healthy Lifestyles

Students demonstrate knowledge in the development of a healthy life.

Standard 2: Risk Taking Behavior

Students examine and evaluate risk-taking behaviors that impact person and family health.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate skills in communication that are needed for a positive relationship.

Standard 4: Consumer Health

Students analyze the role and influences the media has on one's life.

Standard 5: Mental and Emotional Health

Students analyze factors that contribute to mental and emotional health.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7-8
HEALTH

Standard 1: Healthy Lifestyles

Students identify, demonstrate and analyze the many components that make up a healthy life.

Standard 2: Risk Taking Behavior

Students evaluate risk-taking behaviors on personal health.

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate communication skills that enhance both intra-personal and inter-personal relationships.

Standard 4: Consumer Health

Students analyze health resources in the community.

Standard 5: Mental and Emotional Health

Students analyze stress causing factors that effect mental and emotional health.

**IDAHO STANDARDS POLICY STATEMENTS
GRADE 9-12
HEALTH**

Standard 1: Healthy Lifestyles

Students assess and evaluate all health related components that lead to a healthy life.

Standard 2: Risk Taking Behavior

Students assess and evaluate consequences resulting from risking-taking behaviors.

Standard 3: Communication Skills for Healthy Relationships

Students analyze and evaluate the importance of developing strong communication skills.

Standard 4: Consumer Health

Students analyze all of the components that make up consumer health.

Standard 5: Mental and Emotional Health

Students analyze and assess strategies that address mental and emotional health.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
HEALTH**

Standard 1: Healthy Lifestyles

Students learn the importance of safety skills that lead to a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of Kindergarten, students will be able to:

- 1.1.1** Describe exercise. (769.01.a)
- 1.1.2** Recognize the role of germs in spreading disease. (769.01.b)
- 1.1.3** Recognize safety signs and procedures at home, school, and around the neighborhood. (769.01.c)
- 1.1.4** Describe how each person experiences a variety of feelings and moods. (769.01.d)
- 1.1.5** Differentiate between helpful and harmful drugs. (769.01.e-1)
- 1.1.6** Identify medicines/drugs, their safe use, and safe places. (769.01.e-1)
- 1.1.7** Differentiate between healthy and unhealthy foods. (769.01.f)
- 1.1.8** Identify body parts. (769.01.g)
- 1.1.9** Describe the family. (769.01.h)
- 1.1.10** Identify health products commonly used. (769.01.i)
- 1.1.11** Identify healthy environment. (769.01.j)

Standard 2: Risk Taking Behavior

Students learn about healthy and unhealthy behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of Kindergarten, students will be able to:

- 2.1.1** Explain that germs are everywhere and are invisible. (770.01.a)
- 2.1.2** Identify acceptable and unacceptable behavior. (770.01.b)
- 2.1.3** Discuss how to make a wise responsible choice. (770.01.c)
- 2.1.4** Recognize risky behaviors. (770.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students learn effective ways to communicate.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of Kindergarten, students will be able to:

- 3.1.1** Identify the ways a person expresses feelings and moods. (771.01.a)
- 3.1.2** Demonstrate appropriate ways to say no. (771.01.b)
- 3.1.3** Identify “verbal” and “nonverbal” communication skills. (771.01.c)

Standard 4: Consumer Health

Students learn about safe and unsafe products.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of Kindergarten, students will be able to:

- 4.1.1** Identify health products (soap, shampoo, toothpaste). ([772.01.a](#))
- 4.1.2** Identify poison symbols (Mr. Yuck, skull, crossbones). ([772.01.b](#))
- 4.1.3** Identify health workers. ([772.01.c](#))

Standard 5: Mental and Emotional Wellness

Students learn to identify feelings and moods.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of Kindergarten, students will be able to:

- 5.1.1** Identify feelings. ([773.01.a](#))
- 5.1.2** Identify that each person experiences different feelings and moods. ([773.01.b](#))
- 5.1.3** Explore the benefits of play. ([773.01.c](#))
- 5.1.4** Recognize trusted adults who can provide assistance. ([773.01.d](#))

IDAHO ACHIEVEMENT STANDARDS
GRADE 1
HEALTH

Standard 1: Healthy Lifestyles

Students learn the elements of developing a healthy lifestyle.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 1st grade, students will be able to:

- 1.1.1** Identify the difference between exercise and stretching. (778.01.a)
- 1.1.2** Tell how germs are spread and describe how the body fights diseases. (778.01.b)
- 1.1.3** Identify safety procedures. (778.01.c)
- 1.1.4** Explain a variety of emotions and understand that they can be managed successfully. (778.01.d)
- 1.1.5** Differentiate between over-the-counter and prescription drugs. (778.01.e)
- 1.1.6** Explain how the use of known and unknown substances can be hazardous. (778.01.f)
- 1.1.7** Recognize a nutritional diet is necessary to maintain a healthy body. (778.01.g)
- 1.1.8** Describe how a person can take care of different body parts. (778.01.h)
- 1.1.9** Describe each person's contribution to the family. (778.01.i)
- 1.1.10** Identify the use of health products. (778.01.j)
- 1.1.11** Describe pollution. (778.01.k)

Standard 2: Risk Taking Behavior

Students learn how to make responsible choices that lead to acceptable behavior.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 1st grade, students will be able to:

- 2.1.1** Recognize that germs cause disease. (779.01.a)
- 2.1.2** Explain the necessity for rules for acceptable and unacceptable behavior. (779.01.b)
- 2.1.3** Determine how to make a responsible choice. (779.01.c)
- 2.1.4** Discuss risky behaviors. (779.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students learn refusal and decision-making skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 1st grade, students will be able to:

- 3.1.1** Share positive ways to express feelings. (780.01.a)

- 3.1.2 Identify refusal and decision-making skills. (780.01.b)
- 3.1.3 Demonstrate communication skills. (780.01.c)

Standard 4: Consumer Health

Students learn about health products.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 1st grade, students will be able to:

- 4.1.1 Identify examples of health products. (781.01.a)
- 4.1.2 Identify labels on health products. (781.01.b)
- 4.1.3 Recognize roles of health workers in the school and community. (781.01.c)

Standard 5: Mental and Emotional Wellness

Students learn how each person is unique.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 1st grade, students will be able to:

- 5.1.1 Demonstrate feelings. (782.01.a)
- 5.1.2 Identify how each person is unique and worthwhile, both physically and emotionally. (782.01.b)
- 5.1.3 Describe physical activities one enjoys. (782.01.c)
- 5.1.4 Recognize trusted adults who can provide assistance. (782.01.d)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 2
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students gain skills to lead a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 2nd grade, students will be able to:

- 1.1.1** Describe the concepts of fitness and wellness. (787.01.a)
- 1.1.2** Recognize body signals that indicate sickness or wellness. (787.01.b)
- 1.1.3** Identify the rules and procedures for safe living. (787.01.c)
- 1.1.4** Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices. (787.01.d)
- 1.1.5** Identify tobacco, alcohol, medicines, and other drugs. (787.01.e)
- 1.1.6** Explain the reasons for wise food selection. (787.01.f)
- 1.1.7** Identify physical characteristics of growth and development. (787.01.g)
- 1.1.8** Explain ways family membership changes. (787.01.h)
- 1.1.9** Identify how to choose a health product. (787.01.i)
- 1.1.10** Describe the characteristics of a healthful environment. (787.01.j)

Standard 2: Risk Taking Behavior

Students identify risk-taking behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 2nd grade, students will be able to:

- 2.1.1** Recognize ways illness is spread. (788.01.a)
- 2.1.2** Identify consequences for one's own behavior. (788.01.b)
- 2.1.3** Identify temptations, curiosity, peer influence, and harmful risk-taking. (788.01.c)
- 2.1.4** Identify behaviors that put a person at risk. (788.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate positive ways to communicate.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 2nd grade, students will be able to:

- 3.1.1** Identify ways to show respect for self and others. (789.01.a)
- 3.1.2** Describe refusal and decision-making skills. (789.01.b)

- 3.1.3** Demonstrate how to communicate with friends. (789.01.c)

Standard 4: Consumer Health

Students identify components of different health products.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 2nd grade, students will be able to:

- 4.1.1** Identify age-appropriate health care items. (790.01.a)
- 4.1.2** Identify the different components of a health product label. (790.01.b)
- 4.1.3** Identify community health workers and their roles. (790.01.c)

Standard 5: Mental and Emotional Wellness

Students learn the importance of mental, physical and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 2nd grade, students will be able to:

- 5.1.1** Identify actions that relate to emotions. (791.01.a)
- 5.1.2** Recognize that people are unique and worthwhile, both physically and emotionally. (791.01.b)
- 5.1.3** Discuss benefits of exercise and how it can enhance mental and emotional health. (791.01.c)
- 5.1.4** Identify safe environments. (791.01.d)

IDAHO ACHIEVEMENT STANDARDS
GRADE 3
HEALTH

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students continue to identify and build on skills necessary to lead a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 3rd grade, students will be able to:

- 1.1.1** Recognize the importance of fitness for overall wellness. (796.01.a)
- 1.1.2** Describe diseases and disorders. (796.01.b)
- 1.1.3** Identify and practice rules and procedures for safe living. (796.01.c)
- 1.1.4** View each person as a unique and special human being whose behavior can enhance or detract from a group, family, or community. (796.01.d)
- 1.1.5** Identify reasons why drugs and medicines are misused and abused. (796.01.e)
- 1.1.6** Identify the relationship between nutrition and well-being. (796.01.f)
- 1.1.7** Explore how the body changes as one grows. (796.01.g)
- 1.1.8** Adjust to family changes in healthful ways. (796.01.h)
- 1.1.9** Identify how health information, products, and services are made available. (796.01.i)
- 1.1.10** Identify the effects of pollution on the environment. (796.01.j)

Standard 2: Risk Taking Behavior

Students identify the consequences of risk taking.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 3rd grade, students will be able to:

- 2.1.1** Recognize ways of limiting the spread of illness. (797.01.a)
- 2.1.2** Identify how behavior affects physical, mental, and emotional health. (797.01.b)
- 2.1.3** Demonstrate methods of dealing with temptations, curiosity, peer influence, and harmful risk-taking. (797.01.c)
- 2.1.4** Identify risky behaviors present within family, friendships, and the community. (797.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students increase awareness of how behaviors affect others.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 3rd grade, students will be able to:

- 3.1.1** Describe how behaviors are affected by others' feelings. (798.01.a)
- 3.1.2** Demonstrate refusal and decision-making skills. (798.01.b)
- 3.1.3** Explain effective ways families, friends, and communities communicate. (798.01.c)

Standard 4: Consumer Health

Students learn about types of health services and careers.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 3rd grade, students will be able to:

- 4.1.1** Identify different types of health services. (799.01.a)
- 4.1.2** Describe the need to follow directions on product labels. (799.01.b)
- 4.1.3** Explore various health care careers. (799.01.c)

Standard 5: Mental and Emotional Health

Students learn to cope with mental and emotional health issues.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 3rd grade, students will be able to:

- 5.1.1** Describe appropriate actions in response to one's own emotions. (800.01.a)
- 5.1.2** Identify ways that people are unique and worthwhile, both physically and emotionally. (800.01.b)
- 5.1.3** Recognize the benefits of exercise and how it enhances mental and emotional health. (800.01.c)
- 5.1.4** Describe ways of keeping one's self safe. (800.01.d)
- 5.1.5** Recognize the impact of drug use. (800.01.e)

IDAHO ACHIEVEMENT STANDARDS
GRADE 4
HEALTH

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students learn the many factors involved in creating a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 4th grade, students will be able to:

- 1.1.1** Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being. (805.01.a)
- 1.1.2** Identify characteristics and causes of diseases and disorders. (805.01.b)
- 1.1.3** Recognize a safe environment and demonstrate readiness skills that deal with emergency situations. (805.01.c)
- 1.1.4** Identify the range of emotions experienced and the connection between our minds and bodies. (805.01.d)
- 1.1.5** Identify substances, their use, and abuse. (805.01.e)
- 1.1.6** Identify the nutritional benefits of different foods. (805.01.f)
- 1.1.7** Recognize growth and development as a life-long process. (805.01.g)
- 1.1.8** Describe the role of families and friends have in affecting our health. (805.01.h)
- 1.1.9** Determine factors involved in selecting and using health information, products, and services. (805.01.i)
- 1.1.10** Determine factors that influence the health of our environment. (805.01.j)

