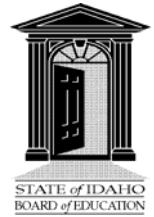


STATE BOARD OF EDUCATION MEETING
April 18-20, 2007
Whitewater/Clearwater Room, University of Idaho Commons
Moscow, Idaho



Wednesday, April 18, 2007, 7:00 p.m., Best Western University Inn, Appaloosa Room, Moscow, 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
- (e) to consider preliminary negotiations involving matters of trade or commerce in which the governing body is in competition with governing bodies in other states or nations;
- (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 and Friday, April 19-20, 2007, 8:00 a.m., Whitewater/Clearwater Room, University of Idaho Commons

BOARDWORK

1. Agenda Review / Approval
2. Minutes Review / Approval

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I - HR

1. Boise State University – New Positions, Changes to Positions and Deletions of Positions
2. Idaho State University – New Positions and Changes to Positions
3. University of Idaho – New Positions
4. Lewis-Clark State College – New Position and Deletions of Positions
5. Eastern Idaho Technical College – New Positions

BAHR – SECTION II - FINANCE

6. Legislative Audit Reports:
 - a. Idaho Division of Professional-Technical Education
 - b. Idaho Public Television

PPGAC

7. Alcohol Permits Issued by University Presidents

CONSENT AGENDA

DEPARTMENT OF EDUCATION

1. Appointment to the Professional Standards Commission for the Department
2. BYU-Idaho Program Approval (Focus Visit)
3. Administrative Staff Allowance Waiver Requests To Meet Accreditation Standards
4. Weiser School District Out-Of-State Tuition Waiver Request
5. 2006-2007 Accreditation Summary Report of Idaho Districts and Schools
6. Appointment to the Idaho State Curricular Materials Selection Committee

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Lapwai School District No. 341 Seeking Bond Election Authorization
3. University of Phoenix–Idaho Program Approval
4. Appointment to Professional Standards Commission for Secondary Principal
5. Realignment of SDE – Adult Basic Education, Veterans, and Proprietary Schools to PTE

BUSINESS AFFAIRS & HUMAN RESOURCES

Section II – Finance

1. FY2008 Appropriations
 - a. Information – Institutions & Agencies
 - b. College & Universities
 - c. Community Colleges
 - d. Professional-Technical Education
 - e. Promise B Scholarship
 - f. Promise A Scholarship
2. FY2007 Student Fee & Tuition Reports
 - a. Boise State University
 - b. Idaho State University
 - c. University of Idaho
 - d. Lewis-Clark State College
 - e. Eastern Idaho Technical College
3. Tuition Waiver Reports
 - a. Boise State University
 - b. Idaho State University
 - c. University of Idaho
 - d. Lewis-Clark State College
4. Boise State University – Land Swap – Boise School District
5. Boise State University – Micron Course Fee Arrangement
6. Idaho State University – Treasure Valley Building Purchase
7. University of Idaho – Future Financing Plans
8. University of Idaho – Transfer Gifted Real Property from University Foundation
9. University of Idaho – Turf Replacement Project, Kibbie Activity Center
10. University of Idaho – Training Room Renovation Project, Kibbie Activity Center
11. University of Idaho – Self Funded Health Benefits Plan

12. Discussion of Potential Amendment to Idaho State Board of Education Governing Policies & Procedures, Section V.N. – Grants & Contracts
13. Lewis-Clark State College – Property Acquisition
14. First Reading of Amendment to Idaho State Board of Education Governing Policies & Procedures, Section I.E. – Executive Officers
15. University of Idaho – Transfer of Real Property

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Presidents' Council Report
2. University of Idaho Progress Report
3. Professional Technical Education Progress Report
4. 2007 Legislative Update
5. Support of "March On Meth"
6. PTE's request for MOU with DHR

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

Higher Education

1. WWAMI Medical Education Program Presentation
2. New Doctorate Program Full Proposal- Ph.D. in Water Resources – University of Idaho
3. New Graduate Program Full Proposal – Executive Master of Business Administration – University of Idaho
4. Graduate Program Expansion Notice of Intent – Ph.D. in Counselor Education and Counseling with an Emphasis in Mental Health, and Marriage and Family Counseling – Idaho State University
5. Temporary and Proposed Rules Governing Registration of Proprietary Schools
6. Idaho Technology Incentive Grant Program FY08 Award

K-12

7. Petition by the American Falls, Caldwell, Meridian, Mountain Home, and Nampa School Districts Requesting the Board Waive the Fall ISAT Test Requirement
8. Idaho Gear Up Update

ELECTION OF OFFICERS FOR THE STATE BOARD OF EDUCATION

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.

THIS PAGE INTENTIONALLY LEFT BLANK

1. Agenda Approval

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

2. Minutes Approval

BOARD ACTION

To approve the minutes from February 21-23, 2007 and March 26, 2007 as submitted.

3. Rolling Calendar

BOARD ACTION

To approve January 21, 2008 as the date and Boise, ID as the location for the January 2008 regularly scheduled Board meeting.

To approve April 17-18, 2008 as the date and the University of Idaho as the location for the April 2008 regularly scheduled Board meeting.

To approve May 19-20, 2008 as the date and Boise, ID as the location for the May 2008 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
February 21-22, 2007
Boise State University Student Union Building
Boise, Idaho**

A regular meeting of the State Board of Education was held February 21-22, 2007 in Boise, Idaho. The Board met in Executive Session on February 21, 2007 at 650 West State Street, Room 307. The Board met in Open Session on February 22, 2007 at Boise State University, Student Union Building, Lookout Room. Members present were:

Laird Stone, President
Milford Terrell, Vice President
Paul Agidius, Secretary
Blake Hall
Rod Lewis
Sue Thilo
Tom Luna, State Superintendent

EXECUTIVE SESSION

M/S (Terrell/Thilo): To move into Executive Session, pursuant to Idaho Code Section 67-2345(1), on February 21, 2007 at 5:00 p.m. A roll call vote was taken; motion carried unanimously.

M/S (Terrell/Hall): To go out of Executive Session at 8:25 p.m. and adjourn for the evening. Motion carried unanimously.

In executive session, the Board did one or more of the following: (a) considered hiring a public officer, employee, staff member or individual agent; (b) considered the evaluation, dismissal or disciplining of, or complaints or charges brought against a public officer, employee, staff member of individual agent, or public school student; (c) conducted deliberations concerning labor negotiation or to acquire an interest in real property which is not owned by a public

agency; (d) considered records that are exempt from public inspection; (e) 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; (f) considered and advised its legal representatives in pending litigation or where there is a general public awareness of probable litigation.

OPEN SESSION**BOARDWORK****1. Agenda Approval**

By unanimous consent, the Board agreed to take up item 4 of Section I of the Business Affairs and Human Resources agenda after the Planning, Policy and Governmental Affairs agenda; and, to accept the agenda as modified.

2. Minutes Approval

M/S (Terrell/Hall): To approve the minutes from November 29 and 30, 2006, as submitted. *Motion carried unanimously.*

M/S (Hall/Terrell): To approve the minutes from January 8, 2007, as submitted. *Motion carried unanimously.*

3. Rolling Calendar

M/S (Terrell/Hall): To approve February 28 and 29, 2008, as the date, and Boise State University as the location for the regularly scheduled February Board meeting.

M/S (Hall/Terrell): To have a meeting in January 2008 at a date in conjunction with the Board's presentation to JFAC.

There was discussion by the Board about setting a meeting date in January of 2008 to give the Board opportunity to consider important issues in a more timely fashion. In addition, it was suggested that the Board consider either returning to a schedule where it meets each month or to have meetings take place for two days at a time so that the Board members would have sufficient time to receive, review, consider and discuss agenda items.

CONSENT AGENDA

M/S (Terrell/Thilo): To accept the consent agenda as presented. *Motion carried unanimously.*

1. BAHR – SECTION I – Boise State University – New Positions & Changes to Positions, Deletions of Positions

By unanimous consent, the Board approved the request by Boise State University for fourteen (14) new positions supported by appropriated and local funds; title, term, salary

and FTE changes to two (2) positions; and to delete one (1) position.

2. BAHR – SECTION I – Idaho State University – New Positions

By unanimous consent, the Board approved the request by Idaho State University for seven (7) new positions (6.75 FTE) and to increase the FTE on two (2) positions (1.85 FTE).

3. BAHR – SECTION I – University of Idaho – New Positions & Deletion of Positions

By unanimous consent, the Board approved the request by University of Idaho to establish five (5) new positions supported by appropriated and non-appropriated funds and reactivate one (1) deleted PCN supported by non-appropriated funds.

4. BAHR – SECTION I – Lewis-Clark State College – New Position

By unanimous consent, the Board approved the request by Lewis-Clark State College for one (1) new position supported by appropriated funds.

5. PPGAC – Alcohol Permits issued by University Presidents

This was an information item only.

6. PPGAC – Second Reading – Amendment to Board Policy III.V. – Articulation and Associate Degree

By unanimous consent, the Board approved the second reading of the amendment to Board Policy III.V., Articulation and Associate Degree Policy.

7. PPGAC – Second Reading – Amendment to Board Policy Bylaws, Section J – Presidents' Council

By unanimous consent, the Board approved the second reading of the amendment to Board Policy Bylaws, Section J, Presidents' Council.

8. PPGAC – Second Reading – Amendment to Board Policy II.I. – Leave – All Employees

By unanimous consent, the Board approved the second reading of the amendment to Board Policy II.I., Leave – All Employees.

9. PPGAC – Approval of Members to Eastern Idaho Technical College Advisory Council

By unanimous consent, the Board approved the reappointment of Joe Groberg, Dr. Fred Gunnerson, Frank Just, and Russell Spain to the Eastern Idaho Technical College Advisory Council for a term beginning immediately and ending December 31, 2010.

10. IRSA – Quarterly Report – Program Changes Approved by the Executive Director

This was an information item only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**1. Presidents' Council Report**

Dr. Timothy White of the University of Idaho reported. He noted that the Presidents' Council had recently met and discussed student fees, the medical education study, concurrent and dual enrollment, and issues related to retirement benefits.

Dr. Robert Kustra of Boise State University reported that occupancy costs are suffering in this legislative session. He asked the Board to help promote the issue with legislators. President White reported that he, along with President Valais of Idaho State University and President Thomas of Lewis-Clark State College, had written a letter of support to the Joint Finance and Appropriations Committee on behalf of the Department of Education.

Board member Hall asked President Beck of the College of Southern Idaho about dual credit. Dr. Beck encouraged the state to look at various models of concurrent enrollment to see what might work well in Idaho.

Dr. White reported that the Presidents' Council had discussed needs-based scholarships at their recent legislative luncheon. President Kustra indicated several legislators expressed concerns on that subject. Board member Hall asked Karen Echeverria of the Board Office to be prepared to address possible legislative objections.

Bill Robertson of Eastern Idaho Technical College asked for Board direction on the matter of a community college district being created in eastern Idaho since various entities were promoting that possibility. Board member Hall noted that the Board is on record as supporting a statewide community college effort as well as being supportive of local efforts to create community college districts. A similar effort is underway in the Treasure Valley. Board member Hall encouraged any groups interested in creating a new community college district to have clear understanding as to what a community college should look like in addition to its relationship to other institutions in the area. He reiterated that future community colleges can not harm existing community colleges.

Board member Hall referred to an earlier request by the Board for the institutions to prepare a comparison study of similar programs and expressed his appreciation for their work in that regard with the Colleges of Engineering. In follow-up, President White indicated the next study would look at the Colleges of Education and be presented to the Board in June.

President White reported that Dr. Michael Burke, former president of North Idaho College, begins his new position at San Jose State College the first of March. Dr. Priscilla Bell will join North Idaho College as its Interim President, but in the meantime Dr. Barbara Hanson is representing NIC at this Board meeting.

2. Boise State University Progress Report

President Kustra reported to the Board. He discussed BSU's recruitment and retention efforts. He noted that BSU had identified benchmarks for academic quality it hopes to pursue. Dr. Kustra introduced Dr. Mark Rudin, Vice President of Research. Dr. Rudin reported on the research activities at BSU and indicated it planned to reward research efforts that have a positive impact on the college, students, the community and business.

Board President Stone thanked BSU for its prompt response to a letter sent by the Board to the Presidents related to the cost of textbooks. He indicated BSU's response helped highlight the issue of retention of students in relationship to the high cost of education.

3. Idaho Vocational Rehabilitation Progress Report

Dr. Michael Graham, State Administrator of the Division of Vocational Rehabilitation, reported to the Board. He overviewed the strategic plan of the agency and noted the agency's mission to help people with disabilities achieve individual rehabilitation goals enriches the community by returning tax payers to the state. Dr. Graham discussed the complexities of the system and reviewed the process for developing a plan of action for eligible individuals. He reported that counselors had successfully rehabilitated, on average, 28 individuals this year which is a better rate than found in surrounding states. In addition, the cost to rehabilitate an individual in Idaho is lower than in other states. This demonstrates efficiency and effectiveness. Dr. Graham pointed out that staff recruitment and retention are adversely impacted by the lower salaries offered by Idaho state government. To offset that, the agency used bonuses to reward performance, motivate production and to retain quality staff this past year.

Board member Hall asked about the sources of revenue. Dr. Graham said the revenue comes from several sources. The primary program is a federally supported program with a small percentage coming in a match from state general account funds, agreements with other agencies and school districts. He noted that state funds also support other services that the Division of Vocational Rehabilitation provides.

4. Economic Development Council Progress Report

Leon Maynard, President of the Idaho Council on Economic Education, reported to the Board. He indicated the Council strongly supported the Board of Education efforts on high school redesign and increased math requirements as well as economic and financial literacy education.

Mr. Maynard reported that the Council is an independent 501.C.3 nonprofit organization. It is hosted by BSU and he is an employee of BSU. The members of the Board of Directors have a variety of backgrounds and come from throughout of Idaho. The Council provides training, development and resources to instructors throughout the state focusing on economic and financial education. Mr. Maynard discussed the "International Economic Summit" program and noted it had been developed by Kali Kurdy, a former teacher at Borah High School. She won a national award for her work. In 2006, the Federal Reserve Bank of San Francisco licensed the program from the Idaho Council and is in the process of implementing it in California, Washington and other states. Board member Thilo complimented Mr. Maynard and the work of the Council.

5. Small Business Development Center Progress Report

Jim Hogue reported to the Board on the activities of the Small Business Development Center. The Center was established at BSU in 1986 and now has regional services located at several other Idaho institutions. Mr. Hogue discussed the Center's goal of educating Idaho's entrepreneurs to help them be more successful. The Center has partnered with a number of federal, state, regional and local agencies and private sector firms. The Board thanked Mr. Hogue for his report.

At this time Superintendent Tom Luna was welcomed to the Board meeting.

6. Approval of the Federal Carl D. Perkins Six-Year Plan

M/S (Thilo/Agidius): To approve the request by the Division of Professional-Technical Education to approve the State Transition Plan required by P.L. 109-270, Carl D. Perkins Career and Technical Education Act. *Motion carried unanimously.*

Mike Rush, State Administrator of the Division of Professional-Technical Education, presented this item and introduced Josie Chancey of the Division. Dr. Rush commended Ms. Chancey for her work on preparing the plan. He also reported that Ms. Chancey had authored the federal waiver recently approved by the U.S. Department of Education which saved the state of Idaho about seven million dollars. The Board expressed their appreciation to her as well.

At this time the Board took up Item 4 of Section I of the Business Affairs and Human Resources Agenda.

4. University of Idaho – New Positions – University Advancement

M/S (Hall/Thilo): To approve the request by the University of Idaho to establish nineteen (19) new positions in University Advancement supported by appropriated and non-appropriated funds, as identified in the following pages:

**one (1) Administrative Assistant I;
two (2) Assistant Deans for Development;
one (1) Associate Director of Gift Planning;
one (1) Business Manager;
six (6) Development Coordinators;
four (4) Directors of Development;
one (1) Directory of Annual Giving;
one (1) Director of Donor Relations and Stewardship;
one (1) Program Manager;
and one (1) Proposal and Grant Writer. *Motion carried unanimously.***

Board member Terrell introduced Dr. Timothy White to present this item. Dr. White reported that this item was previously presented at the November 2006 Board meeting. Additional details were requested from the institution at that time.

Chris Murray, UI Vice President for Advancement, was introduced to present the University Advancement Campaign details. Mr. Murray discussed the particulars of the campaign effort.

He reported that the University of Idaho desires to deliver a transformational experience to its students and has targeted four areas for investment and growth: students, faculty, programs and facilities. Mr. Murphy reported the campaign goal of \$300 million is based on having an infrastructure in place to raise the funds and projected donor interest. He referred the Board to agenda materials for more detailed information on fund source and uses.

John McConnell, a consultant from the firm Bentz Whaley Flessner, discussed an audit of the UI advancement area with the purpose of assessing the current fundraising process. He indicated that the audit demonstrated a major need for staff and infrastructure to be increased in order for advancement to be successful. Mr. Murray explained that fundraising staff would be held accountable for meeting the goals and that they will be at-will employees.

Board member Lewis complimented the University of Idaho for the depth of their presentation. He noted that it was beneficial for the Board to have the details so that it could be assured of the University's ability to be successful.

Superintendent Luna asked about the source of the redirected internal funds. Dr. White noted funds will come from the UI Higher Education settlement fund to jumpstart the effort. In addition, the deans of the various colleges have agreed to share the cost. Superintendent Luna asked for clarification on the fee structure options found in Attachment 6 of the Board agenda materials. Dr. White pointed out that the fee options are possibilities that the Foundation is considering. Mr. McConnell explained that such fees are normal among institutions and their affiliated organizations.

At this time the Board returned to the Instruction, Research, and Student Affairs agenda.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

1. Presentation by the Governor's Early Care and Learning Initiative and the Early Childhood Coordinating Council

This item was delayed until the end of the Instruction, Research and Student Affairs agenda.

2. New Graduate Program – Reconsideration of the Master of Applied Anthropology and MA, Anthropology – Boise State University

M/S (Agidius/Lewis): To reconsider the vote taken at the Twin Falls meeting to disapprove this application. *Motion carried 5-1-0 (Hall voted Nay and Terrell absented during the vote).*

M/S (Agidius/Lewis): To approve Boise State University's request to offer a Master of Applied Anthropology and a Master of Arts in Anthropology. *Motion carried 6-1 (Hall voted Nay).*

Dr. Sona Andrews presented this item. Board member Hall noted that this item was before the Board in August of 2006 at the Twin Falls meeting. He asked why it was being brought forward again. Dr. Andrews indicated the revised proposal provided more detail as to the needs, the program particulars, and the budget. Professor Mark Plew, Chair of the BSU Anthropology Department, discussed the unique aspects of the program that BSU is proposing.

Dr. Andrews indicated that a demand exists in the Treasure Valley that is not being met. She explained that graduates from other institutions may not be available to meet that demand because they are place bound, take jobs elsewhere, or go onto to advanced studies.

Board President Stone asked for clarification on the position of University of Idaho and Idaho State University as far as the request. Dr. Robert Wharton of Idaho State University noted ISU's graduates go into a variety of professions as well as advanced studies. He reported that the institutions came to an understanding about the statewide demand for individuals to pursue these degrees. Dr. White pointed out that UI graduates go onto jobs or advanced education as well. He noted that enrollments have been constant and demand has remained strong. He explained that these factors indicate that the opportunity exists to place graduates. Dr. Hanson of NIC explained that there is a perspective that one gains through the study of anthropology that extends to a variety of applications and pursuits beyond anthropological careers.

Dr. Andrews noted the agenda materials included a needs assessment. Board member Thilo recalled that at the meeting in Twin Falls there were questions brought up by the UI. She explained that those issues were vetted at the Council for Academic Affairs and Programs (CAAP) meeting and addressed to the satisfaction its members. Board President Stone noted that this program does appear to be far broader than those at the other institutions. Dr. Andrews explained that this program looks at the entire field and compliments the programs at the UI and ISU. Board member Agidius asked if the program is set up for part-time students. Dr. Andrews noted that it was.

Board member Hall asked where this program fit into BSU's eight-year plan. Dr. Andrews noted that it is in their eight-year plan for 2007. Board member Hall asked that future requests specifically cross-reference that information.

At this time the Board moved to item 13 of Section II of the Business Affairs and Human Resources agenda.

13. Eastern Idaho Technical College – Purchase of Student Information System (SIS) Software

M/S (Stone/Hall): To approve the Eastern Idaho Technical College request to negotiate and execute a contract with Datatel, Inc., for the purchase of Student Information System (SIS) software, at a cost not to exceed \$525,000. Motion carried unanimously.

At this time the Board returned to the Planning, Policy and Governmental Affairs agenda.

3. Name Change of the Renaissance Institute to the Osher Lifelong Learning Institute – Boise State University

M/S (Hall/Lewis): To approve changing the name of the Renaissance Institute to the Osher Lifelong Learning Institute, at Boise State University. Motion carried unanimously.

4. New Instructional Unit – Center for Teaching and Learning – Boise State University

M/S (Lewis/Terrell): To approve Boise State University's request to establish a new Center for Teaching and Learning, as presented. Motion carried unanimously.

5. New Executive Master of Business Administration – University of Idaho

Dr. Timothy White presented this item to the Board. Provost Doug Baker of the University of Idaho reported on the Executive Master of Business Administration program in northern Idaho. Dr. White indicated that the Council on Academic Affairs and Programs had discussed this program and supported it. Board member Hall asked UI to be sure to provide a specific cross-reference as to where this program fits into their eight-year plan when it comes as a request to the Board.

6. Higher Education Research Council (HERC) Appointments

M/S (Agidius/Stone): To appoint Dr. Layne Simons and Dr. Harold Blackman to the Higher Education Research Council respectively, for three-year terms, March 2007-March 2010. Motion carried unanimously.

Dwight Johnson of the Board Office presented this item and referred the Board to the summaries provided for the nominees in the Board agenda. Board member Hall asked why these two people were selected without first advising the Board's Executive Committee. Mr. Johnson reported that the names were forwarded based on discussions with the Governor's Office and others. Board member Terrell asked that in future nominations be brought to the Executive Committee first.

7. Amendment to Temporary and Proposed Rules Governing Registration

Amended M/S: To table the motion to a time certain, that time being at the discretion of the Board President. Motion carried 5-2 (Agidius and Thilo voted Nay).

M/S (Hall/Lewis): To table the motion to a time certain. Motion carried 5-2 (Agidius and Thilo voted Nay).

M/S (Agidius/Stone): To approve the temporary and proposed rule for the registration of postsecondary institutions and proprietary schools. The temporary rule will become effective at the end of the 2007 legislative session.

Stuart Tennant of the Board Office presented this item. He discussed the concerns that had been raised in regards to the accreditation organizations approved by the Board. He noted that Board staff had learned that the Northwest Commission on Colleges and Universities (NWCCU) acknowledges regional accrediting bodies as well as bodies recognized by the U.S. Department of Education. Dr. Tennant recommended that since the rules permit a scaled-back registration process for institutions accredited by Board-recognized accreditation organizations, the Board should revise the rule to include U.S. Department of Education-recognized accreditation organizations too.

There was lengthy discussion by the Board. Board member Lewis indicated he would prefer to have this item postponed to give the Board time and opportunity to study the impact and implications of making any changes to the legislation. Board member Hall agreed.

8. Reorganization of the Limited English Proficiency Program and National Assessment of Educational Progress Program

M/S (Stone/Hall): To approve the recommendation to transition the NAEP program to the Office of the State Board of Education and the LEP academic program to the State Department of Education by March 1, 2007. Motion carried unanimously.

Superintendent Luna raised a point about the FTE associated with these funds. Dwight Johnson clarified that the FTE will not be moved. It will remain in the State Department of Education budget and Office of the State Board of Education will request an FTE at a future date. At this time, spending authorization from the legislature, the Division of Financial Management and the Governor's Office needs to be in place. Board member Hall observed that this move is consistent with the efforts of the Board undertaken previously.

At this time the Board returned to item 1 of the Instruction, Research and Student Affairs agenda.

1. Presentation by the Governor's Early Care and Learning Initiative and the Early Childhood Coordinating Council

Lorraine Clayton presented this item to the Board. She discussed the importance of early childhood care and noted that there are three clear messages for the Board to take away from this meeting. First, that early childhood care is based on theory and grounded in science; second, its quality is crucial; and third, strategic planning is vital.

The Board thanked Ms. Clayton for her remarks.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section I

Board President Stone introduced this section and spoke briefly to the requests for coaches' contracts. He noted that he originally had concerns about the contracts, but subsequently those had been addressed by additional information provided to him. Mr. Stone indicated a continued concern about there not being enough emphasis on academic achievement. In addition, he noted that the number of Idaho students actually playing for the Idaho institutions is a very small number and encouraged the institutions to find a way to address that disparity. He urged the institutions to not lose sight of their core mission.

1. Boise State University – Head Football Coach

M/S (Hall/Lewis): To approve an employment agreement between Boise State University and Chris Peterson as the Head Football Coach, at a regular compensation amount of \$150,000, plus supplemental media compensation in the amount of \$700,000, for a total of \$850,000. Additional supplemental compensation amounts, if earned, will be provided as noted in the contract. Motion carried 6-0 (Stone absent during the vote).

Stacy Pearson, Boise State University Vice President for Finance and Administration, presented this item. Kevin Satterlee of BSU explained the contract in further detail. Board member Hall discussed the supplemental compensation and noted that additional information was provided to him that gave him assurances in that regard.

Board member Lewis took the opportunity to commend Coach Peterson for his success this past year and to recognize him for being selected as the National Football Coach of the Year. He noted Mr. Peterson's character on and off the field was commendable as well.

2. Idaho State University – Head Football Coach

M/S (Hall/Lewis): To approve an Employment Agreement between Idaho State University and John Zamberlin as the Head Football Coach, at a regular compensation amount of \$100,000, and supplemental compensation for media appearances in the amount of \$20,000, for a total of \$120,000. A courtesy automobile will be provided, subject to availability. Additional supplemental compensation amounts, if earned, will be provided as noted in the contract. Motion carried 6-0 (Stone absent during the vote).

3. University of Idaho – Head Football Coach

M/S (Agidius/Hall): To approve an employment agreement between the University of Idaho and Robb Akey as the Head Football Coach, at a regular salary amount of \$155,002, plus supplemental media compensation in the amount of \$85,000, for a total of \$240,002. Additional compensation amounts, if earned, will be provided as noted in the contract. Motion carried unanimously.

Board President Stone expressed support for the University of Idaho football team. Board member Lewis commended the UI and Coach Akey for this move. Board member Hall noted that Board of Education had the same level of commitment to all the institutions as demonstrated in the amount of appropriated funds dedicated to the coaches' salaries.

Item 4 was moved up on the agenda.

The Board moved to item 1 of Section II of the Business Affairs and Human Resources agenda at this time.

1. Boise State University – General Revenue Bonds – Press Box/Sky Suites

M/S (Stone/Agidius): To approve a Supplemental Resolution for the Series 2007B Bonds and Series 2007C Bonds the title of which is as follows:

A SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of \$25,860,000 Series 2007B Tax Exempt Bonds and \$2,850,000 Series 2007C Taxable Bonds, of the Board of Trustees of Boise State University; authorizing the execution and delivery of a Bond Purchase Agreement and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2007B and Series 2007C Bonds. Roll call vote was taken; motion carried unanimously.

The Board returned to item 5 of Section I of the Business Affairs and Human Resources agenda at this time.

5. Idaho School for the Deaf and Blind – Executive Appointment

M/S (Terrell/Thilo): To provide Board approval for the appointment of Mary Dunne as the Director of the Idaho School for the Deaf and Blind (1.0 FTE), at an annual salary of \$73,000. Motion carried unanimously.

The Board returned to Section II of the Business Affairs and Human Resources agenda at this time.

BUSINESS AFFAIRS AND HUMAN RESOURCES – Section II

The Board moved to item 7 and 8 of Section II of the Business Affairs and Human Resources agenda at this time.

7. University of Idaho – Technical Assessment and Feasibility Study

Dr. Timothy White invited Student Body President Humberto Cerillo to give the student perspective regarding the Kibbie Dome. Mr. Cerillo noted that the Kibbie Dome is used for a large number of activities in addition to athletic events. He discussed the need for renovation of the Kibbie Dome as well as for more space. Mr. Cerillo reported that the students of UI support an events pavilion. UI Athletic Director, Rob Spears was introduced and spoke about the vision of the University of Idaho for its athletic program. Mr. Spears explained that improved facilities will allow UI to compete more equitably with peer institutions as well as provide space and access to its students and athletes so that they are able to compete at the level they would like. He noted that the athletic department benefits the entire campus.

Vice President for Finance and Administration Lloyd Mues presented the elements of infrastructure improvements, renovations and additions to the ASUI Kibbie Activity Center and Proposed Multi-Purpose Events Pavilion identified in the feasibility study.

8. University of Idaho – Events Pavilion Capital Project

M/S (Agidius/Thilo): To authorize the University of Idaho to proceed with development of conceptual designs and conducting a financial feasibility study to develop a capital development strategy for a University Events Pavilion, at a cost not to exceed \$1,600,000, to be funded with federal funds granted to the University of Idaho for the purpose of planning and developing a capital project with a performance venue element. Motion carried unanimously.

Mr. Mues discussed the details of each element as presented in the Board agenda materials. He noted that element one concerned life safety and compliance issues. Elements two, three and four will be funded primarily through donations. Board member Lewis asked about the anticipated funding source for element one. Dr. White explained that the turf will be paid for by funds set aside from student fees that are specifically targeted for that. In addition, the UI will come to the Permanent Building Fund and request funds for the life safety and compliance needs. The balance will be financed through bonds.

Board member Hall noted that he had read the material and clarified that the feasibility study request is not for any appropriated funds, but for federal grant funds. For Dr. White's benefit, it

was restated that the action today authorized a feasibility study for a University Events Pavilion. In the future, a request for replacement of the turf will be brought back to the Board.

2. Idaho State University – Request to Purchase Database Software

M/S (Stone/Agidius): To approve the purchase of database software at a cost not to exceed \$1,500,000, from Oracle for development of a data warehouse, portal and eventual deployment of an ERP system. Motion carried unanimously.

At this time, former Representative Bruce Newcomb was introduced.

3. Idaho State University – Request to Purchase Database Hardware

M/S (Stone/Terrell): To approve the purchase of Sun Microsystems hardware from Advanced System Group (ASG), at a cost not to exceed \$925,000 for use in the development of a data warehouse, portal and eventual deployment of an ERP system. Motion carried unanimously.

4. University of Idaho – Sandpoint Education Center – Discussion of Memorandum of Understanding

Dr. Timothy White presented this item. He discussed the University of Idaho proposal to transfer 77 acres of agriculture property that it owns within the city of Sandpoint to Wild Rose, a private charitable foundation. In return, Wild Rose will build and develop educational facilities on the property and then return a portion of the land back to the UI. The result would be the Sandpoint Learning Center. Dr. White introduced Dr. Larry Branen, Vice President for programs in northern Idaho. He discussed the programs and the benefits of the proposed expansion and the relocation of the UI horticulture venue.

Lloyd Mues reviewed facts provided to the Board in the agenda materials. Board member Terrell asked about the level of involvement of the other institutions in this plan. Dr. Branen explained that NIC had been involved because of their presence in Sandpoint. In the future, the other institutions will be involved on the advisory board. Board member Terrell encouraged UI to keep the others informed. Lloyd Mues noted that the reason the proposal had not been widely discussed was out of respect of the privacy of the donor.

Board member Thilo commented on the proposal and the excellent opportunity for the public and private partnership. Superintendent Luna asked about the type of programs that would be offered. Dr. Branen explained that one example is a master's level program that allows individuals to become excellent science teachers.

Board member Hall asked how many buildings will be built as a result of this effort. Dr. Branen indicated that a master plan will lay out the specific dimensions of the Center. However, he estimated that \$20 million will likely result in one or two buildings initially. There will be plans in place to address growth. Kent Nelson, UI counsel, explained that the memorandum of understanding will spell out the particulars when it is presented to the Board. Board member Hall reminded UI to indicate how occupancy costs will be covered in this plan.

5. University of Idaho – Purchase of Optical Microscope

M/S (Stone/Agidius): To approve the purchase of a scanning, near-field, optical microscope at a cost not to exceed \$535,000. Motion carried unanimously.

6. University of Idaho – Law Building Classroom Improvements Capital Project

M/S (Thilo/Stone): To approve the authorization to expand the project scope of the Menard Law Building, Classroom Renovations and Improvements, at a cost not to exceed \$600,000, funding to come from institutional funds, inclusive of gift and professional fee funds, held by the College of Law. Motion carried unanimously.

Items 7 and 8 were moved up on the agenda.

9. University of Idaho – Potato Varieties Licensing Agreement

M/S (Stone/Hall): To authorize the Vice President for Finance and Administration at the University of Idaho to enter into an exclusive license agreement with the Potato Variety Management Institute for intellectual property rights stemming from potato varieties in substantial conformance to the form submitted to the Board. Motion carried unanimously.

Board member Terrell asked for clarification on selling of rights. Kent Nelson, counsel for UI, explained that UI develops potato varieties. This request has to do with marketing those potato varieties through a licensing agreement. Board member Hall asked if UI had given the Idaho Potato Commission an opportunity to speak to this agreement. Mr. Nelson indicated that it had.

10. University of Idaho – Verizon Telephone Services Contract

M/S (Agidius/Thilo): To approve a three-year renewal amendment to contract ICB# 2006-383318/ID0201155 between the Regents of the University of Idaho and Verizon and to authorize the University of Idaho Vice President for Finance and Administration to sign a contract amendment that is in substantially the same form as the amendment submitted with this agenda item. Motion carried unanimously.

11. Intercollegiate Athletics – Financial Reports

M/S (Hall/Agidius): To accept the Annual Intercollegiate Athletics and Gender Equity reports as presented. Motion carried unanimously.

Jeff Shinn of the Board Office explained this is a standard annual report. It comes to the Board at this time with the information from the fall semester. Board President Stone noted that the reports are in the revised format and that they will come to the Board each February.

12. Intercollegiate Athletics – Employee Compensation Reports

M/S (Hall/Agidius): To accept the Annual Intercollegiate Athletics Department Employee Compensation Reports as presented. Motion carried unanimously.

Item 13 was moved up in the agenda.

AUDIT COMMITTEE

Board member Agidius introduced the audit committee items. He asked the Board to forward any questions for Moss Adams to him so that they could be addressed.

1. University of Idaho – Federal Compliance Audit

M/S (Thilo/Terrell): To accept from the Audit Committee the Fiscal Year 2006 federal compliance audit report for the University of Idaho. *Motion carried unanimously.*

2. University of Idaho – Follow-up to Federal Compliance Audit

Board member Agidius noted that this information item provided details that were requested of the institutions at the last Board meeting.

DEPARTMENT OF EDUCATION AGENDA

Superintendent Luna asked that item 4, which had been removed from the agenda several days ago, be added back. It is a request for a waiver on behalf of the Middleton School District having to do with ISAT and NAPE testing.

By unanimous consent, the Board agreed to add item 4, Middleton School District Waiver Request, to the agenda.

1. Superintendent's Update

Superintendent Luna explained the reorganization of the State Department of Education.

2. Reorganization of the State Department

M/S (Terrell/Stone): To approve the reorganization of the State Department of Education. *Motion carried 6-0 (Lewis absent during the vote).*

3. Nomination to the Curricular Adoption Committee

M/S (Terrell/Agidius): To approve the request by the State Department of Education to appoint Vicki Skaggs to represent one of the Public Schools Secondary Classroom Teacher positions on the Curricular Materials Selection Committee for a period of five years. *Motion carried 6-0 (Lewis absent during the vote).*

4. Middleton School District Waiver Request

M/S (Hall/Stone): To direct Board staff in cooperation with the State Department of Education, to request a waiver from the U.S. Department of Education on behalf of Middleton School District for the February 2007 8th grade NAPE and for the ISAT testing grades two-ten in spring 2007. *Motion carried unanimously.*

It was reported that a recent fire at Middleton High School destroyed computers, classrooms, and labs. As a result, students are unable to take the ISAT test and the NAPE test as scheduled. Middleton School District is seeking a waiver for the ISAT and NAPE. Dwight Johnson explained that the Board can approve a request from SDE to request the waiver from the U.S. Department of Education.

Tom Farley from the Middleton School District explained that the server for the Middleton School District was destroyed in the recent fire. That means that the assessment cannot be administered. Nor can the students be prepared. Students are displaced and there is no facility to administer the NAPE. Computers and library resources were destroyed. It is physically impossible to administer the tests. And, there is no way to collect the data even if the tests could be administered.

Leah Henry, the District's secretary, reported that the delivery of replacement computers had been delayed by bad weather back east. She reassured the Board that every effort is being made to get things back to normal. She emphasized that the Middleton School District has been very supportive of ISAT testing.

M/S (Hall/Agidius): To adjourn the meeting at 4:20 p.m.

THIS PAGE IS LEFT INTENTIONALLY BLANK



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
March 26, 2007
SPECIAL Teleconference Meeting
700 W. State Street, East Conference Room
Boise, Idaho**

A special teleconference meeting of the State Board of Education was held March 26, 2007, originating from the East Conference Room of the J.R. Williams Building at 700 W. State Street, Boise, Idaho. The meeting convened at 1:00 p.m. with President Laird Stone presiding. Members present in person or by phone were:

Laird Stone, President
Paul Agidius, Secretary
Blake Hall
Rod Lewis
Sue Thilo
Tom Luna, State Superintendent

Board President Laird Stone called the meeting to order at 1:00 p.m. Roll call was taken to ascertain that the Board members were present.

OPEN SESSION

1. Consideration of a Petition to Form a Community College District in Ada and Canyon Counties

Board President Stone announced that the purpose of the special meeting was to consider the petition to form a community college district in Ada and Canyon Counties. He introduced representatives from "Community College YES!", the advocacy organization presenting the petition for the Board's consideration.

Mr. Skip Oppenheimer, "Community College YES!" Co-Chair, discussed the needs of the community and the desires of the group to have a community college established in the Treasure Valley. He noted that the Boise Metropolitan area is currently the largest metropolitan area in the United States, outside of Washington D.C., without its own community college district. He urged the Board to approve the petition so that the item could be placed on the May ballot for vote.

Mary C. Niland, "Community College YES!" CO-Chair, emphasized the great need in the Treasure Valley for affordable education that would serve a wide range of students, interests, needs and purposes. She explained that economic growth would be one of the benefits to the community and the state if Treasure Valley residents had access to affordable education. She indicated that there was strong support from the citizens of both counties for this effort.

M/S (Luna/Agidius): To approve the petition submitted by "Community College YES!" relating to the formation of a community college district, to be known as the College of Western Idaho District, and the establishment of a community college therein, to be known as the College of Western Idaho, with the written findings and conclusions to be attached and included in the records. A roll call vote was taken; motion carried unanimously.

Board member Lewis commended the parties involved in organizing and forwarding this effort. He noted that the need for a community college in the Treasure Valley has been recognized from many years. He voiced his support for the effort and the motion. Board member Agidius concurred.

Board member Hall expressed his appreciation and thanked the many people involved in bringing this effort to the table. He noted that this effort is consistent with the Board's position and fits into the overall education goals of the state of Idaho.

State Superintendent Luna noted that by making the motion he had given his support. He urged the supporters of the effort to keep in mind that remediation was something that needed to be addressed while students were still in K-12 and that he hoped the State Department of Education could make forward strides in addressing that issue.

Board member Thilo noted that the community college in northern Idaho served its citizens well and was a vital part of the economic health of the area. She expressed her support for this effort and confidence in the ability of the citizens to move it forward.

Board President Stone thanked the organizers and the many businesses, parents, and students who had underscored the need and expressed a desire for a community college in the Treasure Valley. He recalled that this discussion had been going on for many years, even before he joined the State Board of Education. He commended all those who had worked diligently and with determined focus to finally bring it to the table.

OTHER BUSINESS

There being no further business, a motion was made to adjourn the special meeting.

M/S (Agidius/Stone): To adjourn the meeting at 1:20 p.m. Motion carried unanimously.

**CONSENT AGENDA
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I - BOISE STATE UNIVERSITY New Positions,& Changes to Positions, Deletions of 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	Motion to approve
4	BAHR-SECTION I - LEWIS-CLARK STATE COLLEGE New Position & Deletions of Positions	Motion to approve
5	BAHR-SECTION I - EASTERN IDAHO TECHNICAL COLLEGE New Positions	Motion to approve
6	BAHR-SECTION II - LEGISLATIVE AUDIT REPORTS a. Idaho Division of Professional-Technical Education b. Idaho Public Television	Information items
7	PPGAC – Alcohol Permits Issued by University Presidents	Information item

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

BACKGROUND

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

DISCUSSION

Boise State University requests approval to:

- create eight (8) new positions (8.0 FTE) supported by appropriated, grant and local funds
- change four (4) current position's FTE (from 3.58 to 5.0 Total FTE) supported by appropriated and local funds
- delete six (6) positions supported by local funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The request includes several new positions needed to respond to the growth in services at Boise State University in various areas, including custodial, maintenance, administrative, and the bookstore in the downtown Boise (BODO) area. Staff notes the deletion of six facilities personnel in Housing due to reorganizing of its maintenance operations. Work requiring licensed trades will be coordinated with the campus Facilities, Operations and Maintenance department.

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

BOARD ACTION

A motion to approve the request by Boise State to create eight (8) new positions (8.0 FTE) supported by appropriated, grant and local funds; to change four (4) positions title, term, salary and FTE (from 3.58 to 5.0 total FTE); and to delete six (6) positions supported by local funds.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

NEW POSITIONS

Position Title	HVAC Systems Foreman
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$28,725
Funding Source	Appropriated
Area/Department of Assignment	Facilities, Operation and Maintenance
Duties and Responsibilities	Direct and supervise staff; perform administrative tasks and a variety of Heating, Ventillation and Air Conditioning (HVAC) maintenance tasks
Justification of Position	Additional FTE needed due to increased equipment on campus as a result of recent facility remodels and opening of new buildings.

Position Title	Office Specialist 2
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$20,717
Funding Source	Local
Area/Department of Assignment	Center for Workforce Training
Duties and Responsibilities	Provide customer service and registration assistance; schedule and coordinate training and assessment events.
Justification of Position	Additional administrative support needed due to growth in non-credit classes.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Custodian Leadworker – 2 positions
Type of Position	Classified Staff
FTE	1.0 FTE each
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$17,181 each
Funding Source	Appropriated
Area/Department of Assignment	Facilities, Operation and Maintenance
Duties and Responsibilities	Assist Custodial Foreman in oversight and direction of custodial staff.
Justification of Position	Additional positions needed to cover the opening of the Interactive Learning Center and improve overall supervision of staff.
Position Title	Grant Coordinator
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	9 month
Effective Date	5/1/2007
Salary Range	\$47,380
Funding Source	21% Appropriated 79% Grant
Area/Department of Assignment	Nursing Department
Duties and Responsibilities	Identify projects and programs for potential external funding sources; write and track grant proposals.
Justification of Position	Position needed to create new programs and services and support ongoing programs.

CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

Position Title	Manager, BODO Store
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$34,507
Funding Source	Local
Area/Department of Assignment	Bookstore
Duties and Responsibilities	Responsible for daily retail floor operations of downtown Boise (BODO) BroncoShop.
Justification of Position	A new position is needed to provide management for the new bookstore retail outlet opening in downtown Boise.
Position Title	Coordinator, Intensive English Program
Type of Position	Student Affairs/Program Development
FTE	Professional Staff
Term of Appointment	1.0 FTE
Effective Date	12 month
Salary Range	5/1/2007
Funding Source	\$34,507
Area/Department of Assignment	Local
Duties and Responsibilities	International Programs Office
Justification of Position	Coordinate student programs and program development for the Intensive English Program; ensure compliance with Bureau of Citizenship and Immigration Services and Student and Exchange Visitor Information System regulations.
	Restructuring and growth of Intensive English Program requires additional staff.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Senior Buyer
Type of Position	Professional Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$43,000
Funding Source	Local
Area/Department of Assignment	Purchasing Department
Duties and Responsibilities	Purchase supplies, services, material, and equipment; research and perform value analysis on products, services, and equipment; serve as a department leadworker.
Justification of Position	Increased volume of work requires additional staff.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

CHANGE IN POSITIONS

Position Title	Technical Records Specialist 1
Type of Position	Classified Staff
FTE	From .5 to 1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	Total Salary \$23,546
Funding Source	Appropriated
Area/Department of Assignment	Admissions
Duties and Responsibilities	Review all admission materials and determine applicant's admission status; run daily admission processes on system.
Justification of Position	Additional FTE needed due to increase in applications.

Position Title	Office Specialist 2
Type of Position	Classified Staff
FTE	From .75 to 1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	Total Salary \$21,237
Funding Source	Local
Area/Department of Assignment	Center for Workforce Training
Duties and Responsibilities	Coordinate activities such as scheduling, organizing, preparing correspondence, and processing records.
Justification of Position	Additional FTE needed to cover additional workload due to program growth.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Director, Ticketing Relations
Type of Position	Professional Staff
FTE	From .75 to 1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	Total Salary \$46,467
Funding Source	Local
Area/Department of Assignment	Morrison Center for the Performing Arts
Duties and Responsibilities	Oversee all ticket related issues for events; maintain relationships with promoters.
Justification of Position	Increased volume of events requires additional FTE.
Position Title	Learning Disability Specialist
Type of Position	Professional
FTE	From .79 to 1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	Total Salary \$44,200
Funding Source	Appropriated
Area/Department of Assignment	Disability Services
Duties and Responsibilities	Evaluate medical documentation, determine appropriate accommodations, provide counseling and advocacy for students with disabilities.
Justification of Position	Growing student population, including those with disabilities, requires additional staff.
Position Title	Director, Counseling Services
Type of Position	Professional
FTE	From .83 to 1.0 FTE
Term of Appointment	12 month
Effective Date	7/1/2007
Salary Range	Total Salary \$90,000
Funding Source	Appropriated
Area/Department of Assignment	Health, Wellness & Counseling Services
Duties and Responsibilities	Provide leadership, vision, administration and strong clinical perspective for services.
Justification of Position	Responsibilities require a year-round presence on campus.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

DELETED POSITIONS

Position Title	Electrician
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$32,178
Funding Source	Local
Area/Department of Assignment	Student Housing
Duties and Responsibilities	Repair and maintain electrical equipment in apartments and residence halls.
Justification of Position	Student Housing has reorganized its maintenance operations. Work requiring licensed trades will be coordinated with Facilities, Operations and Maintenance.

Position Title	Electrician
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$31,387
Funding Source	Local
Area/Department of Assignment	Student Housing
Duties and Responsibilities	Repair and maintain electrical equipment in apartments and residence halls.
Justification of Position	Student Housing has reorganized its maintenance operations. Work requiring licensed trades will be coordinated with Facilities, Operations and Maintenance.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Carpenter
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$24,981
Funding Source	Local
Area/Department of Assignment	Student Housing
Duties and Responsibilities	Perform rough and finish carpentry projects in apartments and residence halls.
Justification of Position	Student Housing has reorganized its maintenance operations. Work requiring licensed trades will be coordinated with Facilities, Operations and Maintenance.
Position Title	Building Facility Foreman
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$40,643
Funding Source	Local
Area/Department of Assignment	Student Housing
Duties and Responsibilities	Provide supervision and administrative support for maintenance functions.
Justification of Position	Student Housing has reorganized its maintenance operations. With the deletion of several positions, this Foreman position is no longer needed.

**CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Landscape Foreman
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$32,552
Funding Source	Local
Area/Department of Assignment	Student Housing
Duties and Responsibilities	Supervise employees in landscape and grounds maintenance functions.
Justification of Position	Student Housing has reorganized its maintenance operations. Existing Landscape Technician positions were transferred to Facilities, Operations and Maintenance, so there is no longer a need for a supervisor.

Position Title	Plumber
Type of Position	Classified Staff
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	5/1/2007
Salary Range	\$33,488
Funding Source	Local
Area/Department of Assignment	Student Housing
Duties and Responsibilities	Repair and maintain plumbing in apartments and residence halls.
Justification of Position	Student Housing has reorganized its maintenance operations. Work requiring licensed trades will be coordinated with Facilities, Operations and Maintenance.

CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

(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
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

DISCUSSION

Idaho State University requests approval to:

- create four (4) new professional staff positions (4.0 FTE) supported by appropriated, local, and grant funds
- create seven (7) new classified staff positions (7.0 FTE) supported by appropriated and local funds
- increase the FTE on two (2) positions (1.0 to 2.0 Total FTE) supported by appropriated and local funds.

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

Idaho State University has requested several positions which are needed for additional workload (Rendezvous Center janitorial, new Enterprise Resource/IT system, Physician Assistant Program) and related reasons.

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 to create eleven (11) new positions (11.0 FTE) supported by appropriated, local, and grant funds; and to increase the FTE on two (2) positions (1.0 to 2.0 Total FTE) supported by appropriated, and local funds.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

NEW POSITIONS

Position Title	Senior Database Administrator
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	May 15, 2007
Salary Range	\$70,000.00
Funding Source	Appropriated Funds
Area/Department of Assignment	Information Technology Services
Duties and Responsibilities	Manage the Oracle database environment required for administrative systems, including updating software, tuning the database structure for efficient operation, and developing and implementing a backup and recovery procedure; administer the specific databases required for administrative system operated within the Oracle environment.
Justification of Position	Provide administrative support required for the implementation of a new ERP system.

Position Title	Quality Coordinator
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	July 1, 2007
Salary Range	\$55,473.60
Funding Source	Local Funds
Area/Department of Assignment	Family Medicine
Duties and Responsibilities	Prepare monthly reports on specific data points and quality indicators for a number of diseases for submission to CMS Medicare/Medicaid; originate and participate in interventions to improve quality care; train nursing and office staff in improved work flows and efficiency; educate ISU health professionals in outpatient quality of care and Payment for Performance issues.
Justification of Position	Provide professional staff support for quality of care training and reporting.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Senior Instructional Technologist
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	April 23, 2007
Salary Range	\$50,000.00
Funding Source	Grant Funds
Area/Department of Assignment	Instructional Technology Resource Center
Duties and Responsibilities	Responsible for design, development, and production of curricular materials to support faculty; integrate various technologies; incorporate various instructional design principals; teach workshops; guide curriculum design; identify and implement multimedia materials.

Justification of Position	Provide support for technology integration into instruction for various departments and colleges. The duties of this position have been previously performed by a temporary, part-time employee.
---------------------------	--

Position Title	Network Administrator
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	May 1, 2007
Salary Range	\$38,000.00
Funding Source	Local Funds
Area/Department of Assignment	Information Technology Services
Duties and Responsibilities	Responsible for installation, maintenance, and integration of transport media and related equipment and Voice and Data switching equipment hardware, software and network operating systems; monitor and troubleshoot multi-vendor LAN/WAN and Wireless Voice/Data network; maintain networking and telecommunications routers and switching equipment; perform installation, repairs, moves, adds and changes on communications infrastructure.

Justification of Position	Provide additional support for the network infrastructure due to increased needs.
---------------------------	---

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	IT Systems Programmer, Senior
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	May 15, 2007
Salary Range	\$55,000.00
Funding Source	Appropriated Funds
Area/Department of Assignment	Information Technology Services
Duties and Responsibilities	Develop and implement policies and procedures for operating system support and management for computer servers operated in support of administrative systems, including operating system patches and upgrades, system security, and hardware and system integrity.
Justification of Position	Provide support required for implementation of a new ERP system which will utilize a configuration of more than a dozen new servers and related hardware.

Position Title	IT Systems Programmer
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	May 15, 2007
Salary Range	\$38,000.00
Funding Source	Appropriated Funds
Area/Department of Assignment	Information Technology Services
Duties and Responsibilities	Responsible for operating system support and management for computer servers operated in support of administrative systems, including operating system patches and upgrades, managing system security, and maintaining hardware and system integrity; work with IT Systems Programmer Senior in a collaborative team environment to support administrative systems.
Justification of Position	Provide support required for implementation of a new ERP system which will utilize a configuration of more than a dozen new servers and related hardware.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Media Equipment Specialist (2 positions)
Type of Position	Classified
FTE	2.0
Term of Appointment	12 month
Effective Date	May 1, 2007
Salary Range	\$27,102.00
Funding Source	Local Funds
Area/Department of Assignment	Physician Assistant Studies
Duties and Responsibilities	Operate, construct or modify various audio visual equipment and microcomputers associated with distance learning, broadcast, presentation, and classroom instruction.
Justification of Position	Provide support for the Boise Physician Assistant Program. One position will be based in Pocatello and the other in Boise.
Position Title	Custodian Leadworker
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	June 1, 2007
Salary Range	\$18,928.00
Funding Source	Local Funds
Area/Department of Assignment	Student Unions
Duties and Responsibilities	Perform heavy-duty cleaning and maintenance work in assigned areas; coordinate the work of other custodians, including training and review of performance of custodial staff, explaining priorities for completion of projects and maintaining supplies and inventories.
Justification of Position	Provide custodial support for the new Rendezvous facility.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY-continued

Position Title	Custodian (2 positions)
Type of Position	Classified
FTE	2.0
Term of Appointment	12 month
Effective Date	June 1, 2007
Salary Range	\$16,099.20
Funding Source	Local Funds
Area/Department of Assignment	Student Unions
Duties and Responsibilities	Perform heavy-duty cleaning and maintenance work in assigned areas; remove waste and debris; set up tables, chairs, sound and projection equipment for events; ensure floor and building security.
Justification of Position	Provide custodial support for the new Rendezvous facility.

CHANGES TO POSITIONS

Position Title	Coordinator (PCN 5104)
Type of Position	Non-Classified
FTE	change from .50 to 1.0 FTE
Term of Appointment	12 month
Effective Date	May 14, 2007
Salary Range	\$37,000.00
Funding Source	Appropriated and Local Funds
Area/Department of Assignment	Counseling & Testing / Career Development
Duties and Responsibilities	Coordinate and supervise computer based testing operations, campus placement examinations, GED testing program, special accommodations, and assist with career and personal counseling.
Justification of Position	Provide full-time support for increased workload.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Office Specialist 2 (PCN 6522)
Type of Position	Classified
FTE	change from .50 to 1.0
Term of Appointment	12 month
Effective Date	April 23, 2007
Salary Range	\$20,716.80
Funding Source	Local Funds
Area/Department of Assignment	Family Medicine
Duties and Responsibilities	Perform office support functions including resident application processing; create and maintain databases; produce reports; generate, distribute, and process evaluations and reports; manage and maintain PDA programs and equipment.
Justification of Position	Provide full-time clerical support for increased work load.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

(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.)

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

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

DISCUSSION

The University of Idaho requests approval to:

- create eight (8) new positions (7.5 FTE) supported by appropriated and non-appropriated funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Three of the new faculty position establishments are related to creation of a new program in Management, Marketing and Operations, which is being requested in the IRSA agenda at this meeting.

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 create eight (8) new positions (7.5 FTE) supported by appropriated and non-appropriated funds

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

NEW POSITIONS

Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	August 12, 2007
Salary Range	\$55,016.00
Funding Source	Appropriated and non-appropriated funds
Area/Department of Assignment	Margaret Ritchie School of Family and Consumer Sciences
Duties and Responsibilities	Responsible for teaching and research in the area of Early Childhood
Justification	New position
Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	9 months
Effective Date	August 12, 2007
Salary Range	\$85,009.60
Funding Source	Appropriated and non-appropriated funds
Area/Department of Assignment	Management, Marketing, and Operations
Duties and Responsibilities	Responsible for teaching and research in the area of Marketing
Justification	New position (program is on the IRSA agenda)
Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	9 months
Effective Date	August 12, 2007
Salary Range	\$80,017.60
Funding Source	Appropriated and non-appropriated funds
Area/Department of Assignment	Management, Marketing, and Operations
Duties and Responsibilities	Responsible for teaching and research in the area of Management and Human Resources
Justification	New position (program is on the IRSA agenda)

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (1560 hours/year)
Term of Appointment	9 months
Effective Date	August 12, 2007
Salary Range	\$90,001.60
Funding Source	Appropriated and non-appropriated funds
Area/Department of Assignment	Economics, Finance and Information Systems
Duties and Responsibilities	Responsible for teaching and research in the area of Finance
Justification	New position (program is on the IRSA agenda)

Position Title	Assistant Professor (tenure track)
Type of Position	Faculty
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	July 1, 2007
Salary Range	\$65,000.00 – 75,004.80
Funding Source	Appropriated funds
Area/Department of Assignment	Agricultural Economics and Rural Sociology
Duties and Responsibilities	Responsible for teaching and research in community and land use economics
Justification	New position

Position Title	Administrative Assistant II
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	June 1, 2007
Salary Range	\$32,032.00
Funding Source	Appropriated funds
Area/Department of Assignment	Finance and Administration
Duties and Responsibilities	Responsible for providing administrative support
Justification	New position

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Administrative Assistant II
Type of Position	Classified
FTE	.5 (1040 hours/year)
Term of Appointment	12 months
Effective Date	June 1, 2007
Salary Range	\$14,996.80
Funding Source	Non-appropriated funds
Area/Department of Assignment	College of Letters, Arts and Social Sciences
Duties and Responsibilities	Responsible for providing administrative support
Justification	New position
Position Title	Assistant Computer Scientist
Type of Position	Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	12 months
Effective Date	June 1, 2007
Salary Range	\$50,232.00
Funding Source	Appropriated funds
Areas/Department of Assignment	Biological Sciences
Duties and Responsibilities	Responsible for operation and maintenance of specialized equipment
Justification	New position

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

(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
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

A request by Lewis-Clark State College for approval of a new position and deleted positions.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

Items submitted for review and approval according to Board Policy listed above.

DISCUSSION

Lewis-Clark State College requests approval to:

- create one (1) new position (1.0 FTE) supported by grant funds
- delete five (5) positions supported by appropriated and grant funds.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The deleted positions are due to an expiring grant.

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

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to create one (1) new position (1.0 FTE) supported by grant funds; and to delete five (5) positions supported by appropriated and grant funds.

Moved _____ Seconded _____ Carried Yes ____ No ____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

**INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued**

**NEW POSITIONS
OTHER**

Position Title	Instructional Specialist
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	4/1/2007
Salary Range	\$34,486.40
Funding Source	Grant Funds
Area/Department of Assignment	Trio Training
Duties and Responsibilities	To use multimedia authoring software and computer-based learning management systems to develop and maintain instructional programs.
Justification of Position	This position is needed to meet required program deadlines for the newly funded online training project.

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

DELETED POSITIONS

Position Title	Senior Cook
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	1/31/2007
Salary Range	\$22,443.20
Funding Source	Grant Funds
Area/Department of Assignment	Senior Nutrition Program
Justification of Position	Position being eliminated due to termination of grant funding as of 1/31/2007

Position Title	Head Cook
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	1/31/2006
Salary Range	\$18,158.40
Funding Source	Grant Funds
Area/Department of Assignment	Senior Nutrition Program
Justification of Position	Position being eliminated due to termination of grant funding as of 1/31/2007

Position Title	Assistant Cook
Type of Position	Classified
FTE	.65
Term of Appointment	12 months
Effective Date	1/31/2007
Salary Range	\$11,467.00
Funding Source	Grant Funds
Area/Department of Assignment	Senior Nutrition Program
Justification of Position	Position being eliminated due to termination of grant funding as of 1/31/2007

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

Position Title	Administrative Assistant I
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	1/31/2007
Salary Range	\$21,900.00
Funding Source	Grant Funds
Area/Department of Assignment	Senior Nutrition Program
Justification of Position	Position being eliminated due to termination of grant funding as of 1/31/2007

Position Title	Custodian
Type of Position	Classified
FTE	1.0
Term of Appointment	12 months
Effective Date	1/31/2007
Salary Range	\$19,324.00
Funding Source	Appropriated Funds
Area/Department of Assignment	Physical Plant
Justification of Position	Position eliminated

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

(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
APRIL 18-20, 2007

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.

BACKGROUND

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

DISCUSSION

Eastern Idaho Technical College requests approval to:

- create four (4) new positions (4.0 FTE) supported by the Battelle Energy Alliance, LLC contract funding.

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

The new positions are related to providing training opportunities to the Idaho National Laboratory.

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 to create four new positions (4.0 FTE) supported by the Battelle Energy Alliance, LLC contract funding.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

NEW POSITIONS

Position Title	Idaho National Laboratory Training Program Document Control Clerk
Type of Position	Non-classified
FTE	0.5 FTE
Term of Appointment	12 month
Effective Date	June 1, 2007
Salary Range	\$11,242
Funding Source	Contract
Area/Department of Assignment	Workforce Training Division
Duties and Responsibilities	Prepare billings, provide clerical assistance to instructional staff, and maintain files and records.
Justification of Position	This position is required per the INL contract to provide program control.

Position Title	Idaho National Laboratory Training Program Scheduler
Type of Position	Non-classified
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	June 1, 2007
Salary Range	\$41,600
Funding Source	Contract
Area/Department of Assignment	Workforce Training Division
Duties and Responsibilities	Schedule INL Environmental Safety & Health training courses for 3,566 employees.
Justification of Position	This position is required per the INL contract for the scheduling of 48 program and course options.

**CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007**

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

Position Title	Idaho National Laboratory Training Program Lead/Respirator Instructor
Type of Position	Non-classified
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	May 1, 2007
Salary Range	\$65,000
Funding Source	Contract
Area/Department of Assignment	Workforce Training Division
Duties and Responsibilities	Provide senior leadership, respirator instruction, and oversight of the ES&H training and qualification program.
Justification of Position	This position is required per the INL contract to provide on-site program coordination and instruction.
Position Title	Idaho National Laboratory Training Program Radiological Controls Instructor
Type of Position	Non-classified
FTE	1.0 FTE
Term of Appointment	12 month
Effective Date	May 1, 2007
Salary Range	\$60,000
Funding Source	Contract
Area/Department of Assignment	Workforce Training Division
Duties and Responsibilities	Provide radiological controls instruction.
Justification of Position	This position is required per the INL contract to provide radiological controls instruction.

THIS PAGE INTENTIONALLY LEFT BLANK

CONSENT AGENDA - BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

(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
APRIL 18-20, 2007

INSTITUTION/AGENCY AGENDA
STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Legislative Audits - Report IC50306/SA50306, *Management Report* for the Division of Professional-Technical Education for Fiscal Years 2004, 2005, and 2006.

APPLICABLE STATUTES, RULE OR POLICY

State Board of Education Governing Policies and Procedures, Section V.H.5.

BACKGROUND

All state agencies under the Board's jurisdiction are required to receive financial statement audits and federal single audits in accordance with federal and state laws and regulations.

DISCUSSION

The Legislative Services Office, Legislative Audits Division, completed certain financial audit procedures on the Division of Professional-Technical Education financial activities that occurred during the fiscal years ended June 30, 2004, 2005 and 2006. These procedures, together with procedures performed at other State agencies, allowed them to express their opinion on the statewide basic financial statements prepared by the State Controller's Office. Since a major federal program was present, appropriate procedures and required tests were made in order to issue the federally required Single Audit. There were no findings or recommendations included in the audit report.

A copy of the report is on file at the Office of the State Board of Education. Additional copies of the report are available at the Division of Professional-Technical Education.

IMPACT

Agencies having undergone Legislative Audits with no findings or recommendations can be viewed as having management control systems that preclude, as much as possible, negative financial activities.

STAFF COMMENTS AND RECOMMENDATIONS

The state Legislative Services Office audits state agencies on a two- or three-year basis. The Legislative Auditor noted no findings or recommendations for the Division of Professional Technical Education.

BOARD ACTION

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

CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION/AGENCY AGENDA
IDAHO PUBLIC TELEVISION

SUBJECT

Legislative Audits - Report OP52006, *Individual Entity Audit Report* for Idaho Public Television (IPTV) for Fiscal Year 2006.

APPLICABLE STATUTES, RULE OR POLICY

State Board of Education Governing Policies and Procedures, Section V.H.5.

BACKGROUND

All state agencies under the Board's jurisdiction are required to receive financial statement audits and federal single audits in accordance with federal and state laws and regulations.

DISCUSSION

The Legislative Services Office, Legislative Audits Division, completed certain financial audit procedures on IPTV's financial activities that occurred during the fiscal year that ended June 30, 2006.

The purpose of the audit was to determine if IPTV financial statements were materially accurate and reliable, and to determine if IPTV has complied with state laws and regulations affecting fiscal operations.

A copy of the report is on file at the Office of the State Board of Education. Additional copies of the report are available at the Idaho Public Television.

IMPACT

Agencies having undergone Legislative Audits with no findings or recommendations can be viewed as having management control systems that preclude, as much as possible, negative financial activities.

STAFF COMMENTS AND RECOMMENDATIONS

The state Legislative Services Office normally audits state agencies on a two- or three-year basis. However, Idaho Public Television is audited every year based upon the reporting requirements of the Corporation for Public Broadcasting.

The Legislative Auditor noted no findings or recommendations for Idaho Public Television.

BOARD ACTION

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

CONSENT AGENDA – BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

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

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 March 2007 Board meeting. Since that meeting, Board staff has received 11 permits from Boise State University, 12 permits from Idaho State University, and 11 from University of Idaho.

Board staff has prepared a brief listing of the permits issued for use from February 2007 through May 2007. The list is attached for the Board's review.

IMPACT

N/A

ATTACHMENTS

BSU permits	page 3
ISU permits	page 5
UI permits	page 7
Governing Policies and Procedures Section I.J.2.	page 9

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
APRIL 18-20, 2007**

**APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY**

February 2007 – April 2007

EVENT	LOCATION	DATE (S)
Reception with Olympia Dukakis	Morrison Center Lobby	02/02/2007
WWE RAW (Road to WrestleMania)	Taco Bell Arena	02/10/2007
Boise Code Camp	Hall of Fame	02/10/2007
Carnival of Animals	Morrison Center Main Hall	03/03/2007
David Copperfield	Morrison Center Main Stage	03/04/2007
RAIN-The Beatles Experience	Morrison Center Main Stage	03/13/2007
Art Department Open House	Fin Arts Building-Visual Arts Gallery	03/16/2007
Boise Philharmonic (Elina Vahala)	Morrison Center Main Hall	03/17/2007
Taking Back Sunday	Taco Bell Arena	03/17/2007
AIDA	Morrison Center Main Hall	03/20-22/2007
Dr. James Weatherby Endowment Fundraiser	SUB-Jordan Ballroom	04/02/2007

THIS PAGE IS LEFT INTENTIONALLY BLANK

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY**

February 2007 – May 2007

EVENT	LOCATION	DATE (S)
Col. Kirkpatrick Award Winner Reception	Holt Arena – Bennion Room	02/27/2007
ISU Foundation Board Dinner	Stephen's Performing Arts Center	03/22/2007
Museum Mystery Dinner Theater Fundraiser	Idaho Museum of Natural History	03/22-24/2007
Gem Legacy Reception Dinner	Bistline Promenade	03/23/2007
Wildlife Banquet	Student Union Building	03/23/2007
Reception for Women's Art Show	Student Union Building	03/24/2007
Business Leader of the Year Dinner & Reception	Bistline Promenade	03/29/2007
Celtic Tenors Reception	Stephen's Performing Arts Center	03/31/2007
Friends of Oboler Library Reception	Student Union Building, Wood River Room	04/13/2007
Museum Mystery Dinner Theater	Building 12, Room 204	04/13/2007
Statesman of the Year Banquet	Stephen's Performing Arts Center	04/21/2007
Professional Physics Society Sectional	Student Union Ballroom	05/17-18/2007

THIS PAGE IS LEFT INTENTIONALLY BLANK

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007**

**APPROVED ALCOHOL SERVICE AT
University of Idaho**

February 2007 – May 2007

EVENT	LOCATION	DATE (S)
Rocky Mountain Elk Foundation Dinner & Auction	Kibbie Dome	02/13/2007
The Sloan Conversations on Architecture	Prichard Art Gallery	02/13/2007
Doc Skinner Community Recognition Reception	414/416 S. Main, Moscow	02/21/2007
Animal Tracking on Snowshoes: Workshop & Lakeside Dinner	McCall Field Campus	03/10/2007
ACMS Donor Dinner	Prichard Art Gallery	03/21/2007
CCA Recycled Fashion Show	Prichard Art Gallery	03/21/2007
Faculty Regalia Reception	UI Bookstore	03/27/2007
New Executive Director Welcome Reception	Prichard Art Gallery	03/27/2007
UI Vandal Football Coach's Clinic	Kibbie Multi-purpose Room	04/20-21/2007
Graduate and Professional Student Assoc. Expo	UI SUB Ballroom	04/10/2007
Northwest Archivist Conference	UI SUB Ballroom	05/18/2007

THIS PAGE IS LEFT INTENTIONALLY BLANK

CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector
August 2005

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 is 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.

THIS PAGE IS LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
CONSENT AGENDA
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	APPOINTMENT TO THE PROFESSIONAL STANDARDS COMMISSION FOR STATE DEPARTMENT OF EDUCATION REPRESENTATIVE	Motion to approve
2	BYU-IDAHO PROGRAM APPROVAL (FOCUS VISIT)	Motion to approve
3	ADMINISTRATIVE STAFF ALLOWANCE WAIVER REQUESTS TO MEET ACCREDITATION STANDARDS	Motion to approve
4	WEISER SCHOOL DISTRICT OUT-OF-STATE TUITION WAIVER REQUEST	Motion to approve
5	2006-2007 ACCREDITATION SUMMARY REPORT OF IDAHO DISTRICTS AND SCHOOLS	Motion to approve
6	APPOINTMENT TO THE IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE	Motion to approve

**STATE DEPARTMENT OF EDUCATION
CONSENT AGENDA
APRIL 18-20, 2007**

THIS PAGE INTENTIONALLY LEFT BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Section 33-1252

BACKGROUND

There is currently a vacancy on the Professional Standards Commission, due to the resignation of Dr. Jana Jones. Her term of service was to expire on June 30, 2008. The Department is required to nominate a candidate to fill this position. Nominations will be submitted to the State Board of Education for consideration on the May 10-11, 2007 agenda.

DISCUSSION

The Department wishes to nominate Nick Smith, Deputy Superintendent of School Support Services, to fill the vacancy on the Professional Standards Commission. Smith is the Deputy Superintendent of the Division of School Support Services at the Department.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the appointment of Smith to the Professional Standards Commission.

BOARD ACTION

A motion to approve the request by the State Department of Education to approve the nomination of Smith to the Professional Standards Commission position.

Moved by_____Seconded by_____Carried Yes_____No_____

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1252. PROFESSIONAL STANDARDS COMMISSION -- MEMBERS -- APPOINTMENT -- TERMS. A professional standards commission is hereby created in the department of education, consisting of eighteen (18) members, one (1) of whom shall be a member of the staff of the state department of education, and one (1) of whom shall be a member of the staff of the division of professional-technical education, to be appointed by the state board of education. The members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

Except for the member from the staff of the state department of education, and the member from the staff of the division of professional-technical education, three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.

The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

BYU – Idaho Program Approval (Focus Visit)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Rules 08.02.02.100.01
Idaho Code Section 33-1258.

BACKGROUND

The Professional Standards Commission conducted an on-site evaluation of the teacher preparation program at Brigham Young University (BYU)-Idaho on October 16-20, 2004. The team evaluation recommended conditional approval of both the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education program. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On October 10, 2006, the required two-year focus visit was conducted at BYU-Idaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the **Early Childhood/Early Childhood Special Education Blended** program by Stacey Jensen, and Glenn Orthel conducted the **Agriculture Education** program review.

To evaluate the programs, the team reviewed syllabi, student work samples, and interviewed faculty, student teaching supervisors, cooperating teachers, principals, program candidates and graduates.

DISCUSSION

Following the October 10, 2006 visit the state team found no new areas for improvement during their evaluation of the **Early Childhood/Early Childhood Special Education Blended** program, and all enhancement standards cited in the October 2004 onsite visit as requiring areas of improvement (due to a lack of candidates at that time) have been corrected as verified by the state team during the October 10, 2006, on-site visit.

Following the October 10, 2006 visit to evaluate the **Agricultural Education** program, however, new areas of improvement were identified as follows:

Core Standards

7.1 - Instructional Planning Skills - Evidence through interviews identified a lack of adequate preparation in Agriculture Mechanics as this preparation relates to instructional planning skills in connection with knowledge of subject matter and curriculum goals.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Enhancement Standards

1.1 - Knowledge of Subject Matter -There is insufficient evidence that candidates have sufficient knowledge of subject matter to understand the philosophical principles and practices of professional-technical education.

1.2 - Making Subject Matter Meaningful - Student teaching outside a teaching major provides insufficient evidence to evaluate program performance.

The Professional Standards commission reviewed the recommendations of the state team; reviewed the written rejoinder; substantiated the state report; and prepared an appropriate recommendation for State Board of Education consideration.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Report from focus visit

Page 3

Attachment 2 – Institutional rejoinder

Page 21

STAFF COMMENTS AND RECOMMENDATIONS

1. The Professional Standards Commission recommends that the State Board of Education grant **approval** for the **Early Childhood/Early Childhood Special Education Blended** Program (Birth to Grade 3) at BYU-Idaho.
2. The Professional Standards Commission recommends that the State Board of Education grant **conditional approval** for the **Agricultural Education** Program at BYU-Idaho.

BOARD ACTION

A motion to approve the State Department of Education's request to approve the Early Childhood/ Early Childhood Special Education Blended Program (Birth to Grade 3) at BYU Idaho.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

A motion to grant **conditional approval** for the **Agricultural Education** Program at BYU-Idaho.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

STATE REVIEW FOCUS VISIT TEAM REPORT
BRIGHAM YOUNG UNIVERSITY – IDAHO
EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION BLENDED
AGRICULTURE EDUCATION

October 10, 2006

Professional Standards Commission

Idaho State Board of Education

State Team:
Stacey Jensen
Glenn Orthel

State Observers:
Cina Oravez
Keith Potter

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

TABLE OF CONTENTS

I. Introduction	3
II. Program Review	4
III. Team Findings	5
Early Childhood/Early Childhood Special Education Blended	5
Agriculture Education	10
IV. Interview Index	18

STATE DEPARTMENT OF EDUCATION

APRIL 18-20, 2007

I. INTRODUCTION

The Professional Standards Commission conducted an on-site evaluation of the teacher preparation program at Brigham Young University (BYU)-Idaho on October 16-20, 2004. The team evaluation recommended conditional approval of the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education program. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On October 10, 2006, the required two-year focus visit was conducted at BYU-Idaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the Early Childhood/Early Childhood Special Education Blended program by Stacey Jensen, and Glenn Ortel conducted the Agriculture Education program review.

To evaluate the programs, the team reviewed syllabi, student work samples, and interviewed faculty, student teaching supervisors, cooperating teachers, principals, program candidates and graduates.

Standards 1, 3, 4, 7, 8 and 10 were evaluated for the Early Childhood/Early Childhood Special Education Blended program. The state team recommends approval of this program.

Standards 1, 3, 4, 5, 6, 7, 8 and 9 were evaluated for the Agriculture Education program. The state team recommends conditional approval of this program, thus requiring another focus visit within two years.

The review discussion for the Early Childhood/Early Childhood Special Education Blended program and for the Agriculture Education program is included as the next section of this report. A list of the BYU-Idaho program review interviewees concludes the report.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

II. PROGRAM REVIEW

BYU-Idaho
October 10, 2006

PROGRAMS	RECOMMENDATIONS
Early Childhood/Early Childhood Special Education Blended	Approved
Agriculture Education	Approved Conditionally

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

III. TEAM FINDINGS

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

College/University: BYU-Idaho **Review Dates:** October 10, 2006
Standards(s) Reviewed: Early Childhood/Early Childhood Special Education
Blended

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

A review of teacher work samples; student work; interviews with student teachers, principals, cooperating teachers and a university supervisor indicates that teacher candidates demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas. One cooperating teacher interviewed indicated that the candidates were knowledgeable enough to “jump right into” teaching the regular curriculum. She mentioned that this was much to their advantage, since their internship in the regular education classroom was such a short amount of time.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Interviews with program graduates, teacher candidates, a university supervisor, and a principal, as well as analysis of teacher work samples, student work, toddler lab activity plans, and case studies, indicate that teacher candidates demonstrate an adequate ability to access information about methods of care for young, medically fragile children who are dependent on technology.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Interviews with program graduates, teacher candidates, a university supervisor, and a principal, as well as analysis of teacher work samples, student work, toddler lab activity plans and video analysis of a candidate teaching, indicate that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment. The developmental preschool visited was arranged in a very developmentally appropriate way, with a dress-up area, a kitchen, a snack station, and art centers as well as lots of environmental print and language learning opportunities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	
--	--	----------	--

Interviews with a special education director, an infant/toddler liaison, student candidates, and program graduates, as well as analysis of case studies, resource files, and teacher work samples, indicate that teacher candidates demonstrate an adequate ability to provide information about family-oriented services based on the individualized family service plan (IFSP) and to support transitions across programs for young children and their families. Candidates and graduates interviewed are very knowledgeable about family-oriented services. The infant/toddler liaison interviewed agreed with this analysis.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies			X

Interviews with teacher candidates, program graduates, a special education director, a university supervisor, as well as analysis of case studies, teacher work samples, student work, and intern evaluations, indicate that teacher candidates demonstrate an in-depth ability to screen all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help). One candidate said the assessment class they were required to take was one of those you hate to love. She said it was the hardest class she had ever taken, but she eventually came to love it. Two graduates who were interviewed said that the assessment class made it so easy for them when they were hired to run a developmental preschool. They were very knowledgeable about the assessments used and were able to administer them, analyze them, and then provide necessary services to their students based on the results. Everyone interviewed mentioned the strength of the assessment knowledge candidates and graduates had.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Element ENHANCEMENT	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	

Interviews with teacher candidates, program graduates, faculty, and a cooperating teacher, as well as analysis of student work samples, case studies, student reflections, intern evaluations, and a DVD of a teacher candidate teaching a lesson, indicate that teacher candidates demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics. Everyone interviewed spoke very highly of the professionalism these teacher candidates have when they leave the program and of their ability to interact with colleagues, parents and those involved from partnership schools.

Areas of Improvement:

New: None

Corrected: The following enhancement standards were cited in the October 2004 onsite visit as requiring areas of improvement due to a lack of candidates at that time. These enhancement standards have been corrected as verified by the state team during the October 10, 2006, on-site visit.

NOTE: To show review continuity of the enhancement standards, the following enhancement standards were acceptable during the October 2004 onsite visit and remain acceptable as of the October 2006 review: 1.1, 3.1, 4.1, 7.1, and 8.1.

Enhancement Standards Corrected:

- 1.2** There is sufficient evidence to show that teacher candidates demonstrate an adequate ability to make subject matter meaningful to students in a PreK-12 school setting.
- 3.2** There is sufficient evidence that teacher candidates are able to access information about methods of care for young, medically fragile children who are dependent on technology.
- 4.2** There is sufficient evidence to indicate that teacher candidates are able to demonstrate an adequate repertoire of developmentally appropriate, multiple instructional strategies.
- 7.2** There is sufficient evidence to indicate that teacher candidates have adequate planning skills to provide for student needs and

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

demonstrate an adequate ability to provide information about family-oriented services.

8.2 There is sufficient evidence to indicate that teacher candidates have adequate skills to use student assessment strategies to improve instruction.

10.1 There is sufficient evidence to indicate that teacher candidates have adequate skills to interact with colleagues, parents, and those involved from partnership schools.

Recommended Action for the Early Childhood/Early Childhood Special Education Blended Program (Birth to Grade 3) at BYU-Idaho

☒ **Approved**
☐ Approved Conditionally
☐ Not Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

College/University: BYU-Idaho

Review Dates: October 10, 2006

Standards(s) Reviewed: Agriculture Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 1: Knowledge of Subject Matter - Enhancement 1.1 was rated as acceptable and 1.2 as meeting target.

A follow-up review on October 10, 2006, found Standard 1: Knowledge of Subject Matter – Enhancement: 1.1 as unacceptable and 1.2 as acceptable.

Through interviews with university personnel and a review of instructional materials that includes course descriptions and syllabi, there is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education.

Some candidates interviewed indicated that a lack of a practical high school agriculture education teaching background by BYU-Idaho Agriculture Education faculty limited their preparation for the candidate program responsibilities.

Agriculture mechanics was identified as a specialized occupational area where candidates lacked adequate preparation. Interviews with student teachers, cooperating teachers and principals noted that the program preparation in agriculture mechanics did not meet the requirements of the school's agriculture mechanics curriculum.

Several candidates interviewed were assigned to student teach in their major teaching area. One candidate interviewed, however, was assigned to student teach in a discipline outside his major preparation area.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 3: Adapting Instruction for Individual Needs – Enhancement: 3.1 was rated as acceptable and 3.2 as unacceptable because the informal learning environment does not provide an adequate experience in formal classroom teaching to meet the intent of this standard during the initial program review.

A follow-up review on October 10, 2006, found the unit provides evidence that the candidates demonstrate an understanding of adapting instruction to student needs during their student teaching. Candidates were able to identify students needing individual instruction, modify lesson planning and make instructional accommodations. Evidence through interviews with student teachers, cooperating teachers, principals and university supervisors documents the meeting of Standard 3: Adapting Instruction for Individual Needs – Enhancement: 3.1 and 3.2 as acceptable.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element CORE	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 4: Multiple

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Instructional Strategies – Core: 4.1 was rated as acceptable and 4.2 as unacceptable because there were no candidates to demonstrate the use of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

A follow-up review on October 10, 2006, found the unit provides evidence the candidates demonstrate an understanding of using a variety of instructional strategies during their student teaching. Candidates used technology, outside resources and hands-on teaching strategies as examples of their instructional activities. Evidence through interviews with student teachers, cooperating teachers, principals and university supervisors documents the meeting of Standard 4: Multiple Instruction Strategies – Core 4.1 and 4.2 as acceptable.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element CORE	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 5: Classroom Motivation and Management Skills -Core: 5.1 was rated as acceptable and 5.2 as unacceptable, since there were no candidates, and informal learning does not provide an adequate experience in formal classroom teaching to meet the intent of this standard during the initial program review.