Standard 2: Risk Taking Behavior

Students continue to develop the knowledge and skills to avoid risk-taking behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 4th grade, students will be able to:

- 2.1.1** Describe the healthy living habits that can reduce the risk of illness and injury. (806.01.a)
- 2.1.2** Recognize how the actions of one person can affect the behavior of another. (806.01.b)
- 2.1.3** Identify high-risk situations and behaviors that pose a risk to one's self and others. (806.01.c)
- 2.1.4** Identify the impact of risky behaviors on personal and family health. (806.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate conflict resolution skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 4th grade, students will be able to:

- 3.1.1** Identify the causes and effects of conflict in schools and families. (807.01.a)
- 3.1.2** Demonstrate refusal and decision-making skills as they relate to substance use and abuse. (807.01.b)
- 3.1.3** Identify interpersonal communication skills that can be used to build interactions between family, friends, and community. (807.01.c)

Standard 4: Consumer Health

Students learn about the various health services available in the community.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 4th grade, students will be able to:

- 4.1.1** Identify reliable sources of personal health information, products, and services. (808.01.a)
- 4.1.2** Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. (808.01.b)
- 4.1.3** Identify the different community agencies that promote the health and well-being of personal environment. (808.01.c)

Standard 5: Mental and Emotional Health

Students learn to recognize and identify activities and ways to maintain positive mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 4th grade, students will be able to:

- 5.1.1** Recognize healthy ways to express personal emotions and feelings. (809.01.a)
- 5.1.2** Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities. (809.01.b)
- 5.1.3** Identify physical activities that promote fitness and the relief of mental and emotional tensions. (809.01.c)
- 5.1.4** Take responsibility for the safety of one's self and others. (809.01.d)
- 5.1.5** Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs. (809.01.e)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students learn the characteristics and strategies contributing to a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 5th grade, students will be able to:

- 1.1.1** Explain the importance of an active lifestyle leading to life-long health. (814.01.a)
- 1.1.2** Describe characteristics and causes of diseases and disorders. (814.01.b)
- 1.1.3** Describe basic first aid and safety rules. (814.01.c)
- 1.1.4** Identify emotions that accompany physical growth and development. (814.01.d)
- 1.1.5** Identify the effects of substances and their use and abuse. (814.01.e)
- 1.1.6** Identify the strategies for developing healthy eating habits. (814.01.f)
- 1.1.7** Recognize factors that affect growth and development. (814.01.g)
- 1.1.8** Identify environmental health issues and their relationship to a healthy lifestyle. (814.01.h)

Standard 2: Risk Taking Behavior

Students evaluate behaviors that lead to risk-taking.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 5th grade, students will be able to:

- 2.1.1** Evaluate healthy living habits that can reduce the risk of illness and injury. (815.01.a)
- 2.1.2** Describe behaviors/consequences of drug use. (815.01.b)
- 2.1.3** Identify strategies for resisting substance abuse. (815.01.c)
- 2.1.4** Explain the impact of risky behaviors on personal and family health. (815.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students continue to develop interpersonal communication skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 5th grade, students will be able to:

- 3.1.1** Explain the causes and effects of conflict in schools and families. (816.01.a)

- 3.1.2** Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (816.01.b)
- 3.1.3** Describe how interpersonal communication skills can be used to build interactions between family, friends, and community. (816.01.c)

Standard 4: Consumer Health

Students develop the ability to evaluate the validity of health information, products and services.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 5th grade, students will be able to:

- 4.1.1** Explain the validity of health information, products, and services. (817.01.a)
- 4.1.2** List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. (817.01.b)
- 4.1.3** Describe community factors that promote wellness, safety, and disease prevention. (817.01.c)

Standard 5: Mental and Emotional Health

Students develop strategies to effectively deal with mental and emotional health issues.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 5th grade, students will be able to:

- 5.1.1** Identify skills that positively control and express personal emotions and feelings. (818.01.a)
- 5.1.2** Identify and practice effective strategies for stress management. (818.01.b)
- 5.1.3** Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions. (818.01.c)
- 5.1.4** Define emotional safety. (818.01.d)
- 5.1.5** Identify behaviors that influence the use of alcohol, tobacco, and other drugs. (818.01.e)

IDAHO ACHIEVEMENT STANDARDS
GRADE 6
HEALTH

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students demonstrate knowledge in the development of a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 6th grade, students will be able to:

- 1.1.1** Identify the influence exercise has in developing a healthy system. (823.01.a)
- 1.1.2** Identify prevention, causes, and treatment of diseases and disorders. (823.01.b)
- 1.1.3** Demonstrate and be able to apply basic first aid and safety rules. (823.01.c)
- 1.1.4** Describe emotions that affect personal health. (823.01.d)
- 1.1.5** Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs. (823.01.e)
- 1.1.6** Apply strategies for developing healthy eating habits. (823.01.f)
- 1.1.7** Identify the functions and characteristics of the major body systems. (823.01.g)
- 1.1.8** Discuss and evaluate the importance of healthy relationships. (823.01.h)
- 1.1.9** Examine factors involved in selecting and using health information, products, and services. (823.01.i)
- 1.1.10** Describe environmental health issues and their relationships to a healthy lifestyle. (823.01.j)

Standard 2: Risk Taking Behavior

Students examine and evaluate risk-taking behaviors that impact person and family health.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 6th grade, students will be able to:

- 2.1.1** Identify risk factors for illness and injuries. (824.01.a)
- 2.1.2** Examine and evaluate how the actions of one person affect the behaviors of others. (824.01.b)
- 2.1.3** Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others. (824.01.c)
- 2.1.4** Describe the impact of risky behaviors on personal and family health. (824.01.d)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate skills in communication that are needed for a positive relationship.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 5th grade, students will be able to:

- 3.1.1** Describe the causes and effects of conflict in schools and families. (825.01.a)
- 3.1.2** Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (825.01.b)
- 3.1.3** Explain interpersonal communication skills that can be used to build interactions between family, friends, and community. (825.01.c)

Standard 4: Consumer Health

Students analyze the role and influences the media has on one's life.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 6th grade, students will be able to:

- 4.1.1** Evaluate the validity of health information, products, and services. (826.01.a)
- 4.1.2** Analyze how the media influences information about tobacco, alcohol, and drugs. (826.01.b)
- 4.1.3** Determine health resources available in personal community and state. (826.01.c)

Standard 5: Mental and Emotional Health

Students analyze factors that contribute to mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 6th grade, students will be able to:

- 5.1.1** Analyze skills that positively express personal emotions and feelings. (827.01.a)
- 5.1.2** Analyze the influence exercise has on relieving mental and emotional tension. (827.01.b)
- 5.1.3** Identify skills necessary for stress management, decision-making, and managing conflicts. (827.01.c)
- 5.1.4** Explore aspects of emotional safety. (827.01.d)
- 5.1.5** Explore factors that influence the use of alcohol, tobacco, and drugs. (827.01.e)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7-8
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students identify, demonstrate and analyze the many components that make up a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 8th grade, students will be able to:

- 1.1.1** Identify the components of physical fitness. (832.01.a)
- 1.1.2** Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (832.01.b)
- 1.1.3** Demonstrate knowledge of basic first aid and injury prevention. (832.01.c)
- 1.1.4** Explain the relationship among mental/emotional, physical, and social health as a basis for wellness. (832.01.d)
- 1.1.5** Recognize the impact of substance abuse on personal health. (832.01.e)
- 1.1.6** Identify how food choices affect health. (832.01.f)
- 1.1.7** Label the major components of each body system and identify the relationship to overall health. (832.01.g)
- 1.1.8** Analyze the importance of healthy relationships. (832.01.h)
- 1.1.9** Examine environmental health and recognize how it relates to a healthy lifestyle. (832.01.i)

Standard 2: Risk Taking Behavior

Students evaluate risk-taking behaviors on personal health.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 8th grade, students will be able to:

- 2.1.1** Identify risk factors that lead to STDs and pregnancy. (833.01.a)
- 2.1.2** Evaluate the impact of risky behavior on personal health. (833.01.b)
- 2.1.3** Identify the short-term effects and long-term consequences of substance abuse. (833.01.c)

Standard 3: Communication Skills for Healthy Relationships

Students demonstrate communication skills that enhance both intra-personal and inter-personal relationships.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 8th grade, students will be able to:

- 3.1.1 Describe and explain the causes and effects of conflict in schools and families. (834.01.a)
- 3.1.2 Demonstrate communication skills that enhance personal relationships. (834.01.b)

Standard 4: Consumer Health

Students analyze health resources in the community.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 8th grade, students will be able to:

- 4.1.1 Analyze the validity of health information, products, and services. (835.01.a)
- 4.1.2 Identify the available resources that provide health care services and information. (835.01.b)

Standard 5: Mental and Emotional Health

Students analyze stress causing factors that effect mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 8th grade, students will be able to:

- 5.1.1 Identify mental and emotional disorders. (836.01.a)
- 5.1.2 Recognize the personal aspects of mental and emotional health. (836.01.b)
- 5.1.3 Identify stressors and techniques for stress management. (836.01.c)
- 5.1.4 Demonstrate aspects of emotional safety. (836.01.d)
- 5.1.5 Analyze factors that influence the use of alcohol, tobacco, and drugs. (836.01.e)

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
HEALTH**

Students are expected to know content and apply skills from previous grades.

Standard 1: Healthy Lifestyles

Students assess and evaluate all health related components that lead to a healthy life.

Goal 1.1: Acquire the essential skills to lead a healthy life.

Objective(s): By the end of 12th grade, students will be able to:

- 1.1.1** Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle. (841.01.a)
- 1.1.2** Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury). (841.01.b)
- 1.1.3** Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle. (841.01.c)
- 1.1.4** Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures. (841.01.d)
- 1.1.5** Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (841.01.e)
- 1.1.6** Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research). (841.01.f)

Standard 2: Risk Taking Behavior

Students assess and evaluate consequences resulting from risking-taking behaviors.

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Objective(s): By the end of 12th grade, students will be able to:

- 2.1.1** Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress). (842.01.a)
- 2.1.2** Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency). (842.01.b)
- 2.1.3** Evaluate the impact of risky behaviors on personal and community health. (842.01.c)

Standard 3: Communication Skills for Healthy Relationships

Students analyze and evaluate the importance of developing strong communication skills.

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Objective(s): By the end of 12th grade, students will be able to:

- 3.1.1** Analyze the causes and effects of conflict in schools, families, workplaces, and communities. (843.01.a)
- 3.1.2** Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution). (843.01.b)
- 3.1.3** Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society. (843.01.c)

Standard 4: Consumer Health

Students analyze all of the components that make up consumer health.

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Objective(s): By the end of 12th grade, students will be able to:

- 4.1.1** Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research). (844.01.a)
- 4.1.2** Evaluate resources from home, school, library, and the community that provide valid health care information. (844.01.b)
- 4.1.3** Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use). (844.01.c)
- 4.1.4** Analyze the cost and accessibility of health care services. (844.01.d)

Standard 5: Mental and Emotional Health

Students analyze and assess strategies that address mental and emotional health.

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Objective(s): By the end of 12th grade, students will be able to:

- 5.1.1** Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout). (845.01.a)
- 5.1.2** Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide). (845.01.b)

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: DANCE

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades K - 3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades K - 3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempo. Students create and perform movement phrases individually and collectively.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 - 5
HUMANITIES: DANCE**

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 research and perform various existing dances and create their own original work based on other art disciplines.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades 4 - 5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades 4 - 5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 - 8
HUMANITIES: DANCE**

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades 6 - 8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades 6 - 8 increase strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: DANCE**

Standard 1: DANCE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Standard 2: DANCE: Critical Thinking

Analyze and converse about dance. Students in grades 9 - 12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Standard 3: DANCE: Performance

Communicate through dance articulately and expressively. Students in grades 9 - 12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K - 3
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Identify and perform dances associated with particular places and events. [\(868.01.d1\)](#)
- 1.1.2** Identify historical events that have influenced dance. [\(868.01.d2\)](#)
- 1.1.3** Discuss common subjects, ideas, and themes in dances from different cultures. [\(868.01.d3\)](#)
- 1.1.4** Describe the role dance plays in today's society. [\(868.01.d4\)](#)

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Compare dance and other art forms associated with various cultures in various time periods. [\(868.02.d1\)](#)
- 1.2.2** Identify common themes or ideas found in other art forms and explore them through movement (e.g. students identify the theme of sadness found in a painting and improvise the idea through movement using “sad” music). [\(868.02.d2\)](#)

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades K - 3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Talk about dance as a means of communicating meaning. [\(870.01.d1\)](#)
- 2.1.2** Show through movement how the human body is used to express or communicate action, idea, or experience. [\(870.01.d2\)](#)

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1 Create movement based on a theme (e.g. improvise on the topic of family). [\(870.02.d2\)](#)
- 2.2.2 Show how dance elicits various interpretations. [\(870.02.d3\)](#)
- 2.2.3 Develop and apply arts vocabulary when discussing dance forms. [\(870.03.d1\)](#)
- 2.2.4 Suggest ways the artists get ideas. [\(870.03.d3\)](#)
- 2.2.5 Voice personal preferences about dances within a classroom or other setting. [\(870.03.d4\)](#)
- 2.2.6 Observe a dance performance, discuss its meaning, and voice a personal response to it.