A follow-up review on October 10, 2006, found the unit provides evidence that the candidates demonstrate an understanding of creating a learning environment that is positive and allows engagement for learning. Candidate interviews expressed a need, however, to provide more practical and relevant instruction regarding classroom management in their training prior to student teaching. Evidence through interviews with cooperating teachers and principals documents the meeting of Standard 5: Classroom Motivation and Management Skills – Core: 5.1 and 5.2 as acceptable.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element CORE	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 6: Communication Skills -Core: 6.1 was rated as acceptable and 6.2 as unacceptable, since there were no candidates, and informal learning does not provide adequate experience in formal classroom teaching to meet the intent of this standard during the initial program review.

A follow-up review on October 10, 2006, found the unit provides evidence that the candidates demonstrate the ability to communicate skills appropriate to the professional setting during their student teaching. Evidence through interviews with candidates, cooperating teachers, principals and university supervisors documents the meeting of Standard 6: Communication Skills – Core 6.1 and 6.2 as acceptable.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	X		
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 7: Instructional Planning Skills - Core 7.1 and 7.2 were rated as acceptable.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

A follow-up review on October 10, 2006, found Standard 7: Instructional Planning Skills – Core: 7.1 as unacceptable and 7.2 as acceptable. The unit provides evidence that while candidates demonstrate adequate understanding to plan and prepare instruction in most curricular areas, a concern regarding planning and preparing instruction in Agriculture Mechanics due to lack of preparation in subject matter knowledge was expressed through interviews with cooperating teachers and principals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element CORE	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 8: Assessment of Student Learning - Core: 8.1 was rated as acceptable and 8.2 as unacceptable because the application of these assessment strategies is dependant upon a formal classroom teaching experience that will occur when the teacher candidates become engaged in student teaching. At the time of this review, there were no candidates.

A follow-up review on October 10, 2006 found the unit provided evidence the candidates demonstrate an understanding of using assessment of student learning during their student teaching. Candidates were able to interpret assessment effectiveness and evaluate student performance. Evidence through interviews with candidates, cooperating teachers, principals and university supervisors document the meeting of Standard 8: Assessment of Student Learning – Core 8.1 and 8.2 as acceptable.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Element CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing the Art and Science of Teaching		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 9: Professional Commitment and Responsibility - Core: 9.1 was rated as acceptable and 9.2 as unacceptable because their candidates were unable to display an adequate ability to engage in purposeful mastery of the art and science of teaching as would be documented in the student teaching process.

A follow-up review on October 10, 2006, found the unit provides evidence the candidates demonstrate a commitment to professional teaching and display ability to engage in the mastery of the art and science of teaching. Evidence through interviews with candidates, cooperating teachers, principals and university supervisors documents the meeting of Standard 9: Professional Commitment and Responsibility – Core: 9.1 and 9.2 as acceptable.

Areas of Improvement:

NOTE: To show review continuity of the **core and enhancement** standards, the following enhancement standards were acceptable during the October 2004 onsite visit and remain acceptable as of the October 2006 review:

Core Standards: 4.1, 5.1, 6.1, 7.2, 8.1, 9.1
Enhancement Standards: 3.1

Core Standards Corrected: The following **core standards** were cited in the October 2004 onsite visit as requiring areas of improvement due to a lack of candidates at that time. These enhancement standards have been corrected as verified by the state team during the October 10, 2006, on-site visit.

4.2 - Multiple Instructional Strategies

The review found the candidates demonstrate an understanding of using a variety of instructional strategies. This understanding was demonstrated during their student teaching and was documented

through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

5.2 - Classroom Motivation and Management Skills

The review found the candidates demonstrate an understanding of creating a learning environment that is positive and allows engagement for learning. This understanding was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

6.2 - Communication Skills

The review found the candidates demonstrate the ability to communicate during their student teaching. This ability was documented through evidence collected by interview with candidates, cooperating teachers, principals and university supervisor.

8.2 - Assessment of Student Learning

The review found that candidates demonstrate an understanding of using assessment of student learning. This understanding was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

9.2 - Professional Commitment and Responsibility

The review found the candidates demonstrate a commitment to professional teaching and display ability to engage in the mastery of the art and science of teaching. This commitment was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

Enhancement Standards Corrected: The following **enhancement standards** were cited in the October 2004 onsite visit as requiring areas of improvement due to a lack of candidates at that time. The following enhancement standard has been corrected as verified by the state team during the October 10, 2006, on-site visit.

3.2 - Accommodating Individual Learning Needs

The review found that candidates demonstrate an understanding of adapting instruction to student needs. This understanding was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

Areas of Improvement (continued):

New: Core Standards

7.1 - Instructional Planning Skills

Evidence through interviews identified a lack of adequate preparation in Agriculture Mechanics as this preparation relates to instructional planning skills in connection with knowledge of subject matter and curriculum goals.

New: Enhancement Standards

1.1 - Knowledge of Subject Matter

There is insufficient evidence that candidates have sufficient knowledge of subject matter to understand the philosophical principles and practices of professional-technical education.

1.2 - Making Subject Matter Meaningful

Student teaching outside a teaching major provides insufficient evidence to evaluate program performance.

Recommended Action for the Agriculture Education Program at BYU-Idaho.

☐ Approved
☒ **Approved Conditionally**
☐ Not Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

BYU-Idaho Program Review Interviewees

Administration

Max Checketts
Larry Thurgood
Van Christman

BYU-Idaho Faculty

Joyce Anderson
Mel Dewsnup
Larry Stephens
Dean Cloward

Adjunct Faculty

Elwood Wilson

Alumni

Kristen Croft
Hannah Hepworth
Reahn McKenna
Jacob Landin

Student Teaching Supervisors

Elwood Wilson
James Lauritsen
Marlene Mabey

Cooperating Teachers

Sharron Poole
Wade Messick
Robert Hale

Principals

Ben Lemmons
Jared Jenks
Charlie Barber

Program Candidates/Student Teachers

Samantha Neilson
Daniel Fulgham
Damian Smith
Christine Peterson

Other

Deborah Lund – Developmental Pre-School Supervisor
Jillisa Cranmer – Health and Welfare Liaison, Infant Toddler Program

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**



Institutional Rejoinder

Brigham Young University – Idaho
Focused Visit – October 10, 2006
Early Childhood/Early Childhood Special Education Blended
Agriculture Education

We are grateful for the courteous and helpful visit from the review teams sent by the Idaho State Department of Education on 10 October, 2006 for the purpose of evaluating two of our Teacher Preparation programs. Stacey Jensen and Cina Oravez reviewed the Early Childhood/Early Childhood Special Education Blended program. Glenn Orthel and Keith Potter reviewed the Agriculture Education program. We appreciate the time and effort they expended to observe and interview students, cooperating teachers, principals, supervisors and university officials, together with the examination of documents and other evidence related to these educational programs. We know this took much time, and we appreciate their expertise and the professional manner in which this review was conducted.

This visit was beneficial in helping us understand the strengths and areas of needed improvement for each of these programs. We desire our teacher preparation programs to truly assist graduates in being completely qualified, to be exemplary and exceptional teachers, and to ensure that these programs and the graduates meet state standards.

Early Childhood/Early Childhood Special Education Blended program

Recommendation: Approved

Areas for improvement: None

Each standard reviewed was found to be acceptable, and in one case, Standard 8.2, in the target area. The university program director, Joyce Anderson and other professors have worked very hard to ensure that the Early Childhood/Early Childhood Special Education Blended Certificate program would truly prepare the graduates for this very important component of the teaching profession. We have some wonderful students who select this program for their major. It has been very interesting for me to help interview and witness the growth of these students and to share in their excitement as they have learned to teach and assist children with special needs and their families.

Larry L. Thurgood, Dean College of Education & Human Development 305 Hinckley Rexburg, ID 83460-1940
Phone (208) 496-1503 E-mail thurgoodl@byui.edu Fax (208) 496-5503

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

2

The approval by the State of Idaho of this program is only the beginning. Those involved in teaching and preparing future teachers are always working for improvement and a better way to teach and to help prospective teachers to excel. We are confident that this program will continue to produce well-prepared and enthusiastic teachers.

Agriculture Education

Recommendation: Conditional Approval

Areas for Improvement:

Standard 1.1

1. There is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education.
2. There is a lack of practical high school agriculture education teaching background by BYU-Idaho Agriculture Education faculty.
3. Interviews with student teachers, cooperating teachers and principals noted that the program preparation in agriculture mechanics did not meet the requirements of the [high] school's agriculture mechanics curriculum.
4. One candidate interviewed . . . was assigned to student teach in a discipline outside his major preparation area.

Standard 5 (both elements were acceptable, but there was one concern expressed)

5. Candidate interviews expressed a need . . . to provide more practical and relevant instruction regarding classroom management in their training prior to student teaching.

Standard 7.1

6. While candidates demonstrate adequate understanding to plan and prepare instruction in most curricular areas, a concern regarding planning and preparing instruction in Agriculture Mechanics due to lack of preparation in subject matter knowledge was expressed through interviews with cooperating teachers and principals.

Response:

We appreciate the efforts of our Agriculture Education program director and instructors who work so hard to prepare great agriculture education teachers. They do a wonderful job and are working to make this a very productive program. We did have one unexpected challenge during the 10 October visit. It happened to be Potato Harvest in

Larry L. Thurgood, Dean College of Education & Human Development 305 Hinckley Rexburg, ID 83460-1940
Phone (208) 496-1503 E-mail thurgoodl@byui.edu Fax (208) 496-5503

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

3

Eastern Idaho during that very week. As a result, several high schools were not in session and it was difficult to arrange for interviews with all the people we would have liked Glenn and Keith to see (many of them were involved with potato harvest). But, we still had some fine student teachers, supervisors and others to give them at least a sample of the caliber of graduates we are beginning to have from BYU-Idaho.

1. Though we feel that to a large extent, the principles and philosophy of professional-technical education are embedded in the coursework for the students, we will make a greater effort to identify them in the syllabi and classes, clarifying the significance of these principles to the students, that they will be more aware of the distinctions between educational philosophy and the philosophy of professional-technical education.
2. Regarding the concern that there is a lack of practical high school agriculture education teaching background among the faculty at BYU-Idaho: both Larry Stephens and Candis Duff (Candis left BYU-Idaho last year) have had high school agriculture education teaching experience. However, we seek to hire faculty who have this experience and will also continue our efforts to keep in touch with those currently teaching at the high school level so as to be aware of current challenges and issues which should be addressed in the agriculture education teacher preparation program.
3. There was a concern that insufficient preparation is given for teacher candidates in the area of agriculture mechanics. At the present time three agriculture mechanics courses are required with other mechanic courses available as electives. We will evaluate the mechanics classes and make every effort to improve the content and/or method of delivery, so that candidates will be prepared in every way in this area.
4. It was noted that an agriculture education major was not student teaching in his major. This is also a concern for us. There was a change in the Student Teaching Placement Director at the time this student was placed. Unfortunately, with the difficulty in securing a good placement for this student in the agriculture education area, he was placed in a related educational area in which he is qualified for an endorsement, but without the knowledge of the Agriculture Education program director. This is an isolated incident, and though the student teacher has glowing reports about his teaching ability, it is not in the area in which he should be gaining experience. We recognize this error and will correct it, so that it doesn't happen again.
5. This standard was rated as acceptable, but there was a statement that we want to address. It is that "candidate interviews expressed a need, however, to provide more

Larry L. Thurgood, Dean College of Education & Human Development 305 Hinckley Rexburg, ID 83460-1940
Phone (208) 496-1503 E-mail thurgoodl@byui.edu Fax (208) 496-5503

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

4

practical and relevant instruction regarding classroom management in their training prior to student teaching.” It is our goal to assist with the improvement of these skills for each student, so they can student teach with greater confidence. Again, this area is acceptable and we won’t belabor the point, however, I know very few (if any) student teachers who feel they are well prepared for the rigors of classroom management.

6. A lack of understanding in planning and preparing instruction in Agriculture Mechanics was expressed. This would stem from the concern mentioned in 1.1 that there may not be sufficient instruction given in agriculture mechanics. Again, we will work to correct that concern. We also feel that had we been more diligent in arranging for a few more graduates to interview, and had we not been in the midst of Potato Harvest, the concern about agriculture mechanics instruction may not have been as much of an issue.

Summary

We again express our appreciation for this helpful experience. We are confident that any and all concerns will be addressed and corrected and look forward to the focused visit in two years for the Agriculture Education program. Thank you for the support, the perspective you have given and the encouragement for us to continue to build and strengthen our Teacher Education Department and programs at Brigham Young University –Idaho.

Sincerely,



Larry L. Thurgood, Dean
College of Education and Human Development

Larry L. Thurgood, Dean College of Education & Human Development 305 Hinckley Rexburg, ID 83460-1940
Phone (208) 496-1503 E-mail thurgoodl@byui.edu Fax (208) 496-5503

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Governing Uniformity*

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated. (4-6-05)

**IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Administrative Staff Allowance waiver requests to meet Accreditation Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004 (6), Idaho Code

BACKGROUND

These requests are presented annually to the State Board of Education. They are based on differences between the statutory administrative staff allowance and the administrative staff necessary to meet the administrative accreditation standard.

DISCUSSION

Moscow School District #281 is requesting an additional 0.37 FTE administrative staff to meet its accreditation standard.

Shoshone Joint School District #312 is requesting an additional 0.03 FTE administrative staff to meet its accreditation standard.

IMPACT

The granting of these waiver requests will increase salary and benefit apportionment for Moscow School District #281 and Shoshone Joint School District by \$29,473.90 and \$2,016.38, respectively.

ATTACHMENTS

Attachment 1 – Required Administrative FTE for NAAS Accreditation	Page 3
Attachment 2 – Letter from Moscow School District # 281	Page 5
Attachment 3 – Letter from Shoshone Joint School District # 312	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The SDE recommends that the State Board of Education approve these administrative staff allowance waiver requests.

BOARD ACTION

A motion to approve the requests by Moscow School District #281 and Shoshone Joint School District #312 for additional administrative staff to meet accreditation standards to be funded by the FY 2007 Public School appropriation in the amounts of \$29,473.90 and \$2,016.38, respectively.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Districts and Administrative FTE for NAAS Accreditation – March 2007

	Enrollment	FTE Instructional Staff	Required FTE Administration
Moscow School District #281			
High School	579		2.0
Junior High School	621		2.0
Russell Elementary School	161	13.3	1.0
West Park Elementary School	273	15.6	1.0
McDonald Elementary School	444	25.1	1.0
Whitmore Elementary School	301	17.5	1.0
Superintendent			1.0
Total			9.0

	Enrollment	FTE Instructional Staff	Required FTE Administration
Shoshone School District #312			
High School	138		Not less than 0.5
Middle School	154		Not less than 0.5
Elementary School	288	16.2	1.0
Superintendent			1.0
Total			3.0

THIS PAGE LEFT INTENTIONALLY BLANK

Moscow School District 281

650 N. Cleveland, Moscow, ID 83843 (208) 882-1120 fax (208) 883-4440 www.sd281.k12.id.us

Dr. Candis R. Donicht, Superintendent
Sue Driskill, Business Manager

Kevin McDonough, Director of Special Services/Human Resources
Dr. Cindy Bechinski, Director of Curriculum

STATE OF IDAHO
OCT 11 2006

October 2, 2006

Tim Hill
Deputy Superintendent
State Department of Education
PO Box 83720
Boise ID 83720-0027

Dear Mr. Hill:

This is a request from the Moscow School District 281 as required by Idaho Code 33-1004 (6) to seek a waiver authorizing sufficient additional administrative staff to meet accreditation standards.

We are using Northwest Accreditation Standards for all of our schools (Moscow High School, Moscow Junior High School, A.B. McDonald Elementary, J. Russell Elementary, Lena Whitmore Elementary, and West Park Elementary). We need an administrative allowance of 9.0 FTE to meet accreditation standards. Our estimated administrative allowance for the current fiscal year is 8.6 FTE.

Please advise if there is any additional information needed. Thank you for your assistance.

Sincerely,



Candis R. Donicht
Superintendent

ae

"Investing in Our Children's Future"

THIS PAGE LEFT INTENTIONALLY BLANK

SHOSHONE JOINT SCHOOL DISTRICT 312
400 N. APPLE STREET
SHOSHONE, IDAHO 83352
(208) 886-2381

Melvin Wiseman
Superintendent ext 312

Shannon Harris
Business Manager ext 311

Heather Wallace
STATE District Clerk ext 310

February 25, 2007

Mr. Tim Hill
State Department of Education
PO Box 83702
Boise, Idaho 83702

RE: Funding for Administrative Units

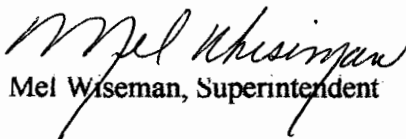
Mr. Hill:

Shoshone School District, as I am led to believe, by our preliminary reports will qualify for 2.9750 administrative FTE for this year's salary based apportionment report.

I am asking the State of Idaho to make this a full 3.000 FTE for administration, as the Shoshone School District meets the qualifications according to code

Please contact me if there is further information that you need.

Sincerely yours,


Mel Wiseman, Superintendent

We educate students to be lifelong learners and contributing citizens

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 10
FOUNDATION PROGRAM --
STATE AID -- APPORTIONMENT**

33-1004. STAFF ALLOWANCE. For each school district, a staff allowance shall be determined as follows:

(1) Using the daily attendance reports that have been submitted for computing the February 15th apportionment of state funds as provided in section 33-1009, Idaho Code, determine the total support units for the district in the manner provided in section 33-1002 8.b., Idaho Code;

(2) Determine the instructional staff allowance by multiplying the support units by 1.1. A district must demonstrate that it actually employs the number of certificated instructional staff allowed. If the district does not employ the number allowed, the staff allowance shall be reduced to the actual number employed;

(3) Determine the administrative staff allowance by multiplying the support units by .075;

(4) Determine the classified staff allowance by multiplying the support units by .375;

(5) Additional conditions governing staff allowance:

(a) In determining the number of staff in subsections (2), (3) and (4) of this section, a district may contract separately for services to be rendered by nondistrict employees and such employees may be counted in the staff allowance. A "nondistrict employee" means a person for whom the school district does not pay the employer's obligations for employee benefits. When a district contracts for the services of a nondistrict employee, only the salary portion of the contract shall be allowable for computations.

(b) If there are circumstances preventing eligible use of staff allowance to which a district is entitled as provided in subsections (2) and (3) of this section, an appeal may be filed with the state department of education outlining the reasons and proposed alternative use of these funds, and a waiver may be granted.

(c) For any district with less than forty (40) support units:

(i) The instructional staff allowance shall be calculated applying the actual number of support units. If the actual instructional staff employed in the school year is greater than the instructional staff allowance, then the instructional staff allowance shall be increased by one-half (1/2) staff allowance; and

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

(ii) The administrative staff allowance shall be calculated applying the actual number of support units. If the actual administrative staff employed in the school year is greater than the administrative staff allowance, then the administrative staff allowance shall be increased by one-half (1/2) staff allowance.

(iii) Additionally, for any district with less than twenty (20) support units, the instructional staff allowance shall be calculated applying the actual number of support units. If the number of instructional staff employed in the school year is greater than the instructional staff allowance, the staff allowance shall be increased as provided in paragraphs (i) and (ii) of this subsection, and by an additional one-half (1/2) instructional staff allowance.

(d) For any school district with one (1) or more separate secondary schools serving grades nine (9) through twelve (12), the instructional staff allowance shall be increased by two (2) additional instructional staff allowances for each such separate secondary school.

(e) Only instructional, administrative and classified personnel compensated by the school district from the general maintenance and operation fund of the district shall be included in the calculation of staff allowance or in any other calculations based upon staff, including determination of the experience and education multiplier, the reporting requirements, or the district's salary-based apportionment calculation. No food service staff or transportation staff shall be included in the staff allowance.

(6) In the event that the staff allowance in any category is insufficient to meet accreditation standards, a district may appeal to the state board of education, demonstrating the insufficiency, and the state board may grant a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards. Such a waiver shall be limited to one (1) year, but may be renewed upon showing of continuing justification.

(Emphasis added)

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Out-of-State Tuition waiver request.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1405, Idaho Code

BACKGROUND

For many years, high school students residing in the Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District #431. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District. In the past, the Weiser District Superintendent has sought to lower the per pupil tuition rate charged to more closely match the per pupil amount allocated by the state of Oregon to the Annex School District, and to help reduce expenses paid by Annex related to the Annex School District's transportation costs to transport students to Weiser. The request was denied as being contrary to state law.

The 2005 Legislature passed Senate Bill 1050, which amended section 33-1405, Idaho Code. The amendment allows a school district Board of Trustees to request from the State Board of Education a waiver of any portion of the tuition rate charged for each individual student transferring to an Idaho school district, for up to four years, subject to annual review by the local district Board of Trustees. Per the referenced statute, "Waivers must be requested before April 1 of the year prior to the operative date".

DISCUSSION

Weiser School District would like to continue to educate Annex School District high school students that consider themselves and their families part of the Weiser community. The Weiser School District has sufficient capacity to educate these students.

IMPACT

The requested tuition amount to be waived is approximately \$44.14 per student per month. This is the difference between Weiser School District's tuition rate of \$719.92 per student per month (2006-2007 rate), and Annex School District's estimated revenue of \$675.78 per student per month. These rates will be revised in each subsequent school year. This waiver will reduce the amount owed by the Annex School District by approximately \$14,699 in the 2007-2008 school year. Annex School District will provide transportation for its students to Weiser High School.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

ATTACHMENTS

Attachment 1 – Letter from Weiser School District #431	Page 3
Attachment 2 – Rationale for waiver	Page 5
Attachment 3 – Letter from Annex School District #29	Page 7

RECOMMENDATIONS

The SDE recommends that the State Board of Education approve Weiser School District's request for an out-of-state tuition waiver.

BOARD ACTION

A motion to approve the request as submitted by the Weiser School District #431 for an out-of-state tuition waiver for four years (2006-2007, 2007-2008, 2008-2009, 2009-2010).

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APRIL 18-20, 2007

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672

PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

PETRA McDANIEL
Clerk

KYLA DICKERSON
Deputy Clerk

RECEIVED
FEB 08 2007
OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

January 17, 2007

The State Board of Education
PO Box 83720
Boise, ID 83720-0037

RE: Out-of-State Tuition Waiver (IC 33-1405)
Annex, Oregon students attending Weiser High School

The Weiser School District Board of Trustees requests that the State Board of Education waive a portion (\$44.14 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon.

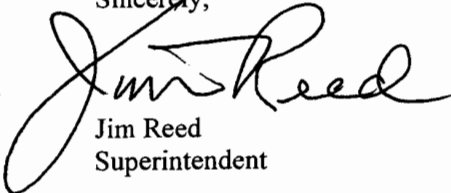
The Weiser School district is requesting the waiver for four years: 2006-07; 2007-08; 2008-09; 2009-2010 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$44.14 per month per student this year. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The addition of 25 to 35 Annex, Oregon students (representing about 5% of the Weiser High School student body) increases the cost of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex district provides the bus transportation to Weiser High School.

Attached, find a letter of support for the waiver by the Weiser School District Board of Trustees.

Sincerely,



Jim Reed
Superintendent

C:\Board\LETTERS\2006-10 outofstatetuitionwaiver.doc

HIGH ACHIEVEMENT

WEISER SCHOOLS

RESPONSIBLE CITIZENSHIP

www.weiserschools.org

THIS PAGE LEFT INTENTIONALLY BLANK

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

PETRA McDANIEL
Clerk

KYLA DICKERSON
Deputy Clerk

January 17, 2007

I. Rationale for Waiver

Annex families consider themselves a part of the Weiser community and they are active participants in many ways. They work, own businesses and property, shop, attend church, and participate in clubs and recreation activities in Weiser. It is also important to know that half of the Annex School District staff resides in Weiser.

Historically speaking, the Weiser and Annex districts have maintained a very positive and collaborative partnership. For approximately 50 years, if not longer, Annex students have been attending Weiser High School.

When considering the possible options for educating Annex high school students, having them attend Weiser High School is truly the most logical and safe arrangement. Annex simply does not have the resources to build a high school or to provide the same high caliber of education our students currently receive in Weiser. While Annex students may attend school in Ontario, Oregon or Huntington, Oregon the distance either way would create a long and sometimes treacherous commute.

Currently, the tuition Weiser is required to charge Annex exceeds the amount per student of funding they receive from the Oregon State School Fund and local revenue. Over the past decade the difference has continued to widen which has resulted in programs being cut at their elementary school in order to accommodate their high school population attending Weiser High School.

Recently, Annex looked into using a local option tax to raise additional funds for high school tuition. However, due to Oregon's Measure 5 and Measure 50 limitations, they were not able to do so. According to Malheur County officials, Annex could raise a total of \$3.00.

In summary, Annex School District would like to continue sending high school students into Weiser because it is simply the most logical and appropriate placement for them given the cohesiveness of our communities. Unfortunately, it has become increasingly difficult for Annex to afford the cost. For many years our districts worked together to determine an appropriate rate of tuition: a rate that ensured Annex paid their fair share and that Weiser was adequately compensated. Annex and Weiser would like to be able to do that again.

WEISER SCHOOL DISTRICT BOARD OF TRUSTEES

C:\Board\LETTERS\Annexlettertuition.doc

HIGH ACHIEVEMENT

WEISER SCHOOLS
www.weiserschools.org

RESPONSIBLE CITIZENSHIP

THIS PAGE LEFT INTENTIONALLY BLANK

APRIL 18-20, 2007

Jan 30 07 12:00p

Annex School

541-262-3280

P. 1

402 Annex Road
Ontario, Oregon 97914

phone 541-262-3280
fax 541-262-3578

Annex School District 29

January 30, 2007

Dear Mr. Reed,

According to our most recent estimate, as of July 10, 2006, we are anticipating a per pupil allocation for the 2006-2007 school year of \$6,082 from local and state revenue sources. I have attached a copy of this estimate for your records.

Currently, there are 37 Annex students enrolled at Weiser High School. Using the tuition rate of \$719.92 per month per student determined by the State of Idaho we would be expected to pay approximately \$239,733. Based on the estimate given above, we will receive approximately \$225,034 from local and state sources. This results in a difference of \$14,699. When looked at on a per month basis, Annex School District's revenue estimate is \$675.78 per student. The difference then equals \$44.14 per student per month.

As mentioned in former correspondence, over the past decade the difference between what Annex receives for educating our high school students and the tuition rate set by the state of Idaho has continued to create a hardship for our district. This has contributed in programs being cut at our elementary school in order to accommodate our high school population. The district can no longer afford the financial hardship or its effect on our elementary students, their families and the staff.

Thank you for continuing to pursue a waiver from the State of Idaho for the portion of our 2006-2007 tuition bill, and of the subsequent three years, that exceeds the amount we receive from local and state revenue sources. We truly appreciate your effort to ensure that our high school students may continue to attend Weiser High School and contribute to the Weiser community that most Annex families consider their own.

Sincerely,



Darbie Dennison
Superintendent

THIS PAGE LEFT INTENTIONALLY BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 14
TRANSFER OF PUPILS**

33-1405. RATES OF TUITION -- TUITION CERTIFICATES. The state department of education shall prepare and distribute all necessary forms; and shall issue to each school district, annually, a tuition certificate bearing a serial number, which certificate shall authorize the receiving district to charge and to bill for the tuition of its nonresident pupils where tuition has not been waived.

In determining tuition rates to be charged by any creditor school district, the state department of education shall compute the sum of that district's maintenance and operation costs, depreciation on its buildings, equipment, and other property, and the interest, if any paid by it on bonded debt or registered warrants. The said state department of education shall then compute what proportion of the sum of said costs, depreciation and interest is allocable to elementary schools, and what proportion is allocable to secondary schools, in the district. The proportion allocable to elementary schools shall then be divided by the average daily attendance of elementary school pupils, and the proportion allocable to secondary schools shall be divided by the average daily attendance of secondary school pupils, in the district, and the amount so determined shall be the gross per-pupil cost, elementary or secondary, as the case may be. The net per-pupil cost shall be the gross per-pupil cost less the per-pupil apportionment to the district of any foundation program funds.

Computations of tuition rates shall be made as of the school year next preceding the year for which tuition charges are determined and made.

Charges for tuition made by any creditor school district shall be its net per-pupil cost, as hereinabove defined; except that its gross per-pupil cost shall be charged where any pupil has transferred to the creditor district by transfer other than one prescribed by section 33-1403, Idaho Code, or where the home district of any pupil attending school in the creditor district is without the state of Idaho.

The board of trustees of a school district may request a waiver from the state board of education of any portion of the tuition rate determined pursuant to this section. A waiver request must be made for each individual student, and may be requested for up to four (4) years, subject to annual review by the local board of trustees. Waivers must be requested before April 1 of the year prior to the operative date.

(Emphasis added)

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

2006-2007 Accreditation Summary Report of Idaho Districts and Schools

APPLICABLE STATE, RULE OR POLICY

Idaho State Board Rule 08.02.02.140

Idaho Code Section 33-119

BACKGROUND

According to Idaho Code, Section 33-119, all public schools in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools. Pursuant to the adoption of Administrative Rules of the State Board of Education (IDAPA 08.02.02.140) on April 1, 2005, the State Department of Education (SDE) developed a new state process that accredits districts as well as schools and requires district and school personnel to 1) engage in strategic and continuous improvement planning and 2) participate in periodic self-assessments on quality indicators for Idaho's newly-adopted school and district accreditation standards.

DISCUSSION

During the 2005-2006 school year, the SDE conducted a field test of its web-based Continuous Improvement Planning (CIP) Tool with all public districts and schools, including charter schools and state institutions, and any private school that chose to be state accredited. The CIP Tool, now in full use, consolidates multiple state and federal planning requirements at the school and district level within a comprehensive planning format. The following programs are currently incorporated within the CIP Tool:

- State and Northwest Accreditation
- Consolidated Federal Funds Application
- NCLB School and District Improvement
- Gifted & Talented
- Special Education
- Technology
- Title I Targeted Assistance and Schoolwide Planning
- Idaho Reading Indicator

During the 2006-2007 school year, the SDE conducted a field test of the online school and district self-assessments on the quality indicators for the state accreditation standards. District and school administrators completed the self-assessments by referencing draft scoring rubrics that defined each quality indicator in terms of four levels of performance: fully met, mostly met, partially met, and not presently met. District and school administrators provided the State Accreditation Committee and the SDE accreditation coordinator with constructive feedback for the refinement of the self-assessments and scoring rubrics. Final revisions to the self-assessment tools will be completed this spring.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

The self-assessments had greatest value when administrators used them collaboratively with district or school leadership teams, faculty and parents to evaluate current school and district performance. Schools and districts will be expected to utilize the standards self-assessments within the context of more comprehensive needs assessments conducted by the local education agencies. Self-assessment results should be used to assist districts and schools in identifying relevant goals and objectives to be included in their continuous improvement plans.

To receive accredited status for the 2006-2007 school year, each district and school was required to complete their respective standards self-assessment for the field test and continue development of their actions plans within the CIP Tool. The State Accreditation Committee, which represents each region of the state, met the second week of March to review completion of the self-assessments and recommend accreditation approval ratings for each district, state institution, public school and participating private school. The Committee recommends one of three ratings for districts and schools this year:

1. **Approved:** The district or school satisfactorily completed the self-assessment and achieved a score of 80% or above.
2. **Approved with Comment:** The district or school satisfactorily completed the self-assessment and achieved a score of 79% or less.
3. **Not Approved:** The district or school failed to complete the standards self-assessment.

Districts and schools not completing a self-assessment by the time of this report will be provided an additional opportunity to fulfill this year's accreditation requirements. An addendum report will be presented to the Board at its June meeting.

Beginning with the 2007-2008 school year, the following accreditation rating scale will be in effect for state-accredited districts and schools:

1. **Approved:** 380-475 points (80% or above)
2. **Approved with Comment:** 350-379 points
3. **Advised:** 325-349 points
4. **Warned:** 300-324 points
5. **Not Approved:** 299 points and below

IMPACT

N/A

ATTACHMENTS

Attachment 1 - Summary Report

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the approval of the 2006-2007 Accreditation Summary Report of Idaho Districts and Schools.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

BOARD ACTION

A motion to approve the request by the State Department of Education to approve the 2006-2007 Accreditation Summary Report of Idaho Districts and Schools as submitted.

Moved by _____, seconded by _____ and Carried Yes_____ No_____

THIS PAGE LEFT INTENTIONALLY BLANK

ACCREDITATION SUMMARY REPORT OF IDAHO DISTRICTS AND SCHOOLS 2006-2007



Tom Luna
State Superintendent
of Public Instruction

Nick Smith
Deputy Superintendent, Division of
District Support Services

Shannon Page
Coordinator of State and Northwest
Accreditation

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Table of Contents

SUMMARY OF ACCREDITATION RATINGS BY INSTITUTION.....	7
LISTING OF SCHOOL DISTRICTS AND STATE CHARTER SCHOOLS	8
LISTING OF PUBLIC SCHOOLS BY DISTRICT	11
LISTING OF STATE AND FEDERAL SCHOOLS/INSTITUTIONS	27
LISTING OF NON-PUBLIC SCHOOLS.....	27

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

SUMMARY OF ACCREDITATION RATINGS BY INSTITUTION

INSTITUTION	APPROVED	APPROVED WITH COMMENT	NOT APPROVED	TOTAL
Public School Districts	93	5	16	114
State Charter Schools	7	1	3	11
Public Schools within Districts	584	24	12	620
State/Federal Institutions	8	0	0	8
Private Schools	21	0	1	22
TOTAL	713	30	32	775

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

LISTING OF SCHOOL DISTRICTS AND STATE CHARTER SCHOOLS

Number	School District/State Charter School	Accreditation Rating
001	Boise Independent District	Approved
002	Meridian District	Approved
003	Kuna District	Approved
011	Meadows Valley District	Approved
013	Council District	Approved
021	Marsh Valley Joint District	Approved
025	Pocatello District	Approved
033	Bear Lake County District	Approved
041	St. Maries Joint District	Approved
044	Plummer-Worley Joint District	Approved
052	Snake River District	Approved
055	Blackfoot District	Approved
058	Aberdeen District	Approved
059	Firth District	Approved
060	Shelley Joint District	Approved
061	Blaine County District	Approved
071	Garden Valley District	Approved
072	Basin District	Approved
073	Horseshoe Bend District	Not Approved
083	West Bonner County District	Approved
084	Lake Pend Oreille District	Approved
091	Idaho Falls District	Approved
092	Swan Valley Elementary District	Approved
093	Bonneville Joint District	Approved
101	Boundary County District	Approved
111	Butte County Joint District	Approved
121	Camas County District	Not Approved
131	Nampa District	Approved
132	Caldwell District	Approved
133	Wilder District	Approved
134	Middleton District	Approved w/ Comment
135	Notus District	Approved w/ Comment
136	Melba Joint District	Approved
137	Parma District	Approved
139	Vallivue District	Approved
148	Grace Joint District	Approved
149	North Gem District	Approved
150	Soda Springs Joint District	Approved
151	Cassia County Joint District	Approved
161	Clark County District	Not Approved
171	Orofino Joint District	Approved
181	Challis Joint District	Approved
182	Mackay Joint District	Approved
191	Prairie Elementary District	Approved
192	Glenns Ferry Joint District	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Number	School District/State Charter School	Accreditation Rating
193	Mountain Home District	Approved
201	Preston Joint District	Approved
202	West Side Joint District	Not Approved
215	Fremont County Joint District	Approved
221	Independent District of Emmett	Approved w/ Comment
231	Gooding Joint District	Approved
232	Wendell District	Approved
233	Hagerman Joint District	Not Approved
234	Bliss Joint District	Not Approved
241	Grangeville Joint District	Approved
242	Cottonwood Joint District	Approved
251	Jefferson County Joint District	Approved
252	Ririe Joint District	Approved
253	West Jefferson District	Approved w/ Comment
261	Jerome Joint District	Approved
262	Valley District	Not Approved
271	Coeur d' Alene District	Approved
272	Lakeland District	Approved
273	Post Falls District	Approved
274	Kootenai District	Approved
281	Moscow District	Approved
282	Genesee Joint District	Approved
283	Kendrick Joint District	Approved
285	Potlatch District	Approved w/ Comment
287	Troy District	Approved
288	Whitepine Joint District	Approved
291	Salmon District	Approved
292	South Lemhi District	Approved
302	Nez Perce Joint District	Not Approved
304	Kamiah Joint District	Approved
305	Highland Joint District	Not Approved
312	Shoshone Joint District	Approved
314	Dietrich District	Not Approved
316	Richfield District	Not Approved
321	Madison District	Approved
322	Sugar-Salem Joint District	Not Approved
331	Minidoka County Joint District	Approved
340	Lewiston Independent District	Approved
341	Lapwai District	Approved
342	Culdesac Joint District	Not Approved
351	Oneida County District	Approved
363	Marsing Joint District	Approved
364	Pleasant Valley Elementary District	Approved
365	Bruneau-Grand View Joint District	Approved
370	Homedale Joint District	Approved
371	Payette Joint District	Approved
372	New Plymouth District	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Number	School District/State Charter School	Accreditation Rating
373	Fruitland District	Approved
381	American Falls Joint District	Approved
382	Rockland District	Approved
383	Arbon Elementary District	Not Approved
391	Kellogg Joint District	Approved
392	Mullan District	Approved
393	Wallace District	Approved
394	Avery District	Not Approved
401	Teton County District	Approved
411	Twin Falls District	Approved
412	Buhl Joint District	Not Approved
413	Filer District	Approved
414	Kimberly District	Approved
415	Hansen District	Approved
416	Three Creek Joint Elementary District	Approved
417	Castleford District	Approved
418	Murtaugh Joint District	Approved
421	McCall-Donnelly District	Approved
422	Cascade District	Approved
431	Weiser District	Approved
432	Cambridge Joint District	Approved
433	Midvale District	Approved
460	The Academy at Roosevelt Center (ARC)	Not Approved
455	Compass Charter School	Approved
456	Falcon Ridge Charter School	Not Approved
459	Garden City Community School	Approved w/ Comment
452	Idaho Virtual Academy	Approved
457	Inspire Virtual Charter School	Approved - NAAS
458	Liberty Charter School	Approved - NAAS
453	Richard McKenna Charter High School	Approved - NAAS
454	Rolling Hills Public Charter School	Approved - NAAS
461	Taylor's Crossing Charter School	Approved
451	Victory Charter School	Not Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

LISTING OF PUBLIC SCHOOLS BY DISTRICT

School Name	School Type	Accreditation Rating
001 BOISE INDEPENDENT DISTRICT		
Adams Elementary School	Elementary School	Approved
Amity Elementary School	Elementary School	Approved
Anser Charter School	Elementary School	Approved
Boise Senior High School	High School	Approved - NAAS
Borah Senior High School	High School	Approved - NAAS
Capital Senior High School	High School	Approved - NAAS
Cole Elementary School	Elementary School	Approved
Collister Elementary School	Elementary School	Approved
Cynthia Mann Elementary School	Elementary School	Approved
East Junior High School	Middle/Jr. High School	Approved
Fairmont Junior High School	Middle/Jr. High School	Approved
Fort Boise Middle High School	Alternative High School	Not Approved
Franklin Elementary School	Elementary School	Approved
Garfield Elementary School	Elementary School	Approved
Hawthorne Elementary School	Elementary School	Approved
Hidden Springs Charter School	Elementary School	Approved w/ Comment
Highlands Elementary School	Elementary School	Approved
Hillcrest Elementary School	Elementary School	Approved
Hillside Junior High School	Middle/Jr. High School	Approved
Horizon Elementary School	Elementary School	Approved
Jackson Elementary School	Elementary School	Approved
Jefferson Elementary School	Elementary School	Approved
Koelsch Elementary School	Elementary School	Approved
Les Bois Junior High School	Middle/Jr. High School	Approved
Liberty Elementary School	Elementary School	Approved
Longfellow Elementary School	Elementary School	Approved
Lowell Elementary School	Elementary School	Approved w/ Comment
Maple Grove Elementary School	Elementary School	Approved
McKinley Elementary School	Elementary School	Approved
Monroe Elementary School	Elementary School	Approved
Mountain Cove High School	Alternative High School	Not Approved
Mountain View Elementary School	Elementary School	Approved
North Junior High School	Middle/Jr. High School	Approved
Owyhee Elementary School	Elementary School	Approved
Pierce Park Elementary School	Elementary School	Approved w/ Comment
Riverglen Junior High School	Middle/Jr. High School	Approved
Riverside Elementary School	Elementary School	Approved
Roosevelt Elementary School	Elementary School	Approved
Shadow Hills Elementary School	Elementary School	Approved
South Junior High School	Middle/Jr. High School	Approved
Timberline High School	High School	Approved - NAAS
Trail Wind Elementary School	Elementary School	Approved
Valley View Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
West Junior High School	Middle/Jr. High School	Approved
White Pine Elementary School	Elementary School	Approved
Whitney Elementary School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Whittier Elementary School	Elementary School	Approved
William H. Taft Elementary School	Elementary School	Approved
002 MERIDIAN JT DISTRICT		
Cecil D. Andrus Elementary School	Elementary School	Approved
Centennial High School	High School	Approved - NAAS
Central Academy	Alternative High School	Approved
Chaparral Elementary School	Elementary School	Approved
Chief Joseph Elementary School	Elementary School	Approved
Christine Donnell School of the Arts	Elementary School	Approved
Crossroads Middle School	Alternative Jr. High School	Approved
Desert Sage Elementary School	Elementary School	Approved
Discovery Elementary School	Elementary School	Approved
Eagle Academy	Alternative High School	Approved - NAAS
Eagle Elementary School	Elementary School	Approved
Eagle High School	High School	Approved - NAAS
Eagle Hills Elementary School	Elementary School	Approved
Eagle Middle School	Middle/Jr. High School	Approved
Eliza Hart Spalding Elementary School	Elementary School	Approved
Frontier Elementary School	Elementary School	Approved
Joplin Elementary School	Elementary School	Approved
Lake Hazel Elementary School	Elementary School	Approved
Lake Hazel Middle School	Middle/Jr. High School	Approved
Lewis & Clark Middle School	Middle/Jr. High School	Approved
Linder Elementary School	Elementary School	Approved
Lowell Scott Middle School	Middle/Jr. High School	Approved
Mary McPherson Elementary School	Elementary School	Approved
McMillan Elementary School	Elementary School	Approved
Meridian Academy	Alternative High School	Approved
Meridian Technical Charter High School	High School	Approved - NAAS
Meridian Elementary School	Elementary School	Approved
Meridian High School	High School	Approved - NAAS
Meridian Medical Arts Charter High School	High School	Not Approved
Meridian Middle School	Middle/Jr. High School	Approved
Mountain View High School	High School	Approved - NAAS
North Star Charter School	Elementary School	Not Approved
Pathways Middle School	Alternative Jr. High School	Not Approved
Pepper Ridge Elementary School	Elementary School	Approved
Peregrine Elementary School	Elementary School	Approved
Pioneer Elementary School	Elementary School	Approved
Ponderosa Elementary School	Elementary School	Approved
Prospect Elementary School	Elementary School	Approved
River Valley Elementary School	Elementary School	Approved
Sawtooth Middle School	Middle/Jr. High School	Approved
Seven Oaks Elementary School	Elementary School	Approved
Silver Sage Elementary School	Elementary School	Approved
Star Elementary School	Elementary School	Approved
Summerwind Elementary School	Elementary School	Approved
Ustick Elementary School	Elementary School	Approved
003 KUNA JT DISTRICT		
Fremont H. Teed Elementary School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Hubbard Elementary School	Elementary School	Approved
Indian Creek Elementary School	Elementary School	Approved
Kuna High School	High School	Approved - NAAS
Kuna Middle School	Middle/Jr. High School	Approved
Reed Elementary School	Elementary School	Approved
Ross Elementary School	Elementary School	Approved

011 MEADOWS VALLEY DISTRICT

Meadows Valley K-12 School	K-12 School	Approved - NAAS
----------------------------	-------------	-----------------

013 COUNCIL DISTRICT

Council Elementary School	Elementary School	Not Approved
Council Jr./Sr. High School	High School	Approved - NAAS

021 MARSH VALLEY JT DISTRICT

Downey Elementary School	Elementary School	Approved
Inkom Elementary School	Elementary School	Approved
Lava Elementary School	Elementary School	Approved
Marsh Valley High School	High School	Approved - NAAS
Marsh Valley Middle School	Middle/Jr. High School	Approved
Mountain View Elementary School	Elementary School	Approved

025 POCATELLO DISTRICT

Alameda Center	Alternative High School	Approved
Century Senior High School	High School	Approved - NAAS
Chubbuck Elementary School	Elementary School	Approved
Claude A. Wilcox Elementary School	Elementary School	Approved
Edahow Elementary School	Elementary School	Approved
Franklin Middle School	Middle/Jr. High School	Approved - NAAS
Gate City Elementary School	Elementary School	Approved
Greenacres Elementary School	Elementary School	Approved
Hawthorne Middle School	Middle/Jr. High School	Approved
Highland Senior High School	High School	Approved - NAAS
Indian Hills Elementary School	Elementary School	Approved w/ Comment
Irving Middle School	Middle/Jr. High School	Approved - NAAS
Jefferson Elementary School	Elementary School	Approved
Lewis & Clark Elementary School	Elementary School	Approved
Pocatello Community Charter School	Elementary School	Approved
Pocatello High School	High School	Approved - NAAS
Rulon M. Ellis Elementary School	Elementary School	Approved
Syringa Elementary School	Elementary School	Approved
Tendoy Elementary School	Elementary School	Approved
Tyhee Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved

033 BEAR LAKE COUNTY DISTRICT

A. J. Winters Elementary School	Elementary School	Approved
Bear Lake High School	High School	Approved - NAAS
Bear Lake Middle School	Middle/Jr. High School	Approved
Georgetown Elementary School	Elementary School	Approved
Paris Elementary School	Elementary School	Approved

041 ST MARIES JT DISTRICT

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Heyburn Elementary School	Elementary School	Approved
St. Maries High School	High School	Approved - NAAS
St. Maries Middle School	Middle/Jr. High School	Approved
UpRiver Elem/Jr. High School	Elementary School	Approved

044 PLUMMER-WORLEY JT DISTRICT

Lakeside Elementary School	Elementary School	Approved
Lakeside High School	High School	Approved - NAAS
Lakeside Middle School	Middle/Jr. High School	Approved

052 SNAKE RIVER DISTRICT

Idaho Leadership Academy	High School	Approved
Moreland Elementary School	Elementary School	Approved
Riverside Elementary School	Elementary School	Approved
Rockford Elementary School	Elementary School	Approved
Snake River High School	High School	Approved - NAAS
Snake River Junior High School	Middle/Jr. High School	Approved
Snake River Middle School	Middle/Jr. High School	Approved w/ Comment

055 BLACKFOOT DISTRICT

Blackfoot Charter Community Learning Center	Elementary School	Approved
Blackfoot High School	High School	Approved - NAAS
Blackfoot Sixth Grade School	Middle/Jr. High School	Approved
Donald D. Stalker Elementary School	Elementary School	Approved
Fort Hall Elementary School	Elementary School	Approved
Groveland Elementary School	Elementary School	Approved
I.T. Stoddard Elementary School	Elementary School	Approved
Independence High School	Alternative High School	Approved - NAAS
Irving Kindergarten Center	Elementary School	Approved
Mountain View Middle School	Middle/Jr. High School	Approved - NAAS
Ridge Crest Elementary School	Elementary School	Approved
Wapello Elementary School	Elementary School	Approved

058 ABERDEEN DISTRICT

Aberdeen Elementary School	Elementary School	Approved
Aberdeen Middle School	Middle/Jr. High School	Approved
Aberdeen High School	High School	Approved w/ Comment

059 FIRTH DISTRICT

A. W. Johnson Elementary School	Elementary School	Approved
Firth High School	High School	Approved - NAAS
Firth Middle School	Middle/Jr. High School	Approved

060 SHELLEY JT DISTRICT

Donald J. Hobbs Middle School	Middle/Jr. High School	Approved
Hazel T Stuart Elementary School	Elementary School	Approved
Shelley Senior High School	High School	Approved - NAAS
Sunrise Elementary School	Elementary School	Approved

061 BLAINE COUNTY DISTRICT

Bellevue Elementary School	Elementary School	Approved
Carey K-12 School	K-12 School	Approved - NAAS
Ernest Hemingway Elementary School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Hailey Elementary School	Elementary School	Approved
Wood River High School	High School	Approved - NAAS
Wood River Middle School	Middle/Jr. High School	Approved - NAAS
Woodside Elementary School	Elementary	Approved

071 GARDEN VALLEY DISTRICT

Garden Valley K-12 School	K-12 School	Approved - NAAS
Lowman Elementary School	Elementary School	Approved

072 BASIN DISTRICT

Basin Elementary School	Elementary School	Approved
Idaho City Mid./Sr. High School	High School	Approved

073 HORSEHOE BEND DISTRICT

Horseshoe Bend Elementary School	Elementary School	Approved
Horseshoe Bend Mid./Sr. High School	High School	Approved - NAAS

083 WEST BONNER COUNTY DISTRICT

Idaho Hill Elementary School	Elementary School	Approved w/ Comment
Priest Lake Elementary School	Elementary School	Approved
Priest River Educational Program (PREP) High	Alternative High School	Approved
Priest River Elementary School	Elementary School	Approved
Priest River Junior High School	Middle/Jr. High School	Approved
Priest River Lamanna High School	High School	Approved - NAAS

084 LAKE PEND OREILLE DISTRICT

Clark Fork Jr./Sr. High School	High School	Approved - NAAS
Farmin-Stidwell Elementary School	Elementary School	Approved
Hope Elementary School	Elementary School	Approved
Kootenai Elementary School	Elementary School	Approved
Lake Pend Oreille Jr./Sr. High School	Alternative High School	Not Approved
Northside Elementary School	Elementary School	Approved
Sagle Elementary School	Elementary School	Approved
Sandpoint Charter School	Middle/Jr. High School	Approved
Sandpoint High School	High School	Approved - NAAS
Sandpoint Middle School	Middle/Jr. High School	Approved
Southside Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved

091 IDAHO FALLS DISTRICT

A.H. Bush Elementary School	Elementary School	Approved
Clair E. Gale Junior High School	Middle/Jr. High School	Approved
Dora Erickson Elementary School	Elementary School	Approved
Eagle Rock Junior High School	Middle/Jr. High School	Approved
Edgemont Gardens Elementary School	Elementary School	Approved
Ethel Boyes Elementary School	Elementary School	Approved
Fox Hollow Elementary School	Elementary School	Approved
Hawthorne Elementary School	Elementary School	Approved
Idaho Falls Senior High School	High School	Approved - NAAS
Linden Park Elementary School	Elementary School	Approved
Longfellow Elementary School	Elementary School	Approved
Skyline Senior High School	High School	Approved - NAAS

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Sunnyside Elementary School	Elementary School	Approved
Taylorview Junior High School	Middle/Jr. High School	Approved
Temple View Elementary School	Elementary School	Approved
Theresa Bunker Elementary School	Elementary School	Approved
Westside Elementary School	Elementary School	Approved
Westview High School	Alternative High School	Approved - NAAS

092 SWAN VALLEY ELEMENTARY DISTRICT

Swan Valley Elementary School	Elementary School	Approved
-------------------------------	-------------------	----------

093 BONNEVILLE JT DISTRICT

Ammon Elementary School	Elementary School	Approved
Bonneville High School	High School	Approved - NAAS
Cloverdale Elementary School	Elementary School	Approved
Fairview Elementary School	Elementary School	Approved
Falls Valley Elementary School	Elementary School	Approved
Hillcrest High School	High School	Approved - NAAS
Hillview Elementary School	Elementary School	Approved
Iona Elementary School	Elementary School	Approved
Lincoln High School	Alternative High School	Approved - NAAS
Rimrock Elementary School	Elementary	Approved
Rocky Mountain Middle School	Middle/Jr. High School	Approved - NAAS
Sandcreek Middle School	Middle/Jr. High School	Approved - NAAS
Tiebreaker Elemementary School	Elementary School	Approved
Ucon Elementary School	Elementary School	Approved
White Pine Charter School	Elementary School	Approved
Woodland Hills Elementary School	Elementary School	Approved

101 BOUNDARY COUNTY DISTRICT

Bonnors Ferry High School	High School	Approved - NAAS
Boundary County Jr. High School	Middle/Jr. High School	Approved
Evergreen Elementary School	Elementary School	Approved
Mount Hall Elementary School	Elementary School	Approved
Naples Elementary School	Elementary School	Approved
Riverside High School	Alternative High School	Approved
Valley View Elementary School	Elementary School	Approved

111 BUTTE COUNTY JT DISTRICT

Arco Elementary School	Elementary School	Approved w/ Comment
Butte County High School	High School	Approved - NAAS
Butte County Middle School	Middle/Jr. High School	Approved
Howe Elementary School	Elementary School	Approved

121 CAMAS COUNTY DISTRICT

Camas County Elementary/Junior High School	Elementary School	Approved
Camas County High School	High School	Approved - NAAS

131 NAMPA DISTRICT

Canyon Springs Alternative High School	Alternative High School	Approved
Centennial Elementary School	Elementary School	Approved
Central Elementary School	Elementary School	Approved
Columbia High School	High School	Approved
East Valley Middle School	Middle/Jr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Franklin D Roosevelt Elementary School	Elementary School	Approved
Greenhurst Elementary School	Elementary School	Approved w/ Comment
Idaho Arts Charter School	K-12 School	Approved
Iowa Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Nampa Senior High School	High School	Approved - NAAS
Owhyee Elementary School	Elementary School	Approved
Park Ridge Elementary School	Elementary School	Approved
Ronald Reagan Elementary School	Elementary School	Approved
Sherman Elementary School	Elementary School	Approved w/ Comment
Skyview High School	High School	Approved - NAAS
Snake River Elementary School	Elementary School	Approved
South Middle School	Middle/Jr. High School	Approved
Sunny Ridge Elementary School	Elementary School	Approved
West Middle School	Middle/Jr. High School	Approved
Willow Creek Elementary School	Elementary School	Approved

132 CALDWELL DISTRICT

Caldwell Senior High School	High School	Approved - NAAS
Jefferson Middle School	Middle/Jr. High School	Approved
Lewis and Clark Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Sacajawea Elementary School	Elementary School	Approved
Syringa Middle School	Middle/Jr. High School	Approved
Van Buren Elementary School	Elementary School	Approved w/ Comment
Washington Elementary School	Elementary School	Approved
Woodrow Wilson Elementary School	Elementary School	Approved

133 WILDER DISTRICT

Holmes Elementary School	Elementary School	Approved - NAAS
Wilder Middle/High School	High School	Approved - NAAS

134 MIDDLETON DISTRICT

Middleton Heights Elementary School	Elementary School	Approved
Middleton High School	High School	Approved - NAAS
Middleton Middle School	Middle/Jr. High School	<i>Extension to 05/01</i>
Middleton Mill Creek Elementary School	Elementary School	Approved
Purple Sage Elementary School	Elementary School	Approved

135 NOTUS DISTRICT

Notus Elementary School	Elementary School	Approved w/ Comment
Notus Jr./Sr. High School	High School	Approved - NAAS

136 MELBA JT DISTRICT

Melba Elementary School	Elementary School	Approved w/ Comment
Melba High School	High School	Approved - NAAS
Melba Middle School	Middle/Jr. High School	Approved

137 PARMA DISTRICT

Maxine Johnson Elementary School	Elementary School	Approved
Parma High School	High School	Approved - NAAS
Parma Middle School	Middle/Jr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
139 VALLIVUE DISTRICT		
Birch Elementary School	Elementary School	Approved
Central Canyon Elementary School	Elementary School	Approved
East Canyon Elementary School	Elementary School	Approved
Sage Valley Intermediate School	Middle/Jr. High School	Not Approved
Thomas Jefferson Charter School	Elementary School	Approved
Vallivue High School	High School	Approved - NAAS
Vallivue Middle School	Middle/Jr. High School	Approved
West Canyon Elementary School	Elementary School	Approved
148 GRACE JT DISTRICT		
Grace Elementary School	Elementary School	Approved
Grace Jr./Sr. High School	High School	Approved - NAAS
Thatcher Elementary School	Elementary School	Approved
149 NORTH GEM DISTRICT		
North Gem Elementary/Junior High School	Elementary School	Approved
North Gem Senior High School	High School	Approved - NAAS
150 SODA SPRINGS JT DISTRICT		
Grays Lake Elementary School	Elementary School	Approved
Howard E. Thirkill Primary School	Elementary School	Approved
Soda Springs High School	High School	Approved - NAAS
Tigert Middle School	Middle/Jr. High School	Approved
151 CASSIA COUNTY JT DISTRICT		
Albion Elementary School	Elementary School	Approved
Almo Elementary School	Elementary School	Approved
Burley Junior High School	Middle/Jr. High School	Approved - NAAS
Burley Senior High School	High School	Approved - NAAS
Cassia Education Center	Alternative Jr./Sr. High School	Approved
Declo Elementary School	Elementary School	Approved
Declo Junior High School	Middle/Jr. High School	Approved - NAAS
Declo Senior High School	High School	Approved - NAAS
Dworshak Elementary School	Elementary School	Approved
Mountain View Elementary School	Elementary School	Approved
Newcomer Center	Elementary School	Approved
Oakley Elementary School	Elementary School	Approved
Oakley Jr./Sr. High School	High School	Approved - NAAS
Raft River Elementary School	Elementary School	Approved
Raft River Jr./Sr. High School	High School	Approved - NAAS
White Pine Elementary School	Elementary School	Approved
161 CLARK COUNTY DISTRICT		
Clark County Jr./Sr. High School	High School	Approved - NAAS
Oakley Elementary School	Elementary School	Not Approved
Lindy Ross Elementary School	Elementary School	Approved
171 OROFINO JT DISTRICT		
Cavendish-Teakean Elementary School	Elementary School	Approved
Orofino Elementary School	Elementary School	Approved
Orofino High School	High School	Approved - NAAS

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Orofino Junior High School	Middle/Jr. High School	Approved - NAAS
Peck Elementary School	Elementary School	Approved
Pierce Elementary School	Elementary School	Approved
Timberline High School	High School	Approved - NAAS
Weippe Elementary School	Elementary School	Approved

181 CHALLIS JT DISTRICT

Challis Elementary School	Elementary School	Approved w/ Comment
Challis Jr./Sr. High School	High School	Approved - NAAS
Clayton Elementary School	Elementary School	Approved
Patterson Elementary School	Elementary School	Approved
Stanley Elem/Jr. High School	Elementary School	Approved

182 MACKAY JT DISTRICT

Mackay Elementary School	Elementary School	Approved
Mackay Jr./Sr. High School	High School	Approved

191 PRAIRIE ELEMENTARY DISTRICT

Prairie Elementary/Junior High School	Elementary School	Approved
---------------------------------------	-------------------	----------

192 GLENN'S FERRY JT DISTRICT

Glenn's Ferry Elementary School	Elementary School	Approved
Glenn's Ferry High School	High School	Approved - NAAS
Glenn's Ferry Middle School	Middle/Jr. High School	Approved

193 MOUNTAIN HOME DISTRICT

East Elementary School	Elementary School	Approved
Hacker Middle School	Middle/Jr. High School	Approved
Mountain Home Jr. High School	Middle/Jr. High School	Approved - NAAS
Mountain Home Sr. High School	High School	Approved - NAAS
Mtn Home AFB Primary School	Elementary School	Approved
North Elementary School	Elementary School	Approved
Pine Elementary/Junior High School	Elementary School	Not Approved
West Elementary School	Elementary School	Approved

201 PRESTON JT DISTRICT

Oakwood Elementary School	Elementary School	Approved
Pioneer Elementary School	Elementary School	Approved
Preston High School	High School	Approved - NAAS
Preston Junior High School	Middle/Jr. High School	Approved

202 WEST SIDE JT DISTRICT

Harold B. Lee Elementary School	Elementary School	Approved
Harold B. Lee Middle School	Middle/Jr. High School	Approved
West Side Senior High School	High School	Approved - NAAS

215 FREMONT COUNTY JT DISTRICT

Ashton Elementary School	Elementary School	Approved
Central Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
North Fremont Jr./Sr. High School	High School	Approved - NAAS
Parker-Egin Elementary School	Elementary School	Approved
South Fremont High School	High School	Approved - NAAS

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
South Fremont Junior High School	Middle/Jr. High School	Approved
Teton Elementary School	Elementary School	Approved

221 INDEPENDENT DISTRICT OF EMMETT

Black Canyon High School	Alternative High School	Approved - NAAS
Butte View Elementary School	Elementary School	Approved
Emmett High School	High School	Approved - NAAS
Emmett Junior High School	Middle/Jr. High School	Approved
Kenneth Carberry Intermedediate School	Elementary School	Approved
Ola Elementary School	Elementary School	Approved
Patriot Center	Alt. Jr./Sr. High School	Approved - NAAS
Shadow Butte Elementary School	Elementary School	Approved
Sweet-Montour Elementary/Junior High School	Elementary School	Approved

231 GOODING JT DISTRICT

Gooding Accelerated Learning Center	Alternative High School	Approved - NAAS
Gooding Elementary School	Elementary School	Approved
Gooding High School	High School	Approved - NAAS
Gooding Middle School	Middle/Jr. High School	Approved

232 WENDELL DISTRICT

Wendell Elementary School	Elementary School	Approved
Wendell High School	High School	Approved - NAAS
Wendell Middle School	Middle/Jr. High School	Approved

233 HAGERMAN JT DISTRICT

Hagerman K-12 School	K-12 School	Approved - NAAS
----------------------	-------------	-----------------

234 BLISS JT DISTRICT

Bliss K-12 School	K-12 School	Approved
-------------------	-------------	----------

241 GRANGEVILLE JT DISTRICT

Clearwater Valley Elementary School	Elementary School	Approved
Clearwater Valley Middle/High School	High School	Approved
Elk City Public School	K-12 School	Approved
Grangeville Elementary/Middle School	Elementary School	Approved
Grangeville High School	High School	Approved w/ Comment
Riggins Elementary School	Elementary School	Approved
Salmon River Jr./Sr. High School	High School	Approved
Whitebird Primary School	Elementary School	Approved

242 COTTONWOOD JT DISTRICT

Prairie Elementary School	Elementary School	Approved
Prairie High School	High School	Approved - NAAS
Prairie Middle School	Middle/Jr. High School	Approved

251 JEFFERSON COUNTY JT DISTRICT

Harwood Elementary School	Elementary School	Approved
Jefferson High School	Alternative High School	Approved - NAAS
Jefferson Elementary School	Elementary School	Approved w/ Comment
Midway Elementary School	Elementary School	Approved
Midway Middle School	Middle/Jr. High School	Approved
Rigby Junior High School	Middle/Jr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Rigby Senior High School	High School	Approved - NAAS
Roberts Elementary School	Elementary School	Approved

252 RIRIE JT DISTRICT

Ririe Elementary School	Elementary School	Approved
Ririe High School	High School	Approved - NAAS
Ririe Middle School	Middle/Jr. High School	Approved - NAAS

253 WEST JEFFERSON DISTRICT

Hamer Elementary School	Elementary School	Approved w/ Comment
Terreton Elementary/Junior High School	Elementary School	Approved w/ Comment
West Jefferson High School	High School	Approved - NAAS

261 JEROME JT DISTRICT

Central Elementary School	Elementary School	Approved
Horizon Elementary School	Elementary School	Approved
Jefferson Elementary School	Elementary School	Approved
Jerome High School	High School	Approved - NAAS
Jerome Middle School	Middle/Jr. High School	Approved

262 VALLEY DISTRICT

Valley K-12 School	K-12 School	Approved - NAAS
--------------------	-------------	-----------------

271 COEUR D ALENE DISTRICT

Atlas Elementary School	Elementary School	Approved
Borah Elementary School	Elementary School	Approved
Bryan Elementary School	Elementary School	Approved
Canfield Middle School	Middle/Jr. High School	Approved - NAAS
Coeur d`Alene High School	High School	Approved - NAAS
Coeur d'Alene Charter Academy	High School	Approved
Dalton Elementary School	Elementary School	Approved
Fernan Elementary School	Elementary School	Approved
Hayden Meadows Elementary School	Elementary School	Approved
Lake City High School	High School	Approved - NAAS
Lakes Middle School	Middle/Jr. High School	Approved
Project CDA (Creating Dropout Alternatives)	Alt. Jr./Sr. High School	Approved
Ramsey Elementary School	Elementary School	Approved w/ Comment
Skyway Elementary School	Elementary School	Approved
Sorensen Elementary School	Elementary School	Approved w/ Comment
The Bridge Academy	Alternative High School	Approved
Winton Elementary School	Elementary School	Approved
Woodland Middle School	Middle/Jr. High School	Approved

272 LAKELAND DISTRICT

Athol Elementary School	Elementary School	Approved
Betty Kiefer Elementary School	Elementary School	Approved
Garwood Elementary School	Elementary School	Approved
John Brown Elementary School	Elementary School	Approved
Lakeland Junior High School	Middle/Jr. High School	Approved
Lakeland Senior High School	High School	Approved - NAAS
Mountain View Alternative High School	Alternative High School	Approved
Spirit Lake Elementary School	Elementary School	Approved
Timberlake Junior High School	Middle/Jr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Timberlake High School	High School	Approved - NAAS
273 POST FALLS DISTRICT		
Frederick Post KinderCenter	Elementary School	Approved
Mullan Trail Elementary School	Elementary School	Approved
Ponderosa Elementary School	Elementary School	Approved
Post Falls High School	High School	Approved - NAAS
Post Falls Middle School	Middle/Jr. High School	Approved
Prairie View Elementary School	Elementary School	Approved
River City Middle School	Middle/Jr. High School	Approved
Seltice Elementary School	Elementary School	Approved
274 KOOTENAI DISTRICT		
Harrison Elementary School	Elementary School	Approved
Kootenai Jr./Sr. High School	High School	Approved - NAAS
281 MOSCOW DISTRICT		
A.B. McDonald Elementary School	Elementary School	Approved - NAAS
J. Russell Elementary School	Elementary School	Approved - NAAS
Lena Whitmore Elementary School	Elementary School	Approved - NAAS
Moscow Charter School	Elementary School	Approved
Moscow Junior High School	Middle/Jr. High School	Approved - NAAS
Moscow Senior High School	High School	Approved - NAAS
Paradise Creek Regional High School	Alternative High School	Approved
West Park Elementary School	Elementary School	Approved - NAAS
282 GENESEE JT DISTRICT		
Genesee School	K-12 School	Approved - NAAS
283 KENDRICK JT DISTRICT		
Juliaetta Elementary School	Elementary School	Approved
Kendrick Jr./Sr. High School	High School	Approved - NAAS
285 POTLATCH DISTRICT		
Potlatch Elementary School	Elementary School	Approved w/ Comment
Potlatch Jr./Sr. High School	High School	Approved - NAAS
287 TROY DISTRICT		
Troy Elementary School	Elementary School	Approved
Troy Jr./Sr. High School	High School	Approved - NAAS
288 WHITEPINE JT DISTRICT		
Bovill Elementary School	Elementary School	Approved
Deary K-12 School	K-12 School	Approved - NAAS
Idaho Distance Education Academy	K-12 School	Approved
291 SALMON DISTRICT		
Salmon High School	High School	Approved - NAAS
Salmon Middle School	Middle/Jr. High School	Approved - NAAS
Salmon Pioneer Primary School	Elementary School	Approved
Upper Carmen Public Charter School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
292 SOUTH LEMHI DISTRICT		
Leadore K-12 School	K-12 School	Approved
Tendoy Elementary School	Elementary School	Approved w/ Comment
302 NEZ PERCE JT DISTRICT		
Nezperce School	K-12 School	Approved - NAAS
304 KAMIAH JT DISTRICT		
Kamiah Elementary School	Elementary School	Approved
Kamiah Middle School	Middle/Jr. High School	Approved - NAAS
Kamiah Senior High School	High School	Approved - NAAS
305 HIGHLAND JT DISTRICT		
Highland K-12 School	K-12 School	Approved - NAAS
312 SHOSHONE JT DISTRICT		
Shoshone Elementary School	Elementary School	Approved
Shoshone Middle School	Middle/Jr. High School	Approved
Shoshone Senior High School	High School	Approved - NAAS
314 DIETRICH DISTRICT		
Dietrich K-12 School	K-12 School	Approved - NAAS
316 RICHFIELD DISTRICT		
Richfield K-12 School	K-12 School	Approved - NAAS
321 MADISON DISTRICT		
Adams Elementary School	Elementary School	Approved
Archer Elementary School	Elementary School	Approved
Burton Elementary School	Elementary School	Approved
Central High School	Alternative High School	Approved
Hibbard Elementary School	Elementary School	Approved
Kennedy Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Madison Junior High School	Middle/Jr. High School	Approved
Madison Middle School	Middle/Jr. High School	Approved
Madison Senior High School	High School	Approved - NAAS
Union-Lyman Elementary School	Elementary School	Approved
322 SUGAR-SALEM JT DISTRICT		
Central Elementary School	Elementary School	Approved
Kershaw Intermediate School	Elementary School	Approved
Sugar-Salem High School	High School	Approved - NAAS
Sugar-Salem Junior High School	Middle/Jr. High School	Approved
331 MINIDOKA COUNTY JT DISTRICT		
Acequia Elementary School	Elementary School	Approved
ARCTEC Charter School	High School	Approved
East Minico Middle School	Middle/Jr. High School	Approved
Heyburn Elementary School	Elementary School	Approved
Minico Senior High School	High School	Approved - NAAS
Mt. Harrison Jr./Sr. High School	Alt. Jr./Sr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Paul Elementary School	Elementary School	Approved
Rupert Elementary School	Elementary School	Approved
West Minico Middle School	Middle/Jr. High School	Approved

340 LEWISTON INDEPENDENT DISTRICT

Camelot Elementary School	Elementary School	Approved
Centennial Elementary School	Elementary School	Approved
Jenifer Junior High School	Middle/Jr. High School	Approved - NAAS
Lewiston Senior High School	High School	Approved - NAAS
McGhee Elementary School	Elementary School	Approved
McSorley Elementary School	Elementary School	Approved
Orchards Elementary School	Elementary School	Approved
Sacajawea Junior High School	Middle/Jr. High School	Approved - NAAS
Webster Elementary School	Elementary School	Approved
Whitman Elementary School	Elementary School	Approved

341 LAPWAI DISTRICT

Lapwai Elementary School	Elementary School	Approved
Lapwai Middle School	Middle/Jr. High School	Approved
Lapwai High School	High School	Approved - NAAS

342 CULDESAC JT DISTRICT

Culdesac K-12 School	K-12 School	Approved - NAAS
----------------------	-------------	-----------------

351 ONEIDA COUNTY DISTRICT

Malad Elementary School	Elementary School	Approved
Malad High School	High School	Approved - NAAS
Malad Middle School	Middle/Jr. High School	Approved
Stone Elementary School	Elementary School	Approved

363 MARSING JT DISTRICT

Marsing Elementary School	Elementary School	Approved - NAAS
Marsing High School	High School	Approved - NAAS
Marsing Middle School	Middle/Jr. High School	Approved - NAAS

364 PLEASANT VALLEY ELEMENTARY DISTRICT

Pleasant Valley Elementary School	Elementary School	Approved
-----------------------------------	-------------------	----------

365 BRUNEAU-GRAND VIEW JT DISTRICT

Bruneau Elementary School	Elementary School	Approved
Grand View Elementary School	Elementary School	Approved
Rimrock Jr./Sr. High School	High School	Approved - NAAS

370 HOMEDALE JT DISTRICT

Centerpoint Alternative High School	Alternative High School	Approved - NAAS
Homedale Elementary School	Elementary School	Approved
Homedale High School	High School	Approved - NAAS
Homedale Middle School	Middle/Jr. High School	Approved

371 PAYETTE JT DISTRICT

McCain Middle School	Middle/Jr. High School	Approved
Payette High School	High School	Approved - NAAS
Payette Primary School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Westside Elementary School	Elementary School	Approve w/ Comment
372 NEW PLYMOUTH DISTRICT		
New Plymouth Elementary School	Elementary School	Approved
New Plymouth High School	High School	Approved - NAAS
New Plymouth Middle School	Middle/Jr. High School	Approved - NAAS
373 FRUITLAND DISTRICT		
Fruitland Elementary School	Elementary School	Approved
Fruitland High School	High School	Approved - NAAS
Fruitland Middle School	Middle/Jr. High School	Approved - NAAS
381 AMERICAN FALLS JT DISTRICT		
A. F. Intermediate School	Elementary School	Approved
American Falls High School	High School	Approved - NAAS
Hillcrest Elementary School	Elementary School	Approved
William Thomas Middle School	Middle/Jr. High School	Approved
382 ROCKLAND DISTRICT		
Rockland Public School	K-12 School	Approved
383 ARBON ELEMENTARY DISTRICT		
Arbon Elementary School	Elementary School	Not Approved
391 KELLOGG JT DISTRICT		
Canyon Elementary School	Elementary School	Approved
Kellogg High School	High School	Approved - NAAS
Kellogg Middle School	Middle/Jr. High School	Approved - NAAS
Pinehurst Elementary School	Elementary School	Approved
Silver Valley Alternative School	Alt. Jr./Sr. High School	Approved
Sunnyside Elementary School	Elementary School	Approved
392 MULLAN DISTRICT		
John Mullan Elementary School	Elementary School	Approved
Mullan Jr./Sr. High School	High School	Approved - NAAS
393 WALLACE DISTRICT		
Silver Hills Elementary School	Elementary School	Approved
Wallace Jr./Sr. High School	High School	Approved - NAAS
394 AVERY DISTRICT		
Avery Elementary/Junior High School	Elementary School	Not Approved
401 TETON COUNTY DISTRICT		
Driggs Elementary School	Elementary School	Approved - NAAS
Teton High School	High School	Approved - NAAS
Teton Middle School	Middle/Jr. High School	Approved - NAAS
Tetonia Elementary School	Elementary School	Approved - NAAS
Victor Elementary School	Elementary School	Approved - NAAS
411 TWIN FALLS DISTRICT		

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Bickel Elementary School	Elementary School	Approved
Harrison Elementary School	Elementary School	Approved
I.B. Perrine Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Magic Valley High School	Alternative High School	Approved - NAAS
Morningside Elementary School	Elementary School	Approved
Oregon Trail Elementary School	Elementary School	Approved
Robert Stuart Junior High School	Middle/Jr. High School	Approved - NAAS
Sawtooth Elementary School	Elementary School	Approved
Twin Falls Senior High School	High School	Approved - NAAS
Vera C. O`Leary Jr. High School	Middle/Jr. High School	Approved - NAAS

412 BUHL JT DISTRICT

Buhl High School	High School	Approved
Buhl Middle School	Middle/Jr. High School	Approved
Popplewell Elementary School	Elementary School	Approved

413 FILER DISTRICT

Filer Elementary School	Elementary School	Approved
Filer High School	High School	Approved - NAAS
Filer Middle School	Middle/Jr. High School	Approved
Hollister Elementary School	Elementary School	Approved w/ Comment

414 KIMBERLY DISTRICT

Kimberly Elementary School	Elementary School	Approved
Kimberly High School	High School	Approved - NAAS
Kimberly Middle School	Middle/Jr. High School	Approved

415 HANSEN DISTRICT

Hansen Elementary School	Elementary School	Approved
Hansen Jr./Sr. High School	High School	Approved

416 THREE CREEK JT ELEMENTARY DISTRICT

Three Creek Elementary/Junior High School	Elementary School	Approved
---	-------------------	----------

417 CASTLEFORD DISTRICT

Castleford K-12 School	K-12 School	Approved - NAAS
------------------------	-------------	-----------------

418 MURTAUGH JT DISTRICT

Murtaugh Elementary School	Elementary School	Approved
Murtaugh High School	High School	Approved
Murtaugh Middle School	Middle/Jr. High School	Approved

421 MCCALL-DONNELLY DISTRICT

Donnelly Elementary School	Elementary School	Approved
McCall Elementary School	Elementary School	Approved
McCall-Donnelly High School	High School	Approved - NAAS
Payette Lakes Middle School	Middle/Jr. High School	Approved

422 CASCADE DISTRICT

Cascade Elementary School	Elementary School	Approved
Cascade Jr./Sr. High School	High School	Approved - NAAS

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
431 WEISER DISTRICT		
Park Intermediate School	Elementary School	Approved
Pioneer Primary School	Elementary School	Approved
Weiser High School	High School	Approved - NAAS
Weiser Middle School	Middle/Jr. High School	Approved - NAAS
432 CAMBRIDGE JT DISTRICT		
Cambridge Elementary School	Elementary School	Approved
Cambridge Jr./Sr. High School	High School	Approved - NAAS
433 MIDVALE DISTRICT		
Midvale K-12 School	K-12 School	Approved

LISTING OF STATE AND FEDERAL SCHOOLS/INSTITUTIONS

Number	School/Institution Name	School Type	Accreditation Rating
535	Coeur d'Alene Tribal School, DeSmet	Federal Elementary School	Approved
771	Idaho Digital Learning Academy	State Distance Education	Approved - NAAS
596	Idaho School for the Deaf and the Blind, Gooding	State School	Approved
718	Juniper Hills - Lewiston	State School	Approved - NAAS
719	Juniper Hills - Nampa	State School	Approved - NAAS
709	Juniper Hills - St. Anthony (Youth Services Center)	State School	Approved - NAAS
713	Robert Janss School (Idaho Dept. of Corrections)	State School	Approved
537	Shoshone-Bannock Tribal School, Fort Hall	Federal Jr./Sr. High School	Approved - NAAS

LISTING OF NON-PUBLIC SCHOOLS

Number	School Name	School Type	Accreditation Rating
520	Challenger Christian Academy	Elementary School	Not Approved
526	Franciscan Cre-Act School, Pocatello	Elementary School	Approved
527	Grace Lutheran School, Pocatello	Elementary School	Approved
700	Holy Family Catholic School, Cd'A	Elementary School	Approved
556	Holy Rosary School, Idaho Falls	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Number	School Name	School Type	Accreditation Rating
529	Holy Spirit Catholic School, Pocatello	Elementary School	Approved
557	Hope Lutheran School, Idaho Falls	Elementary School	Approved
679	Immanuel Lutheran School, Twin Falls	Elementary School	Approved
616	Noah's Ark Learning Center, Cd'A	Elementary School	Approved
504	Sacred Heart School, Boise	Elementary School	Approved
678	St. Edward's Catholic School, Twin Falls	Elementary School	Approved
579	St. Joseph Seminary, Rathdrum	High School	Approved
501	St. Joseph `s School, Boise	Elementary School	Approved
502	St. Mark`s School, Boise	Elementary School	Approved
503	St. Mary `s School, Boise	Elementary School	Approved
637	St. Mary's School, Moscow	Elementary School	Approved
649	St. Nicholas School, Rupert	Elementary School	Approved
570	St. Paul`s School, Nampa	Elementary School	Approved
653	St. Stanislaus Tri-Parish School, Lewiston	Elementary School	Approved
613	Sts. Peter and Paul School, Grangeville	Elementary School	Approved
668	Summit Academy, Cottonwood	K-12 School	Approved
572	Zion Lutheran School, Nampa	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

March 2004

Idaho State Board Rule 08.02.02.140

All public schools and districts in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools. (Section 33- 119, Idaho Code) (4-6-05) **01. District Strategic Plan.** School districts will develop and implement a minimum three to five-year strategic plan focused on the improvement of student performance. The district strategic plan (DSP) will be monitored by a representative review team established by each district's administration and board of trustees, which will recommend revision of goals as necessary and provide regular reports on implementation of the plan to the district's trustees.

(4-6-05) **02. Continuous School Improvement Plan.** Schools will develop continuous school improvement plans (CSIP) focused on the improvement of student performance. (4-6-05)

03. Plan Alignment and Focus. District strategic plans (DSP) and continuous school improvement plans (CSIP) will align and focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. (4-6-05)

04. Standards. Districts and schools will meet state-approved accreditation standards as adopted by the State Board of Education. (4-6-05)

05. Reporting. Accreditation reports on DSP/CSIP and the attainment of standards will be submitted, as requested, to the State Accreditation Committees, whose members are approved by the State Board of Education and representative of each region of the state. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. Accreditation status may be appealed to the State Board of Education. (4-6-05)

06. Elements of Thoroughness. The requirements for thoroughness referenced in Section 33-1612, Idaho Code will be met. (4-6-05)

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33
EDUCATION
CHAPTER ONE
STATE BOARD OF EDUCATION**

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.