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades K - 3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1 Identify and practice different movement qualities (e.g. glide, slide, wiggle, swing).
- 3.1.2 Demonstrate how the body can change create shapes, change levels, and move through pathways and in space at various speeds. [\(872.02.d1\)](#)
- 3.1.3 Improvise movement based on various stimuli (e.g. music, verbal clues, sound). [\(872.01.d4\)](#)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1 Repeat demonstrated body movements and rhythm patterns. [\(872.02.d2\)](#)
- 3.2.2 Move as an individual and as part of a group without talking. [\(872.02.d3\)](#)
- 3.2.3 Move at various tempos.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1 Use movement vocabulary to compose a dance phrase. [\(872.03.d1\)](#)
- 3.3.2 Create a movement phrase with a beginning, middle, and end. [\(872.03.d2\)](#)
- 3.3.3 Use original ideas and/or concepts from other sources to create movement. [\(872.03.d3\)](#)
- 3.3.4 Express ideas, moods, and feelings through dance. [\(872.03.d4\)](#)

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 - 5
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 research and perform various existing dances and create their own original work based on other art disciplines.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Research and perform dance forms that have evolved during specific periods of history (e.g. social, cultural, professional). [\(902.01.d1\)](#)
- 1.1.2** Explain how a dance from a culture or time period reflects values of its society. [\(902.01.d2\)](#)
- 1.1.3** Identify ways in which dance has been transmitted from one generation to another.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Create a dance based on another art form (e.g. students create a movement phrase based on a poem, a piece of music, or from a costume). [\(902.02.d1\)](#)

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades 4 - 5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Discuss and show how dance creates and communicates meaning. [\(904.01.d1\)](#)
- 2.1.2** Speculate and experiment with how different artistic choices can change the meaning of a dance. [\(904.01.d2\)](#)

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1** Discuss how dance reveals themes and ideas. [\(904.02.d1\)](#)
- 2.2.2** Identify ways in which other disciplines relate to movement and dance (e.g. repetition in painting, music). [\(904.02.d2\)](#)

- 2.2.3 Discuss the process and effort involved in developing an idea into a dance work.
- 2.2.4 Observe a dance performance and explain how the dance conveyed feelings or ideas.

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades 4 - 5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Identify and practice weight shifts, lateral movement, elevation, and jumps. (906.01.d1)
- 3.1.2 Memorize set patterns of movement. (906.01.d2)
- 3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. (906.01.d4)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Perform dances from at least two different genres (jazz, ballet, modern, tap).
- 3.2.2 Demonstrate a rhythmic pattern through movement. (906.02.d2)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways and in space at various speeds.
- 3.3.2 Create a variety of solutions to a movement problem (e.g. move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group. (906.03.d4)

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 - 8
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Investigate one dance tradition of the United States and perform it (e.g. square dance, Native American dance). ([936.01.d1](#))
- 1.1.2** Examine the influence of historical events on the development of the dance form they have performed. ([936.01.d2](#))
- 1.1.3** Examine the role of dance in holidays and traditional celebrations.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. ([936.02.d2](#))
- 1.2.2** Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades 6 - 8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Identify criteria for evaluating dance. ([938.03.d2](#))
- 2.1.2** Use appropriate vocabulary when analyzing a dance performance. ([938.03.d1](#))

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1** Compare how various dance forms express different ideas. ([938.02.d2](#))
- 2.2.2** Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. ([938.01.d3](#))
- 2.2.3** Discuss various responses and interpretations of a dance performance. ([938.01.d2](#))

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades 6 - 8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1** Practice correct strengthening and stretching sequences. (940.01.d1)
- 3.1.2** Practice maintaining both stationary and moving alignment, balance, and control. (940.01.d5)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1** Identify and execute on- and off-balance movement phrases. (940.02.d1)
- 3.2.2** Identify and execute movements in the three planes (vertical, horizontal, and sagittal). (940.02.d2)
- 3.2.3** Create and follow a floor pattern. (940.02.d3)
- 3.2.4** Select and/or make costumes that support the intent of a dance. (940.02.d4)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1** Choreograph and perform two contrasting dance styles within a single genre. (940.03.d1)
- 3.3.2** Choreograph a duet. (940.03.d4)
- 3.3.3** Create a round or canon for a group of dancers to perform. (940.03.d5)
- 3.3.4** Memorize, practice, refine, and perform a dance created by someone else. (940.03.d6)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): Upon completion of grade 12, the student will be able to:

- 1.1.1** Discuss how dance has a history, purpose, and function in cultures. (970.01.d2)
- 1.1.2** Choreograph a dance that illustrates a significant historical event, discovery, or concept. (970.01.d1)

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 12, the student will be able to:

- 1.2.1** Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. (970.02.d1)
- 1.2.2** Create an original dance that originates from visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Analyze and converse about dance. Students in grades 9 - 12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goal 2.1: Conduct analyses in dance.

Objective(s): Upon completion of grade 12, the student will be able to:

- 2.1.1** Develop and use dance vocabulary to discuss a variety of dance forms and styles. (973.01.d1)-
- 2.1.2** Write a critique of a dance performance, examining how dance creates and communicates meaning. (973.01.d2)
- 2.1.3** Discuss the aesthetics of dance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dance performances.

Objective(s): Upon completion of grade 12, the student will be able to:

- 2.2.1 Discuss how dance can reveal or portray political and/or cultural issues. (973.02.d1)
- 2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
- 2.2.3 Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions.
- 2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
- 2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. (973.03.d3)

Standard 3: Performance

Communicate through dance articulately and expressively. Students in grades 9 - 12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): Upon completion of grade 12, the student will be able to:

- 3.1.1 Practice lengthy and complex movement combinations in at least two different genres. (975.01.d1)
- 3.1.2 Perform contrasting movement qualities within a dance phrase (e.g. rise and fall, tension and release, glide and dart).

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 12, the student will be able to:

- 3.2.1 Study a piece of choreography and interpret it.
- 3.2.2 Identify the characteristics of a particular dance style.
- 3.2.3 Create a dance incorporating characteristics of a particular dance style.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): Upon completion of grade 12, the student will be able to:

- 3.3.1 Create a movement phrase, using contrast in energy and tempo.
- 3.3.2 Choreograph a dance based on a theme. (975.03.d1)
- 3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g. spoken word, sound effects). (975.03.d5)

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: INTERDISCIPLINARY**

Standard 1: INTERDISCIPLINARY HUMANITIES: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines. Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Standard 2: INTERDISCIPLINARY HUMANITIES: Critical Thinking

Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines (e.g. visual art, music, theatre, dance, language, history, literature). Interdisciplinary Humanities students research and analyze important societal issues as they relate to the arts and humanities disciplines. Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Standard 3: INTERDISCIPLINARY HUMANITIES: Performance

Communicate in the humanities disciplines articulately and with creative expression. Interdisciplinary Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a historical period, culture, or universal theme.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: INTERDISCIPLINARY**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines. Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Identify, in context, events and people influential in the development of historical and living cultures. (962.01.a)
- 1.1.2** Demonstrate the ways in which the arts and humanities reflect events. (962.01.b)
- 1.1.3** Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. (962.01.c)

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Acquire a working vocabulary of two or more arts and humanities disciplines. (962.02.a)
- 1.2.2** Compare and contrast the products and processes of two arts and humanities disciplines. (962.02.b)
- 1.2.3** Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other. (962.02.c)
- 1.2.4** Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures.

Objective(s): Upon completion of high school, the student will be able to:

- 1.3.1** Identify the ways the structure of an art or discipline mirrors the structure and values of society. (962.03.a)
- 1.3.2** Define the ways that the humanities disciplines affect human relationships. (962.03.b)

Standard 2: Critical Thinking

Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines (e.g. visual art, music, theatre, dance, language, history, literature). Interdisciplinary Humanities students research and analyze important societal issues as they relate to the arts and humanities

disciplines. Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Goal 2.1: Conduct analyses in the arts and humanities disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Relate arts and humanities disciplines to ethical and/or human issues. (964.01.a)
- 2.1.2** Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. (964.01.b)
- 2.1.3** Research and present findings about the role of artworks in a society.

Goal 2.2: Engage in discussions about arts and humanities issues.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1** Analyze an artifact or idea and debate its meaning in the context of its societal values. (964.02.a)
- 2.2.2** Describe the influence of world religion on government, culture, artistic creation, technological development, and/or social conduct. (964.02.b)
- 2.2.3** Discuss ways in which the arts and humanities break through and create class barriers. (964.02.c)
- 2.2.4** Discuss the significance of artworks in a society.

Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.

Objective(s): Upon completion of high school, the student will be able to:

- 2.3.1** Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. (964.03.a)
- 2.3.2** Explain how artworks are affected or altered by historical events and/or movements. (964.03.b)
- 2.3.3** Create an original work that offers a response to a human problem.

Standard 3: Performance

Communicate in the humanities disciplines articulately and with creative expression. Interdisciplinary Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a historical period, culture, or universal theme.

Goal 3.1: Understand concepts essential to interdisciplinary study.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1** Discuss the role of diverse cultures within the arts and humanities. (966.01.a)
- 3.1.2** Identify universal themes in the arts and humanities disciplines. (966.01.b)
- 3.1.3** Select and exhibit works that communicate a common meaning.

Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1** Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. [\(966.02.a\)](#)
- 3.2.2** Interpret how a literary/artistic work relates to the history and/or culture from which it originated. [\(966.02.b\)](#)
- 3.2.3** Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1** Express, through means other than expository writing, an understanding and appreciation of the arts and humanities. [\(966.03.a\)](#)
- 3.3.2** Illustrate a connection between two humanities disciplines, showing how they compliment one another. [\(966.03.b\)](#)
- 3.3.3** Create an artistic work that expresses the uniqueness of a historical period or cultural influence. [\(966.03.c\)](#)
- 3.3.4** Create a literary work that targets a universal theme.

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and compare a musical selection with another art form.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades K - 3 identify simple musical forms and instrument families and voices. Students discuss likes and dislikes of live or recorded musical performances. Students explain the role of music in their lives.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades K - 3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students sing expressively with appropriate dynamics and phrasing. Students create melodic or rhythmic responses using instructor guidelines.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 4 - 5
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades 4 - 5 identify specific elements of music and sounds of various instruments and voices. Students discuss the roles of music and musicians in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades 4 - 5 use standard music symbols and terms to read, notate, and perform music. Students sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 6 - 8
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades 6 - 8 describe and analyze aural examples of music, using correct musical terminology. Students develop criteria for high musical quality.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades 6 - 8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor. Students perform or compose music using a variety of sound sources.

IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: MUSIC

Standard 1: MUSIC: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines.

Standard 2: MUSIC: Critical Thinking

Analyze and converse about music. Students in grades 9 - 12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss and report on controversial musical issues. Students develop tools necessary to evaluate musical performances constructively.