The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

THIS PAGE LEFT INTENTIONALLY BLANK

SUBJECT

Appointment to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

Idaho State Board of Education 08.02.03.128
Sections 33-118 and 33-118a, Idaho Code

BACKGROUND

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128, describe the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

DISCUSSION

Currently there are three openings on the Selection Committee for the state's four colleges of education. The two (2) open positions being recommended for appointments at this time are for Lewis-Clark State College and Boise State University. These recommendations are for a complete five-year term. This leaves one Idaho State University, position not filled.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Coursey Letter of Interest	Page 3
Attachment 2 – Coursey Professional Vitae	Page 5
Attachment 3 – Chase Letter of interest	Page 13
Attachment 4 – Chase Professional Vitae	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the appointment of Linda Lofaro Coursey, Ph.D., Division of Education, Lewis-Clark State College and Margaret Chase Ph.D., College of Education, Boise State University to represent two of the state's four colleges of education. These appointments are for a period of five years.

BOARD ACTION

A motion to approve the request by the State Department of Education for one appointment to the Idaho State Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007



February 5, 2007

Val Fenske, Coordinator
Curriculum & Technology Center, B-25
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear Ms. Fenske:

Please accept this letter as an expression of my interest in serving as the Lewis-Clark State College representative on the Curriculum Materials Committee.

As my attached curriculum vita indicates, my undergraduate and advanced degrees are in the field of education, with many years of classroom experience in elementary schools around the country and, as a teacher for the Department of Defense Overseas Schools for ten years, around the world. I am currently on the faculty at LCSC in the Education Division teaching undergraduate courses in literacy assessment, reading methods, and supervising student teachers. I believe my experience and expertise would be a valuable asset to the Curriculum Materials Committee.

Thank you for your consideration. It would be an honor to serve on this very important committee.

Sincerely,

A handwritten signature in blue ink that reads 'Linda Lofaro Coursey'. The signature is written in a cursive style with a large, stylized 'L' and 'C'.

Linda Lofaro Coursey, PhD
Associate Professor
Division of Education
Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501
(208) 792-2078
lkcoursey@lcsc.edu

THIS PAGE LEFT INTENTIONALLY BLANK

LINDA K. LOFARO COURSEY

Box 697
Asotin, WA 99402

Home: 509-243-0193
Office: 208-792-2078
lkcoursey@lcsc.edu

EDUCATION:

University of Oklahoma, Norman, OK, Ph.D. Reading/Literacy Education, July 2000

Dissertation Topic: What are the beliefs about literacy learning of adult reading tutors and can those beliefs be observed as practices during one-on-one tutoring sessions with at-risk elementary students? Title: Volunteers in our classrooms: Their beliefs about literacy and literacy learning.

Dissertation Advisors: Dr. Sara Ann Beach, Associate Professor, ILAC,
University of Oklahoma
Dr. Bonnie Konopak, Dean, College of Education,
California Polytechnic State University

Auburn University at Montgomery, AL, M.Ed., December 1985

University of Oklahoma, Norman, OK, BS in Elementary Education, January 1967

AWARDS:

Tenure awarded, Lewis-Clark State College, Fall 2005

Promotion from Assistant Professor to Associate Professor, Fall 2004

University of Oklahoma Graduate School Tuition Waivers and Research Assistantships,
1998-2000

Kappa Delta Pi Honor Society, graduate studies, 1984

Sustained Superior Performance Award for outstanding achievements in teaching,
Department of Defense Overseas Schools, 1983

Alpha Lambda Delta Honor Society, undergraduate studies, 1964

TEACHING:

Associate Professor of Elementary Education (tenured), Lewis-Clark State College, ID, August 2000 – present, course load includes Assessment of Literacy Development, Student Intern Cadre leader, Reading component for Intern I Seminar, Partnership in Education, Division Committees for Literacy, STAR, Native American Initiative, Retention, NCATE committee, and Elementary Education; College Committees for General Education, Learning Resource Advisory, Faculty Senate Division Representative, Faculty Senate Faculty Development Committee, and Senate Administrative Procedures Committee.

Adjunct instructor, summer 1998 and summer 2000, literacy courses for elementary education majors, including introduction to theories of literacy and literacy assessment, University of Oklahoma

Program coordinator for Sooner Readers, 1998-2000, recruited and trained university students to work as reading tutors with at-risk students in local elementary schools, University of Oklahoma

Course instructor for Wayland Baptist University's Eielson AFB, AK campus, developed and taught undergraduate courses in methods, course analysis, classroom management, 1986-1987

RELATED EXPERIENCE:

Mascoutah District #19, 1989-1992, Computer Lab Instructor, Chapter 1 Reading, Higher Order Thinking Skills instructor (HOTS is a program developed at the University of Arizona which uses computers to address the needs of at-risk students with differing abilities)

Department of Defense Overseas Schools, 1972-1983, team leader, grade level chairperson, classroom teacher in schools for US military dependents in Japan, Italy, and Germany. Awarded the *Sustained Superior Performance Award* 1983 for outstanding achievements in teaching

Classroom teacher/reading specialist/ substitute teacher 1967 – 1972 in Oklahoma, North Dakota, Arizona, and Mississippi

RESEARCH INTERESTS:

Teachers' beliefs and theories of literacy and learning as they relate to their classroom practices, the nature and growth of knowledge in preservice teachers, influencing prospective teachers' beliefs, effective training and use of classroom volunteers and/or paraprofessionals

RESEARCH AND SCHOLARLY ACTIVITIES:

Curriculum Development, 2005/2006

- Developing correspondence course for Elementary Reading methods
- 3 credit course offered through the University of Idaho in conjunction with Lewis-Clark State College
- Methodology for teaching reading
- Emphasis on the interrelation of reading comprehension, word recognition and vocabulary instruction
- Sustained instructional strategies that simulate practice are included

Curriculum Development, 2003

- Developed correspondence course for Elementary Language Arts methods
- 3 credit course offered through the University of Idaho in conjunction with Lewis-Clark State College
- Methodology for teaching language arts including listening, oral, and written communication skills
- Emphasis on the interrelation of reading, spelling, and vocabulary instruction
- Sustained instructional strategies that simulate practice are included

Curriculum Development, 2002

- Developed correspondence course for Elementary Science methods
- 3 credit course offered through the University of Idaho in conjunction with Lewis-Clark State College
- Investigates the role science should play in elementary education
- Emphasis placed upon inquiry and discovery approaches in teaching science
- Utilizing both teacher designed and established commercial model programs

Dissertation, University of Oklahoma, 2000

- Investigated adult perceptions of reading acquisition and how those perceptions affect training and tutorial interactions
- Designed interview instrument and conducted face to face interviews
- Transcribed face to face interviews
- Coded qualitative data and analyzed by constant comparative method

Pilot study for dissertation, University of Oklahoma, 1998

- Investigated adult perceptions of reading acquisition and how those perceptions affect training and tutorial interactions
- Designed interview instrument and conducted face to face interviews
- Transcribed face to face interviews
- Coded qualitative data and analyzed by constant comparative method

Participated in data analysis for study of at-risk readers in tutorial settings, 1998-1999

- Coded qualitative data
- Analyzed quantitative test data using SPSS

Participated in data collection, data analysis, and writing for the University of Oklahoma Sooner Readers Program, 1998-2000

- Analyzed quantitative test data using SPSS
- Compiled report of data

PRESENTATIONS:

Presentation: PIE Conference, 2006: Writing Poetry: How do we start, what do we do, and where do we go from here? In this visual age of television, movies, and video, how can we introduce (or reintroduce) our students to the “seeing” that comes through imagination and encourage them to create, through writing poetry those imaginative images.

Presentation: PIE Conference 2005: ‘Readin, ‘Ritin, and ‘Rithmetic: How to help students successfully navigate the 3 R’s in the era of No Child Left Behind, Series of presentations in partnership with Drs. Doud, Nelson, Massaro, Diessner and Christian Moore. Offered for 1 credit through LCSC.

Presentation: PIE Conference 2004: An Equitable and Culturally Competent Education for all Students, Series of presentations in partnership with Drs. Gilmore, Nelson, Massaro and Bill Hayne and Andrea Silva. Offered for 1 credit through LCSC.

Presentation: PIE Conference 2003: Paraprofessionals in Education: Skills and Knowledge in Reading, Mathematics and Writing, Paraprofessional workshop offered for 1 credit through LCSC as part of team with Drs. Benge, Chavez, and Massaro.

Workshop: Making Assessment Elementary: Presented for the Clarkston School District, Clarkston, WA in August 2002 for district faculty teaching grades one and two. This workshop covered the use of in-class assessments, uses of checklists to assist in classroom assessment, and alternatives to paper/pencil evaluation and assessment.

Presentation: PIE Conference, 2002: One and Two and Three, Four, Five: Isn't Great To Be Alive! Writing poetry with young children, A workshop in teaching poetry and writing poetry for students in grades 1 – 6.

Presentation: PIE Conference, 2002: Running Records: What are running records? How do you record them? What do you do with the results? A workshop for practicing teachers who wish to become proficient in the use of the Running Records as a classroom assessment tool.

Presentation: PIE Conference, 2001: Classroom Assessment in the Elementary Grades: Improving Teaching and Learning

Presentation of alternative methods of reading assessment at the Southwestern Regional Conference of the International Reading Association, February 1999

Presentation of the utilization of reading *Running Records* as classroom practice and assessment methodology, annual meeting of the Oklahoma Reading Association, March 1998

PUBLICATIONS:

Research and article preparation in progress:

Dr. Lana Elliott and I are collaborating on a three-year longitudinal study on the four-square writing approach. This study is in progress and involves teachers and students at the Coeur d'Alene Tribal School. A journal article will report and discuss the findings of this study.

PROFESSIONAL SERVICE:

2005 to present - Serving as Co-chair for the Partnerships in Education Conference planning committee

2005 – 2007 – Served as Senator to Faculty Senate

2005-2006 - Served as Chair, Faculty Development Committee, Faculty Senate Standing Committee

2003-2004 - Served as Faculty Senate Secretary and Representative for the Education Division

Served on Division Committees for Lewis-Clark State College, Elementary Education and Literacy Committees, 2000 – present

Served on campus committees for Lewis-Clark State College, General Education Committee, Learning Resource Advisory Committee, Retention Committee, Faculty Senate Administrative Procedure Committee, Faculty Development Committee, 2000 – present

Served on the planning committee for a regional (four state) teachers' conference, Partnerships in Education, 2000 - present

Served on the Reading specialist certification Committee, Department of Instructional Leadership and Academic Curriculum, College of Education, University of Oklahoma, 1999 – 2000

Served on the College of Education Technology Committee, University of Oklahoma, 1998 – 2000

Served on the Academic Appeals Board for the University of Oklahoma Graduate Student Senate, 1998 – 1999

Served on the committee for the University of Oklahoma's state-wide symposium, "Perspectives on Reading: Preparing Teachers for the 21st Century," March 31, 2000

COMMUNITY SERVICE:

SKILLS:

- Extensive experience in the use of computers in an educational setting
- Software applications: SPSS, Microsoft Office Professional

PROFESSIONAL MEMBERSHIPS:

International Reading Association

American Educational Research Association

National Reading Conference

Association for Supervision and Curriculum Development

Association for African American Historical Research and Preservation

PROFESSIONAL CERTIFICATIONS:

Oklahoma Certification: Elementary Education, Standard, Level 1 – 8
Reading Specialist, Standard, Level K – 12
Illinois Certification: Elementary Education, Type 03, K – 9, endorsements:
Language Arts, Social Studies, French
North Dakota Certification Elementary Education Level K-8

REFERENCES:

Jann Hill, Ph.D.
Division Chair, Education Division
Lewis-Clark State College
500 8th Street
Lewiston, ID 83501
Phone: (208) 792 2260
FAX: (208) 792 2820
Email: jhill@lcsc.edu

Linda McKinney, Ph.D.
Associate Professor
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019
Phone: (405) 325 1499
FAX: (405) 325 4061
Email: ljmckinney@ou.edu

Bonnie A. Konopak, Ph.D.
Dean, College of Education
University Center for Teacher Education
California Polytechnic State University
San Luis Obispo, CA 93407
Phone: (805) 756 5144
FAX: (805) 756 7422
Email: bkonopak@calpoly.edu

Sara Ann (Sally) Beach, Ph.D.
Associate Professor, Literacy Education
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019
Phone: (405) 325 3590
FAX: (405) 325 4061
Email: sbeach@ou.edu

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007



College of Education

Department of Literacy

1910 University Drive Boise, Idaho 83725-1725

Stan Steiner, Chair
phone 208-426-3962

fax 208-426-4006

stansteiner@boisestate.edu

<http://education.boisestate.edu/literacy>

Val Freske
Curriculum Materials Coordinator
Idaho State Department of Education
Boise, Idaho 83720-0027

February 23, 2007

Dear Ms. Freske,

I am writing to express my interest in serving on the 2007 Curricular Materials Selection Committee as Boise State University's College of Education candidate. As my vita will indicate, I have had a long and rich history of serving educational institutions, both public and private. My experience as a professional development facilitator has enabled me to develop a sense for what teachers want and need in quality instructional materials.

I currently teach graduate and undergraduate courses in literacy, with an emphasis on children's literature. I believe my knowledge of fiction and non-fiction materials for children, as well as my knowledge of effective reading comprehension strategies, will prove to be an asset to the committee.

The personal qualities I would bring to the work of the committee include organization, efficiency, fairness, a sense of humor, and an ability to work with many personalities. It is my understanding that all materials that will be reviewed by the committee are rated according to how well they align with Idaho State Standards, so I will strive always to measure materials on how well they meet those Standards, rather than any particular or personal preferences.

Members of the Boise State University College of Education know how important it is to maintain a strong working relationship with other educational institutions in the State because by doing so, we can better serve all of our teachers and students. My work on this committee can continue that cooperative effort in productive ways.

If you are in need of any additional information, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Margaret E. Chase".

Margaret E. Chase, Ph.D.
Department of Literacy
College of Education
Boise State University – MS1725
208-426-3206
maggiechase@boisestate.edu

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

MARGARET (Maggie) E. CHASE

1910 University Drive
#502 College of Education, MS1745
Boise, Idaho 83725
208-426-3206
maggiechase@boisestate.edu

EDUCATION

Ph.D.	April, 2000 Indiana University	Major: Language Education Minor: Library Science
M.L.S.	August, 1979 Indiana University	Masters in Library Science Endorsement as School Library Media Specialist
B.A.	May, 1975 DePauw University	Major: English (Literature) Minor : Education

PROFESSIONAL EXPERIENCE

2006 - present	Assistant Professor, Department of Literacy , College of Education, Boise State University, Boise, ID
2005	Director of Professional Services & Educational Training Specialist , Lee Pesky Learning Center, Boise, ID
2003-2005	Director of School Operations and Leader of Management Team Foothills School of Arts and Sciences, Boise, ID
1992 - 2003	2-3 Teacher and Pre-K - 3 Team Leader Foothills School of Arts and Sciences Dr. Susan Medlin, Director
Summer, 1991	Teacher , Boise State University Continuing Education <i>Using Children's Literature across the Curriculum</i>
1990	Teaching Internship , Indiana University Advanced Study in the Teaching of Reading in Elementary Schools (with Carolyn Burke)
1988 - 1989	Conference Coordinator , <i>I.U. Fall Language Arts Conference</i> and <i>I.U. Summer Reading Conference</i> , Indiana University.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

- 1982 - 1988 **School Library Media Specialist and Reading Teacher**
South Elementary School, New Canaan, CT 06840
Dr. Russell Firlik, Principal
- 1980- 1988 **Reference Librarian, Part-time**
Greenwich Public Library, Greenwich, CT 06830
Noel Lushington, Director
- 1980 -1982 **School Library Media Specialist and Grade Five Teacher**
Greenwich Public Schools, Greenwich, CT 06830
Dominic Butera, Principal
- 1979 - 1980 **Library Consultant to United Parcel Service Corporate
Headquarters, Legal Department**
Greenwich Office Park, Greenwich, CT 06830
Ed Reitman, Attorney and Project Coordinator
- Summer 1976;
Summer 1987 **Bookmobile Librarian**
Greencastle-Putnam County Library, Greencastle, IN 46135
Ellen Sedlack, Director

RESEARCH EXPERIENCE

- 2006-2007** Research Project: *The Language of Revision: A Closer Look at the Revision Process at the Kindergarten Level.* A qualitative, year-long ethnographic study of the culture in a school and classroom that emphasizes “best work” and “exemplary models.”
- 1992 - 1998 **Dissertation:** *Bridging the Expanse: A Case Study of Literature Discussion with a Cross-Age, Cross-Ability Group of Elementary Students.* A close look at the reading dynamics of a small group of children, ages 6 - 11.
- 1990 **Research Team Member:** *Teachers' Ways of Knowing*, an investigation of the epistemology of teachers. Dr. Jerome Harste, Principle Investigator.
- 1989 - 1990 **Research Assistant:** *Portfolio Assessment of Reading Comprehension.* Dr. Roger Farr, Principal Investigator.
- 1989 - 1990 **Evaluation Team:** Evaluation of the Lilly Foundation's *Project REAP*, a statewide reading motivation program in public schools. Dr. Shirley Fitzgibbons, Principal Investigator.

PROFESSIONAL PRESENTATIONS

"Science and Literacy: Integrating Writing into the Science Classroom." A workshop for elementary teachers attending the Discovery Center's weeklong *Science and Literacy Summer Conference*, July 20, 2006.

"Literature Circles in the Primary Classroom" with Danette Blakeslee (Reading Specialist, Boise Public Schools). *Boise State University 4th Annual Reading Education Conference*, July 26, 1996.

"Literature Circles in the Primary Classroom" with Danette Blakeslee. *Northwest Regional NCTE Conference*, Boise, ID, April 9, 1993.

"Getting Beyond the Literal: Learning to Ask Thought-Provoking Questions for Literature Discussions." *Boise State University 3rd Annual Reading Education Conference*, August 6, 1992.

"Teachers' Notions of Literacy: Conversation, Possibilities, and Change." Joint presentation with other graduate students; Jerome Harste, principal investigator. *NCTE Spring Conference*, Indianapolis, IN, March 15, 1991.

"Kids Are Storytellers Too!" *Indiana University Summer Reading Conference*, Indianapolis, IN, June 21, 1990.

"Whole Language and the Media Center" with Jerry Harste and Carolyn Burke. *Association of Indiana Media Educators*, Indianapolis, IN, March 16, 1990.

"Assessing Reading Comprehension Wholistically." *National Reading Conference*, Austin, TX, December 1, 1989.

"Learning to Recognize Words" and "Building Comprehension Through Fiction," two videos in which I was a featured teacher; *HBJ Staff Development Series Video Workshops: Reading*, 1989.

"Whole Language and Basals: Are They Compatible?" Macmillan Publishing Company, Philadelphia, Pennsylvania, February 22, 1989.

"What Is Whole Language and What Does It Mean for You?" Series of workshops for Stark Elementary School, Stamford, Connecticut, June 8 and June 15, 1988.

"Big Books for Young Learners." *Connecticut Conference on Early Childhood*, May 4, 1988.

AWARDS AND HONORS

Ruth Strickland Scholar of the Year, 1989
Pi Lambda Theta Education Honorary

SERVICE

“Let’s Talk About It” Program Scholar in the *Not for Children Only* reading series.
Sponsored by the Idaho Humanities Council and the Idaho Commission for Libraries.
January and March, 2007

“Kids Read the Same Book” Committee. 2006-2007.

Writing Facilitator, Boise Public Schools Young Writers’ Conference. February, 2007

Board of Directors, Family Advocate Program, Diane Ingersoll, Director. 1992 - 1997

Member of National Council of Teachers of English Committee to Review Video Tapes
and Films for In-service Material, Boise, ID. Dr. Lynn Meeks, Chair. 1994

Story Selection Committee, *Parents and Children Together*, an audio journal published
by Parent Outreach Project, Indiana University. 1989 – 1990

Vice-President, New Canaan Education Association, CT. 1987 - 1988

Representative, New Canaan Education Association, CT. 1986 - 1987

Coordinator and Facilitator, "Parent Seminars on Teenage Sexuality." Junior League of
Greenwich, CT. 1986 - 1987

Chairperson, "On the Rocks," a series of seminars for the community about alcoholism.
Co-sponsored by The Junior League of Greenwich and The Greenwich Alcoholism
Council. 1985 -1986

PROFESSIONAL ASSOCIATIONS

Association for Supervision and Curriculum Development
International Reading Association
National Council of Teachers of English
Idaho Council of International Reading Association
Phi Delta Kappa

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO ADMINISTRATIVE CODE
State Board of Education Rules

IDAPA 08.02.03
Governing Thoroughness

128.CURRICULAR MATERIALS SELECTION

(Sections 33-118; 33-118A, Idaho Code) (3-20-04)

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-118A. CURRICULAR MATERIALS -- ADOPTION PROCEDURES. All curricular materials adoption committees appointed by the state board of education shall contain at least two (2) persons who are not public educators or school trustees. All meetings of curricular materials adoption committees shall be open to the public. Any member of the public may attend such meetings and file written or make oral objections to any curricular materials under consideration. A complete and cataloged library of all curricular materials adopted and used in Idaho public schools is to be maintained at the state department of education at all times and open to the public.

"Curricular materials" is defined as textbook and instructional media including software, audio/visual media and internet resources.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	LAPWAI SCHOOL DISTRICT NO. 341 SEEKING BOND ELECTION AUTHORIZATION	Motion to approve
3	UNIVERSITY OF PHOENIX-IDAHO PROGRAM APPROVAL	Motion to approve
4	APPOINTMENT TO PROFESSIONAL STANDARDS COMMISSION	Motion to approve
5	DIVISION OF PROFESSIONAL TECHNICAL EDUCATION TO ASSUME ADMINISTRATIVE RESPONSIBILITY FOR ADULT BASIC EDUCATION (INCLUDING GED), VETERANS EDUCATION COORDINATION, AND PROPRIETARY SCHOOL COORDINATION.	Motion to approve

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

SUBJECT

Superintendent's update.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The FY 2008 budget provides \$1.37 billion dollars, including a \$20 million dollar Classroom Enhancement Package

DISCUSSION

Superintendent Luna will review new line items such as money for classroom supplies, textbooks, remediation and the development of the Math Initiative.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Budget Spreadsheet

Page 3

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 LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Public School Support Program
Distribution Factor

	2006-2007 Appropriation	2007-2008 Appropriation (JFAC 2-26-07)
APPROPRIATIONS / REQUEST		
General Fund	\$1,291,587,000	\$1,367,363,800
Endowment / Lands, Lottery Dividend, Misc. Revenues	\$45,866,800	\$55,334,600
Cigarette and Lottery Taxes	5,500,000	7,000,000
TOTAL DEDICATED REVENUES	\$51,366,800	\$62,334,600
TOTAL STATE REVENUES	\$1,342,953,800	\$1,429,698,400
Federal Funds	\$175,000,000	\$215,000,000
TOTAL REVENUES	\$1,517,953,800	\$1,644,698,400
PROGRAM DISTRIBUTION		
Transportation	64,316,700	67,032,300
Border Contracts	800,000	1,000,000
Exceptional Contracts and Tuition Equivalents	5,750,000	6,075,000
Program Adjustments	435,000	480,000
Salary-based Apportionment	740,842,100	774,788,600
Teacher Incentive Award (Natl Bd Cert)	313,200	166,100
State Paid Employee Benefits	132,647,900	138,771,900
Unemployment	1,250,000	1,000,000
Early Retirement Payout	4,750,000	4,750,000
Substance Abuse	5,500,000	7,000,000
Bond Levy Equalization Support Program	6,300,000	11,200,000
Classroom Supplies	0	5,180,000
Textbook Allowance	0	9,950,000
Remediation	0	5,000,000
Dual Credit Class Allowance	0	0
Gifted and Talented (Advanced Opportunity Teacher Training)	500,000	1,000,000
Math Initiative	0	350,000
Safe School Study	0	150,000
Idaho Digital Learning Academy	1,100,000	2,800,000
Rural School Initiative	0	100,000
Technology Grants	9,800,000	9,800,000
Idaho Reading Initiative	2,800,000	2,800,000
Limited English Proficient (LEP)	6,040,000	6,040,000
School Facilities Funding (lottery)	10,772,900	19,122,600
School Facilities Maintenance Match	5,650,000	2,300,000
Agriculture Replacement Phase-out	0	3,017,000
Federal Funds for Local School Districts	175,000,000	215,000,000
TOTAL DISTRIBUTIONS	\$1,174,567,800	\$1,294,873,500
Education Stabilization Funds	\$0	\$0
NET STATE FUNDING AVAILABLE	\$343,386,000	\$349,824,900
SUPPORT UNITS	13,500.0	13,750.0
DISTRIBUTION FACTOR	\$25,436.00	\$25,442.00
(includes \$300 for Safe Environment Provisions)		

Budget vote, Feb. 26, approved.XLS.xls
JFAC

3/30/2007
1:58 PM

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Lapwai School District No. 341 seeking bond election authorization.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Section 63-1309

BACKGROUND

In 2004 Lapwai School District passed a \$3.9 million dollar bond that (with saved money) was to provide for building a grades 6-12 secondary school. Due to skyrocketing construction costs the middle school portion of the building had to be cut as well as kitchen equipment, lockers, landscaping, parking, demolition of the old building and the overall quality of fixtures and finishes.

The district worked with architects to value engineer the construction costs down as low as feasible and finally started construction in 2006. A second bond issue to complete the middle school portion of the building failed on February 12, 2007.

The failed bond issue included \$128,000 of kitchen equipment so at this time there will not be any new kitchen equipment.

A fire occurred in the old cafeteria on November 8, 2006. This fire caused the closure of the entire building for two weeks during which an accredited firm cleaned the building. There was extensive soot and smoke throughout the building. The serving cafeteria and one classroom were deemed beyond repair and sealed off from use. Since that time another classroom has been closed due to breathing problems (asthma) evidenced by staff.

The food preparation area (kitchen) has been opened temporarily with students lining up outside to fill their trays. They then proceed to the 1941 gym (with no seating) where they sit on the floor to consume their meal.

The Lapwai elementary school is enrolled to capacity; a pre-school class and a kindergarten class are housed in the district office. Passage of the bond would help alleviate the overcrowding since elementary students would be housed in the middle school.

If the middle school students are housed in the old building, the district will be forced to spend for utilities for both the old and new buildings. This is an inefficient use of school funding.

DISCUSSION

N/A

IMPACT

N/A

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

ATTACHMENTS

Attachment 1 – Letter from Lapwai Superintendent

Page 3

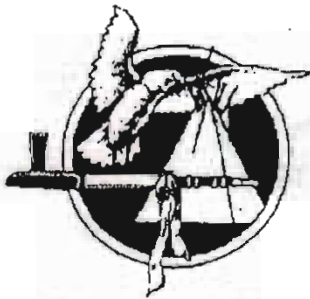
STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends authorization for this bond election.

BOARD ACTION

A motion to approve the request by Lapwai School District No. 341 for the State Board of Education to authorize a bond election for school construction pursuant to Idaho Code 63-1309.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



LAPWAI SCHOOL DISTRICT #341

P.O. Box 247
Lapwai, Idaho 83540
(208) 843-2622

February 23, 2007

Mr. Nick Smith, Deputy Superintendent
Idaho State Department of Education
650 W. State Street
P.O. Box 83720
Boise, ID. 83720-0027

Dear Mr. Smith:

Lapwai School District No. 341 is asking the state board of education to authorize a bond election for school construction pursuant to Idaho Code 63-1309. The district conducted a bond election for \$1.86 million on Monday, February 12, 2007. Five hundred voters turned out with a 55.2% yes. Since a 66.66% vote is required for passage the issue failed. Idaho Code 63-1309 provides "... no subsequent election shall be held within six (6) months..." However, it also states, "In the event any school building is destroyed or rendered unusable for school purposes by reason of fire... the state board of education shall have the power to authorize an election for such purpose by order based upon a finding of such facts."

Pertinent Facts/Considerations

1. In 2004 Lapwai School District passed a \$3.9 million dollar bond that (with saved money) was to provide for building a grades 6-12 secondary school. Due to skyrocketing construction costs the middle school portion of the building had to be cut as well as kitchen equipment, lockers, landscaping, parking, demolition of the old building and the overall quality of fixtures and finishes.
2. The district worked with architects to value engineer the construction costs down as low as feasible and finally started construction in 2006. A second bond issue to complete the middle school portion of the building failed on February 12, 2006.
3. The failed bond issue included \$128,000 of kitchen equipment so at this time there will not be any new kitchen equipment.
4. A fire occurred in the old cafeteria on November 8, 2006. This fire caused the closure of the entire building for two weeks during which an accredited firm cleaned the building. There was extensive soot and smoke throughout the building. The serving cafeteria and one classroom were deemed beyond repair and sealed off from use. Since that time another classroom has been closed due to breathing problems (asthma) evidenced by staff.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Feb 23 07 11:52a

Lapwai School District

208 843 2910

p3

5. The food preparation area (kitchen) has been opened temporarily with students lining up outside to fill their trays. They then proceed to the 1941 gym (with no seating) where they sit on the floor to consume their meal.
6. Our elementary school is enrolled to capacity; a pre-school class and a kindergarten class are housed in the district office. Passage of the bond would help alleviate the overcrowding since elementary students would be housed in the middle school.
7. If the middle school students are housed in the old building, the district will be forced to spend for utilities for both the old and new buildings. This is an inefficient use of school funding.

District representatives welcome the opportunity to discuss and review this situation with you. We would be happy to be placed on a state board of education agenda. Please let us know if you need additional information.

Sincerely,



Harold A. Ott, Superintendent

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 63
REVENUE AND TAXATION
CHAPTER 13**

MISCELLANEOUS PROVISIONS OF TAX LAW

63-1309. SPECIAL TAXING DISTRICT OR BOND PROPOSAL DEFEATED IN ELECTION BARS SUBSEQUENT ELECTIONS FOR SPECIFIED TIME -- EXCEPTION -- BOARD OF EDUCATION MAY CONDUCT ELECTION -- MUNICIPALITIES, WATER OR SEWER DISTRICTS MAY CONDUCT BOND ELECTION. If any election has been held for the formation of any special taxing district, or for the approval of any bond issue or other proposal which would have resulted in a property tax levy, and the proposal submitted at such election was defeated, no subsequent election shall be held within six (6) months from and after the date of such prior election for the same or a similar purpose in any district which includes any part of the area which was affected by the prior election. In the event any school building is destroyed or rendered unusable for school purposes by reason of fire, flood or other catastrophe, and a school bond election for the purpose of the replacement of such building is prohibited by the provisions of this section, the state board of education shall have the power to authorize an election for such purpose by order based upon a finding of such facts. The provisions of this section shall not apply to school elections held solely for determining property tax levies for general school purposes not involving the issuance of bonds. This time requirement between elections shall not apply to municipalities or water and/or sewer districts when bond issues are being proposed for the installation or improvement of water supply systems or public sewerage systems which have been deemed necessary by the Idaho state board of health to bring such system or systems in conformance with state statutes or rules of the state board of health.

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

University of Phoenix–Idaho Program Approval

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Section 33-1258 and Office of the State Board of Education Rule 08.02.02.100.001

BACKGROUND

According to Idaho Code §33-1258 and State Board of Education Rule 08.02.02.100.01, the Professional Standards Commission has the responsibility to evaluate teacher preparation programs in Idaho.

The state review of the University of Phoenix educator preparation programs was conducted June 25-28, 2006. Approval was sought for the following programs: Master of Arts in Education/Administration and Supervision; Masters of Arts Education/ Teacher Education Elementary; Master of Arts Education/Teacher Education Secondary

DISCUSSION

In preparation for the visit, the professional education unit, which is responsible for the preparation of professional school personnel, prepared a self-study report and requested a peer review of their educator preparation programs. A four-member state program approval team and three state observers visited the University of Phoenix campus, located in Meridian, Idaho. Four programs were reviewed (though the University of Phoenix requested final approval for only three) to determine if there was evidence indicating that University of Phoenix candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel.

Following the June, 2006 visit the state team found both teacher preparation programs to deficient, in that there was insufficient evidence to demonstrate how the unit would assure content area proficiency and content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

The Professional Standards commission reviewed the recommendations of the state team and then reviewed the written rejoinder. In addition to the rejoinder submitted by the University of Phoenix in February of 2007, Andy Drotos, Regional Assistant Dean and Christi Rood, Campus College Chair, Boise, appeared before the Standards Committee on March 8, 2007 to address any additional questions or concerns voiced by the committee. The University of Phoenix also submitted an addendum to the original rejoinder on that day. The committee believed that the university representatives had then provided enough evidence to demonstrate how the unit would assure content area proficiency and content alignment with the enhancement standards as outlined in the Idaho

STATE DEPARTMENT OF EDUCATION

APRIL 18-20, 2007

Standards for Initial Certification of Professional School Personnel handbook for the secondary teacher education program.

On March 8, 2007, there was a review of the original state report from June 2006, the institutional rejoinder, and all supporting documentation. According to State Board-approved protocol for Idaho teacher preparation program reviews, "...the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action."

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Review Team Report	Page 5
Attachment 2 – Institutional rejoinder	Page 43
Attachment 3 – Institutional rejoinder addendum	Page 87

STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission recommends the following regarding the program proposals brought forth by the University of Phoenix:

1. The Professional Standards Commission recommends for the **Master of Arts in Education/Administration and Supervision**: Hold as per original state report recommendation – **Recommend conditional approval**
2. The Professional Standards Commission recommends for the **Master of Arts Education/Teacher Education Secondary**: Reverse original state report recommendation – **Recommend conditional approval**
3. The Professional Standards Commission recommends for the Masters of **Arts Education/ Teacher Education Elementary**: Hold as per original state report recommendation-**Do not recommend approval at this time**

BOARD ACTION

A motion to approve the request by the State Department of Education that the Board grant conditional approval of the program proposal brought forth by the University of Phoenix: Master of Arts in Education/Administration and Supervision.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

A motion to approve the State Department of Education's request that Board grant conditional approval of the program proposal brought forth by the University of Phoenix: Master of Arts in Education/Teacher Education Secondary.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

A motion to approve the State Department of Education's request that Board deny approval of the program proposal brought forth by the University of Phoenix: Master of Arts in Education/Teacher Education Secondary.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

THIS PAGE LEFT INTENTIONALLY BLANK

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

STATE REVIEW TEAM REPORT – University of Phoenix
June 25-28, 2006

Professional Standards Commission
Idaho State Board of Education

On-Site State Team:

Dr. Jann Hill, Chair
Dr. Lana Elliott
Virginia Robinson
Dr. Jim Bader

State Observers:

Dr. Mike Stefanic
Keith Potter
Cina Oravez

INTRODUCTION

The state review of the University of Phoenix teacher preparation programs was conducted June 25-28, 2006. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers, prepared a self-study report and requested a peer review of their teacher preparation programs. A four-member state program approval team and three state observers visited the University of Phoenix campus, located in Meridian, Idaho, to review four programs to determine if there was evidence indicating that University of Phoenix teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel.

The standards used to validate the institutional report were the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were used for the review process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed included: course syllabi, minutes of meetings, program plans and descriptions, advising checklists, class assignments and reports, portfolios, work samples, video tapes, and letters of support. In addition to the review of documents, team members also conducted interviews with candidates, college administrators, college faculty, Pre-K-12 principals, Pre-K-12 on-site teacher educators (OSTE), and college supervisors.

Finally, the report that follows uses the language recommended by national accrediting agencies. Three terms used throughout the report deserve a definition to assist the reader:

- *Candidate* – a student enrolled in an administrator (principal only) or teacher preparation program at the University of Phoenix - Meridian, Idaho location.
- *Student* – an individual enrolled in a Pre-K-12 public school
- *Unit* – refers to the institution's teacher preparation program

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

TABLE OF CONTENTS

I. Program Recommendations	4
II. Team Findings for Core, Foundation, and Enhancement Standards	5
Core Standards	9
Elementary Education	15
English	17
Mathematics	20
Natural Science – Foundation	23
Biology	27
Chemistry	28
Earth and Space Science	29
Physics	30
Social Studies – Foundation	31
Economics	33
Geography	34
Government/Civics	35
History	36
III. Interview Index	38

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

I. PROGRAM RECOMMENDATION
University of Phoenix, June 25-28, 2006

PROGRAMS	RECOMMENDATIONS
School Administrator/MAED/ADM (Principal only)	Conditionally Approved
Core Standards	Core standards are reviewed but not subject to approval.
Elementary Education/BSEd	Not approved
Elementary Education/MAEd	Not approved
Secondary Education /MAEd English Language Arts/MAEd	Not Approved
Mathematics/MAEd	Not Approved
Science/MAEd (Foundation Standards)	Not Approved
• Biology	Not Approved
• Chemistry	Not Approved
• Earth and Space Science	Not Approved
• Physics	Not Approved
Social Studies/MAEd (Foundation Standards)	Not Approved
• Economics	Not Approved
• Geography	Not Approved
• Government/Civics	Not Approved
• History	Not Approved

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

II. TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **Administrator Foundation - Principal Standards**

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Visionary and Strategic Leadership		X	
1.2 Application of Visionary and Strategic Leadership	X		

In an effort to determine whether or not a college/university meets the intent of the Idaho teacher certification standards, at least three acceptable sources of evidence should be demonstrated/observed. These sources may include, but are not limited to, syllabi, handbooks, web sites, brochures, other written data, and interviews.

The syllabi and other written data indicated that administrator candidates will have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Visionary and Strategic Leadership.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership		X	
2.2 Application of Instructional Leadership	X		

The syllabi and other written data provide evidence that administrator candidates will have an overall understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement. There is, however, insufficient evidence that candidates will have adequate experiences in ELL/ESL and/or bilingual/bicultural education or in the area of special education.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Instructional Leadership.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment and manages the organization, operations, and resources for the success of all students.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management and Organizational Leadership		X	
3.2 Application of Management and Organizational Leadership	X		

The syllabi and other written data indicate that administrator candidates will have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student. If delivered as written, the standard will be met.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Management and Organizational Leadership.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Family and Community Partnerships		X	
4.2 Application of Family and Community Partnerships	X		

The syllabi and other written data demonstrate that administrator candidates will have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Family and Community Partnerships.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 5: Professional and Ethical Leadership - The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Professional and Ethical Leadership		X	

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

5.2 Application of Professional and Ethical Leadership	X		
--	---	--	--

The syllabi and other written data demonstrate that administrator candidates will have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of the Understanding of Professional and Ethical Leadership.

Since there are no graduates from the program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Element	Unacceptable	Acceptable	Target
6.1 Understanding Governance and Legal Leadership		X	
6.2 Application of Governance and Legal Leadership	X		

The syllabi and other written data demonstrate that administrator candidates will have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Understanding Governance and Legal Leadership.

Since there are no graduates from the program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Areas of Improvement:

1. **Standard 2.2** - There is insufficient evidence that candidates will have adequate experiences in ELL/ESL and/or bilingual/bicultural education or in the area of special education.
2. **Because there are no candidates who have completed the administrator (principal only) program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 3.2, 4.2, 5.2 and 6.2.**

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: University of Phoenix
Standard Reviewed: **Core Standards**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The unit does not have a clear plan in place to provide evidence that teacher candidates have adequate background knowledge of the subject matter they plan to teach or that they understand the ways new knowledge in the content area is discovered. Although the exiting performance standards for content knowledge are discussed in the self-study materials, the self-study materials do not directly address how the unit, upon a candidate's entrance to the various certification programs, will assure content alignment with the foundation and enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

Since these programs have not yet been implemented, evidence that teacher candidates create learning experiences that make the subject matter taught meaningful to students is not available.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunity for Development	X		

The unit does provide ample documentation that teacher candidates will be able to demonstrate an adequate understanding of how students learn and develop through the coursework provided following entrance into the certification program. The unit offers Child and Adolescent Development, a course that specifically addresses such knowledge. In addition, the unit indicates fourteen other courses that include aspects of student learning and development. The program field experience matrix indicates candidates will use this knowledge to develop appropriate activities for specific age groups. Rubrics are in place to evaluate candidates on the teaching process and are specifically geared to ensure lessons are developmentally appropriate.

Due to lack of candidates, the unit has no evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs	X		

The unit contends that the majority of its certification coursework is aligned with adaptations of instruction for individual needs, as outlined in the institutional report as well as the provided diskettes. Course syllabi confirmed this support. The criteria within the field experience handbook depict candidates' observations, planning, and execution of instructional adaptations for individual needs. Field experience evaluation templates also affirm such understanding. Sample lesson plans, provided from other sites, included adaptations for individual needs. It is evident there is a process in place to

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

provide evidence that teacher candidates will demonstrate an adequate understanding of how students differ in their approaches to learning.

The unit currently provides no evidence that teacher candidates create instructional opportunities that are adapted to students with diverse needs, due to lack of candidates in the program.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies	X		

The unit does provide evidence that teacher candidates, during their certification coursework, will be required to display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills. Understanding of such instructional strategies appears to be embedded within all methods courses as well as the Foundations of Education and Models and Theories of Instruction. Teacher candidates will utilize this information, since they are expected to note and reflect upon instructional strategies observed in classroom settings. The field experience expectations also depict teacher work samples that include multiple instructional strategies. This was confirmed with samples submitted from various sites.

A lack of candidates limits evidence that teacher candidates use a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		
---	---	--	--

The unit provides a comprehensive classroom management course. The methods courses also include content for their respective classroom motivation and management issues. Evidence from other university sites confirmed candidate understanding of classroom management/motivation through examples of candidate management plans and follow-through. The field experience matrix indicates teacher candidates will observe, create, evaluate, and reflect upon such skills in an authentic setting. It is apparent the unit does have a process in place for candidates to demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

The unit provides no evidence that teacher candidates are able to create, manage, or modify safe and productive learning environments due to lack of candidates in the program.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills	X		

The unit does provide evidence that teacher candidates, through their certification coursework, will be required to demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Two courses in particular, Skills for Professional Development and Models and Theories of Instruction, are catered toward demonstrating effective oral and group presentation skills as well as differing questioning strategies for effective learning. Methods courses appear to also include aspects of such strategies. Applied use of technology appears to be embedded throughout.

The unit provides no evidence that teacher candidates are able to create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media, due to lack of candidates in the program.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Student Needs and Community Contexts	X		

The unit does provide evidence that a program is in place for teacher candidates to demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Syllabi denote such candidate planning skills as a part of the coursework description. Sample lesson plans and student philosophy papers indicate confirmation of implementation at other site areas.

Due to lack of candidates, the unit is unable to provide evidence that teacher candidates have the ability to plan and prepare instruction based upon consideration of students' needs and community contexts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies	X		

The unit does provide evidence that teacher candidates will demonstrate an adequate understanding of formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. Assessment in Elementary Education is just one course that requires the teacher candidates to explore the characteristics of sound classroom assessments. Methods coursework will also enhance such knowledge by asking teacher candidates to utilize formal and informal

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

assessments within the content areas. Teacher work samples will clarify candidate's ability to utilize assessment within the teaching unit. The field experience handbook pinpoints specific areas throughout the program where the candidate will observe, create, analyze, and reflect upon assessment effectiveness.

Currently there are no candidates to provide evidence that teacher candidates are able to use and interpret formal and informal assessment strategies to evaluate performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	X		
9.2 Developing in the Art and Science of Teaching	X		

Evidence appears to indicate the unit's vision is based upon professionalism. Coursework, as outlined in the self-study materials, does not focus on the candidate as a reflective practitioner, but rather on the professional development of a classroom teacher. Course syllabi, teacher work samples, candidate handbooks, and evaluation rubrics, however, do not include reflection as an important indicator of success. Thus, it does not appear that a process is in place to provide evidence that teacher candidates will demonstrate adequate ability to be reflective practitioners who are committed to their profession.

Due to lack of candidates, the program provides no evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships	X		

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

The unit has a plan in place to assist teacher candidates to understand the importance of communication and cooperation with parents. Based on the field experience handbook, candidates will be expected to examine relationships among teachers, colleagues, administration, and support staff. The unit provides no evidence, however, that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Evidence is due to lack of candidates in program.

Area of Improvement:

1. Standard 1.1 - There is insufficient evidence that teacher candidates will have adequate background knowledge of the subject matter that they plan to teach.
2. Standard 1.1 - There is insufficient evidence that there will be content alignment with foundation and enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School handbook.
3. Standard 9.1 – There is insufficient evidence that a process is in place to demonstrate that teacher candidates have adequate ability to be reflective practioners.
4. **Since there are no candidates who have completed any of the reviewed programs at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in Standards 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2 and 9.2.**
5. Standard 10.1 - Since there are no candidates who have completed the program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements of this standard.

College/University: University of Phoenix

Review Dates: June 25-28, 2006

Standards Reviewed: **Elementary Education**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

The unit does not verify that a clear plan is in place to provide evidence that teacher candidates have adequate background knowledge of elementary subject content; that they understand connections across the curriculum; that they demonstrate an ability to attain information and resources when necessary; or that they communicate with students various ways knowledge in a content area is discovered. Although the exiting performance requirements with regard to subject matter knowledge are discussed, the self-study does not address how the undergraduate program will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook upon a candidate's entrance into the elementary program in areas such as math, literacy, science, social sciences, fine arts, health, etc.

The rubric included in the self-study materials does provide a generic list of University of Phoenix classes for each enhancement element for Standard 1, but there are no syllabi, no explanation of how these courses are relevant to the standard, and no indication of how many courses or credits are required. Likewise, with the master's program, content coursework requirements for candidates entering the graduate program were not clearly addressed. Although the transcript analysis process is thoroughly explained in the self-study, the coursework requirements for elementary content are not clearly delineated. Consequently, the unit's plan for elementary content knowledge and preparation could not be reviewed for approval.

Since this program has not yet been implemented, candidate performance data are not available.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		

This enhancement standard for elementary education was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates, upon entrance into the program, will have adequate understanding of how young children and early adolescents learn, and that their literacy and language development influence learning and instructional decisions could not be reviewed for approval.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

2. Standard 1.1 - There is insufficient evidence to demonstrate that teacher candidates will have adequate background knowledge of elementary subject content.
3. Standard 1.2 - Since there are no candidates who have completed the elementary program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make subject matter meaningful to students.
4. **Standard 2.1 - There is insufficient evidence that candidates will have adequate understanding of how young children and early adolescents learn and develop.**

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved at either the BSEd or MAEd level

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **English Language Arts**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in language arts. The self-study also states that students must hold a major from an accredited institution in the area they want to teach and that student transcripts will be evaluated verifying the appropriate number of semester credits as designated by the state certification office. The self-study does not address, however, how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional Personnel handbook.

There is insufficient documentation to determine the unit’s plan for assuring that teacher candidates demonstrate adequate knowledge of English language arts, including the

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study as outlined in Idaho's standards.

Since this program has not yet been implemented, evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content is not available.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		
2.2 Provide Opportunity for Development	X		

This enhancement standard for English language arts was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies	X		
4.2 Application of Multiple Instructional Strategies	X		

This enhancement standard for English language arts was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels could not be reviewed for approval.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	X		
8.2 Using and Interpreting Program and Student Assessment Strategies	X		

This enhancement standard for English language arts was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations) could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	X		
9.2 Developing in the Art and Science of Teaching	X		

This enhancement standard for English language arts was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession could not be reviewed for approval.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of English subject content.
3. Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.
4. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.
5. Standard 8.1 - There is insufficient evidence to show that teacher candidates will be able to assess student learning.
6. Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.
7. **Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 8.2 and 9.2.**

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

University: University of Phoenix
Standards Reviewed: Mathematics

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and create meaningful learning experiences that make these aspects of subject matter meaningful for students.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in mathematics. However, there are no program plans or descriptions of requirements for math content to indicate that teacher candidates demonstrate adequate understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.

Since this program has not yet been implemented and there are currently no candidates, evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students is not yet available.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies	X		
4.2 Application of Multiple Instructional Strategies	X		

This standard was not addressed in the self-study materials. Consequently, there is insufficient evidence to determine if the unit requires teacher candidates to demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.

Since this program has not yet been implemented and there are currently no candidates, evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics is not yet available.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections	X		
11.2 Application of Mathematical Connections	X		

This standard was not addressed in the self-study materials. Consequently, there is insufficient evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields.

Since this program has not yet been implemented and there are currently no candidates, evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make connections between the strands of mathematics and between mathematics and other disciplines is not yet available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of Mathematics subject content.
3. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.
4. Standard 11.1 – There is insufficient evidence to show that teacher candidates demonstrate an adequate understanding of significant mathematical connections.
5. Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 4.2 and 11.2.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Recommended Action on all Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **Science Foundation Standards**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in science. The self-study also states that students must hold a major from an accredited institution in the area they want to teach and that student transcripts will be evaluated verifying the appropriate number of semester credits as designated by the state certification office. The self-study does not, however, address how the program will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

Consequently, there is insufficient documentation to determine the unit’s plan for assuring that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and an understanding of how to articulate the importance of engaging in the process of science as outlined in Idaho’s standards.

Since this program has not yet been implemented, evidence is not available that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students. Likewise, the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction is not available.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		
2.2 Provide Opportunity for Development	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of the conceptions students are likely to bring to class which can interfere with learning could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies	X		
4.2 Application of Multiple Instructional Strategies	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of how to apply mathematics and technology to analyze, interpret, and display data could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	X		
6.2 Application of Thinking and Communication Skills	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations) could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	X		
9.2 Developing in the Art and Science of Teaching	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment	X		

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage locations in the following areas could not be reviewed for approval: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and/or 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Standard 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate ability to explain the importance of laboratory/field activities in the learning of science could not be reviewed for approval. Likewise, to routinely engage students in experiencing the phenomena they are studying by means of laboratory/field exercises, and to carefully orchestrate demonstrations of the phenomena for larger groups when necessary could not be reviewed for approval.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the science foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of science subject content.
3. Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.
4. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.
5. Standard 6.1 - There is insufficient evidence to show that teacher candidates will demonstrate adequate communication skills.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

6. Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.
7. Standard 11.1 - There is insufficient evidence to show that teacher candidates will be able to create a safe learning environment.
8. Standard 12. 1 - There is insufficient evidence to show that teacher candidates will be able to demonstrate effective use of laboratory/field experiences.
9. Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 6.2 and 9.2.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Biology**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of biology and creates learning experiences that make these aspects of biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology	X		
1.2 Making Biology Meaningful	X		

This enhancement standard for Biology was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate adequate understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science could not be reviewed for approval.

There are no candidates in the program, so performance evidence is not currently available.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of biology subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make biology meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Chemistry**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of chemistry and creates learning experiences that make these aspects of chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry	X		
1.2 Making Chemistry Meaningful	X		

The enhancement standard for chemistry was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge and understand and are able to articulate the importance of engaging in the process of science could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of chemistry subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make chemistry meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **Earth and Space Science**

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of earth and space science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science	X		
1.2 Making Earth and Space Science Meaningful	X		

The enhancement standard for earth and space science was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of earth and space science subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make earth and space science meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Physics**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics	X		
1.2 Making Physics Meaningful	X		

The enhancement standard for physics was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding and knowledge of physics content could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of physics subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make physics meaningful to students.

Recommended Action on all Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix

Review Dates: June 25-28, 2006

Program Reviewed: **Social Studies**

Standards Reviewed: Foundation Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in social studies. The self-study also states that students must hold a major from an accredited institution in the area they want to teach and that student transcripts will be evaluated verifying the appropriate number of semester credits as designated by the state certification office. The self-study does not, however, address how the program will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

Consequently, there is insufficient documentation to determine the unit’s plan for assuring that teacher candidates demonstrate an adequate knowledge base of the

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

social studies disciplines (e.g., history, economics, geography, and political science); the ways nations and societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes as outlined in Idaho's standards.

Since this program has not yet been implemented, evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalities, and interrelationships; and incorporate current events and research into the curriculum is not available.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		
2.2 Provide Opportunity for Development	X		

This foundation standard for social studies was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development could not be reviewed for approval.

There is insufficient documentation in the self-report to determine the unit's plan for assuring that teacher candidates demonstrate an adequate knowledge to provide opportunities for students to perform community service relevant to the social sciences.

Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of social studies subject matter and structure.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make social studies meaningful to students.
4. Standard 2.1 – There is insufficient evidence to show that teacher candidates will be able to demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social and personal development.
5. Standard 2.2 – There is insufficient evidence to show that teacher candidates will be able to provide opportunities for students to perform community service.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Economics**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for economics was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates are offered a basic understanding of economic concepts and models, the influences on economic systems, different types of economic institutions and how they differ from one another, and the principles of sound personal finance could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of economics subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make economics meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Geography**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for geography was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; the physical characteristics of places and regions, and their inhabitants could not be reviewed for approval. Likewise, the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect human activity and living conditions; and the role of geographic information systems, remote sensing, and satellite imaging could not be reviewed for approval.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of geography subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make geography meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Government/Civics**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for government/physics was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States could not be reviewed for approval.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of government/ civics subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make government/civics meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **History**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for history was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history could not be reviewed for approval.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of history subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make history meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

III. INTERVIEW INDEX

Marla La Rue, Dean
Meredith Curley, Associate Dean
Andy Drotos, Regional Assistant Dean
Christi Rood, Campus College Chair, Boise
Bill Bach, Director of Academic Affairs
Sharron Marr, Transcript Analyst
Dallas Taylor, faculty member
Chris Baskette, faculty member
Glenda Rohrbach, faculty member
12 Students in administration class

*Idaho State Board of Education
Professional Preparation Program Approval
Institutional Rejoinder*



University of Phoenix, College of Education
February 2007

Introduction

This institutional rejoinder is being submitted in response to the Idaho State Review Team Report for University of Phoenix graduate programs in pre-service teacher preparation. The site review team asked for additional information on the following programs: Master of Arts in Education, Teacher Education, Elementary (MAED/TED-E) and Master of Arts in Education, Teacher Education, Secondary (MAED/TED-S).

The University of Phoenix has provided post baccalaureate and Master degree programs for pre-service teachers since 1994; serving non-traditional, adult students who are choosing to re-career into the field of education after working in other industries. We currently offer state-approved pre-service teacher education programs in twelve states, including many of Idaho's neighboring states (Utah, Nevada, California, Oregon, and Colorado) enrolling more than 10,000 pre-service educators. Individuals in our MAED/TED programs have already earned a bachelor's degree from a regionally accredited institution and enroll in our programs to obtain the professional preparation pedagogy required for certification. We look forward to the opportunity to provide educational routes for non-traditional students in Idaho and graduate candidates that add to the pool of qualified teachers in the state.

The University of Phoenix submitted its initial report in December 2005 and hosted a site visit in June 2006. The review team asked for clarification on several items and a Response to Feedback report was submitted in August 2006. The State Review Team Report, received in December 2006 noted several areas of improvement. This document is provided as a response.

MASTER OF ARTS IN EDUCATION, TEACHER EDUCATION, ELEMENTARY (MAED/TED-E)

Areas of Improvement (Noted by State Review Team):

3. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
4. *Standard 1.1 - There is insufficient evidence to demonstrate that teacher candidates will have adequate background knowledge of elementary subject content.*

University Response:

As noted above, candidates enrolling in the MAED/TED-E program must already possess an undergraduate degree from a regionally accredited institution as a requirement for admission. The University also conducts a transcript evaluation to determine candidates' ability to meet specific content course work requirements, as documented in the Idaho Standards for Initial Certification of Professional School Personnel handbook. The site review team interviewed the individual who oversees the transcript evaluation process for

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

education programs and additional written documentation to support this process was provided in the Response to Feedback report submitted in August 2006. Candidates' transcripts must include the following:

- Twelve (12) semester credit hours (18 quarter) of English, including composition and literature
- Twelve (12) semester credit hours (18 quarter) of social science, including U.S. History and/or American (Federal) government (***psychology will not satisfy this requirement***). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography.
- Eight (8) semester credit hours, (12) quarter, in two (2) or more areas of natural science. The three (3) natural science areas are: Biological Science, Physical Science and Earth Science.
- Three (3) semester credit hours, (4 quarter), of fine arts (music or art) department course work.
- Six (6) semester credit hours, (9 quarter), in math department course work.
- Three (3) semester credit hours, (4 quarter), in the content or methods of physical education and/or health education, exclusive of activity classes.

In addition to the undergraduate degree and transcript evaluation, candidates' content knowledge is evaluated through passing scores on the state-mandated Praxis II content knowledge exam, evaluation of content knowledge in assignments related to lesson plans/unit plans, performance assessments during field experience and student teaching, and a culminating Teacher Work Sample project during student teaching.

10. Standard 1.2 - Since there are no candidates who have completed the elementary program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make subject matter meaningful to students.

University Response:

The University is requesting program approval prior to enrolling candidates, as required by Idaho regulations. An initial site visit was conducted to review program materials and address questions related to the institution's plan to provide programs which meet the Idaho Standards. Future site visits will provide reviewers with the opportunity to interview students, faculty, and local practitioners who have worked with our candidates.

This program has been reviewed numerous times by agencies of other states to verify content knowledge and pedagogical knowledge. Our most recent review was conducted by the Arizona Department of Education in October 2006. This program received a recommendation for full, five year approval, the highest level of approval awarded. In addition, our institution participated in a national accreditation visit by the Teacher Education Accreditation Council (TEAC) in December 2006. This comprehensive visit reviewed programs across states and a final accreditation decision is pending.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

11. *Standard 2.1 - There is insufficient evidence that candidates will have adequate understanding of how young children and early adolescents learn and develop.*

University Response:

The State Review Team report noted the following:

The unit does provide ample documentation that teacher candidates will be able to demonstrate an adequate understanding of how students learn and develop through the coursework provided following entrance into the certification program. The unit offers Child and Adolescent Development, a course that specifically addresses such knowledge. In addition, the unit indicates fourteen other courses that include aspects of student learning and development. The program field experience matrix indicates candidates will use this knowledge to develop appropriate activities for specific age groups. Rubrics are in place to evaluate candidates on the teaching process and are specifically geared to ensure lessons are developmentally appropriate.

Due to lack of candidates, the unit has no evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.

The team documented that the program does “provide ample documentation that teacher candidates will be able to demonstrate an adequate understanding of how students learn and develop”; however, the area of concern seems to focus on the lack of student interaction/observation to confirm that knowledge and skills have been mastered. It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

MASTER OF ARTS IN EDUCATION, TEACHER EDUCATION, SECONDARY (MAED/TED-S)

University Response:

The University of Phoenix applied for approval of its Master of Arts in Education, Teacher Education, Secondary program. This is a post-baccalaureate Master degree program which is comprised of professional preparation course work designed to provide candidates with the pedagogical knowledge and skills needed as an entry-level teacher. Candidates already have an undergraduate degree from a regionally accredited institution as per our own admissions requirements.

The University also conducts a transcript evaluation to determine candidates' ability to meet specific content course work requirements, as documented in the Idaho Standards for Initial Certification of Professional School Personnel handbook. The site review team interviewed the individual who oversees the transcript evaluation process for education programs and additional written documentation to support this process was provided in the Response to Feedback report submitted in August 2006. Secondary candidates must meet the following requirements:

Students in the MAEd/TED-Secondary program must have preparation in at least two fields of secondary teaching: a major of at least 30 semester (45 quarter) credit hours **AND** a minor subject of at least 20 semester (30 quarter) credit hours.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

OR

A major of at least 45 semester (68 quarter) credits in a single subject area may be used in lieu of a major or minor field. Majors/minors in the following areas are acceptable:

- American Government
- American Studies
- Anthropology
- Biological Science
- Business Technology Education
- Chemistry
- Communication
- Composition
- Creative Writing
- Earth Science
- Economics
- English
- Environmental Science
- Geography
- Geology
- History
- Life Science
- Literature
- Marketing Technology Education
- Mathematics – Basic
- Mathematics – Standard
- Natural Science
- Philosophy
- Physical Science
- Physics
- Political Science
- Psychology
- Reading
- Secondary Language Arts
- Social Studies
- Sociology
- Sociology/Anthropology
- Speech
- State History/Government

In addition to the undergraduate degree and transcript evaluation, candidates' content knowledge is evaluated through passing scores on the state-mandated Praxis II content knowledge exam, evaluation of content knowledge in assignments related to lesson plans/unit plans, performance assessments during field experience and student teaching, and a culminating Teacher Work Sample project during student teaching.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

The State Review Team denied approval for twelve separate content-specific degree programs; none of which exists at the University of Phoenix. Our program model is designed to provide pedagogical knowledge, not content knowledge, for bachelor's prepared individuals. This model has proven successful in numerous states over the past thirteen years and has assisted thousands of individuals to re-career into the teaching field. The University has multiple measures in place which require candidates to document and demonstrate content knowledge, as noted above. The University is requesting approval of a program that provides the re-careering, adult student with the professional preparation needed to supplement their existing content knowledge.

Each of the findings and noted 'areas of improvement' documented by the review team are noted below.

English Language Arts

Areas of Improvement (Noted by State Review Team):

- 1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
- 2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of English subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful, in the program.

- 5. Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.*
- 7. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.*
- 8. Standard 8.1 - There is insufficient evidence to show that teacher candidates will be able to assess student learning.*
- 9. Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.*

University Response:

The State Review document noted that the "enhancement standard for English language arts was not addressed in the self-report". That is accurate. The University is not seeking approval for an English language arts content degree. A Program Matrix (on CD) was

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

provided in the original program approval submission which demonstrated how the MAED/TED programs are designed to meet the Idaho Core Teacher Standards, through course work, field experience, and multiple assessment measures. In addition, a matrix was provided in the original application which identified specific course topics/objectives and their alignment to the Idaho Core Teacher Standards. The Program Matrix (CD) and standards matrix have been provided with this rejoinder for further consideration. The University believes this documentation, along with evidence and clarification provided at the site visit, demonstrate our ability to provide candidates with a program that will provide them with the knowledge and skills required for entry-level teachers. The initial approval of these programs is based on the institution's ability to provide a plan for implementing a program which is aligned to and designed to address the Idaho Core Teacher Standards and such evidence has been provided.

- 10. Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 8.2 and 9.2.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Mathematics

Areas of Improvement(Noted by State Review Team):

- 3. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
- 4. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of Mathematics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

- 5. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.*
- 6. Standard 11.1 – There is insufficient evidence to show that teacher candidates demonstrate an adequate understanding of significant mathematical connections.*

University Response:

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

The State Review document noted that the “enhancement standard for (content area) was not addressed in the self-report”. That is accurate. The University is not seeking approval for a content degree. A Program Matrix (on CD) was provided in the original program approval submission which demonstrated how the MAED/TED programs are designed to meet the Idaho Core Teacher Standards, through course work, field experience, and multiple assessment measures. In addition, a matrix was provided in the original application which identified specific course topics/objectives and their alignment to the Idaho Core Teacher Standards. The Program Matrix (CD) and standards matrix have been provided with this rejoinder for further consideration. This documentation, along with evidence and clarification provided at the site visit, demonstrate our ability to provide candidates with a program that will provide them with the knowledge and skills required for entry-level teachers. The initial approval of these programs is based on the institution’s ability to provide a plan for implementing a program which is aligned to and designed to address the Idaho Core Teacher Standards and such evidence has been provided.

7. *Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 4.2 and 11.2.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Science Foundation

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the science foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of science subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

3. *Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.*

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

4. *Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.*
3. *Standard 6.1 - There is insufficient evidence to show that teacher candidates will demonstrate adequate communication skills.*
4. *Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.*
5. *Standard 11.1 - There is insufficient evidence to show that teacher candidates will be able to create a safe learning environment.*
6. *Standard 12. 1 - There is insufficient evidence to show that teacher candidates will be able to demonstrate effective use of laboratory/field experiences.*

University Response:

The State Review document noted that the “enhancement standard for (content area) was not addressed in the self-report”. That is accurate. The University is not seeking approval for a content degree. A Program Matrix (on CD) was provided in the original program approval submission which demonstrated how the MAED/TED programs are designed to meet the Idaho Core Teacher Standards, through course work, field experience, and multiple assessment measures. In addition, a matrix was provided in the original application which identified specific course topics/objectives and their alignment to the Idaho Core Teacher Standards. The Program Matrix (CD) and standards matrix have been provided with this rejoinder for further consideration. This documentation, along with evidence and clarification provided at the site visit, demonstrate our ability to provide candidates with a program that will provide them with the knowledge and skills required for entry-level teachers. The initial approval of these programs is based on the institution’s ability to provide a plan for implementing a program which is aligned to and designed to address the Idaho Core Teacher Standards and such evidence has been provided.

7. *Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 6.2 and 9.2.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Biology

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of biology subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make biology meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Chemistry

Areas of Improvement:

1. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
2. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of earth and space science subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

3. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make earth and space science meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Physics

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of physics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make physics meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Social Studies

Areas of Improvement:

1. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

2. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of social studies subject matter and structure.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

3. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make social studies meaningful to students.*
4. *Standard 2.1 – There is insufficient evidence to show that teacher candidates will be able to demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social and personal development.*
7. *Standard 2.2 – There is insufficient evidence to show that teacher candidates will be able to provide opportunities for students to perform community service.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Economics

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of economics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make economics meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Geography

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of geography subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make geography meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Government/Civics

Areas of Improvement:

1. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

2. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of government/ civics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

4. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make government/civics meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

History

Areas of Improvement:

3. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
4. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of history subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make history meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.	MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary) Examine the content and skills associated with history and social science instruction. Compare and contrast the different content areas that comprise history and social science. Examine ways in which history and social science may fit within an elementary curriculum. Compare and contrast several history and social science P-8 curriculum models. Integrate history and social science instruction with other content areas. Create lessons that require students to utilize critical thinking and study skills. Explain how to use questioning for critical thinking. Create lessons that incorporate strategies for active learning. Construct themes and content connections for integrated units of study.	1A: Knowledge of Content and Pedagogy

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
<p>1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)</p>	<p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Identify the specific content and process standards in P-8 mathematics and science.</p> <p>Analyze the process for successful problem-solving.</p> <p>Analyze strategies for facilitating problem-solving activities.</p> <p>Apply questioning techniques and learning activities that elicit, engage, and challenge a student's thinking.</p> <p>Evaluate the key components of inquiry-based learning.</p> <p>Use appropriate cooperative learning strategies in the teaching of mathematics and science.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>Develop an integrated unit involving mathematics, science, technology and other content areas as appropriate.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Describe the importance of visual and performing arts in the P-8 curriculum.</p> <p>Use appropriate vocabulary to identify and describe components of visual and performing arts.</p> <p>Create a lesson plan for each area of visual, movement, music, and theater arts.</p> <p>Create a unit of study that integrates visual or performing arts with at least one other content area.</p>	<p>1A: Knowledge of Content and Pedagogy</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)	<p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Identify the framework content for physical education and health.</p> <p>Examine ways in which physical education and health fit within the elementary curriculum.</p> <p>Analyze instructional techniques and methods for the health curriculum.</p> <p>Analyze instructional techniques and methods for the physical education curriculum.</p> <p>Construct themes and content connections for integrated units of study.</p> <p>Design an integrated instructional unit.</p> <p>Demonstrate an age-appropriate integrated lesson that is focused on a key content area of physical education and health.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Analyze the development of mathematics education in the United States and how it relates to the contemporary classroom.</p> <p>Develop effective strategies for small group instruction.</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Implement strategies for teaching effective lessons through the use of problem-solving techniques.</p> <p>Use questioning techniques that develop students' higher order thinking skills.</p> <p>Implement writing across the mathematics curriculum.</p>	1A: Knowledge of Content and Pedagogy

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: English/Language Arts (Secondary)</p> <p>Utilize state and national standards to create lesson plans and develop units of study.</p> <p>Define the developmental stages of writing.</p> <p>Analyze the elements of an effective writing workshop and adapt those elements to meet student needs.</p> <p>Identify the diverse needs of students at different reading levels.</p> <p>Develop strategies for helping students become reflective readers.</p> <p>Define the skills students must develop to critically read and respond to a variety of texts.</p> <p>Develop strategies for expanding student literacy through the study of multicultural, genre literature, and literature written by women.</p> <p>Analyze the components of an effective assignment in speech.</p> <p>MAT 547: Curriculum Constructs and Assessment: History/Social Science (Secondary)</p> <p>Identify skills and values that should be developed in social studies classrooms.</p> <p>Identify relevant content standards to use in structuring lessons and units.</p> <p>Integrate the use of literature, other non-textbook resources, and technology into social studies instruction.</p> <p>Integrate writing into social studies instruction.</p> <p>Analyze specific questioning strategies using different levels of questioning for the social studies classroom.</p>	1A: Knowledge of Content and Pedagogy

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)	<p>MAT 548: Curriculum Constructs and Assessment: Science (Secondary)</p> <p>Define science as an academic discipline.</p> <p>Review the history of science education in the United States.</p> <p>Examine national and state science standards.</p> <p>Develop demonstrations and inquiry activities for students to use in a science classroom and/or lab setting.</p> <p>Utilize state and national standards for lesson planning and unit development.</p> <p>Analyze the effects of national and state standards on science curriculum.</p> <p>Prepare students for laboratory and field work.</p>	1A: Knowledge of Content and Pedagogy
2. Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.	<p>MAT 505: Child and Adolescent Development (Elementary and Secondary)</p> <p>Examine the stages of physical development in infancy, early childhood, middle childhood, and adolescence.</p> <p>Examine the stages of cognitive development in infancy, early childhood, middle childhood, and adolescence.</p> <p>Examine the stages of social and emotional development in infancy, early childhood, middle childhood, and adolescence.</p> <p>Examine the development of moral reasoning and self control in early and middle childhood and in adolescence.</p> <p>MAT 548: Curriculum Constructs and Assessment: Science (Secondary)</p> <p>Describe adolescent development and how it impacts lesson design and instructional strategies.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>3A: Communication</p> <p>3B: Student Engagement</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
2. Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: English/Language Arts (Secondary)</p> <p>Define the developmental differences between middle and secondary level students and how this impacts lesson design and instructional strategies.</p>	
3. Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.	<p>MAT 509: Models, Theories, and Instructional Strategies (Elementary and Secondary)</p> <p>Explain how to plan and implement a lesson based on a variety of instructional strategies.</p> <p>Demonstrate how to use various instructional strategies to promote student-centered learning.</p> <p>MAT 515: Instruction and Assessment of English Learners (Elementary and Secondary)</p> <p>Evaluate the impact of culture-related factors used in determining educational strategies and interventions.</p> <p>Demonstrate the ability to develop and incorporate activities that develop listening, speaking, reading, and writing skills across the curriculum.</p> <p>MAT 517: Survey of Special Populations (Elementary and Secondary)</p> <p>Analyze instructional strategies used in adapting learning activities to individual students' needs.</p> <p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Interpret an Informal Reading Inventory (IRI) or Running Record to identify student strengths, weaknesses, and reading level.</p> <p>Implement a program of remediation based on assessment findings.</p> <p>Deliver and evaluate lessons or instructional routines based on continuous diagnostic assessment.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
3. Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (continued)	<p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Examine how personal experiences shape teaching/learning perceptions in the history and social science classroom.</p> <p>Accommodate instruction and assessment for diverse learners.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Analyze the impact that student culture, ideas, learning styles, and mathematics and science dispositions have on mathematics and science instruction.</p> <p>Develop diagnostic, formative, and summative assessments in mathematics and science that are aligned with and guide instruction.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Accommodate instruction and assessment for diverse learners.</p> <p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Examine how to adapt health instruction and assessment for diverse learners.</p> <p>Examine how to adapt physical education instruction and assessment for diverse learners.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Explore alternative teaching strategies to assist students in understanding mathematical concepts and their application.</p> <p>Describe appropriate modifications for special needs students.</p> <p>Apply contemporary learning theories to understand how different students learn mathematics.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
3. Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Define the developmental differences between middle and secondary level students and how this impacts lesson design and instructional strategies.</p> <p>Analyze instructional strategies that meet the learning needs of diverse students.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Elementary)</p> <p>Analyze social studies lessons that meet the needs of diverse learners and take into account multiple learning styles.</p> <p>Identify traditional and alternative instructional strategies to use with middle and high school students.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Evaluate inclusion strategies for diverse learners in the science classroom.</p>	
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning.	<p>MAT 509: Models, Theories, and Instructional Strategies (Elementary and Secondary)</p> <p>Explain how different questioning strategies contribute to learning.</p> <p>Compare and contrast at least three different instructional strategies, such as guided discovery, inquiry learning, and direct instruction.</p> <p>Explain how to plan and implement a lesson based on a variety of instructional strategies.</p> <p>Describe how students' critical thinking skills can be promoted through effective objectives, questioning, and activities.</p> <p>Demonstrate how to use various instructional strategies to promote student-centered learning.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Create comprehension learning activities to use in a tutorial/small group/classroom context.</p> <p>Identify instructional strategies and activities for language acquisition.</p> <p>Examine word attack strategies readers use to process written language for meaning.</p> <p>Examine pre-reading, during-reading, and post-reading activities that enhance comprehension.</p> <p>Identify instructional practices and methods for teaching comprehension.</p> <p>Evaluate pedagogical approaches in vocabulary development.</p> <p>Identify student and teacher behaviors during the various stages of the writing process.</p> <p>Examine the use of effective oral reading practices to support literacy development.</p> <p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Create lessons that require students to utilize critical thinking and study skills.</p> <p>Explain how to use questioning for critical thinking.</p> <p>Create lessons that incorporate strategies for active learning.</p> <p>Construct themes and content connections for integrated units of study.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Analyze the process for successful problem-solving.</p> <p>Analyze strategies for facilitating problem-solving activities.</p> <p>Apply questioning techniques and learning activities that elicit, engage, and challenge a student's thinking.</p> <p>Evaluate the key components of inquiry-based learning.</p> <p>Use appropriate cooperative learning strategies in the teaching of mathematics and science.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>Develop an integrated unit involving mathematics, science, technology and other content areas as appropriate.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Create a lesson plan for each area of visual, movement, music, and theater arts.</p> <p>Create a unit of study that integrates visual or performing arts with at least one other content area.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Apply the stages of human growth and development in P-8 students to healthy lifestyle, self-concept, and wellness.</p> <p>Analyze instructional techniques and methods for the health curriculum.</p> <p>Apply the stages of human growth and development in P-8 students to human movement, skill development, and fitness.</p> <p>Analyze instructional techniques and methods for the physical education curriculum.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Develop effective strategies for small group instruction.</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Implement strategies for teaching effective lessons through the use of problem-solving techniques.</p> <p>Use questioning techniques that develop students' higher order thinking skills.</p> <p>Develop plans for utilizing computers in the mathematics classroom.</p> <p>Analyze appropriate uses of the Internet in the mathematics classroom.</p> <p>Explore alternative teaching strategies to assist students in understanding mathematical concepts and their application.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Analyze the elements of an effective writing workshop and adapt those elements to meet student needs.</p> <p>Develop strategies for helping students become reflective readers.</p> <p>Develop strategies for expanding student literacy through the study of multicultural, genre literature, and literature written by women.</p> <p>Develop strategies for establishing critical reading skills for various mediums.</p> <p>Analyze the role of technology in English/Language Arts instruction.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Analyze the use of a wide variety of teaching strategies in the social studies classroom.</p> <p>Identify traditional and alternative instructional strategies to use with middle and high school students.</p> <p>Integrate the use of literature, other non-textbook resources, and technology into social studies instruction.</p> <p>Integrate writing into social studies instruction.</p> <p>Compare and contrast different levels of questioning using Bloom's Taxonomy.</p> <p>Analyze specific questioning strategies using different levels of questioning for the social studies classroom.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary) Investigate and evaluate various instructional strategies in science education. Develop demonstrations and inquiry activities for students to use in a science classroom and/or lab setting. Identify the elements necessary for a safe science laboratory and classroom. Prepare students for laboratory and field work. Examine the use of computers and other technology in science instruction.	1B: Instructional Planning and Resources 1C: Instructional Design 2C: Creating a Positive Learning Climate 3C: Diversity

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
5. Classroom Motivation and Management Skills: The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.	<p>MAT 521: Maintaining an Effective Learning Climate (Elementary and Secondary)</p> <p>Analyze the guiding principles of a proactive management plan.</p> <p>Demonstrate communication skills that assist students in solving problems and making appropriate choices.</p> <p>Analyze reasons and methods for establishing classroom expectations and procedures according to purpose, age-appropriateness, and ease in implementation.</p> <p>Evaluate time management strategies, including transition time, distribution of materials, and the use of time limits to assist effectively in maintaining continuity within the classroom.</p> <p>Examine methods for involving students in the learning process.</p> <p>Analyze strategies to promote students' participation in the classroom.</p> <p>Describe strategies to enhance student responsibility and social development.</p> <p>Describe a physical environment that engages all students.</p> <p>Analyze how short-term and long-term instructional planning fosters effective classroom management.</p> <p>Utilize differentiated/Individualized instruction to create a classroom environment conducive to learning for all students.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Mathematics (Elementary)</p> <p>Identify specific classroom management issues related to successful teaching when implementing instructional strategies in mathematics and science.</p> <p>Examine a classroom environment that provides opportunities for productive discourse.</p>	<p>2A: Managing Classroom Procedures</p> <p>2B: Managing Student Behavior</p> <p>2C: Creating a Positive Learning Climate</p> <p>3B: Student Engagement</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
5. Classroom Motivation and Management Skills: The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. (continued)	<p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Describe the importance of planning and preparation for visual and performing arts instruction.</p> <p>Analyze issues of classroom management during visual and performing arts instruction.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Establish strategies for creating an effective learning environment.</p> <p>Develop effective strategies for small group instruction.</p> <p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Identify strategies for promoting positive learning environments in English/language arts classrooms.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Identify strategies for promoting positive learning environments in social studies classrooms.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify the elements necessary for a safe science laboratory and classroom.</p> <p>Summarize the strategies for effective management in the science classroom.</p>	<p>2A: Managing Classroom Procedures</p> <p>2B: Managing Student Behavior</p> <p>2C: Creating a Positive Learning Climate</p> <p>3B: Student Engagement</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
6. Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.	<p>COM 516: Professional Communications (Elementary and Secondary) Assess effective oral communication skills. Evaluate individual writing strengths and weaknesses.</p> <p>MAT 501: The Art and Science of Teaching (Elementary and Secondary) Demonstrate effective oral and written skills in individual and group work.</p> <p>MAT 509: Models, Theories, and Instructional Strategies (Elementary and Secondary) Explain how different questioning strategies contribute to learning. Compare and contrast at least three different instructional strategies, such as guided discovery, inquiry learning, and direct instruction. Explain how to plan and implement a lesson based on a variety of instructional strategies. Describe how students' critical thinking skills can be promoted through effective objectives, questioning, and activities.</p> <p>MAT 521: Maintaining an Effective Learning Climate (Elementary and Secondary) Identify roadblocks to communication. Demonstrate communication skills that assist students in solving problems and making appropriate choices. Examine methods for involving students in the learning process. Analyze strategies to promote students' participation in the classroom. Describe strategies to enhance student responsibility and social development.</p>	<p>2C: Creating a Positive Learning Climate 3A: Communication 3B: Student Engagement</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
6. Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (continued)	<p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Create lessons that require students to utilize critical thinking and study skills.</p> <p>Explain how to use questioning for critical thinking.</p> <p>Create lessons that incorporate strategies for active learning.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Apply questioning techniques and learning activities that elicit, engage, and challenge a student's thinking.</p> <p>Evaluate the key components of inquiry-based learning.</p> <p>Use appropriate cooperative learning strategies in the teaching of mathematics and science.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Develop effective strategies for small group instruction.</p> <p>Analyze effective motivational techniques for mathematics students.</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Implement strategies for teaching effective lessons through the use of problem-solving techniques.</p> <p>Use questioning techniques that develop students' higher order thinking skills.</p>	<p>2C: Creating a Positive Learning Climate</p> <p>3A: Communication</p> <p>3B: Student Engagement</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
6. Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (continued)	<p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Analyze the use of a wide variety of teaching strategies in the social studies classroom.</p> <p>Identify traditional and alternative instructional strategies to use with middle and high school students.</p> <p>Compare and contrast different levels of questioning using Bloom's Taxonomy.</p> <p>Analyze specific questioning strategies using different levels of questioning for the social studies classroom.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Investigate and evaluate various instructional strategies in science education.</p> <p>Develop demonstrations and inquiry activities for students to use in a science classroom and/or lab setting.</p>	<p>2C: Creating a Positive Learning Climate</p> <p>3A: Communication</p> <p>3B: Student Engagement</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies.	<p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Analyze the reading process.</p> <p>Identify theories and principles on which effective reading is based.</p> <p>Analyze ways to organize and manage diagnostic information.</p> <p>Analyze the relationship of listening, speaking, reading, writing, and thinking.</p> <p>Examine the elements of reading comprehension.</p> <p>Analyze various study strategies and their application.</p> <p>Identify instructional strategies and activities for language acquisition.</p> <p>Examine word attack strategies readers use to process written language for meaning.</p> <p>Analyze print processing techniques and how they relate to developing appropriate and useful reading strategies.</p> <p>Examine pre-reading, during-reading, and post-reading activities that enhance comprehension.</p> <p>Identify instructional practices and methods for teaching comprehension.</p> <p>Evaluate pedagogical approaches in vocabulary development.</p> <p>Describe the stages of the writing process.</p> <p>Identify student and teacher behaviors during the various stages of the writing process.</p> <p>Integrate children's literature into content area instruction.</p> <p>Examine the use of effective oral reading practices to support literacy development.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Examine the content and skills associated with history and social science instruction.</p> <p>Analyze the nature of citizenship education and its potential impact on students.</p> <p>Compare and contrast the different content areas that comprise history and social science.</p> <p>Examine ways in which history and social science may fit within an elementary curriculum.</p> <p>Apply national and state history and social science standards.</p> <p>Create a unit skeleton that includes goals, objectives, essential questions, sample activities, and assessment tasks.</p> <p>Create lessons that require students to utilize critical thinking and study skills.</p> <p>Explain how to use questioning for critical thinking.</p> <p>Create lessons that incorporate strategies for active learning.</p> <p>Construct themes and content connections for integrated units of study.</p> <p>Design an integrated instructional unit.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
<p>7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)</p>	<p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Identify the specific content and process standards in P-8 mathematics and science.</p> <p>Apply national and local mathematics and science standards to instruction and assessment.</p> <p>Analyze the impact that student culture, ideas, learning styles, and mathematics and science dispositions have on mathematics and science instruction.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>Develop an integrated unit involving mathematics, science, technology and other content areas as appropriate.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Describe the importance of visual and performing arts in the P-8 curriculum.</p> <p>Use appropriate vocabulary to identify and describe components of visual and performing arts.</p> <p>Identify the national standards in movement, music, theater, and visual arts.</p> <p>Identify community resources.</p> <p>Examine electronic and print resources.</p> <p>Analyze visual art media and materials appropriate to classroom instruction.</p> <p>Analyze performing arts equipment appropriate to classroom instruction.</p> <p>Create a lesson plan for each area of visual, movement, music, and theater arts.</p> <p>Create a unit of study that integrates visual or performing arts with at least one other content area.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Identify the framework content for physical education and health.</p> <p>Examine ways in which physical education and health fit within the elementary curriculum.</p> <p>Examine state and national physical education and health standards.</p> <p>Apply the stages of human growth and development in P-8 students to healthy lifestyle, self-concept, and wellness.</p> <p>Analyze instructional techniques and methods for the health curriculum.</p> <p>Evaluate materials and resources related to the health curriculum.</p> <p>Apply the stages of human growth and development in P-8 students to human movement, skill development, and fitness.</p> <p>Analyze instructional techniques and methods for the physical education curriculum.</p> <p>Evaluate materials and resources related to the physical education curriculum.</p> <p>Construct themes and content connections for integrated units of study.</p> <p>Design an integrated instructional unit.</p> <p>Demonstrate an age-appropriate integrated lesson that is focused on a key content area of physical education and health.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 542: Curriculum Constructs and Assessment: Reading Methods for Secondary Settings (Secondary)</p> <p>Use pre-reading strategies such as anticipation guides, graphic organizers, Pre-P, and K-W-L charts.</p> <p>Use guided reading strategies such as Re-Quest, K-W-L charts, Question-Answer Relationships (QAR), note-taking, reciprocal teaching, and SQ3R.</p> <p>Use post-reading and study strategies such as semantic mapping, graphic organizers, Venn diagrams, outlining, and summaries.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Construct an instructional unit.</p> <p>Develop effective and functional lesson plans.</p> <p>Apply state standards to lesson plans.</p> <p>Investigate effective uses of graphing calculators and mathematics software in the classroom.</p> <p>Develop plans for utilizing computers in the mathematics classroom.</p> <p>Analyze appropriate uses of the Internet in the mathematics classroom.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Utilize state and national standards to create lesson plans and develop units of study.</p> <p>Analyze the elements of an effective lesson plan that integrates assessment strategies.</p> <p>Examine strategies for building students' comprehension and vocabulary skills in reading.</p> <p>Develop strategies for helping students become reflective readers.</p> <p>Utilize state standards to define the skills students must develop to critically read and respond to a variety of texts.</p> <p>Develop strategies for expanding student literacy through the study of a wide variety of genre.</p> <p>Develop strategies for establishing critical reading skills for various mediums.</p> <p>Analyze the role of technology in English/language arts instruction.</p> <p>Define the developmental stages of writing.</p> <p>Analyze the elements of an effective writing workshop and adapt those elements to meet student needs.</p> <p>Analyze the components of an effective speech.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Identify relevant content standards to use in structuring lessons and units.</p> <p>Develop essential questions in order to focus a standards-based unit of study.</p> <p>Select appropriate standards for chosen learning goals.</p> <p>Analyze the use of standards-based teaching and learning strategies when constructing social studies lessons and units.</p> <p>Write lesson plans that provide clear instructions for conducting social studies lessons.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify the components of a science unit.</p> <p>Analyze the elements of an effective lesson plan or unit, including assessment.</p> <p>Utilize state and national standards for lesson planning and unit development.</p> <p>Analyze the effects of national and state standards on science curriculum.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
8. Assessment of Student Learning: The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.	<p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Analyze ways to organize and manage diagnostic information.</p> <p>Interpret an Informal Reading Inventory (IRI) or Running Record to identify student strengths, weaknesses, and reading level.</p> <p>Investigate the use of informal assessments.</p> <p>Implement a program of remediation based on assessment findings.</p> <p>Analyze methods of evaluating phonics mastery.</p> <p>Deliver and evaluate lessons or instructional routines based on continuous diagnostic assessment.</p> <p>Compare and contrast methods for evaluating student writing, including analytic scoring.</p> <p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Create assessments that appropriately match the established objectives and include performance-oriented tasks.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Evaluate assessment techniques, tools, and strategies used to evaluate student learning in mathematics and science.</p> <p>Develop diagnostic, formative, and summative assessments in mathematics and science that are aligned with and guide instruction.</p> <p>Determine the need for ongoing mathematics and science program evaluation.</p>	1D: Assessment