Standard 3: MUSIC: Performance

Communicate through music articulately and expressively. Students in grades 9 - 12 perform an individual instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K – 3
HUMANITIES: MUSIC**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and compare a musical selection with another art form.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Name the historical or cultural background of musical selections learned. (868.01.a1)
- 1.1.2** Identify the country or region of musical selections learned. (868.01.a2)
- 1.1.3** Discuss suitable music for various occasions and traditions.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Identify ideas and emotions that are expressed through music and other disciplines. (868.02.a1)
- 1.2.2** Compare a musical selection with another art form that uses a similar style. (868.02.a2)

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades K - 3 identify simple musical forms and instrument families and voices. Students discuss likes and dislikes of live or recorded musical performances. Students explain the role of music in their lives.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Examine music as a form of communication. (870.01.a2)
- 2.1.2** Use arts vocabulary to discuss specific works of music. (870.01.a3)
- 2.1.3** Relate the significance of music to one's own life. (870.01.a4)
- 2.1.4** Identify simple musical forms when they are heard.
- 2.1.5** Identify sounds of different instrument families and voices.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1** Discuss the importance of music in one's own life. (870.02.a1)
- 2.2.2** Draw conclusions about the meaning of the term "classical music." (870.02.a2)
- 2.2.3** Recognize and verbalize emotions that are associated with music. (870.03.a1)

- 2.2.4** Discuss likes and dislikes of musical examples using familiar musical terms. [\(870.03.a2\)](#)

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades K - 3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students sing expressively with appropriate dynamics and phrasing. Students create melodic or rhythmic responses using instructor guidelines.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1** Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. [\(872.01.a1\)](#)
- 3.1.2** Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.
- 3.1.3** Sing independently with a clear tone and on pitch.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1** Identify and perform simple songs from different cultures and genres. [\(872.02.a1\)](#)
- 3.2.2** Illustrate group singing and instrumental skills in response to conductor cues. [\(872.02.a2\)](#)
- 3.2.3** Echo rhythmic or melodic patterns accurately.

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1** Create a melody when given specific guidelines. [\(872.03.a1\)](#)
- 3.3.2** Move to the beat of music in both organized and free style. [\(872.03.a2\)](#)
- 3.3.3** Improvise "answers" to given rhythmic and/or melodic phrases. [\(872.03.a3\)](#)
- 3.3.4** Improvise movement that is stylistically appropriate to music. [\(872.03.a4\)](#)
- 3.3.5** Sing expressively with appropriate dynamics and phrasing.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 – 5
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Describe how musical elements are used in music of our own culture as well as other cultures.
- 1.1.2** Identify characteristics of music from two different historical periods. (902.01.a2)
- 1.1.3** Identify specific compositions as belonging to a particular era in music history. (902.01.a3)
- 1.1.4** Recognize the uses of music in everyday life and the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Identify similarities and differences in the meanings of terms common to other arts disciplines. (902.02.a2)
- 1.2.2** Describe ways that music is related to other subject areas.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 4 - 5 identify specific elements of music and sounds of various instruments and voices. Students discuss the roles of music and musicians in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). (904.01.a1)
- 2.1.2** Describe music as a form of communication. (904.01.a2)
- 2.1.3** Use music vocabulary to discuss specific compositions of various styles and cultures. (904.01.a3)
- 2.1.4** Identify the sounds of various instruments and voices.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1 Discuss the importance of music in our society. (904.02.a1)
- 2.2.2 Discuss the differences between professional and amateur musicians. (904.02.a2)
- 2.2.3 Express personal preferences for a specific work using appropriate arts vocabulary. (904.03.a1)
- 2.2.4 Identify and discuss copyright issues in music. (904.03.a2)
- 2.2.5 Discuss the importance of proper concert behavior and demonstrate it. (904.03.a4)

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 4 - 5 use standard music symbols and terms to read, notate, and perform music. Students sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students perform in groups blending vocal/instrumental sounds and matching dynamics, breath control, phrasing, and interpretation in response to the conductor. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)
- 3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. (906.01.a2)
- 3.1.3 Identify symbols, traditional terms, and notation in music. (906.01.a3)
- 3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. (906.02.a1)
- 3.2.2 Use a variety of sound sources to compose/arrange. (906.02.a2)
- 3.2.3 Perform independent instrumental parts while other students sing or play contrasting parts. (906.02.a3)
- 3.2.4 Sing accurately with appropriate dynamics, breath control, phrasing, and interpretation.
- 3.2.5 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1 Sing expressively, either alone or in a musical group.
- 3.3.2 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). (906.03.a3)
- 3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 – 8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Analyze the relationship of a country's traditions and its music. (936.01.a1)
- 1.1.2** Identify the historical period during which musical works being studied were composed. (936.01.a2)
- 1.1.3** Discuss the relationship of music to the historical period in which it was composed. (936.01.a2)

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Compare a musical style with another art form sharing a similar style or movement. (936.02.a2)
- 1.2.2** Discuss similarities among other subject areas and the arts.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6 - 8 describe and analyze aural examples of music, using correct musical terminology. Students develop criteria for high musical quality.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 2.1.2** Identify the sounds of voices and musical instruments.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1** Describe the significance of music in contemporary society. (938.02.a3)
- 2.2.2** Debate copyright issues in music. (938.03.a3)
- 2.2.3** Develop criteria for high musical quality. (938.03.a2)

- 2.2.4 Explain personal preferences for musical styles and pieces, using proper terminology. (938.02.a1)
- 2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (938.03.a2)
- 2.2.6 Discuss the importance of proper concert behavior and demonstrate it. (940.03.a4)

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6 - 8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor. Students perform or compose music using a variety of sound sources.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1 Improvise simple melodic phrases. (940.01.a1)
- 3.1.2 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2)
- 3.1.3 Read and notate pitches in treble and bass clef.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (940.01.a3)
- 3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. (940.02.a1)

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. (940.03.a1)
- 3.3.2 Perform a work of music considering the intent of its creator. (940.03.a)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Identify representative musical works from a variety of cultures and historical periods. [\(971.01.a1\)](#)
- 1.1.2** Outline the purpose and function of a particular form of music through history. [\(971.01.a2\)](#)
- 1.1.3** Compare and contrast aesthetical aspects of music from different cultural perspectives. [\(971.01.a3\)](#)

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Discuss connections between the history of one art form or style and another related art form or style. [\(971.02.a2\)](#)
- 1.2.2** Describe similarities among different disciplines and the arts. [\(971.02.a1\)](#)
- 1.2.3** Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9 - 12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss and report on controversial musical issues. Students develop tools necessary to evaluate musical performances constructively.

Goal 2.1: Conduct analyses in music.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Develop and use music vocabulary to discuss musical forms. [\(973.01.a1\)](#)
- 2.1.2** Compare two contrasting musical works. [\(973.01.a2\)](#)
- 2.1.3** Discuss the similarities and differences of artistic styles. [\(973.01.a3\)](#)
- 2.1.4** Recognize common themes appearing in music throughout history. [\(973.01.a4\)](#)
- 2.1.5** Research and report on controversial issues in musical circles. [\(973.03.a2\)](#)
- 2.1.6** Offer an alternative for copyright infringement both for the consumer and the artist. [\(973.03.a3\)](#)

- 2.1.7 Offer an informed opinion regarding current arts issues in one's community. (973.02.a2)

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1 Express personal preference for music using appropriate musical terminology. (973.03.a1)
- 2.2.2 Develop criteria for high musical quality and apply it to a live musical performance. (973.02.a1)
- 2.2.3 Evaluate constructively the quality of one's performance and the performances of others. (973.03.a4)
- 2.2.4 Discuss the importance of proper concert behavior and demonstrate it.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9 - 12 perform an individual instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Goal 3.1: Utilize concepts essential to music.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony. (975.01.a1)
- 3.1.2 Articulate a method of consistent and efficient musical practice. (975.01.a2)
- 3.1.3 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
- 3.1.4 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique. (975.02.a1)
- 3.2.2 Interpret/perform a musical selection, respecting the intent of its creator. (975.02.a2)

Goal 3.3: Communicate through music with creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1 Demonstrate advanced solo and ensemble skills. (975.03.a1)
- 3.3.2 Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)

- 3.3.3** Perform varied musical works at a moderate level of difficulty with expression and technical accuracy. [\(975.03.a3\)](#)
- 3.3.4** Improvise rhythmic and melodic variations on given melodies. [\(975.03.a4\)](#)

**IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: THEATRE**

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades K - 3 identify and discuss the elements and meaning of a dramatic performance, using arts vocabulary. Students explain personal preference about a dramatic performance.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades K - 3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 4 - 5
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 - 5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades 4 - 5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades 4 - 5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 6 - 8
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades 6 - 8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades 6 - 8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: THEATRE

Standard 1: THEATRE: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare universal characters from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Standard 2: THEATRE: Critical Thinking

Analyze and converse about theatre. Students in grades 9 - 12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Standard 3: THEATRE: Performance

Communicate through theatre articulately and expressively. Students in grades 9 - 12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K – 3
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Identify a dramatic presentation as belonging to the past, present, or future.
- 1.1.2** Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story).
(868.01.c1)
- 1.1.3** Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Discuss how theatre is enhanced by dance, visual art, and music. (868.02.c1)
- 1.2.2** Compare a written (visual or oral) story with a dramatic performance of that same story. (868.02.c2)

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using arts vocabulary. Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Discuss drama as a form of communication. (870.01.c2)
- 2.1.2** Use arts vocabulary to discuss a dramatic performance. (870.01.c3)
- 2.1.3** Identify and describe the character, plot, and setting in stories.
- 2.1.4** Speculate on the meaning of a performance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1** Verbalize personal preferences for types of drama. (870.01.c1)
- 2.2.2** Identify the beginning, middle, and ending of dramatic performances.
(870.01.c2)

- 2.2.3** Explain preferences for different parts of a dramatic performance. (870.01.c3)

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1** Create characters, environments, and situations for dramatization. (872.01.c1)
- 3.1.2** Vary movement, vocal pitch, tempo, and tone for different characters. (872.01.c2)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1** Use dialogue to tell stories. (872.02.c1)
- 3.2.2** Interact in imaginary situations. (872.02.c2)
- 3.2.3** Choose scenery, props, costumes, and makeup for a production. (872.02.c3)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1** Create spontaneous dialogue to express or create characters within a scene. (872.03.c1)
- 3.3.2** Create and present original or historical/fictional stories.
- 3.3.3** Assume roles based on personal experiences, imagination, and reading. (872.03.c2)
- 3.3.4** Show respect for personal work and works of others.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 – 5
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Translate a specific historical event into a dramatic presentation. (902.01.c1)
- 1.1.2** Create stage props and scenery that convey historical accuracy in a dramatic reenactment. (902.01.c2)
- 1.1.3** Improvise dialogue involving historical figures. (902.01.c3)
- 1.1.4** Discuss the value of theatre as a means of reflecting history and culture.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. (902.02.c1)

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Develop and use theatre vocabulary. (904.01.c1)
- 2.1.2** Use selected criteria to critique a dramatic performance.
- 2.1.3** Compare and contrast film, television, and theatre as different genres.
- 2.1.4** Discuss theatre as effective or ineffective ways to communicate meaning.
- 2.1.5** Justify reasons for personal preference concerning a dramatic performance.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1** Identify how theatre reveals universal themes. (904.02.c1)

- 2.2.2 Analyze how facial expression and body language reveal meaning. [\(904.02.c2\)](#)
- 2.2.3 Evaluate one's own performance of a scene and the performances of others. [\(904.03.c4\)](#)
- 2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. [\(904.03.c2\)](#)
- 2.2.5 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Improvise dialogue to tell stories and convey information.
- 3.1.2 Create characters, environments, and situations for dramatization.
- 3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Select materials to create scenery, properties, lighting, sound, costumes, and makeup. [\(906.02.c1\)](#)
- 3.2.2 Use theatrical elements to convey mood and environment. [\(906.02.c2\)](#)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1 Create characters and plots from a variety of sources.
- 3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. [\(906.03.c3\)](#)
- 3.3.3 Create a short dramatic scene from narrative literature.
- 3.3.4 Improvise scenes collaboratively, based on relationships and social situations. [\(906.03.c1\)](#)
- 3.3.5 Show respect for personal work and works of others.

**IDAHO ACHIEVEMENT STANDARDS
GRADES 6 – 8
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Identify theatre's Greek roots. [\(936.01.c1\)](#)
- 1.1.2** Identify the ways in which many cultures have used theatre to communicate ideas.
- 1.1.3** Discuss various historical changes and developments in the theatre and stage. [\(936.01.c2\)](#)
- 1.1.4** Delineate the differences between melodramatic and realistic acting styles.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Utilize multiple art forms to communicate ideas effectively.
- 1.2.2** Analyze a dramatic performance's use of multiple art forms.