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
8. Assessment of Student Learning: The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (continued)	<p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Create assessments that appropriately match established lesson objectives.</p> <p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Create assessments that match established objectives and include performance-oriented tasks.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Evaluate the characteristics of effective mathematics assessment.</p> <p>Compare and contrast assessment strategies, including traditional and authentic assessment.</p> <p>Develop the skills for constructing open-ended assessments.</p> <p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Analyze the elements of an effective lesson plan that integrates assessment strategies.</p> <p>Analyze the use of rubrics in teaching and evaluating writing.</p> <p>Create a rubric for evaluating speeches.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Identify the goals of assessment in the social studies classroom and the different means of assessing student learning.</p> <p>Evaluate effective assessment strategies for the social studies classroom.</p> <p>Develop standards-based assessments appropriate for the standards-based social studies classroom.</p>	1D: Assessment

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
8. Assessment of Student Learning: The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (continued)	<p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify various strategies for assessing learning outcomes.</p>	1D: Assessment
9. Professional Commitment and Responsibility: The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.	<p>MAT 501: The Art and Science of Teaching (Elementary and Secondary)</p> <p>Examine the professionalization of teaching in the United States.</p> <p>Determine how a teacher's personal background, experiences, and characteristics affect his/her teaching methods and learning styles.</p> <p>Explain how the professional educator's role encompasses parent/community involvement, professional practice, and reflection.</p> <p>MAT 516/518: Student Teaching Seminar I: The Professional Educator (Elementary and Secondary)</p> <p>Analyze the characteristics of the professional educator.</p> <p>Develop a professional growth plan.</p> <p>Evaluate how technology can be used to enhance productivity and professional practice.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Analyze the characteristics of a professional mathematics teacher.</p> <p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Describe the role and function of an English/language arts professional.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify opportunities for professional growth and development.</p>	<p>4B: Professionalism</p> <p>4C: Reflection</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
10. Partnerships: The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.	<p>MAT 515: Instruction and Assessment of English Learners (Elementary and Secondary)</p> <p>Analyze the link between home, school, and community to enhance collaboration between families and educators in the educational process.</p> <p>MAT 517: Survey of Special Populations (Elementary and Secondary)</p> <p>Identify support services, personnel, community resources, and agencies available to provide educational resources.</p> <p>MAT 521: Maintaining an Effective Learning Climate (Elementary and Secondary)</p> <p>Describe strategies to enhance cooperation between parents and teachers.</p> <p>Apply planning and communication skills in preparing for a parent/teacher/student conference.</p> <p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Examine the value and importance of parental support and involvement in literacy development.</p> <p>MAT 591/592: Elementary and Secondary Student Teaching II (Elementary and Secondary)</p> <p>Examine relations within the school among teachers, colleagues, administrators, support staff, and students.</p> <p>Analyze the importance of involving the family and the community in the educational environment.</p> <p>Analyze attributes of an effective parent/teacher conference.</p>	4A: Parent and Community Involvement

THIS PAGE LEFT INTENTIONALLY BLANK

Professional Standards Commission



University of Phoenix, College of Education
March 8, 2007

Introduction

Per the PSC meeting on March 8, 2007 10:30am the University of Phoenix is submitting the supporting documentation for the following programs.

Masters of Arts Education/Teacher Education Secondary

- Idaho Standard Secondary Certificate
 - Mathematics (6-12)
 - Natural Science – Foundations (6-12)
 - Biology
 - Earth and Space Science
 - Chemistry
 - Physics
 - Social Studies – Foundations (6-12)
 - American Government/Civics
 - Economics
 - History
 - Geography
 - English Language Arts (6-12)

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

ENGLISH (6-2) Twenty (20) semester credit hours including: LINGUISTICS/GRAMMAR: three (3) semester credit hours AMERICAN LITERATURE: three (3) semester credit hours ENGLISH LITERATURE: three (3) semester credit hours ADVANCED COMPOSITION: six (6) semester credit hours, EXCLUDING the introductory sequence SOME COURSEWORK IN WRITING METHODS FOR TEACHERS OF SECONDARY STUDENTS The remaining credit hours MUST be completed within the English department.	Courses to Meet the Requirement
	Course Deficiencies

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

**UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID**

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

BIOLOGICAL SCIENCE (612) Twenty (20) semester credit hours to include at least: BOTANY: six (6) semester credit hours ZOOLOGY: six (6) semester credit hours CHEMISTRY (6-12) Twenty (20) semester credit hours in the area of Chemistry. GEOLOGY (6-2) Twenty (20) semester credit hours in the area of Geology. PHYSICS (6-2) Twenty (20) semester credit hours in the area of Physics	Courses to Meet the Requirement
	Course Deficiencies

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

MATHEMATICS (6-12) Twenty (20) semester credit hours including coursework in each of the following areas: GEOMETRY LINEAR ALGEBRA DISCRETE MATHEMATICS PROBABILITY AND STATISTICS CALCULUS – MINIMUM of three (3) semester credit hours Statistics coursework may be taken from a department other than the Mathematics department.	Courses to Meet the Requirement
	Course Deficiencies

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

--	--

UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

SOCIAL STUDIES (6-12) Must have an endorsement in: AMERICAN GOVERNMENT/POLITICAL SCIENCE ECONOMICS HISTORY SOCIOLOGY PSYCHOLOGY, or GEOGRAPHY Plus a minimum of twenty (20) semester credit hours of which the following are REQUIRED :	Courses to Meet the Requirement
	Course Deficiencies

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

a **MINIMUM** of six (6) semester credit hours of
general U.S. History Survey;
a **MINIMUM** of three (3) semester credit hours of
AMERICAN GOVERNMENT
The remaining semester credit hours **MUST**
include work from **all** of the following areas:
GEOGRAPHY
ECONOMICS
PSYCHOLOGY
SOCIOLOGY
WORLD HISTORY

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES

IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

**SOCIAL STUDIES (6-12)
ENHANCEMENTS**

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION SOCIAL STUDIES STANDARD AND	HISTORY STANDARDS OR	GOVERNMENT AND CIVICS STANDARDS OR	ECONOMICS OR	GEOGRAPHY
Knowledge 1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities). 2. The teacher understands the ways various governments and societies have changed over time. 3. The teacher understands ways in which independent and interdependent systems of trade and production develop. 4. The teacher understands the impact that cultures, religions, technologies, vision/structure for social	Knowledge 1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration). 2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation. 3. The teacher understands how international relations impacted the development of the United States. 4. The teacher understands how significant conflicts defined and continue to define the United States. 5. The teacher understands the political, social, cultural, and economic development of the United States. 6. The teacher understands the political, social, cultural, and economic development of the	Knowledge 1. The teacher understands the relationships between civic life, politics, and government. 2. The teacher understands the foundations and principles of the United States political system (e.g., <u>origins</u> of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, and diverse populations). 3. The teacher understands the organization and formation of the United States government, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution. 4. The teacher understands the	Knowledge 1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, price influences, credit/debt, market incentives, interest rate, free market, and imports/exports). 2. The teacher understands the role of money as a medium of exchange. 3. The teacher understands the influences on economic systems (e.g., culture, values, belief systems, environmental and geographic impacts, technology, and governmental decisions). 4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, entrepreneurship, stock markets, banking	Knowledge 1. The teacher understands the spatial organization of peoples, places, and environments. 2. The teacher understands the human and physical characteristics of places and regions. 3. The teacher understands the physical processes that shape and change the patterns of earth's surface. 4. The teacher understands the reasons for the migration and settlement of human populations. 5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions. 6. The teacher understands the characteristics and functions of maps, globes, photographs, satellite images, and models.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

<p>justice, and other factors have on worldwide historical processes.</p> <p>5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.</p> <p>6. The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.</p> <p>7. The teacher understands the principles and processes of a democratic society.</p> <p>8. The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.</p>	<p>peoples of the world, both Western and non-Western.</p> <p>7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.</p>	<p>significance of United States foreign policy (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).</p> <p>5. The teacher understands the role of international relations in shaping the United States political system.</p> <p>6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).</p>	<p>institutions, and labor unions).</p> <p>5. The teacher understands how economic institutions shaped history and influence current economic practices.</p> <p>6. The teacher understands the principles of sound personal finance.</p> <p>7. The teacher understands how to engage students in the application of economic concepts.</p>	
<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

**SCIENCE (6-12)
ENHANCEMENT**

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION SCIENCE STANDARDS AND	BIOLOGY OR	CHEMISTRY OR	EARTH AND GEOLOGY OR	PHYSICS
Knowledge 1. The teacher knows the history and nature of science and scientific theories. 2. The teacher understands that all sciences are related. 3. The teacher understands the concepts of form and function. 4. The teacher understands the interconnectedness among the science disciplines. 5. The teacher understands the process of scientific inquiry. 6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students. 7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.	Knowledge 1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism. 2. The teacher knows the currently accepted taxonomy systems used to classify living things. 3. The teacher understands scientifically accepted theories of how living systems evolve through time. 4. The teacher understands that genetic material and characteristics are passed between generations. 5. The teacher knows biochemical processes that are involved in life functions. 6. The teacher knows that living systems interact with their environment and are interdependent with other systems. 7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue. 8. The teacher understands the	Knowledge 1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy. 2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions. 3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry. 4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry. 5. The teacher knows alternative explanations and models of chemistry concepts.	Knowledge 1. The teacher knows how local events can potentially impact local, regional, and global conditions. 2. The teacher understands the rock cycle and the classification systems for rocks and minerals. 3. The teacher understands the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics. 4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena. 5. The teacher knows earth history as interpreted using scientific evidence. 6. The teacher understands the composition of the earth and its atmosphere. 7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering,	Knowledge 1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world. 2. The teacher understands the major concepts and principles of the basic areas of physics, including mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics. 3. The teacher knows how to apply appropriate mathematical principles of algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics. 4. The teacher understands contemporary physics events and research. 5. The teacher knows multiple explanations and models of

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

	<p>cell as the basis for all living organisms and how cells carry out life functions. .</p> <p>9. The teacher understands how matter and energy flow through living and non-living systems.</p> <p>10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.</p>		<p>alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).</p> <p>8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.</p> <p>9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.</p> <p>10. The teacher understands the flow of energy and matter through earth and astronomic systems.</p> <p>11. The teacher knows the concepts of weather and climate.</p> <p>12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.</p>	<p>physical phenomena and the process of developing and evaluating explanations of the physical world.</p> <p>6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.</p>
<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

***LANGUAGE ARTS (6-12)
ENHANCEMENT***

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION LANGUAGE ARTS STANDARDS

Knowledge

1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.
3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).
5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.
7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.
8. The teacher understands the social and historical implications of print and nonprint media.
9. The teacher understands the history of the English language.
10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.
11. The teacher understands reading as a developmental process.
12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency
<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

***MATH (6-12)
ENHANCEMENT***

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION MATH STANDARDS

KNOWLEDGE

1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Governing Uniformity*

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated. (4-6-05)

**IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Appointment to Professional Standards Commission – Secondary Principal Representative

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND

Idaho Statute sets forth the criteria for membership in the Professional Standards Commission including one representative of the Idaho Association of Secondary School Principals.

DISCUSSION

Nominations were sought for the position. Resumes for interested individuals are attached.

IMPACT

N/A

ATTACHMENTS

Carolyn Rapp, Boise School District	Page 3
Steve Smith, Post Falls School District	Page 7
Randy Schrader, Caldwell School District	Page 9

STAFF RECOMMENDATIONS AND COMMENTS

N/A

BOARD ACTION

A motion to approve _____ as a member of the Professional Standards Committee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE LEFT INTENTIONALLY BLANK

CAROLYN RAPP
5331 E. Softwood Court
Boise, Idaho 83716
(208) 344-9839

Administration Experience:

- 1998 – *Boise High School Assistant Principal*
- *Boise School District (BSD) Grant Committee*
 - *BSD Safe and Inclusive Schools Committee*
 - *BSD Job Classification for Classified Employees Committee*
 - *BSD ISAT 10 Remediation Committee*
 - *BSD High School Redesign Committee*
- 1994 – 98 *Boise Evening School Principal*
- 1993 & 94 *Summer Plus (alternative summer school) Principal*
- 1990 – 93 *Boise Evening School Assistant Principal*
- 1992 *2+2 Alternative Summer School Assistant Principal*

Other Professional Experience:

- 1990 – 98 *Secondary Counselor, Capital High School*
- *Site Based Management Team*
 - *School-to-Work Committee, chairperson*
 - *College Bound Co-Chairperson; College Fair Committee*
- 1991 *2+2 Alternative Summer School Counselor*
- 1986 – 90 *Secondary Counselor, South Junior High School*
- *Idaho School Counselors Association Board of Directors*
 - *Curriculum Writer for Counseling Classroom Units*
 - *BSD Calendar and Homework Policy Committees*
- 1978 – 86 *Science Teacher, West Junior High School*
- *Earth Science Club Founder and Advisor*
 - *President of Idaho Science Teachers Association (ISTA)*
 - *Chairperson of 3 ISTA State Conventions*
 - *Organizer of 2 Aerospace Education Workshops and CAP Airlifts to Kennedy Space Center and Ames Research Center for 50 educators each time*
- 1969 – 70 *Biology Teacher, North Eugene High School – Eugene, Oregon*
- 1967 – 68 *Science & English Teacher, U.S. Military Dependent High School – Germany*

Community Fund-Raising Drives

- *Cancer Drive Area Chairperson, 1975*
- *March of Dimes Area Chairperson, 1973*

Boise Chapter Red Cross – taught Basic First Aid to Cub Scouts and Girl Scouts, 1980-82

Cub Scout Den Leader (1981-82) and Girl Scout Co-Leader (1979-81)

Boise League of Women Voters – board of directors and various offices – 1970-80

Honors:

IASSP 2004 Outstanding Secondary Assistant Principal Award

Professional Intern in Senator James McClure's Washington, D.C. Office, 1985 – one teacher chosen each summer to experience the political, educational and cultural life in the nation's capital.

NEWMAST Participant, 1986- select group of science and math teachers chosen to participate in two-week summer workshop at Ames Research Center, sponsored by NASA and NSTA

Phi Beta Kappa

Mortar Board (president)

Professional Organizations:

IASSP, IASA and NASSP

ASCD

NWEA

Education:

*May, 1989 Education Specialist Degree in School Administration
University of Idaho, Moscow, Idaho*

*Dec., 1984 Counseling Certification – Albertson College of Idaho
Caldwell, Idaho*

*July, 1982 M. Ed. Degree in Educational Administration
University of Idaho, Moscow, Idaho*

*June, 1967 B.A. Degree in Biology – University of Oregon
Eugene, Oregon*

Community and Professional Service:

NWEA (Northwest Women for Educational Action), 1988 – present

- *President, 2000-01*
- *Member of board of director, 1990-2001*

Presenter on sexual harassment curriculum at NW Lab Equity Conference, Portland, OR, 1996

Boise River Festival Volunteer and member of Visitor Services Committee, 1995-2002

AFS Board of Directors and Chairperson of Liaisons for foreign exchange students in Boise area, 1988-1992

- *Host family for Norwegian female exchange student, 1989-90*
- *Host family for German male exchange student, 1987-88*

The Discovery Center Education Committee, 1989-90

Presenter, "Developing a Successful Earth Science Club," at National Science Teachers Association (NSTA) national convention in San Francisco, 1986

NSTA CAG Advisory Board, 1985-88

Boise Education Association

- *Calendar Committee, 1984-90*
- *Faculty Representative, 1982-85*
- *Sabbatical Leave Committee, 1982-84*

Healthwise, Inc. (nonprofit health education agency)

- *President of board of directors, 1980-83*
- *Incorporator and member of board of directors, 1975-90*

Gem Health Association (health maintenance organization)

- *Member of Executive Committee, 1978-79*
- *Chairperson of Member Services Committee, 1978-79*
- *Member of board of directors, 1977-1979*

Boise Cooperative Nursery School, Inc.

- *President of board of directors, 1975-76*
- *Member of board of directors, 1974-76*

Church

- *President of church council, 1987*
- *Member of church council, 1981-1987*
- *Developer and teacher of junior high sex education mini-course, 1983 & 1986, and drug education mini-course, 1984 & 1987*
- *Sunday School Superintendent, 1977-80*
- *Sunday School Teacher, 1973-77, 1983-87*

THIS PAGE LEFT INTENTIONALLY BLANK

STEVE L. SMITH
2832 E. Poleline Ave
Post Falls, Idaho 83877
Cell: (208) 661 - 6436
Work: (208) 773 - 0581

SUMMARY OF QUALIFICATIONS

- *** Initial Superintendent Certificate
- *** Continuing P - 12 Principal Certificate
- *** District Administrator in charge of all Athletic Directors/Finances
- *** Standard (K-12) Teaching Certificate
- *** Educational Staff Associate (ESA) Certificate - (Counseling)
- *** Staff/Student Trainer Certification - (Conflict Resolution)
- *** Intermediate, Middle, and Senior High Experience

AREAS OF EXPERIENCE

Strategic Planning	Site Planning/Action Teams
Alternative Scheduling	Block Scheduling
Personnel Management	Educational Technology
Staff Evaluation	Curriculum Development
Education Reform/CSL	Multi-cultural Involvement
Student Organizations	Public Relations
Discipline/Alternatives	Parent Organizations/Volunteers
Athletic/Activities Management	Master Scheduling
Technology and Education	Fund Raising
Title IX	Career/Guidance
At Risk Students	Career Opportunities
Pupil Services	IDEA Legislation
Shared Decision Making	Gifted/Talented
Facilities Management	Self-Study Process
Building-based Management	School Performance Reports
Building/District Budgeting	Learning Improvement Plans
Recruitment/Hiring	

PRESENT POSITION

Principal
Post Falls High School
Post Falls School District #273
Post Falls, Idaho

AWARDS/HONORS/OFFICES

2002 -2003 Met Life/AWSP state of Washington Middle Level Principal of Year
2002 -2003 President-elect of AWMLP
2000 -2003 AWMLP Eastside Vice President
1998 -2002 AWMLP Regional Director
1993 -1994 President, Greater Yakima Middle Level Principals Association
1990 -1994 State Board Member - Middle Level Curriculum – Greater Yakima
1987 -1988 Winner; Washington Award for Excellence in Education
(Christa McAuliffe Award-Administration)
1987 -1988 Administrator of the Year; Washington Journalism Education
Association
1979 -1980 Governor's Intern Advisory Board (Standards and Practices)

MEMBERSHIPS – Professional

Washington Association of Middle Level Principals
National Association of Secondary School Principals
Washington State Association for Middle Level Education
Association for Supervision and Curriculum Development (ASCD)

MEMBERSHIPS - PERSONAL

Washington State Horseman
International Arabian Horse Association
American Polled Hereford Association

EDUCATION

1999 Certificate Superintendents Credential
Washington State University
Pullman, Washington

1979 Certificate Secondary Principals Credential
Major: Educational Administration
Central Washington University
Ellensburg, Washington

1976 MS/Ed Masters of Science in Education
Major: Counseling and Guidance
Portland State University
Portland, Oregon

1972 BA/Ed Bachelor of Arts in Education
Major: Social Science - Broad Area
Central Washington State College
Ellensburg, Washington

9881 W. Alliance St
Boise, ID 83704

208-697-0404
rschrader3j@msn.com

Randy Schrader

Objective	To work in a progressive school district focused on high student achievement and teacher accountability.		
Experience	2003 - Current	Jefferson Middle School	Caldwell, ID
	Principal		
	<ul style="list-style-type: none">▪ Transitioned the school from a Junior High to a Middle School▪ Improved ISAT test scores▪ Increased staff to provide needed student interventions▪ Reformatted master schedule to increase instruction in Reading and Math		
	2001 - 2003	Jefferson Middle School	Caldwell, ID
	Assistant Principal		
	<ul style="list-style-type: none">▪ Collaborated on District Power Standards.▪ Brought all teachers up to speed and using electronic grade books▪ Shared responsibilities for teacher evaluations		
	1998 - 2001	Parma High School	Parma, ID
	Principal		
	<ul style="list-style-type: none">▪ Awarded Goals 2000 Grant for Online Curriculum writing and Alignment▪ Helped establish COSSA's Professional Technical Academy.▪ Helped revise district wide teacher evaluation plan and form.		
	1995 - 1998	Maranatha Christian School	Boise, ID
	Administrator/Teacher/Head Football Coach		
	<ul style="list-style-type: none">▪ Led committee rewriting and aligning curriculum K - 12.▪ Began all new athletic programs▪ All Athletic Director duties▪ All Administrative duties.		
Degrees Awarded	<ul style="list-style-type: none">▪ B.S., Physical Education, Secondary Ed. 1988▪ MS Educational Administration. 1997		
Special Training	I have expertise in teacher instructional improvement as most of my post Masters Degree coursework deals with improving student performance through increased and focused professional development. I consider myself and expert in technology and building school improvement plans reliant upon data-driven decision making.		

THIS PAGE LEFT INTENTIONALLY BLANK

APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1252. PROFESSIONAL STANDARDS COMMISSION -- MEMBERS -- APPOINTMENT -- TERMS. A professional standards commission is hereby created in the department of education, consisting of eighteen (18) members, one (1) of whom shall be a member of the staff of the state department of education, and one (1) of whom shall be a member of the staff of the division of professional-technical education, to be appointed by the state board of education. The members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

Except for the member from the staff of the state department of education, and the member from the staff of the division of professional-technical education, three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.

The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

THIS PAGE LEFT INTENTIONALLY BLANK

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

INSTITUTION/ AGENCY AGENDA
STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Development of a Memorandum of Understanding between the Department of Education and the Division of Professional-Technical Education for the Division to assume administrative responsibility for Adult Basic Education (including GED), Veterans Education Coordination, and Proprietary school coordination for FY08.

BACKGROUND

The Department has had administrative responsibility for these programs for a number of years. The programs deal exclusively with postsecondary institutions, and therefore do not fit well within the Department's mission. The Division does have a significant postsecondary function and could incorporate these positions into its operations and mission.

DISCUSSION

The Division of Professional-Technical Education is requesting permission to enter into a Memorandum of Understanding with the Department of Education to move the administrative functions and responsibilities, funding including federal appropriation and miscellaneous revenues for ABE, GED, veterans and proprietary schools for FY2008. It is the intent of the Division of Professional-Technical Education to request permission from the Board to include the transfer of these functions, including four FTP and related funding, in the FY2009 budget request. In addition the Division intends to ask for 2 additional FTPs to cover the existing people who are employed in group positions within the Department. The Memorandum of Understanding is necessary as it was not possible to work out all the details after the new administration took office and determined that this was a desirable move in time to submit the proposal to the Board and legislature for the FY08 budget. Rationale for this move includes:

1. Many of the ABE programs are funded through the technical colleges. The Division already has relationships with those colleges including a regular funding process that could simplify record keeping for the institutions.
2. The ABE programs work collaboratively with the technical college counseling centers and Centers for New Directions. The Division has people who are working with those groups on a regular basis.
3. The Division has a significant role in educating adults. The working environment would be one in which ABE state staff could work supportively and

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

collaboratively. This could expand the ability of the state to improve ABE services.

4. ABE is funded through the Office of Vocational and Adult Education which is also the Office that funds career-technical education. The Division has a long and successful history of working with this office. In many states the responsibility for ABE lies with the CTE director.

5. All of the veterans programs are at the postsecondary level and most of them deal with professional-technical training. This is equally true for the proprietary schools.

IMPACT

Expand the Division of Professional-Technical Education's role in providing ABE (including GED), veteran's education oversight and proprietary school oversight. It would be the Division's intent to propose significant modifications to the proprietary school oversight process.

STAFF COMMENTS AND RECOMMENDATIONS

The staff recommends approval of the Division of Professional-Technical Education's request to develop a Memorandum of Understanding with the Department of Education.

BOARD ACTION

A motion to approve a Memorandum of Understanding with the Department of Education and the Division of Professional-Technical Education to move Veterans Education Coordination, and Proprietary School coordination including administrative functions and responsibilities, beginning July 1, 2007. Transfer of funding, including federal appropriation and miscellaneous revenues will be done as appropriate through the state fiscal management processes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the development and implementation of a Memorandum of Understanding with the Department of Education and the Division of Professional-Technical Education to move Adult Basic Education and General Education Diploma program coordination including administrative functions and responsibilities, beginning July 1, 2007. Transfer of funding, including federal appropriation and miscellaneous revenues will be done as appropriate through the state fiscal management processes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

TAB	DESCRIPTION	ACTION
FY2008 APPROPRIATIONS		
1	a. Information - Institutions & Agencies b. College & Universities c. Community Colleges d. Professional-Technical Education e. Promise B Scholarship f. Promise A Scholarship	Motions to approve
FY2007 STUDENT FEE & TUITION REPORTS		
2	a. Boise State University b. Idaho State University c. University of Idaho d. Lewis-Clark State College e. Eastern Idaho Technical College	Motions to approve
TUITION WAIVER REPORTS		
3	a. Boise State University b. Idaho State University c. University of Idaho. d. Lewis-Clark State College	Motions to approve
4	BOISE STATE UNIVERSITY Land Swap – Boise School District	Motion to approve
5	BOISE STATE UNIVERSITY Micron Course Fee Arrangement	Motion to approve
6	IDAHO STATE UNIVERSITY Treasure Valley Building Purchase	Motion to approve
7	UNIVERSITY of IDAHO Single Bond System – Future Financing Plans	Motion to approve
8	UNIVERSITY of IDAHO Transfer Gifted Real Property from University of Idaho Foundation	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

TAB	DESCRIPTION	ACTION
9	UNIVERSITY of IDAHO Turf Replacement Project – Kibbie Activity Center	Motion to approve
10	UNIVERSITY of IDAHO Training Room Renovation Project – Kibbie Activity Center	Motion to approve
11	UNIVERSITY of IDAHO Self Funded Health Benefits Plan	Information item
12	DISCUSSION OF POTENTIAL AMENDMENT TO BOARD POLICY Section V.N. - Grants and Contracts	Information item
13	LEWIS-CLARK STATE COLLEGE Property Acquisition	Motion to approve
14	FIRST READING OF AMENDMENT TO BOARD POLICY Section I.E.. – Executive Officers	Motion to approve
15	UNIVERSITY OF IDAHO Transfer of Real Property	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

FY 2008 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.
Various Legislative Appropriation Bills (see list on next page)

BACKGROUND

The 2007 legislative session resulted in appropriation bills for the agencies and institutions of the Board. Amounts contained in legislative appropriations are not the same as were in the Executive Recommendation or agency request. However, legislative budget writers provided support for education and other state responsibilities within the ability of the overall projected revenue climate.

The table on Page 2 lists the FY 2008 appropriation bills of interest to institutions, agencies and employees of the State Board of Education. At the time of agenda preparation, most of the bills had either been signed by the Governor or had passed both houses and were awaiting the Governor's signature.

DISCUSSION

The appropriations listed in the table provide information for those institutions and agencies of the Board.

IMPACT

Appropriation bills provide spending authority for the agencies and institutions of the State Board of Education in FY 2008, allowing them to offer programs and services to Idaho's citizens.

Statewide Issues

The Legislature provided a fully-funded, 5% amount for employee compensation, to be allocated based upon merit. Across-the-board salary increases will not be allowed. Increased funding for employee health insurance benefits was provided; however, negotiations for the FY 2008 contract with the state's health insurance provider will not be finalized until later in the Spring.

Substantial funding for alteration and repair projects for all state agencies was provided; higher education institutions will benefit greatly from these projects which are managed by the Division of Public Works. Other public works funding included \$10.0 million to the University of Idaho for a livestock and environmental studies center, and \$150,000 for a fish culture experiment station.

Lewis Clark State College and the College of Southern Idaho will receive a total of \$21.1 million for additional health sciences buildings on their respective campuses.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

College and Universities/Agricultural Research/Special & Health Programs

With respect to the College and Universities, the employee compensation amount totaled \$13.1 million. The institutions received a total of \$5.2 million for Replacement Capital Outlay items. This allows for timely replacement of aging equipment and vehicles. New program funds for nursing included 4.5 new positions and training mannequins for nursing programs.

The Higher Education Research Council will be able to allocate an additional \$1.56 million in one-time funding for campus-based research projects, in addition to the ongoing \$1.44 million that was also appropriated.

Agricultural Research and Extension received \$500,000 for replacement items.

The two existing community colleges received additional funding for nursing program expansion and off-campus outreach. The nursing enhancements will allow North Idaho College to expand its use of their new Health Sciences building – provided by the state's higher education bond funds – and will allow the College of Southern Idaho to begin to staff its newly-appropriated nursing building.

Additional health-related appropriations included an increase in the number of medical school seats provided University of Washington medical education program. Two additional students will be accepted by the University in fall 2007, bringing the first year class that year to 20. By the end of four years there will be twenty students enrolled in each of the four years.

The Millennium Fund was used to appropriate \$300,000 to the State Board of Education to issue a Request for Proposals for a medical education study for Idaho. This study, funded in Senate Bill 1210, is to be conducted by an outside consultant and managed by the Board staff. The Legislative intent states:

“The State Board of Education shall engage the services of an external, independent consultant to undertake a comprehensive study of the feasibility and viability of offering a medical degree through: (i) a distributive model in partnership with Idaho's public universities and medical community; and (ii) other delivery models the board deems worthy of consideration. Neither the consultant nor the oversight of this study shall be affiliated with any of Idaho's public universities. The consultant shall report its findings to the State Board of Education not later than November 1, 2007. The State Board of Education shall report the findings of the study and make recommendations to the Second Regular Session of the Fifty-ninth Idaho Legislature.”

The Office of the State Board of Education will manage the process used to engage the consultant.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Agencies of the Board

The Board office (OSBE) received substantial additional funding to support the statewide K-12 assessment program, including an FY 2007 Supplemental Appropriation of \$1.7 million related to the overlap of assessment contractors; \$400,000 (one-time) for an alignment study of the new assessment program; and \$465,000 for Cut Scores/Performance Level Descriptors/Class Reports, as identified by the current contractor to make certain the Idaho Assessment test is in compliance with Federal law.

Also included in the OSBE appropriation is \$5.0 million for the first new community college district formed in Idaho, and \$129,900 for two positions which will staff the deaf and blind transition committees.

The Division of Professional Technical Education received almost \$600,000 for Replacement Capital Outlay items for the postsecondary vocational schools, and slightly more than \$300,000 for capacity-building at the postsecondary level. An additional \$225,000 was provided in Occupancy Costs for the new health sciences building at Eastern Idaho Technical College.

Agencies of the Board received additional funding for Replacement Capital Outlay equipment, including \$1.5 million for Idaho Public Television to continue converting its broadcast network to digital format.

The State Department of Education indicated they will provide a separate report on public school and related appropriation matters.

STAFF COMMENTS

The information provided will be published on the State Board of Education web page. The bill numbers are shown as hyperlinks, which will take the internet user directly to the bill on the legislature's web site.

BOARD ACTION

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

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Office of the State Board of Education
FY 2008 Appropriations of Interest to Institutions and Agencies

	General Fund	% Inc. From FY 2007	Total Fund	Bill #
<u>College and Universities</u>				
General Education/Systemwide	\$264,227,700	8.4%	\$399,011,800	HB299
Agricultural Research & Extension	27,665,700	5.9%	32,687,600	HB284
Community College support	23,587,700	6.9%	23,887,700	HB285
Health Education Programs	9,140,100	3.9%	9,668,400	SB1201
Special Programs	10,170,800	2.0%	10,610,800	HB282
<u>Agencies</u>				
Office of the State Board of Education	10,745,700	125.5%	19,507,700	HB283
FY 2007 Supp./Assessment	1,700,000		1,700,000	SB1187
FY 2007 Supp./Deaf & Blind Coord			833,200	HB039
Professional-Technical Education	48,714,300	5.9%	60,215,700	HB286
Idaho School for Deaf and Blind	8,105,300	5.3%	8,431,400	SB1216
Public Broadcasting System	3,279,900	97.8%	4,229,100	SB1215
Idaho Commission for the Libraries	2,879,800	8.1%	4,465,900	SB1200
Historical Society	2,375,900	24.7%	5,355,700	HB257
FY 2007 Supp./Fiscal Mgmt.	117,300		117,300	HB221
FY 2008 Additional/Abe Lincoln Bicentenn.	10,000		10,000	SB1233
Vocational Rehabilitation, Division	8,353,000	3.0%	24,675,300	SB1220
State Department of Education	5,621,500	3.7%	26,149,000	SB1231
<u>Public School Support</u>				
Division of Facilities	12,450,000	126.4%	32,772,600	SB1238
Division of Operations	525,558,000	107.4%	567,802,800	SB1236
Division of Teachers	721,720,900	5.3%	792,414,700	SB1235
Division of Administrators	83,089,900	4.3%	85,240,200	SB1234
Division of Children's Programs	24,545,000	45%	166,468,100	SB1237
<u>Statewide Issues</u>				
Permanent Building Fund (Maintenance Projects only)	0		69,558,900	HB325
Millennium Fund/Medical Education study	0	n/a	300,000	SB1210

Note: Employee compensation amounts are included in the totals for each of the Agencies & Institutions

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

1. Budget Requests

For purposes of Item 1., the community colleges (CSI and NIC), the State Historical Society, and the State Library are included.

a. Submission of Budget Requests

The Board is responsible for submission of budget request for the institutions, school and agencies under its governance to the executive and legislative branches of government. Only those budget requests which have been formally approved by the Board will be submitted to the office to the executive and legislative branches.

b. Direction by the Office of the State Board of Education

The preparation of all annual budget requests is to be directed by the Office of the State Board of Education which designates forms to be used in the process. The procedures for the preparation and submission of budget requests apply to operational and capital improvements budgets.

c. Preparation and Submission of Annual Budget Requests

Annual budget requests to be submitted to the Board by the institutions, school and agencies under Board governance are due in the Office of the State Board of Education on the date established by the executive director.

d. Presentation to the Board

Annual budget requests are formally presented to the designated committee by the chief executive officer of each institution, school or agency or his or her designee. The designated committee will review the requests and provide recommendations to the Board for their action.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

2. Budget Requests and Expenditure Authority

- a. Budget requests must include projected miscellaneous receipts based on the enrollment of the fiscal year just completed (e.g., the FY 2007 budget request, prepared in the summer of 2005, projected miscellaneous receipts revenue based on academic year 2001 enrollments which ended with the Spring 2005 semester).
- b. Approval by the executive director, or his or her designee, as authorized, for all increases and decreases of spending authority caused by changes in miscellaneous receipts is required.
- c. Miscellaneous receipts collected by an institution will not be allocated to another institution. The lump sum appropriation will not be affected by changes in receipts.

3. Operating Budgets (Appropriated)

Availability of Appropriated Funds

- (1) Funds appropriated by the legislature from the State General Account for the operation of the institutions, school and agencies (exclusive of funds for construction appropriated to the Permanent Building Fund) become available at the beginning of the fiscal year following the session of the legislature during which the funds are appropriated, except when appropriation legislation contains an emergency clause.
- (2) These funds are generally allotted periodically or are disbursed on submission of expenditure vouchers to the Office of the State Controller.

b. Approval of Operating Budgets

- (1) The appropriated funds operating budgets for the institutions, school and agencies under Board supervision are based on a fiscal year, beginning July 1 and ending on June 30 of the following year.
- (2) During the spring of each year, the chief executive officer of each institution, school or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the executive director for review and formal approval before the beginning of the fiscal year.

c. Budget Transfers and Revisions

(1) Chief Executive Officer Approval

The chief executive officer of each institution, agency, school, office, or department is responsible for approving all budget transfers.

(2) Allotment and Allotment Transfers

Requests for allotments or changes in allotments are submitted by the institution, school or agency to the Division of Financial Management and copies provided concurrently to the Office of the State Board of Education. (Refer to allotment form in the Fiscal Reference Manual of the Division of Financial Management.) The Office of the State Board of Education will coordinate the request for allotments and changes to allotments for the college and universities.