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Investigate and evaluate theatre as a way to create and communicate meaning. [\(938.01.c1\)](#)
- 2.1.2** Compare and contrast the theatre of different cultures. [\(938.01.c2\)](#)
- 2.1.3** Discuss one's interpretation of a dramatic scene with interpretations of others. [\(938.01.c3\)](#)
- 2.1.4** Identify and discuss dramatic elements that contribute to the meaning of a dramatic work. [\(938.01.c4\)](#)

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1** Describe the role of the protagonist and the antagonist in a dramatic performance.
- 2.2.2** Discuss the elements of conflict, climax, and theme as they relate to texts.
- 2.2.3** Analyze a character's actions and the consequences they create.
- 2.2.4** Defend one's personal preferences for parts of a dramatic work. (938.03.c1)
- 2.2.5** Discuss drama as a study of human character and personality. (938.03.c2)
- 2.2.6** Use theatrical vocabulary to assess a dramatic performance. (938.03.c3)

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1** Improvise dialogue to tell stories and convey information at a personal level. (940.01.c1)
- 3.1.2** Create characters, environments and situations to convey a specific idea or mood. (940.01.c2)
- 3.1.3** Vary movements and vocal qualities to convey an interpretation of a character. (940.01.c3)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1** Identify and describe how theatrical elements (e.g. characterization, scenery, lighting, costumes) communicate the meaning and intent of a dramatic presentation. (940.02.c1)
- 3.2.2** Use technical elements of theatre to communicate meaning.
- 3.2.3** Use pantomime theatre to communicate an idea or tell a story.
- 3.2.4** Demonstrate basic stage movement.
- 3.2.5** Demonstrate the physical tools for acting (voice, movement, facial expression, gestures).

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1** Perform or create an original work. (940.03.c1)
- 3.3.2** Create a dramatic work that expresses personal understanding, opinions, and beliefs. (940.03.c2)
- 3.3.3** Plan and direct scripted scenes. (940.03.c3)
- 3.3.4** Demonstrate appropriate behavior while attending and/or participating in theatrical events. (940.03.c4)
- 3.3.5** Show respect for personal work and works of others. (940.03.c5)

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare universal characters from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Goal 1.1: Explain the historical and cultural contexts of theatre.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Identify representative dramatic works from a variety of cultures and historical periods. (971.01.c3)
- 1.1.2** Illustrate an understanding of cultural and historical perspectives required by a specific text. (971.01.c1)
- 1.1.3** Identify historical periods and their theatrical styles. (971.01.c3)
- 1.1.4** Describe and compare universal characters and situations in dramas from various cultures and periods.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Create works that integrate processes and concepts of other art forms.
- 1.2.2** Analyze how other art forms contribute to a dramatic performance. (971.02.c2)

Standard 2: Critical Thinking

Analyze and converse about theatre. Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Goal 2.1: Conduct analyses in theatre.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Develop and use theatre vocabulary to critique dramatic performances or written plays. (972.01.c1)
- 2.1.2** Compare and contrast the relationship between traditional theatre and contemporary trends in entertainment. (972.01.c3)
- 2.1.3** Analyze the central action of the play and discuss its cause and effect.
- 2.1.4** Evaluate how well the text or production met its intended objectives.

Goal 2.2: Engage in reasoned dialogue and make decisions about dramatic performances.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1** Describe and defend one's critique of a dramatic performance. [\(971.03.c1\)](#)
- 2.2.2** Analyze production and performance appropriateness of a theatrical work within a given community. [\(972.03.c2\)](#)
- 2.2.3** Compare and contrast modern drama with the theatre of earlier periods.

Standard 3: Performance

Communicate through theatre articulately and expressively. Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: Identify concepts essential to theatre.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1** Interpret and perform scripts to convey story and meaning to an audience. [\(975.01.c1\)](#)
- 3.1.2** Research and apply physical, emotional, and social dimensions in creating character. [\(975.01.c2\)](#)
- 3.1.3** Analyze theatrical elements of a dramatic performance. [\(975.01.c3\)](#)
- 3.1.4** Utilize theatrical terminology in appropriate settings.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1** Show how artistic choices can affect performances and formal productions. [\(975.02.c1\)](#)
- 3.2.2** Construct imaginative scripts that convey story and meaning to an audience. [\(975.02.c2\)](#)
- 3.2.3** Interpret/perform a work respecting the intent of its creator. [\(975.02.c3\)](#)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1** Develop and sustain a character that communicates with the audience. [\(975.03.c1\)](#)
- 3.3.2** Organize and conduct rehearsals for production. [\(975.03.c2\)](#)
- 3.3.3** Plan and develop original set designs that support a dramatic text. [\(975.03.c3\)](#)
- 3.3.4** Create a dramatic work that expresses personal understanding, opinions, and beliefs. [\(975.03.c4\)](#)
- 3.3.5** Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 3.3.6** Build characters and portray situations through improvisation.

IDAHO STANDARDS POLICY STATEMENTS
GRADES K - 3
HUMANITIES: VISUAL ARTS

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. Students name ways in which visual arts compare to other art forms.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and communicate about the visual arts. Students in grades K - 3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully.

Standard 3: VISUAL ARTS: Performance

Communicate and respond through the visual arts articulately and expressively. Students in grades K - 3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 4 – 5
HUMANITIES: VISUAL ARTS

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 – 5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. Students describe the interrelationships of the elements of various arts disciplines.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 4 - 5 use appropriate arts vocabulary to discuss works of art. Students analyze the visual arts as a form of communication, using the elements, materials, techniques and processes of art. Students construct meaning about the artwork based on personal experience. Students use predetermined criteria to make informed judgments about their work and the work of others.

Standard 3: VISUAL ARTS: Performance

Communicate through the visual arts articulately and expressively. Students in grades 4 - 5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

IDAHO STANDARDS POLICY STATEMENTS
GRADES 6 - 8
HUMANITIES: VISUAL ARTS

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students compare art forms that share common characteristics. Students create an interdisciplinary product or performance.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 6 - 8 analyze and interpret works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting of art.

Standard 3: VISUAL ARTS: Performance

Communicate through the visual arts articulately and expressively. Students in grades 6 - 8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.

**IDAHO STANDARDS POLICY STATEMENTS
HIGH SCHOOL
HUMANITIES: VISUAL ARTS**

Standard 1: VISUAL ARTS: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students identify major periods and movements of art. Students compare the relationships between visual arts and other performing arts. Students create a product or performance that integrates art forms.

Standard 2: VISUAL ARTS: Critical Thinking

Analyze and converse about the visual arts. Students in grades 9 - 12 critique works of art using well-articulated rationale. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

Standard 3: VISUAL ARTS: Performance

Communicate through visual arts articulately and expressively. Students in grades 9 - 12 apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and accompanying artist's statements. Students critique their own artwork with the purpose of improving it.

**IDAHO ACHIEVEMENT STANDARDS
GRADES K - 3
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades K - 3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. Students name ways in which visual arts compare to other art forms.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.1.1** Discuss key differences and similarities in art works from different time periods or cultures. (868.01.b1)
- 1.1.2** Identify the purpose or function of a work of art that was created in the past. (868.01.b2)
- 1.1.3** Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 3, the student will be able to:

- 1.2.1** Name ways in which a work of visual art is similar to another art form. (868.02.b1)
- 1.2.2** Identify ideas and emotions that are expressed through visual arts and other disciplines. (868.02.b2)

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades K - 3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.1.1** Identify and respond to characteristics and content of various visual art forms. (870.01.b1)
- 2.1.2** Examine the visual arts as a form of communication. (870.01.b2)
- 2.1.3** Use arts vocabulary to discuss specific works of art. (870.01.b3)
- 2.1.4** Discuss the meaning of a work of art based on personal experience.
- 2.1.5** Discuss how symbols, subject, and themes create meaning in art. (870.02.b2)

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 2.2.1** Discuss the importance of visual art in one's own life. (870.02.b1)
- 2.2.2** Discuss characteristics of one's own work and the work of others. (870.03.b1)
- 2.2.3** Compare one's own response to a work of art and to another student's response. (870.03.b2)
- 2.2.4** Show how expression in art causes different responses from viewers. (870.03.b3)
- 2.2.5** Express personal preferences for specific works and styles. (872.02.b3)
- 2.2.6** Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 2.2.7** Show respect for personal work and works of others. (872.03.b1)

Standard 3: Performance

Communicate and respond through the visual arts articulately and expressively. Students in grades K - 3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.1.1** Acquire and use skills necessary for applying arts techniques, media, and processes. (872.01.b1)
- 3.1.2** Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.1.3** Apply the elements of color, shape, and line in artwork.
- 3.1.4** Demonstrate skills of observation in the production of artwork.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.2.1** Name and use different art materials. (872.02.b1)
- 3.2.2** Replicate or imitate an existing work, respecting the intent of its original creator. (872.02.b2)
- 3.2.3** Apply artistic concepts, knowledge, and skills to original artwork.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of grade 3, the student will be able to:

- 3.3.1** Show respect for personal work and works of others. (872.03.b1)
- 3.3.2** Create artwork about self, family, and personal experiences. (872.03.b2)
- 3.3.3** Experiment with different materials, techniques, and processes in the visual arts.
- 3.3.4** Dictate or write an artist's statement (tell what the work is about).

**IDAHO ACHIEVEMENT STANDARDS
GRADES 4 - 5
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 4 – 5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. Students describe the interrelationships of the elements of various arts disciplines.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.1.1** Compare and contrast specific works of art from different time periods. [\(902.01.b1\)](#)
- 1.1.2** Identify the purpose or function of a work of art and make connections to a culture.
- 1.1.3** Explain how a specific work of art reflects events in history. [\(902.01.b2\)](#)
- 1.1.4** Compare and contrast works of art that represent different cultures that existed during the same period of history. [\(902.01.b3\)](#)
- 1.1.5** Identify specific works as belonging to a particular era in art history. [\(902.01.b4\)](#)

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 5, the student will be able to:

- 1.2.1** Classify the ways in which ideas and subject matter of arts disciplines are related. [\(902.02.b1\)](#)
- 1.2.2** Describe how elements of various arts depict ideas and emotions. [\(902.02.b2\)](#)
- 1.2.3** Observe and describe the presence of the visual arts in today's society. [\(902.02.b3\)](#)

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 4 - 5 use appropriate arts vocabulary to discuss works of art. Students analyze the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students construct meaning about the artwork based on personal experience. Students use predetermined criteria to make informed judgments about their work and the work of others.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.1.1** Identify differences between art materials, techniques, and processes. [\(904.01.b1\)](#)
- 2.1.2** Analyze the visual arts as a form of communication.

- 2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. (904.01.b2)
- 2.1.4 Discuss how people's experiences can influence and develop specific art works. (904.01.b3)
- 2.1.5 Construct meaning based on elements found in a work of art.
- 2.1.6 Determine criteria used in making informed judgments about art.
- 2.1.7 Identify the symbols and themes used in works of art.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 2.2.1 Discuss how art works can elicit different responses. (904.03.b2)
- 2.2.2 Identify and evaluate characteristics of one's own work and works of others. (904.03.b1)
- 2.2.3 Explain how elements of design cause different responses.
- 2.2.4 Describe how different media (e.g., paint, clay, pencil) communicate meaning in the visual arts. (904.03.b3)
- 2.2.5 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 2.2.6 Show respect for personal work and works of others. (906.03.b4)
- 2.2.7 Write an artist's statement (what the picture depicts and why and how the work was created).

Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 4 - 5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.1.1 Acquire skills necessary for using arts techniques, media, and processes. (906.01.b1)
- 3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.
- 3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. (906.01.b1)

- 3.2.2** Replicate or imitate an existing work, respecting the intent of its original creator.
- 3.2.3** Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. [\(906.02.b1\)](#)
- 3.2.4** Choose purposefully between visual characteristics of a variety of media and use these in artwork.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of grade 5, the student will be able to:

- 3.3.1** Interpret a work respecting the intent of its creator. [\(906.03.b1\)](#)
- 3.3.2** Create a work of art based on personal experience, and/or emotional response. [\(906.03.b2\)](#)
- 3.3.3** Create a work of art using content from other curricular disciplines.
- 3.3.4** Use the creative process (brainstorm, draft, final) to create a work of art.
- 3.3.5** Experiment with different materials, techniques, and processes in the visual arts.

IDAHO ACHIEVEMENT STANDARDS
GRADES 6 - 8
HUMANITIES: VISUAL ARTS

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6 - 8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. Students apply, identify, and analyze the use of the elements and principles of design. Students create an interdisciplinary product or performance.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.1.1** Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 1.1.2** Analyze the influence of history, geography, and technology of the culture upon a work of art. [\(936.01.b2\)](#)
- 1.1.3** Identify and compare works of art and artifacts from major periods on a chronological timeline.
- 1.1.4** Analyze the visual arts of different cultures and time periods and compare to one's own culture.

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of grade 8, the student will be able to:

- 1.2.1** Compare art forms that share common characteristics (e.g. form, line, space). [\(936.02.b2\)](#)
- 1.2.2** Create an integrated art product or performance using two or more art forms to communicate meaning.

Standard 2: Critical Thinking

Analyze and communicate about the visual arts. Students in grades 6 - 8 analyze and interpret works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and exhibiting of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.1.1** Identify and respond to characteristics and content of various art forms. [\(938.01.b1\)](#)
- 2.1.2** Evaluate the visual arts as a way to create and communicate meaning. [\(938.01.b2\)](#)

- 2.1.3 Interpret a variety of art works using appropriate arts vocabulary.
- 2.1.4 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 2.1.5 Construct meaning and support well-developed interpretations of works of art with evidence. (938.01.b4)

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 2.2.1 Assess the characteristics of personal work and the work of others. (938.02.b1)
- 2.2.2 Investigate the various purposes art plays in society today. (938.02.b2)
- 2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art. (938.03.b1)
- 2.2.4 Make informed judgments based on personal response and properties (e.g. sensory, formal, technical, and expressive) found in artwork.
- 2.2.5 Describe the purpose and visual presentation of an artistic work. (938.03.b2)
- 2.2.6 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" and other person's original work. (938.03.b3)
- 2.2.7 Demonstrate appropriate behavior while attending and/ or participating in arts events. (940.03.b3)
- 2.2.8 Show respect for personal work and works of others. (940.03.b4)
- 2.2.9 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.
- 2.2.10 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).

Standard 3: Performance

Communicate through the visual arts articulately and expressively. Students in grades 6 - 8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent in written form.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. (940.01.b1)

- 3.1.2** Use different media, techniques, and processes to communicate an idea or to tell a story. (940.01.b2)
- 3.1.3** Produce art that demonstrates refined observation skills from life.
- 3.1.4** Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.
- 3.1.5** Demonstrate the ability to generate an idea, select and refine an idea, and execute the idea successfully.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.2.1** Illustrate how visual structures and functions of art improve communication of one's ideas. (940.02.b1)
- 3.2.2** Use visual, spatial, and temporal concepts to communicate meaning in a work of art. (940.02.b2)
- 3.2.3** Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.
- 3.2.4** Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 3.2.5** Create an original artwork that illustrates the influence of a specific artist or artistic style.
- 3.2.6** Experiment with ideas, techniques, and styles in an artist's sketchbook.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of grade 8, the student will be able to:

- 3.3.1** Critique a work considering the intent of its creator. (940.03.b1)
- 3.3.2** Create a work of art that expresses personal experience, opinions, and/or beliefs. (940.03.b2)
- 3.3.3** Create a work of art that reflects a concept from another curricular content area.
- 3.3.4** Experiment with different media, techniques, and processes in the visual arts.
- 3.3.5** Use the creative process (brainstorm, thumbnail, draft, final) to create a work of art.

**IDAHO ACHIEVEMENT STANDARDS
HIGH SCHOOL
HUMANITIES: VISUAL ARTS**

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9 - 12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students identify major periods and movements of art. Students compare the relationships between visual arts and other performing arts.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 1.1.1** Compare and contrast the historical, social, and environmental contexts that influence artistic expression. (971.01.b3)
- 1.1.2** Identify representative visual works of art from a variety of cultures and historical periods. (971.01.b2)
- 1.1.3** Compare and contrast aesthetics from different cultural perspectives. (971.01.b3)
- 1.1.4** Outline the history and function of a particular visual art form. (971.01.b4)
- 1.1.5** Identify iconography in an artist's work or a body of work and analyze the meaning.

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): Upon completion of high school, the student will be able to:

- 1.2.1** Identify the role of visual arts in theatre, dance, and musical productions. (971.02.b1)
- 1.2.2** Relate the trends and movements in visual art to other disciplines in the arts and humanities. (971.02.b3)
- 1.2.3** Create a visual art product or art performance integrating media, processes, and/or concepts from other performing arts disciplines.

Standard 2: Critical Thinking

Analyze and converse about the visual arts. Students in grades 9 - 12 critique works of art using well-articulated rationale. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 2.1.1** Critique works of art employing appropriate arts vocabulary. (971.01.b1)
- 2.1.2** Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. (973.01.b2)

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 2.2.1** Identify the role of the arts in today's society, including career and avocation opportunities. (973.02.b1)
- 2.2.2** Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (973.03.b2)
- 2.2.3** Engage in philosophical inquiry into the nature of art or aesthetic issues alone or with others.
- 2.2.4** Articulate criteria for determining excellence in artwork.
- 2.2.5** Demonstrate appropriate behavior while attending or participating in arts events. (975.02.b2)
- 2.2.6** Show respect for personal work and work of others. (975.02.b3)
- 2.2.7** Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the body of work).

Standard 3: Performance

Communicate through visual arts articulately and expressively. Students in grades 9 - 12 apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and accompanying artist's statements. Students critique their own artwork and the work of others with the purpose of improving it.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): Upon completion of high school, the student will be able to:

- 3.1.1** Apply artistic techniques and processes effectively. (975.01.b1)
- 3.1.2** Use media, techniques, and processes with artistic intention. (975.01.b2)
- 3.1.3** Demonstrate how elements and principles can be used to solve specific visual arts problems. (975.01.b4)
- 3.1.4** Demonstrate observational skills to present convincing or accurately rendered subjects.
- 3.1.5** Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): Upon completion of high school, the student will be able to:

- 3.2.1** Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements. (975.03.b2)
- 3.2.2** Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

- 3.2.3** Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
- 3.2.4** Create a body of work that develops a specific theme or idea.
- 3.2.5** Brainstorm and reflect upon projected works of art through the use of a sketchbook.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): Upon completion of high school, the student will be able to:

- 3.3.1** Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. [\(975.03.b1\)](#)
- 3.3.2** Apply various symbols, subjects, and ideas in one's artwork. [\(975.03.b2\)](#)
- 3.3.3** Determine and execute appropriate visual presentation of an original artwork.
- 3.3.4** Critique one's own work with the intent of revision and refinement.
- 3.3.5** Use the creative process to create and critique a work of art.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD LANGUAGES: LEVEL 1**

Standard 1: WORLD LANGUAGES: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Standard 2: WORLD LANGUAGES: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Standard 3: WORLD LANGUAGES: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD LANGUAGES: LEVEL 2**

Students are expected to know content and apply skills from Level 1.

Standard 1: WORLD LANGUAGES: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Standard 2: WORLD LANGUAGES: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (present, past, future, etc) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Standard 3: WORLD LANGUAGES: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

**IDAHO STANDARDS POLICY STATEMENTS
MIDDLE SCHOOL/HIGH SCHOOL
WORLD LANGUAGES: LEVELS 3 - 4**

Students are expected to know content and apply skilled from Levels 1 and 2.

Standard 1: WORLD LANGUAGES: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Standard 2: WORLD LANGUAGES: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Standard 3: WORLD LANGUAGES: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.1.1** Comprehend basic vocabulary in isolation and in context.
- 1.1.2** Capture essential information from everyday conversations and short passages (e.g. cognates, context clues).
- 1.1.3** Recognize basic sentence types (e.g. questions, sentences, commands, negative and positive).
- 1.1.4** Comprehend question words (e.g. who, what, when, where, how).
- 1.1.5** Recognize number and gender signals.
- 1.1.6** Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.2.1** Use basic vocabulary to respond to familiar prompts.
- 1.2.2** Express preferences, desires, opinions, and feelings.
- 1.2.3** Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.3.1** Decode written text, diacritical marks and symbolic systems.
- 1.3.2** Recognize written forms of basic vocabulary.
- 1.3.3** Associate the written text with spoken forms.
- 1.3.4** Recognize cognates.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

- 1.4.1** Write basic vocabulary and short sentences (e.g. from dictation, picture cues, cloze activities, word banks).
- 1.4.2** Write a logical response to a familiar question or comment.
- 1.4.3** Rewrite sentences, using substitutions.

1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 2.1.1** Manipulate components of simple statements, questions, and commands (e.g. parts of speech, punctuation, and word order).
- 2.1.2** Derive meaning from word order.
- 2.1.3** Recognize appropriate verb endings in the present tense.
- 2.1.4** Compare linguistic elements among languages.
- 2.1.5** Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 2.2.1** Use systematic changes within word families to expand vocabulary.
- 2.2.2** Use appropriate verb endings in the present tense to convey meaning.
- 2.2.3** Modify sentences to express positive and negative aspects.
- 2.2.4** Organize components of statements, questions, and commands to convey meaning.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 3.1.1** Recognize major historical figures and events from the target culture.
- 3.1.2** Identify historical connections between English and the target language (e.g. cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 3.2.1** Locate the areas in the world where the target language is spoken.
- 3.2.2** Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 3.3.1** Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 3.3.2** Recognize nonverbal cues and body language typically used in the target language.
- 3.3.3** Use appropriate cultural responses in diverse exchanges (e.g. forms of address, levels of familiarity).

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level I.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of tenses. Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.1.1** Comprehend expanding vocabulary in isolation and in context.
- 1.1.2** Follow general classroom instruction in the target language.
- 1.1.3** Distinguish if an action described is taking place in the past, present, or future.
- 1.1.4** Comprehend speech in a variety of forms (e.g. regional accents, teacher talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.2.1** Engage in an extended conversation about rehearsed topics.
- 1.2.2** Retell stories and present information (e.g. from texts, visual clues, Internet sources).
- 1.2.3** Read texts aloud.
- 1.2.4** Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.3.1** Read and comprehend short passages consisting of familiar vocabulary.
- 1.3.2** Read and comprehend short passages that contain some unfamiliar vocabulary.
- 1.3.3** Scan authentic sources to gain specific information through visual clues and cognates.
- 1.3.4** Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 1.4.1** Write in a variety of forms and a minimum of two tenses using acquired vocabulary structures.
- 1.4.2** Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, in all tenses taught (past, present, future, etc.) and for nouns and pronouns. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 2.1.1** Recognize appropriate verb endings in all tenses learned.
- 2.1.2** Recognize and derive meaning from correctly used language elements (e.g. nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 2.1.3** Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 2.2.1** Manipulate language structures to demonstrate comparative and superlative relationships.
- 2.2.2** Use language structures to express degrees of preference or differences (e.g. “I like hamburgers,” “I prefer hamburgers to hotdogs”).
- 2.2.3** Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g. subject, possessive, object).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 3.1.1** Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 3.2.1** Examine geopolitical regions selected from the target culture (e.g. focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 3.3.1** Identify unique cultural aspects of regions in the target culture (e.g. food, holidays, customs, celebrations).

**IDAHO ACHIEVEMENT STANDARDS
MIDDLE SCHOOL/HIGH SCHOOL
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.1.1** Comprehend vocabulary related to class themes and literature.
- 1.1.2** Comprehend extended passages and peer conversations in the target language.
- 1.1.3** Gather key information from longer passages.
- 1.1.4** Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 1.1.5** Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.2.1** Engage in an extended conversation about unrehearsed topics.
- 1.2.2** Use alternatives to express meaning (e.g. circumlocution, synonyms, antonyms).
- 1.2.3** Engage in a planned conversation on a thematic topic (e.g. role playing, panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.3.1** Acquire new vocabulary through reading.
- 1.3.2** Identify the key elements or main idea of authentic information texts.
- 1.3.3** Summarize content of passages (e.g. poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
- 1.3.4** Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 1.4.1** Write in a variety of forms about thematic subjects.
- 1.4.2** Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 2.1.1** Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 2.1.2** Recognize appropriate verb endings in all tenses and voices learned.
- 2.1.3** Compare idiomatic and figurative expressions among languages.
- 2.1.4** Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 2.2.1** Predict outcomes of and infer meaning from authentic written and oral sources (e.g. poetry, lyrics, literature, and Internet).
- 2.2.2** Use language to achieve complex social objectives (e.g. persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 3.1.1** Examine selected historical figures and events in depth.
- 3.1.2** Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

- 3.2.1** Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 3.3.1** React to current events in the target language.
- 3.3.2** Use Internet resources in the target language to explore a variety of topics.

**IDAHO STANDARDS POLICY STATEMENTS
KINDERGARTEN
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Students demonstrate continuous progress and develop the ability to control the use of motor patterns in most fundamental patterns (e.g. running, skipping, galloping, chasing, fleeing, dodging, throwing, kicking, striking and basic movement skills including body awareness, space, effort, relationships with objects and others, and rhythmic patterns).

Standard 2: Movement Knowledge

Students identify basic cognitive concepts, and use them to guide performance in physical activities (e.g. games, body management and dance).

Standard 3: Physically Active Lifestyle

Students develop positive attitudes toward participation in physical activity, and create awareness of how physical activity improves health and brings a challenge of experiencing new movements and learning new skills.

Standard 4: Personal Fitness

Students sustain physical activity for short periods of time for enjoyment. Students recognize physiological characteristics associated with vigorous physical activity.

Standard 5: Personal and Social Responsibility

Students learn and utilize acceptable behaviors, and safe practices while cooperating with others (e.g. taking turns, sharing equipment and space).

IDAHO STANDARDS POLICY STATEMENTS
GRADE 1-2
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate mature patterns in skipping, hopping, galloping and sliding; mature motor patterns in simple combinations (e.g., running while dribbling, throwing and catching to self or a moving target); adapt to the movements of a partner (e.g., tossing a ball to a moving partner); demonstrate body management in balance and rhythmic activities.

Standard 2: Movement Knowledge

Students identify critical elements of fundamental skills and make use of them in performance. Students identify and perform movement concepts (e.g. space, effort and relationships that vary the quality of movement).

Standard 3: Physically Active Lifestyle

Students continue to develop and express positive attitudes toward regular daily physical activity and its effects on health. Students begin to identify activities with components of health related fitness, and explore new activities.

Standard 4: Personal Fitness

Students are expected to sustain moderate to vigorous physical activity for longer periods of time. Students are introduced to the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition), and the physiological signs associated with physical activity.

Standard 5: Personal and Social Responsibility

Students know safe practices, class rules and procedures, and apply them with reminders. Students voluntarily cooperate with a partner and in small groups regardless of differences (e.g., gender, ethnicity, ability) and begin to resolve conflicts using teacher-directed strategies.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 3-4
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate refined fundamental patterns in throwing, catching and striking. They demonstrate a combination of movement patterns in increasingly dynamic and complex environments (e.g., performing a gymnastic or dance sequence with partner); and demonstrate specialized skills with a partner and/or object (e.g., soccer passing, fielding a softball, orienteering with map and compass).

Standard 2: Movement Knowledge

Students use critical elements to refine motor performance in increasingly complex movement situations. Students identify and apply concepts that impact the quality of movement.

Standard 3: Physically Active Lifestyle

Students make a conscious effort to participate regularly in daily physical activity in and out of class for the purpose of improving skill and health. Students identify the benefits and personal pleasure that come from these activities.

Standard 4: Personal Fitness

Students sustain moderate to vigorous physical activity for the improvement of each health related fitness component. Students begin to interpret results, set and achieve goals for individual improvement.

Standard 5: Personal and Social Responsibility

Students recognize safe practices, class rules and procedures, and apply them with little or no reminders. Students cooperate (with few reminders) with a partner or in small groups, regardless of individual differences (e.g., gender, ethnicity, ability) and begin to appreciate and recognize the value of the differences that others bring to physical activity settings. Students resolve conflicts using teacher-directed strategies.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 5-6
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate the use of skills in more complex performance situations (e.g., modified versions of team and individual sports, dance and gymnastic sequences). Students use specialized skills in selected sport, outdoor recreation, dance and gymnastic activities (e.g., ultimate frisbee, three-on-three basketball, in-line skating).

Standard 2: Movement Knowledge

Students use and apply movement concepts and principles to improve performance. Students transfer information between skills, and recognize and use basic offensive and defensive strategies.

Standard 3: Physically Active Lifestyle

Students participate in and out of class to improve and maintain an active lifestyle utilizing choices that are based on personal interests and capabilities.

Standard 4: Personal Fitness

Students participate in moderate to vigorous activity in a variety of settings for longer periods of time. Students use health related fitness component information to assess and improve their overall fitness performance.

Standard 5: Personal and Social Responsibility

Students follow rules, procedures, safe practices, and utilize their time appropriately. Students demonstrate cooperative skills in competitive and non-competitive activities. Students show respect and seek to know more about the similarities and differences amongst others (e.g., cultural, gender, ability, sexual orientation, ethnicity).

IDAHO STANDARDS POLICY STATEMENTS
GRADE 7-8
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students demonstrate an increased competency in basic activity skills and be able to participate successfully in dance activities, outdoor pursuits and modified versions of team and individual sports.

Standard 2: Movement Knowledge

Students exhibit more advanced knowledge and understanding exemplified through the application of movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance.

Standard 3: Physically Active Lifestyle

Students develop avenues of self-expression, self-confidence and self-esteem enhanced through challenge and social interaction as students discover renewed enjoyment through participation in a variety of physical activities.

Standard 4: Personal Fitness

Students meet and sustain acceptable levels of health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance), through participating in a variety of physical activities.

Standard 5: Personal and Social Responsibility

Students voluntarily and cooperatively participate in physical activities with persons of diverse characteristics and backgrounds (culture, ethnicity, sexual orientation, motor performance, disabilities, physical characteristics, gender, age, race and socio-economic status) while demonstrating ethical behavior in sport, and adhering to rules and procedures.

IDAHO STANDARDS POLICY STATEMENTS
GRADE 9-12
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Students develop the movement/physical skills needed to participate in physical activities at a competent or advanced level. Students, as competent movers, have the ability to independently and safely participate in an activity and maintain a level of continuity that makes participation enjoyable. Students have the ability to apply complex skills and strategies to consistent performance of a physical activity in a regulation form, rather than modified forms of the activity.

Standard 2: Movement Knowledge

Students have developed sufficient knowledge and ability to independently acquire new skills while continuing to refine existing ones. Students independently and routinely use a wide variety of increasing complex concepts. Students include application of concepts from disciplines such as motor learning and behavior, sport psychology and sociology, biomechanics, and exercise physiology.

Standard 3: Physically Active Lifestyle

Students transfer what they have learned in physical education to the development and maintenance of a healthy lifestyle outside of class that includes daily participation in physical activity. Students choose between those activities that are and are not personally meaningful and accessible, based on personal interests and capabilities.

Standard 4: Personal Fitness

Students independently achieve, assess and maintain personal health-related fitness goals and are motivated to do so. Students utilize basic principles of training to design personal fitness and physical activity programs that encompass all components of health-related fitness. Components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.

Standard 5: Personal and Social Responsibility

Students demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in physical activity settings. Students demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures and etiquette in all physical activity settings. They exhibit respect for individual similarities and differences through positive interaction among participants in physical activity. Students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

**IDAHO ACHIEVEMENT STANDARDS
KINDERGARTEN
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Students demonstrate continuous progress and develop the ability to control the use of motor patterns in most fundamental patterns (e.g. running, skipping, galloping, chasing, fleeing, dodging, throwing, kicking, striking and basic movement skills including body awareness, space, effort, relationships with objects and others, and rhythmic patterns).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Kindergarten, students will be able to:

- 1.1.1** Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns.
- 1.1.2** Identify movements using concepts of body and space awareness, effort, relationships, (directionality, kinesthetic and temporal awareness).

Standard 2: Movement Knowledge

Students identify basic cognitive concepts, and use them to guide performance in physical activities (e.g. games, body management and dance).

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Kindergarten, students will be able to:

- 2.1.1** Identify vocabulary of basic movement concepts.
- 2.1.2** Identify fundamental movement patterns.
- 2.1.3** Identify simple biomechanical principles.

Standard 3: Physically Active Lifestyle

Students develop positive attitudes toward participation in physical activity, and create awareness of how physical activity improves health and brings a challenge of experiencing new movements and learning new skills.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Kindergarten, students will be able to:

- 3.1.1** Participate daily in moderate to vigorous physical activity. (Recommended by NASPE: At least 60 minutes and up to 2 hrs per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Explore and participate in health enhancing physical activities.
- 3.1.3** Express feelings about participation in physical activity.

Standard 4: Personal Fitness

Students sustain physical activity for short periods of time for enjoyment. They recognize physiological characteristics associated with vigorous physical activity.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Kindergarten, students will be able to:

- 4.1.1** Participate and sustain a moderate or vigorous level of activity.
- 4.1.2** Identify the physiological signs associated with physical activity.
- 4.1.3** Identify other activities that increase heart rate.

Standard 5: Personal and Social Responsibility

Students learn and utilize acceptable behaviors, and safe practices while cooperating with others (e.g. taking turns, sharing equipment and space).

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Kindergarten, students will be able to:

- 5.1.1** Apply teachers' rules, procedures and safe practices with teacher reinforcement.
- 5.1.2** Share space and equipment with others.
- 5.1.3** Cooperate with others.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 1-2
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate mature patterns in skipping, hopping, galloping and sliding; mature motor patterns in simple combinations (e.g., running while dribbling, throwing and catching to self or a moving target); adapt to the movements of a partner (e.g., tossing a ball to a moving partner); demonstrate body management in balance and rhythmic activities.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 2nd grade, students will be able to:

- 1.1.1** Demonstrate and identify mature forms of a variety of locomotor, non-locomotor and manipulative patterns with control.
- 1.1.2** Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).
- 1.1.3** Demonstrates a combination of movements.

Standard 2: Movement Knowledge

Students identify critical elements of fundamental skills and make use of them in performance. Students identify and perform movement concepts (e.g. space, effort and relationships that vary the quality of movement).

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 2nd grade, students will be able to:

- 2.1.1** Identify basic movement concepts that vary the performance of movement.
- 2.1.2** Improve performance by varying quality of movement.

Standard 3: Physically Active Lifestyle

Students continue to develop and express positive attitudes toward regular daily physical activity and its effects on health. Students begin to identify activities with components of health related fitness, and explore new activities.

Goal 3.1: Participate in daily physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 2nd grade, students will be able to:

- 3.1.1** Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hrs per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Explore and participate in health enhancing physical activities.
- 3.1.3** Express feelings about participation during physical activity.
- 3.1.4** Define one activity associated with each component of health-related fitness.

Standard 4: Personal Fitness

Students are expected to sustain moderate to vigorous physical activity for longer periods of time. Students are introduced to the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition), and the physiological signs associated with physical activity.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 2nd grade, students will be able to:

- 4.1.1** Participate and sustain moderate or vigorous activity.
- 4.1.2** Identify the physiological signs associated with physical activity.
- 4.1.3** Know the components of health-related fitness.

Standard 5: Personal and Social Responsibility

Students know safe practices, class rules and procedures, and apply them with reminders. Students voluntarily cooperate with a partner and in small groups regardless of differences (e.g., gender, ethnicity, ability) and begin to resolve conflicts using teacher-directed strategies.

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 2nd grade, students will be able to:

- 5.1.1** Apply teacher rules, procedures and safe practices with little or no reinforcement.
- 5.1.2** Work cooperatively with a partner to complete tasks.
- 5.1.3** Exhibit self-control in movement.
- 5.1.4** Recognize and supports differences.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 3-4
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate refined fundamental patterns in throwing, catching and striking. Students demonstrate a combination of movement patterns in increasingly dynamic and complex environments (e.g., performing a gymnastic or dance sequence with partner); and demonstrate specialized skills with a partner and/or object (e.g., soccer passing, fielding a softball, orienteering with map and compass).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 4th grade, students will be able to:

- 1.1.1** Demonstrate refined fundamental patterns.
- 1.1.2** Demonstrates and identifies movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).
- 1.1.3** Demonstrate skillful combinations of movements in complex environments.
- 1.1.4** Demonstrate some specialized skills.

Standard 2: Movement Knowledge

Students use critical elements to refine motor performance in increasingly complex movement situations. Students identify and apply concepts that impact the quality of movement.

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 4th grade, students will be able to:

- 2.1.1** Apply critical elements to improve performance of movement in single and complex movement situations.
- 2.1.2** Use critical elements to improve others' performance of movement.
- 2.1.3** Identify and understand that appropriate practice improves performance.

Standard 3: Physically Active Lifestyle

Students make a conscious effort to participate regularly in daily physical activity in and out of class for the purpose of improving skill and health. Students identify the benefits and personal pleasure that come from these activities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 4th grade, students will be able to:

- 3.1.1** Choose to participate daily in physical activities for the purpose of improving skill and health. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge.
- 3.1.3** Identify activities that you can participate in associated with each component of health related activities.

Standard 4: Personal Fitness

Students sustain moderate to vigorous physical activity for the improvement of each health related fitness component. Students begin to interpret results, set and achieve goals for individual improvement.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 4th grade, students will be able to:

- 4.1.1** Identify and engage in several activities related to improving each component of physical fitness.
- 4.1.2** Associate results of fitness testing to personal health status and ability to perform various activities.
- 4.1.3** Set and achieve personal fitness goals.

Standard 5: Personal and Social Responsibility

Students recognize safe practices, class rules and procedures, and apply them with little or no reminders. Students cooperate (with few reminders) with a partner or in small groups, regardless of individual differences (e.g., gender, ethnicity, ability) and begin to appreciate and recognize the value of the differences that others bring to physical activity settings. Students resolve conflicts using teacher-directed strategies.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 4th grade, students will be able to:

- 5.1.1** Apply teacher rules, procedures and safe practices with little or no reinforcement.
- 5.1.2** Work independently and on task for short periods of time.
- 5.1.3** Work cooperatively in a small group to complete tasks.
- 5.1.4** Recognize and supports differences in self and others.
- 5.1.5** Participate in games, activities and dances from other cultures.
- 5.1.6** Demonstrate appropriate problem solving strategies.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 5-6
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate the use of skills in more complex performance situations (e.g., modified versions of team and individual sports, dance and gymnastic sequences). Students use specialized skills in selected sport, outdoor recreation, dance and gymnastic activities (e.g., ultimate frisbee, three-on-three basketball, in-line skating).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 6th grade, students will be able to:

- 1.1.1** Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.
- 1.1.2** Demonstrate a variety of skills in complex situations of selected movement forms.
- 1.1.3** Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.

Standard 2: Movement Knowledge

Students use and apply movement concepts and principles to improve performance. Students transfer information between skills, and recognize and use basic offensive and defensive strategies.

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 6th grade, students will be able to:

- 2.1.1** Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.
- 2.1.2** Transfer information between skills.
- 2.1.3** Identify and utilizes offensive and defensive strategies in different settings and situations.

Standard 3: Physically Active Lifestyle

Students participate in and out of class to improve and maintain an active lifestyle utilizing choices that are based on personal interests and capabilities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 6th grade, students will be able to:

- 3.1.1** Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hrs per day with several bouts of physical activity lasting 15 min.)
- 3.1.2** Recognize physical activity as a positive opportunity for social and group interaction.
- 3.1.3** Seek personally challenging experiences in physical activity.
- 3.1.4** Monitor and assesses time spent in physical activities.

Standard 4: Personal Fitness

Students participate in moderate to vigorous activity in a variety of settings for longer periods of time. Students use health related fitness component information to assess and improve their overall fitness performance.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 6th grade, students will be able to:

- 4.1.1** Participate in and monitor moderate to vigorous physical activity in a variety of settings.
- 4.1.2** Modify strategies to achieve personal fitness goals.
- 4.1.3** Work independently with minimal supervision to achieve personal fitness goals.

Standard 5: Personal and Social Responsibility

Students follow rules, procedures, safe practices, and utilize their time appropriately. Students demonstrate cooperative skills in competitive and non-competitive activities. Students show respect and seek to know more about the similarities and differences amongst others (e.g., cultural, gender, ability, sexual orientation, ethnicity).

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 6th grade, students will be able to:

- 5.1.1** Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.
- 5.1.2** Work cooperatively in competitive and non-competitive activities.
- 5.1.3** Respect and recognize the uniqueness and differences of oneself and others.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 7-8
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate an increased competency in basic activity skills and are able to participate successfully in dance activities, outdoor pursuits and modified versions of team and individual sports.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 8th grade, students will be able to:

- 1.1.1** Demonstrate increasing competence and strategies in more specialized skills and in invasion, wall/net, fielding/striking, and target games through the use of modified games.
- 1.1.2** Adapt and combine skills to meet the demands of increasingly complex situations.
- 1.1.3** Use basic offensive and defensive strategies in a modified version of a team sport and individual sport
- 1.1.4** Display competence in a variety of rhythms and dance forms.
- 1.1.5** Display competence in basic skills to participate in outdoor pursuits.

Standard 2: Movement Knowledge

Students exhibit more advanced knowledge and understanding exemplified through the application of movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance.

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 8th grade, students will be able to:

- 2.1.1** Describe training and conditioning principles for specific physical activities.
- 2.1.2** Identify the critical elements of movement concepts as they relate to performance.
- 2.1.3** Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.
- 2.1.4** Observe and identify characteristics of highly skilled performance that enable success in an activity.

Standard 3: Physically Active Lifestyle

Students develop avenues of self-expression, self-confidence and self-esteem enhanced through challenge and social interaction as students discover renewed enjoyment through participation in a variety of physical activities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 8th grade, students will be able to:

- 3.1.1** Participate in daily physical activities to enhance self-confidence by accomplishing personal goals.
- 3.1.2** Explore a variety of new and challenging physical activities for personal interest, self-expression and social interaction in and out of the physical education class
- 3.1.3** Establish personal physical activity goals that meet individual needs and enhance personal enjoyment.

Standard 4: Personal Fitness

Students meet and sustain acceptable levels of health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance), through participating in a variety of physical activities.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 8th grade, students will be able to:

- 4.1.1** Demonstrate health-related fitness by meeting gender and age-related fitness standards as defined by approved tests.
- 4.1.2** Participate in a variety of health-related fitness activities in and out of physical education.
- 4.1.3** Assess physiological indicators of exercise during and after physical activity.
- 4.1.4** Apply basic principles of training to improve physical fitness goals.

Standard 5: Personal and Social Responsibility

Students voluntarily and cooperatively participate in physical activities with persons of diverse characteristics and backgrounds (culture, ethnicity, sexual orientation, motor performance, disabilities, physical characteristics, gender, age, race and socio-economic status) while demonstrating ethical behavior in sport, and adhering to rules and procedures.

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 8th grade, students will be able to:

- 5.1.1** Apply safety procedures when participating in all physical activities.
- 5.1.2** Solve problems by analyzing potential consequences when confronted with a behavioral choice.
- 5.1.3** Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.

- 5.1.4** Willingly join others of diverse characteristics and backgrounds during physical activity.
- 5.1.5** Recognize the role of sport, games and dance in modern culture.

**IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students develop the movement/physical skills needed to participate in physical activities at a competent or advanced level. Students, as competent movers, have the ability to independently and safely participate in an activity and maintain a level of continuity that makes participation enjoyable. Students have the ability to apply complex skills and strategies to consistent performance of a physical activity in a regulation form, rather than modified forms of the activity.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of 12th grade, students will be able to:

- 1.1.1** Demonstrate a competent skill level in three individual activities (e.g. dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).
- 1.1.2** Demonstrate a competent skill level in two dual sports (e.g. tennis, badminton, pickleball, table tennis, racquetball, handball).
- 1.1.3** Demonstrate a competent skill level in two team-related activities (e.g. soccer, softball, basketball, floor or field hockey, volleyball).

Standard 2: Movement Knowledge

Students have developed sufficient knowledge and ability to independently acquire new skills while continuing to refine existing ones. Students independently and routinely use a wide variety of increasing complex concepts. Students include application of concepts from disciplines such as motor learning and behavior, sport psychology and sociology, biomechanics, and exercise physiology.

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of 12th grade, students will be able to:

- 2.1.1** Know and understand pertinent scientifically based information regarding movement performance.
- 2.1.2** Apply advanced movement-specific information to physical activity.
- 2.1.3** Integrate discipline-specific knowledge to enable the independent learning of movement skills.

Standard 3: Physically Active Lifestyle

Students transfer what they have learned in physical education to the development and maintenance of a healthy lifestyle outside of class that includes daily participation in physical activity. Students choose between those activities that are and are not personally meaningful and accessible, based on personal interests and capabilities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of 12th grade, students will be able to:

- 3.1.1** Participate daily in physical activity both in and out of school settings.
- 3.1.2** Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.
- 3.1.3** Analyze factors that influence personal physical activity patterns throughout life.

Standard 4: Personal Fitness

Students independently achieve, assess and maintain personal health-related fitness goals and are motivated to do so. Students utilize basic principles of training to design personal fitness and physical activity programs that encompass all components of health-related fitness. Components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of 12th grade, students will be able to:

- 4.1.1** Demonstrate health-related fitness by meeting gender and age-related fitness standards as defined by approved tests.
- 4.1.2** Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.
- 4.1.3** Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.

Standard 5: Personal and Social Responsibility

Students demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in physical activity settings. Students demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures and etiquette in all physical activity settings. They exhibit respect for individual similarities and differences through positive interaction among participants in physical activity. Students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of 12th grade, students will be able to:

- 5.1.1** Initiate independent and responsible personal behavior in physical activity settings.
- 5.1.2** Accept the responsibility for taking a leadership role, and willingly follow as appropriate in order to accomplish group goals.
- 5.1.3** Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.

D. SUBJECT:

Local Wellness Policy Public Law 108-265 of the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act

BACKGROUND:

- On June 30, 2004, the President signed Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, Section 204 of this law requires school districts participating in the National School Lunch Program and/or School Breakfast Program to develop a local wellness policy that addresses student wellness and the growing problem of childhood obesity, by School Year 2006. If interested you can find the entire Child Nutrition and WIC Reauthorization Act at <http://edworkforce.house.gov/publications/cnacomps/cnwra04.pdf>

DISCUSSION:

In response to requests for guidance on developing such policies, the Child Nutrition Division in the Department of Education has developed a homepage to help with assisting these programs in their efforts. To view wellness information and policies, go to <http://www.sde.state.id.us/child/> click on 'Wellness Policy' at the upper right hand corner to access Wellness Policy, Key Facts, Getting Started, Local Examples, Sample Policies and Related Links.

Components of a Wellness Policy

As required by law, a local wellness policy, at a minimum, shall include:

- Goals for *nutrition education, physical activity and other school-based activities* that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- *Nutrition guidelines* selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- *Guidelines for reimbursable school meals*, which are no less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to Subsections (a) and (b) of Section 10 of the Child Nutrition

Act (42 U.S.C. 1779) and Section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools; (website link provided below). This requirement implies that districts must ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210 and Part 220.

- A plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's local wellness policy;
- *Community involvement*, including parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

ATTACHMENT:

1. PDF file of Local Wellness Policy Law,
<http://www.fns.usda.gov/tn/Healthy/108-265.pdf>

Section 204 of Public Law 108-265—June 30, 2004

Child Nutrition and WIC Reauthorization Act of 2004

SEC. 204 LOCAL WELLNESS POLICY

(a) **IN GENERAL** - Not later than the first day of the school year beginning after June 30, 2006, each local education agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C.1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local educational agency that, at a minimum—

- 1) Includes goals for nutrition education, physical activity and other school- based activities that are designed to promote student wellness in a manner that the local educational agency determines is appropriate;
- 2) Includes nutrition guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity;
- 3) Provides an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and section 9(f)(1) and 17(a) of the Richard B Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)0, as those regulations and guidance apply to schools;
- 4) Establishes a plan for measuring implementation of the local wellness policy, including designation of 1 or more persons within the local educational agency or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy; and
- 5) Involves parents, students, and representatives of the school food authority, the school board, school administrators, and the public in the development of the school wellness policy.

(b) TECHNICAL ASSISTANCE AND BEST PRACTICES. -

(1) **IN GENERAL.** - The Secretary, in coordination with the Secretary of Education and in consultation with the Secretary of Health and Human Services, acting through the Centers for Disease Control and Prevention, shall make available to local educational agencies, school food authorities, and State educational agencies, on request, information and technical assistance for use in—

- (A) Establishing healthy school nutrition environments;
- (B) Reducing childhood obesity; and
- (C) Preventing diet-related chronic diseases.

(2) **CONTENT.** - Technical assistance provided by the Secretary under this subsection shall—

- (A) Include relevant and applicable examples of schools and local educational agencies that have taken steps to offer healthy options for foods sold or served in schools;
- (B) Include such other technical assistance as is required to carry out the goals of promoting sound nutrition and establishing healthy school nutrition environments that are consistent with this section;
- (C) Be provided in such a manner as to be consistent with the specific needs and requirements of local educational agencies; and
- (D) Be for guidance purposes only and not be construed as binding or as a mandate to schools, local educational agencies, school food authorities, or State educational agencies.

(3) FUNDING. -

(A) **IN GENERAL.** - On July 1, 2006, out of any funds in the Treasury not otherwise appropriated, the Secretary of the Treasury shall transfer to the Secretary of Agriculture to carry out this subsection \$4,000,000, to remain

available until September 30, 2009.

(B) RECEIPT AND ACCEPTANCE. – The Secretary shall be entitled to receive, shall accept, and shall use to carry out this subsection the funds transferred under subparagraph (A), without further appropriation.