4. Operating Budgets (Nonappropriated -- Auxiliary Enterprises)

a. Auxiliary Enterprises Defined

An auxiliary enterprise directly or indirectly provides a service to students, faculty, or staff and charges a fee related to but not necessarily equal to the cost of services. The distinguishing characteristic of most auxiliary enterprises is that they are managed essentially as self-supporting activities, whose services are provided primarily to individuals in the institutional community rather than to departments of the institution, although a portion of student fees or other support is sometimes allocated to them. Auxiliary enterprises should contribute and relate directly to the mission, goals, and objectives of the college or university. Intercollegiate athletics and student health services should be included in the category of auxiliary enterprises if the activities are essentially self-supporting.

All operating costs, including personnel, utilities, maintenance, etc., for auxiliary enterprises are to be paid out of income from fees, charges, and sales of goods or services. No state appropriated funds may be allocated to cover any portion of the operating costs. However, rental charges for uses of the facilities or services provided by auxiliary enterprises may be assessed to departments or programs supported by state-appropriated funds.

b. Operating Budgets

(1) Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

(2) All proposed expenditures from accumulated operating reserves in excess of \$50,000 must be reported to the Board at the next scheduled meeting.

5. Operating Budgets (Nonappropriated -- Local Service Operations)

a. Local Service Operations Defined

Local service operations provide a specific type of service to various institutional entities and are supported by charges for such services to the user. Such a service might be purchased from commercial sources, but for reasons of convenience, cost, or control, is provided more effectively through a unit of the institution. Examples are mailing

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

services, duplicating services, office machine maintenance, motor pools, and central stores.

- b. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- c. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

6. Operating Budgets (Nonappropriated -- Other)

- a. The policies and practices used for appropriated funds are used in the employment of personnel, use of facilities, and accounting for all expenditures and receipts.
- b. Reports of revenues and expenditures must be submitted to the State Board of Education at the request of the Board.

7. Agency Funds

- a. Agency funds are assets received and held by an institution, school or agency, as custodian or fiscal agent for other individuals or organizations, but over which the institution, school or agency exercises no fiscal control.
- b. Agency funds may be expended for any legal purpose prescribed by the individual or organization depositing the funds with the institution, school or agency following established institutional disbursement procedures.

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

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.

9. Approval by the Board

Requests for approval of major capital improvement projects must be submitted for Board action. Major capital improvement projects, which are approved by the Board and for which funds from the Permanent Building Fund are requested, are placed in priority order prior to the submission of major capital budget requests to the Division of Public Works.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

FY 2008 College and University Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.S.
House Bill 299

BACKGROUND

The legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs. The Board allocates the lump-sum appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

DISCUSSION

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year base; 2) funds for the Enrollment Workload Adjustment; 3) funds for new occupancy costs; 4) funding of special allocations; and 5) a general allocation based on proportionate share to total budget request.

IMPACT

This action allocates the FY 2008 College and University lump-sum appropriation to the institutions for general education programs, and system-wide needs. The funds allocated along with revenue generated from potential fee increases will establish the operating budgets for the general education program for FY 2008. The FY 2008 Allocation, shown on page 2, consists of the lump-sum appropriation.

STAFF COMMENTS

The allocation of the lump-sum appropriation (HB299) is presented on page 2. In prior years, the Change in Compensation (CEC), has been appropriated in a separate bill. CEC for FY2008 for state agencies, including the college and universities, was included in the appropriation bill for each agency.

BOARD ACTION

A motion to approve the allocation of the FY 2008 legislative appropriations contained in House Bill 299 for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Page 2.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE INTENTIONALLY LEFT BLANK

College and Universities' Allocation

Summary of FY08 C&U Budget Allocation: Based on Appropriation

Includes General Funds, Endowment and Appropriated Student Fees
HB 299

	Boise State	Idaho State	Univ of Idaho	Lewis-Clark	System-wide	TOTAL
1 FY07 Original Appropriation	118,719,800	101,410,900	133,037,900	20,977,400	3,115,000	377,261,000
2 Adjustments:						
3 Recission	(7,500)	(561,600)	(5,200)	(1,400)	0	(575,700)
4 Addl Std Fees/Revenue/Other	2,327,200	0	1,895,500	429,300		4,652,000
5 Remove One-Time Expenditures	(2,126,500)	(1,989,000)	(1,407,600)	(153,500)		(5,676,600)
6 FY08 Budget Base	118,913,000	98,860,300	133,520,600	21,251,800	3,115,000	375,660,700
7						
8 Maintenance Current Operations (MCO):						
9 Benefit Cost Increases (1)	1,118,100	1,030,800	0	370,300		2,519,200
10 General Inflation Adjustments	0	0	0	0		0
11 Capital Replacement Items: (One Time)	1,163,300	2,159,800	1,709,800	165,300		5,198,200
12 Risk Management Costs	11,700	10,500	21,200	2,200		45,600
13 Controller's Fees	25,200	35,400	32,800	35,800		129,200
14 Treasurer's Fees	0	0	0	0		0
15 CEC @ 5.0%	4,320,500	3,671,700	4,393,600	745,200		13,131,000
16 Nonstandard Inflationary Increases						
17 Enrollment Workload Adjustment	0	0	0	0		0
18 Total MCO Increases	6,638,800	6,908,200	6,157,400	1,318,800	0	21,023,200
19						
20 Total MCO	125,551,800	105,768,500	139,678,000	22,570,600	3,115,000	396,683,900
21						
22 Line Items:						
23 Gov's Initiative: Nursing	0	84,600	0	214,400	0	299,000
24 Gov's Initiative: HERC (One-Time)	0	0	0	0	1,560,000	1,560,000
25 Occupancy	103,900	200,000	0	0	0	303,900
26 All Other Line Items (One-Time) (2)	55,000	55,000	0	55,000	0	165,000
27 Total Line Items	158,900	339,600	0	269,400	1,560,000	2,327,900
28						
29 Subtotal: Based on Appropriation	125,710,700	106,108,100	139,678,000	22,840,000	4,675,000	399,011,800
30						
31						
32 % Change from FY07 Original Appropriation						
33 MCO	5.6%	6.8%	4.6%	6.3%	0.0%	5.6%
34 Line Items	0.1%	0.3%	0.0%	1.3%	50.1%	0.6%
35 Total	5.7%	7.1%	4.6%	7.6%	50.1%	6.2%
36						
37 % Change from FY08 Budget Base (3)						
38 MCO	5.6%	7.0%	4.6%	6.2%	0.0%	5.6%
39 Line Items	0.1%	0.3%	0.0%	1.3%	50.1%	0.6%
40 Total	5.7%	7.3%	4.6%	7.5%	50.1%	6.2%

(1) BSU, ISU and LCSC had an insurance premium holiday removed in FY07, UI did not; amounts reflect restoration of those funds

(2) Simulator at \$55k each plus leased space for each institution

(3) Budget Base includes only ongoing items

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: S. Allocation of Lump Sum Appropriation:

February 2006

S. Allocation of Lump Sum Appropriation (BSU, ISU, LCSC, UI)

1. Objectives

- a. The funding process should offer maximum institutional flexibility to allocate funds internally to carry out roles and missions established by the Board.
- b. The funding process should be a straightforward approach that can be used by the Board to express system-wide priorities.
- c. There should be a clear and understandable relationship between institutional needs, the system-wide funding request, the legislative appropriations, the allocation of funds, and the ultimate use of the funds.
- d. The funding process should not penalize institutions as the result of decisions related to the internal allocation of resources by other institutions.
- e. Any incentives that the Board uses in the funding process should be explicit.
- f. The funding process should be applied consistently from year-to-year so that there can be some level of predictability in the allocation as well as increased confidence in the outcome.
- g. The funding process should encourage cooperative programs among institutions.
- h. The funding process should be compatible with the Statewide Plan for Higher Education.

2. Methodology

The allocation shall consist of the total of the lump sum general account appropriation and actual land grant endowment receipts. The allocation shall be made in the following order:

- a. Each institution shall be allocated its base allocation of the prior year.
- b. An Enrollment Workload Adjustment shall be applied to the allocation of each institution. The adjustment shall be calculated as follows:
 - (1) A three-(3) year moving average of credit hours multiplied by the program weights shall be used. The three (3) years to be used shall be those which precede the year

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

of the allocation and shall consist of two (2) years of actual and one (1) year of estimated credit hours.

- (2) Effective with the FY 1990 allocation, credit hours generated from externally funded sources and contracts shall be removed from this adjustment. Credit hours for in-service teacher education shall not be removed.
- (3) The total budget base of the institutions shall be multiplied by 0.67 and divided by the three-(3)year moving average of total weighted credit hours for the prior year. The resultant amount per credit hour shall be multiplied by the change from the prior three-(3)year moving average of weighted credit hours for each institution to calculate the adjustment by institution.
- (4) Program weights are the weighting factors applied to four (4) categories of instructional disciplines with different weight factors by category and course level. The groups and factors follow.

<u>Group I</u> Physical Education Law Letters Library Sciences Mathematics Military Science Psychology Social Sciences	<u>Group II</u> Area Studies Business & Management Education Communications Home Economics Public Affairs Interdisciplinary Studies
<u>Group III</u> Agricultural & Natural Resources Architecture & Environmental Design Biological Sciences Fine & Applied Arts Foreign Languages Physical Sciences	<u>Group IV</u> Engineering Health Professions Computer & Information Sciences

The weighting factors for the above categories are as follows:

<u>Course Level</u>	<u>Category</u>			
	I	II	III	IV
Lower Division	1.00	1.30	1.60	3.00
Upper Division	1.50	1.90	2.50	3.50
Masters	3.50	3.50	6.00	6.50
Doctoral	5.00	6.25	7.50	10.00
Law	3.50	--	--	--

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

An additional five percent (5%) emphasis factor is given to the Primary Emphasis areas at each institution. These areas are:

<u>Boise State University</u> Business Social Science (includes Economics) Public Affairs Performing Arts (excluding Art) Education Engineering	<u>Idaho State University</u> Health Professions Biological Sciences Physical Sciences Education
<u>University of Idaho</u> Agriculture Forestry Mines Engineering Architecture Law Foreign Languages Education	<u>Lewis-Clark State College</u> Business Criminal Justice Nursing Social Work Education

- c. Operations and maintenance funds (custodial, maintenance, and utilities) for new, major general education capital improvement projects shall be allocated to affect institutions.
- d. Decision units above the base shall be consistent with the legislative budget request. The allocation of these decision units to the institutions shall be based on the proportionate share of each institution in the total budget request for these decision units applied to the increase in appropriations above the base excluding special allocations.
- e. The Board may also allocate funds for special activities or projects at the discretion of the Board.

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 299

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS FOR GENERAL EDUCATION PROGRAMS AT BOISE STATE UNIVERSITY, IDAHO STATE UNIVERSITY, LEWIS-CLARK STATE COLLEGE, THE UNIVERSITY OF IDAHO AND FOR THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2008; ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING THE STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND STAFF TURNOVER; REAPPROPRIATING CERTAIN UNEXPENDED AND UNENCUMBERED BALANCES; AND EXPRESSING LEGISLATIVE INTENT REGARDING OCCUPANCY COSTS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, and the Office of the State Board of Education the following amount to be expended for the designated programs from the listed funds for the period July 1, 2007, through June 30, 2008:

FOR:	
General Education Programs	\$399,011,800
FROM:	
General Fund	\$264,227,700
Agricultural College Endowment Fund	725,000
Charitable Institutions Endowment Fund	688,500
Normal School Endowment Income Fund	2,310,000
Scientific School Endowment Income Fund	2,138,000
University Endowment Income Fund	1,990,000
Unrestricted Fund	103,629,900
UI Restricted Fund	<u>23,302,700</u>
TOTAL	\$399,011,800

SECTION 2. SYSTEMWIDE PROGRAMS. Of the amount appropriated from the General Fund in Section 1 of this act, an amount not to exceed \$100,000 shall be used by the Office of the State Board of Education for systemwide needs; an amount not to exceed \$1,440,000 may be used for the mission and goals of the Higher Education Research Council; an amount not to exceed \$1,560,000 in one-time funds for competitive research grants to be awarded by the Higher Education Research Council; an amount not to exceed \$1,575,000 may be used for the competitive Idaho Technology Incentive Grant Program to foster innovative learning approaches using technology, and to promote the Idaho Electronic Campus; and an amount not to exceed \$500,000 may be used for teacher preparation activities associated with Idaho's Comprehensive Literacy Act.

SECTION 3. PERSONNEL TURNOVER. The State Board of Education shall continue to provide a standardized system for tracking and reporting meaningful data about faculty, nonfaculty exempt, and classified staff turnover at the state's institutions of higher education. These statistics shall be available

1 to the Division of Financial Management and the Legislative Services Office no
2 later than November 1 of each year.

3 SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the
4 State Board of Education and the Board of Regents for the University of Idaho
5 for Boise State University, Idaho State University, the University of Idaho,
6 Lewis-Clark State College, and the Office of the State Board of Education, any
7 non-General Fund unexpended and unencumbered balances from fiscal year 2007,
8 to be used for nonrecurring expenditures for the period July 1, 2007, through
9 June 30, 2008.

10 SECTION 5. It is legislative intent that no further occupancy costs for
11 postsecondary institutions shall be funded by the Legislature until a written
12 policy has been established which sets forth the eligibility criteria and for-
13 mula by which occupancy costs are to be calculated.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

This is the fiscal year 2008 appropriation for Idaho's 4-year College & Universities in the amount of \$399,011,800.

Statement of Purpose
RS16384C1

This is the fiscal year 2008 appropriation for the college and universities.

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2007 Original Appropriation	3,720.34	243,726,400	133,534,600	0	377,261,000
Reappropriations	0.00	0	37,385,400	0	37,385,400
Other Approp Adjustments	0.00	0	0	0	0
FY 2007 Total Appropriation	3,720.34	243,726,400	170,920,000	0	414,646,400
Non-Cognizable Funds and Transfers	96.84	0	4,652,000	0	4,652,000
Expenditure Adjustments	0.00	0	(575,700)	0	(575,700)
FY 2007 Estimated Expenditures	3,817.18	243,726,400	174,996,300	0	418,722,700
Removal of One-Time Expenditures	0.00	0	(43,062,000)	0	(43,062,000)
Base Adjustments	0.00	0	0	0	0
FY 2008 Base	3,817.18	243,726,400	131,934,300	0	375,660,700
Benefit Costs	0.00	1,908,000	611,200	0	2,519,200
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	3,206,100	1,992,100	0	5,198,200
Statewide Cost Allocation	0.00	174,800	0	0	174,800
Change in Employee Compensation	0.00	12,884,500	246,500	0	13,131,000
FY 2008 Program Maintenance	3,817.18	261,899,800	134,784,100	0	396,683,900
Line Items					
College and Universities					
1. Salary Competitiveness	0.00	0	0	0	0
2. New Programs	4.50	299,000	0	0	299,000
3. Occupancy Costs	3.92	303,900	0	0	303,900
4. Graduate Assistants	0.00	0	0	0	0
5. Infrastructure & Maintenance	0.00	0	0	0	0
6. Governor's Initiative: Nursing	0.00	165,000	0	0	165,000
7. Governor's Initiative: HERC	0.00	1,560,000	0	0	1,560,000
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2008 Total	3,825.60	264,227,700	134,784,100	0	399,011,800
Chg from FY 2007 Orig Approp.	105.26	20,501,300	1,249,500	0	21,750,800
% Chg from FY 2007 Orig Approp.	2.8%	8.4%	0.9%		5.8%

Line Item #2 provides one faculty position for Idaho State University's Boise Fast Track nursing program; and 3 nursing faculty positions and a half-time position for Lewis-Clark State College.

Line Item #3 provides \$103,900 for occupancy costs for BSU's new Interactive Learning Center; and \$200,000 for occupancy costs for ISU's new Rendezvous Center.

Line Item #6 provides one-time funding for the purchase of one simulator mannequin each for BSU, ISU and LCSC.

Line Item #7 provides additional one-time funding for competitive research grants.

Contact: Matt Freeman 334-4740
 Legislative Services Office, Budget & Policy Analysis
 Statement of Purpose/Fiscal Note

Bill No. _____

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

Allocation of FY 2008 General Fund Appropriation for Community Colleges

REFERENCE

June 2006 Board approved a process for distributing the FY 2007 State General Fund appropriation between North Idaho College (NIC) and the College of Southern Idaho (CSI)

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 285 (2007 Session)

BACKGROUND

The legislature makes an annual appropriation to the State Board of Education for community college support. Traditionally, an informal agreement between the presidents of the two colleges resulted in the allocation of state General Funds equally (50%/50%) between CSI and NIC.

In June, 2006, the Board approved the process for distributing the FY 2007 State General Fund appropriation between NIC and CSI. The Board noted that as the state continues to debate the need for more community colleges in Idaho it is possible the status quo will change. Should that happen, the distribution process would be renegotiated. Although funds for a new community college district were appropriated by the Legislature for FY 2008, this will not affect the distribution formula between CSI and NIC. Therefore, the same process will be used for distributing the FY2008 general fund appropriation.

DISCUSSION

The allocation formula used to distribute the FY 2007 state General Fund appropriation will be used to distribute the FY 2008 General Funds.

IMPACT

The allocation formula is based upon the relative academic Full-Time Equivalent (FTE) students at each institution, and allows for an annual maximum shift in the General fund base between the two community colleges of 1.5%. The following chart shows the actual and allowed shift in academic FTE's and the corresponding shift in the General Fund allocation.

	CSI	NIC
FY 2006 Base FTE percentage	50.80%	49.20%
FY 2007 Actual FTE	54.36%	45.64%
FY 2007 FTE used in allocation (1.5% over Base)	52.30%	47.70%
FY 2008 Actual FTE	54.78%	45.22%
FY 2008 FTE used in allocation (1.5% over 2007)	53.80%	46.20%
FY2008 Allocation foregone by CSI because of cap	\$193,600	

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

STAFF COMMENTS

This allocation between NIC and CSI is not connected to the new FY 2008 appropriation that was provided by the Legislature for a new community college in Idaho. That \$5.0 million amount was appropriated as part of the State Board of Education budget and will be transferred to the first new community college district formed, if any, during FY 2008.

This allocation does not include funds for Professional-Technical Education, which are allocated by the Division of Professional Technical Education.

Each institution has reviewed their respective allocation amount and agrees that the proper calculation has been made.

Staff recommends approval of the amounts as shown on Page 3, Line 24, and included in the motion, below.

BOARD ACTION

A motion to approve the FY 2008 allocation of state General Funds for community college support as follows: \$12,356,300 to the College of Southern Idaho, and \$10,788,800 to North Idaho College.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

STATE APPROPRIATION ALLOCATION PROCESS
COLLEGE OF SOUTHERN IDAHO and NORTH IDAHO COLLEGE
Fiscal Year 2008

		Fiscal Year 2008		
		(d) CSI	(e) NIC	(f) Total
1	Prior Year Budget Base	10,332,100	9,423,300	19,755,400
2				
3	Current Year MCO and Line Item Increases (1st Yr 2006)	793,400	727,100	1,520,500
4	15 Prior Year MCO and Line Item Increases	1,232,100	1,079,700	2,311,800
5	Cumulative MCO and Line Item Increases	2,025,500	1,806,800	3,832,300
6				
7	Prior Year FTE Used to Allocate Base	52.30%	47.70%	100.00%
8	Percentage of Actual FTE Split Based on FY06	54.78%	45.22%	100.00%
9	8-7 Difference Between Actual and Prior Year FTE Split	2.48%	-2.48%	0.00%
10				
11	Limit on Annual Change in FTE Allocation	1.50%	-1.50%	0.00%
12	7+11 FTE Used to Allocate New Base	53.80%	46.20%	0.00%
13				
14	Current Year MCO and Line Item Increases	793,400	727,100	1,520,500
15	3+14 Current Year Amount Not Allocated by FTE	2,025,500	1,806,800	3,832,300
16				
17	1+15 Current Year Estimated Total Appropriation	12,357,600	11,230,100	23,587,700
18	-15 Less: Amount Not Allocated by FTE	(2,025,500)	(1,806,800)	(3,832,300)
19	Less: Reallocate Foregone Allocation			
20	17+18+19 Current Year New Base	10,332,100	9,423,300	19,755,400
21				
22	20*12 Current Year Base Allocation	10,628,400	9,127,000	19,755,400
23	Plus: Reallocate Foregone Allocation			
24	15+22 Current Year Total Appropriation	12,653,900	10,933,800	23,587,700
25				
26	Prior Year Total Appropriation	11,564,200	10,503,000	22,067,200
27	24/26 Current Year Percentage Increase over Prior Year	9.42%	4.10%	6.89%
28				
29	20*8+15 Current Year Allocation Without 1.5% FTE Limitation	12,847,500	10,740,200	23,587,700
30	29-24 Current Year Foregone Allocation Due From/(Due To)	193,600	(193,600)	-
31	Prior Year Foregone Allocation Due From/(Due To)	406,900	(406,900)	-
32	Cumulative Foregone Allocation Due From/(Due To)	600,500	(600,500)	-

THIS PAGE INTENTIONALLY LEFT BLANK

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 285

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS FOR COMMUNITY COLLEGE SUPPORT FOR FISCAL YEAR 2008; AND
EXPRESSING LEGISLATIVE INTENT IN REGARD TO ALLOCATION OF GENERAL FUNDS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education for Community College Support the following amount to be expended according to the designated expense class from the listed funds for the period July 1, 2007, through June 30, 2008:

FOR:

Trustee and Benefit Payments	\$23,887,700
------------------------------	--------------

FROM:

General Fund	\$23,587,700
--------------	--------------

Community College Fund	<u>300,000</u>
------------------------	----------------

TOTAL	\$23,887,700
-------	--------------

SECTION 2. The General Fund moneys appropriated in Section 1 of this act shall be allocated pursuant to the formula as agreed to and set forth in the 2006 document entitled "College of Southern Idaho and North Idaho College: State General Fund Distribution Process."

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Statement of Purpose RS 16379

This is the fiscal year 2008 appropriation for the Community Colleges in the amount of \$23,145,100.

Statement of Purpose
RS16379

This is the fiscal year 2008 appropriation for the College of Southern Idaho and North Idaho College.

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2007 Original Appropriation	0.00	22,067,200	333,700	0	22,400,900
Non-Cognizable Funds and Transfers	0.00	0	0	0	0
FY 2007 Estimated Expenditures	0.00	22,067,200	333,700	0	22,400,900
Removal of One-Time Expenditures	0.00	0	(33,700)	0	(33,700)
FY 2008 Base	0.00	22,067,200	300,000	0	22,367,200
Benefit Costs	0.00	86,800	0	0	86,800
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	137,700	0	0	137,700
Change in Employee Compensation	0.00	750,200	0	0	750,200
Nondiscretionary Adjustments	0.00	103,200	0	0	103,200
FY 2008 Program Maintenance	0.00	23,145,100	300,000	0	23,445,100
Line Items					
Community Colleges					
1. Nursing Program Expansion	0.00	301,000	0	0	301,000
2. Off-Campus Outreach	0.00	141,600	0	0	141,600
3. Salary Competitiveness	0.00	0	0	0	0
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2008 Total	0.00	23,587,700	300,000	0	23,887,700
Chg from FY 2007 Orig Approp.	0.00	1,520,500	(33,700)	0	1,486,800
% Chg from FY 2007 Orig Approp.		6.9%	(10.1%)		6.6%

Line Item #1 provides \$241,000 to CSI for two full-time and two part-time registered nursing instructors, and a health career advisor position. This line item also includes \$60,000 for NIC to increase the number of adjunct clinical faculty and to lease an outreach center clinical site in Sandpoint.

Line Item #2 provides \$56,600 to CSI for a workforce development coordinator, and \$85,000 to NIC for on-site workforce instructor training.

Contact: Matt Freeman 334-4740
Legislative Services Office, Budget & Policy Analysis
Statement of Purpose/Fiscal Note

Bill No. _____

INSTITUTION/AGENCY AGENDA
DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Allocation of the State Division of Professional-Technical Education Appropriation for FY 2008

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.C.d.

BACKGROUND

The Idaho Legislature appropriates funds for Professional-Technical Education to the Division of Professional-Technical Education in five designated programs: State Leadership and Technical Assistance, General programs, Postsecondary Programs, Underprepared and Unprepared Adults/Displaced Homemakers, and Career Information System. The Division of Professional-Technical Education requests approval of the allocation of the FY2008 appropriated funds detailed in Exhibit A.

DISCUSSION

The allocation is based on the level of funding in House Bill No. 286, Exhibit B, and the Provisions of the State Plan for Professional-Technical Education. The postsecondary allocation is based on the Annual Plan and Budget Request from the respective Technical Colleges. The State General Fund reflects an overall increase of 5.91%. The Legislature funded maintenance level increases for replacement operating expenses and capital outlay, library books and periodicals (EITC), statewide cost allocation increases, and professional-technical schools. Line item requests for secondary workload adjustment, postsecondary capacity building, occupancy costs (EITC), and the Governor's Initiative: Nursing (CSI, EITC and NIC) were also funded.

IMPACT

Establish FY2008 operating budget for the professional-technical programs at the colleges and universities.

STAFF COMMENTS AND RECOMMENDATIONS

A motion to approve the request from the Division of Professional-Technical Education for the allocation of the FY 2008 appropriation detailed in Exhibit A.

BOARD ACTION

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 286

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS FOR PROFESSIONAL-TECHNICAL EDUCATION FOR FISCAL YEAR 2008; REAPPROPRIATING ANY UNEXPENDED AND UNENCUMBERED BALANCES; SETTING FORTH THE CONDITIONS FOR REAPPROPRIATION; EXPRESSING LEGISLATIVE INTENT REGARDING RESOURCE SHARING; DIRECTING THE DISTRIBUTION OF THE FUNDING FOR EMPLOYEE COMPENSATION; AND DIRECTING THE USE OF SALARY SAVINGS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board for Professional-Technical Education the following amounts to be expended by the Division of Professional-Technical Education for the designated programs according to the designated expense classes from the listed funds for the period July 1, 2007, through June 30, 2008:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	FOR LUMP SUM	TOTAL
I. STATE LEADERSHIP AND TECHNICAL ASSISTANCE:						
FROM:						
General						
Fund	\$1,656,300	\$341,200	\$35,000			\$ 2,032,500
Federal Grant						
Fund	328,500	16,100				344,600
TOTAL	\$1,984,800	\$357,300	\$35,000			\$ 2,377,100
II. GENERAL PROGRAMS:						
FROM:						
General						
Fund	\$ 235,900	\$ 42,400	\$15,400	\$11,194,700		\$11,488,400
Hazardous Materials/ Waste Enforcement						
Fund				67,800		67,800
Federal Grant						
Fund	171,700	9,300		4,877,200		5,058,200
TOTAL	\$ 407,600	\$ 51,700	\$15,400	\$16,139,700		\$16,614,400
III. POSTSECONDARY PROGRAMS:						
FROM:						
General						
Fund					\$37,618,500	\$37,618,500

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	FOR LUMP SUM	TOTAL
Unrestricted						
Fund					456,200	456,200
TOTAL					\$38,074,700	\$38,074,700
IV. UNDERPREPARED ADULTS/DISPLACED HOMEMAKERS:						
FROM:						
General						
Fund				\$ 239,100		\$ 239,100
Displaced Homemaker						
Fund				170,000		170,000
Federal Grant						
Fund				2,020,700		2,020,700
TOTAL				\$ 2,429,800		\$ 2,429,800
V. CAREER INFORMATION SYSTEM:						
FROM:						
General						
Fund	\$ 187,600	\$ 28,900				\$ 216,500
Miscellaneous						
Revenue						
Fund	358,500	144,700				503,200
TOTAL	\$ 546,100	\$173,600				\$ 719,700
GRAND						
TOTAL	\$2,938,500	\$582,600	\$50,400	\$18,569,500	\$38,074,700	\$60,215,700

SECTION 2. There is hereby reappropriated to the State Board for Professional-Technical Education for the Division of Professional-Technical Education, subject to the provisions of Section 3 of this act, the unexpended and unencumbered balance of any appropriation contained in Section 1, Chapter 389, Laws of 2006, to be used for nonrecurring expenditures, for the period July 1, 2007, through June 30, 2008.

SECTION 3. The reappropriation for the General Fund moneys granted in Section 2 of this act shall be subject to the following provisions:

(1) If the unexpended and unencumbered balance in the General Fund on June 30, 2007, is zero, the reappropriation for the General Fund moneys in Section 2 is hereby declared to be null and void.

(2) If the unexpended and unencumbered balance in the General Fund on June 30, 2007, is greater than zero but less than the total General Fund reappropriation authority granted to all state agencies, that amount reappropriated in Section 2 of this act shall be in the proportion that the reappropriation for the State Board of Education bears to the total General Fund reappropriation authority granted to all state agencies.

SECTION 4. The Legislature reaffirms that the Division of Professional-Technical Education and the Office of the State Board of Education each play unique and vital roles in the state's educational system. The Legislature authorizes these agencies to share administrative resources only to the extent necessary to achieve readily obtainable administrative efficiencies. The shared resources authorized in this section shall be narrowly defined as reception services. Each division administrator shall retain management decision-making autonomy over their respective divisions. The employees of the

1 Division of Professional-Technical Education shall not be considered or used
2 as adjunct staff by the Office of the State Board of Education. Under no cir-
3 cumstances shall this arrangement impair the individual ability of these agen-
4 cies to fulfill their individual missions. This authorization is automatically
5 withdrawn to the extent it is found to be inconsistent with laws or regula-
6 tions pertaining to the use of federal or dedicated funds. The Legislature
7 shall review this authorization each year and reserves its prerogative to
8 withdraw it at any time.

9 SECTION 5. Agencies and institutions shall distribute the funding for
10 employee compensation based on merit as follows:

11 (a) Agencies and institutions are directed to, based on merit, target
12 funding first toward high turnover classifications and individuals below
13 midpoint within their agency.

14 (b) Agencies and institutions are directed to, based on merit, target
15 funding second toward positions within their agency that are below ninety
16 percent (90%) of the Compa-Ratio.

17 (c) Agencies and institutions are directed to target any remaining fund-
18 ing based on merit using the merit matrix required by Idaho Code.

19 Agencies and institutions shall create compensation and distribution plans to
20 ensure that they are consistent with the policies contained herein. Agency
21 directors and institutional presidents shall approve all compensation and dis-
22 tribution plans and ensure that implementation of the plans is consistent with
23 policies contained herein. Each agency and institution shall forward, for
24 informational purposes, approved copies of the compensation and distribution
25 plans to the Legislative Services Office and the Division of Financial Manage-
26 ment by June 1, 2007. The effective date of implementation of ongoing salary
27 adjustments shall be June 17, 2007.

28 SECTION 6. The Division of Professional-Technical Education is hereby
29 directed to allocate salary savings, based on performance, to provide for
30 employee salary needs before other operational budget priorities are consid-
31 ered. Where applicable, employees whose salaries are below the midpoint of
32 their pay grade or occupational groups with significant turnover rates shall
33 be considered first in the order of salary savings distributions.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EXHIBIT A

Allocation of State Division of Professional-Technical Education

FY 2008 Appropriation

	FY07 Allocation	FY08 Allocation
Program 01 (State Leadership and Technical Assistance)		
By Standard Class:		
Personnel Costs	\$ 1,876,600	\$ 1,984,800
Operating Expenses	379,600	357,300
Capital Outlay	34,500	35,000
Totals	\$ 2,290,700	\$ 2,377,100
By Source of Revenue:		
General Funds	1,875,200	1,966,600
Federal Funds	351,300	344,600
One-time General Funds	64,200	65,900
Totals	\$ 2,290,700	\$ 2,377,100
Program 02 (General Programs)		
By Major Program Area:		
Secondary Formula	\$ 10,813,827	\$ 10,944,137
Professional-Technical School Added Cost	1,718,500	1,770,000
General Programs Leadership	276,600	293,700
Special Programs		
Federal Leadership	686,569	774,703
Tech Prep	624,444	0
Advanced Learning Partnership	0	420,000
Adult/Retraining	760,240	759,240
Support and Improvement Services	1,652,620	1,652,620
Totals	\$ 16,532,800	\$ 16,614,400
By Source of Revenue		
General Funds	\$ 11,364,000	\$ 11,469,100
Federal Funds	5,084,900	5,058,200
Dedicated Funds	68,800	67,800
One-time General Funds	15,100	19,300
Totals	\$ 16,532,800	\$ 16,614,400

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Program 03 (Postsecondary Programs)

By Technical College:

Boise State University	7,111,257	7,212,618
College of Southern Idaho	5,837,320	6,008,125
Eastern Idaho Technical College	5,828,396	6,312,852
Idaho State University	10,069,411	10,171,733
Lewis-Clark State College	3,942,828	4,011,594
North Idaho College	4,245,188	4,357,778
Totals	<u>\$ 37,034,400</u>	<u>\$ 38,074,700</u>

By Source of Revenue:

General Funds	\$ 35,032,800	\$ 36,946,700
Unrestricted Funds	464,800	456,200
One-time General Funds	1,536,800	671,800
Totals	<u>\$ 37,034,400</u>	<u>\$ 38,074,700</u>

Allocation of State Division of Professional-Technical Education

FY 2008 Appropriation

FY07	FY08
<u>Allocation</u>	<u>Allocation</u>

Program 04 (Underprepared Adults/Displaced Homemaker Program)

By Major Program:

Postsecondary Formula	\$ 2,031,500	\$ 2,020,700
Displaced Homemaker Program	<u>409,100</u>	<u>409,100</u>
Totals	\$ 2,440,600	\$ 2,429,800

By Source of Revenue:

General Funds	\$ 239,100	\$ 239,100
Federal Funds	2,031,500	2,020,700
Dedicated Funds	<u>170,000</u>	<u>170,000</u>
Totals	<u>\$ 2,440,600</u>	<u>\$ 2,429,800</u>

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

76	Program 05 (Career Information System)		
77			
78	By Standard Class:		
79	Personnel Costs	\$ 505,500	\$ 546,100
80	Operating Expenses	189,000	173,600
81	Capital Outlay	<u>7,200</u>	<u>0</u>
82	Totals	\$ 701,700	\$ 719,700
83			
84	By Source of Revenue:		
86	General Funds	\$ 203,200	\$ 213,900
87	Miscellaneous Revenue	488,300	503,200
88	One-Time General Funds	<u>10,200</u>	<u>2,600</u>
89	Totals	\$ 701,700	\$ 719,700
90			
91	By Source of Revenue:		
92	General Funds	\$ 48,714,300	\$ 50,835,400
93	Federal Funds	7,467,700	7,423,500
94	Dedicated Funds	238,800	237,800
95	Unrestricted Funds	464,800	456,200
96	Miscellaneous Revenue	488,300	503,200
97	One-time General Funds	<u>1,626,300</u>	<u>759,600</u>
98	Totals	\$ 59,000,200	\$ 60,215,700

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

Idaho Promise Scholarship – Approve Category B Award.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Procedures Act (IDAPA) 08.01.05.102.01
Sections 33-4305 and 33-4308, Idaho Code

BACKGROUND

The Idaho Promise Scholarship Category B award is available 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

In addition to Board action regarding scholarship approval (below), a related situation may occur. During the 2004 session, the Idaho Legislature enacted permissive legislation that allows the State Board of Education to increase the annual individual amount up to \$600 and the total award up to \$1,200. If actual awards are lower than projected, the Board may choose to increase the amount of the award for the Spring 2008 semester.

The legislative appropriation for the Promise Category B Scholarship for FY 2008 is \$4,446,700. Idaho's colleges and universities have estimated the number of eligible freshman in academic year 2007-08 to be approximately 8,880 students. With the award set at \$500 per student per year, the total amount awarded to all eligible students would be \$4,440,000. This leaves \$6,700 remaining.

If additional funds become available at the end of the fall semester, staff will recommend an increase in the award amount for the spring 2008 semester (October, 2007 Board Meeting)

IMPACT

Provides a merit-based scholarship to Idaho high school students in an attempt to motivate students to excel in high school and attend an Idaho college. Estimated number of students receiving scholarships is 8,880.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Promise Category B scholarship in the amount of \$250 per semester (\$500 annually).

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
STATE BOARD OF EDUCATION – continued

BOARD ACTION

A motion to approve the amount of the Idaho Promise Scholarship, Category B, to be \$250 per semester per student (\$500 annually) for those current recipients who maintain eligibility and for qualified first year entering students under the age of 22 in the academic year 2007-08.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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)

IDAHO STATUTES
Title 33, Sections 4305 and 4308

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.

33-4308. 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.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

Idaho Robert R. Lee Promise Scholarship – Approve Category A Award.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-4305 (2) and 33-4307 (2) (a), Idaho Code

BACKGROUND

The intent of the Idaho Robert R. Lee Promise Scholarship Category A award is to encourage the best and brightest Idaho students to attend an Idaho college or university. Applicants are ranked based on academic and professional-technical high school records, and ACT or COMPASS scores. The provisions of the Idaho Code §33-4307.2a require the State board of Education to annually the amount of the award. The amount of the award has been \$3000 per year (\$1,500 per semester) since the fall 2001 semester.

DISCUSSION

The Joint-Finance and Appropriation committee appropriated \$331,300 for the FY 2008 academic year. This appropriation will fund approximately 110 total scholarships. There are 72 the eligible renewal applications from returning students. The remaining funds will provide for 38 new scholarships to be awarded. 75 percent of the new scholarships are awarded to students pursuing academic programs and 25 percent are awarded to professional-technical students.

During this application year there were over 800 applicants for the Category A scholarships. 279 applicants met or exceeded the eligibility qualifications for this scholarship.

IMPACT

The legislature provided \$331,300 for the Category A Scholarship Program for the 2007-2008 academic year.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Promise Category A scholarship in the amount of \$3000 per year (\$1500 per semester).

BOARD ACTION

A motion to approve the amount of the Idaho Promise Scholarship, Category A, to be \$3000 per year (\$1500 annually) for those applicants who are selected to receive or renew the Idaho Robert R. Lee Promise Category A scholarship for the academic year 2007-08.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

REFERENCE - APPLICABLE STATUTE, RULE OR POLICY

IDAHO STATUTES
Title 33, Sections 4305 and 4307

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.

33-4308. 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:

- (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.

INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES

SUBJECT

FY08 Student Tuition & Fee Rates (Academic Year 2007-2008)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.
Section 33-3717 and 33-3717A, Idaho Code

BACKGROUND

Section V.R. (Pages 21-26) contains the Board policy that defines fees, identifies the process to change fees, and establishes the approval level required for the various student fees (chief executive officer or the Board). The policy states:

“In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.”

A chart comparing these factors can be found on Page 11.

DISCUSSION

Per Board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and Eastern Idaho Technical College (EITC) notified students of proposed fee increases, conducted public hearings, and the respective President's now recommend to the Board student fee and tuition rates for FY08.

Staff requested that institutions be prepared to discuss at the April meeting what programs will be affected if the entire recommended fee, or some other level of fee increase is approved.

Data for each institution can be found behind separate mini-tabs (bookmarks if viewed electronically). The page following has a mini-Table of Contents to assist with locating documents provided by each institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES – continued

Fee Recommendation - Summary

Full-time resident fee increases being recommended by the institutions for FY08 (academic year 2007-2008) are as follows:

	<u>Fee</u>	<u>% Inc.</u>
Boise State University	\$4,490	8.09%
Idaho State University	4,420	5.49%
University of Idaho	4,450	5.95%
Lewis-Clark State College	4,092	5.00%
Eastern Idaho Technical College	1,634	3.50%

Reference Documents

Page 7 displays a page from the FY08 Idaho Legislative Budget Book showing the reduction in the percentage of the General Fund allocated to College & Universities over the last 22 years. The General Fund allocated to College & Universities in 1986 was 15.0% and now is only 9.4% in 2007. This reduction is one significant reason for fee and tuition fee increases in previous years.

A chart on Page 8 compares the current fiscal year WICHE states' fees and tuition fee averages for residents and nonresidents for the universities, and Lewis-Clark State College. This list has been used for comparison by the Board in previous years.

Fee History

The chart on page 9 shows:

- Past 3 year's average percentage growth in resident undergraduate fees
- Cost of attendance
- Idaho per capita income
- Institutional aid

Cost of Attending College

The chart on page 10 displays, for FY03-06, the cost of attendance -- which is composed of room & board, student fees, personal expenses, transportation, and books & supplies. These costs represent the averages at the four 4-year institutions. These costs are compared to the Per Capita Income, Average Annual Wage, and the Average Annual Student Loan. The chart shows that the increases in income are offset by the increase in the cost of attendance while the average amount of student loans is increasing.

INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES – continued

The chart on page 11 shows the sources of revenues used to meet the cost of attendance for 2006. For a family with an average income of \$50,000, there is an unmet cost of attendance of \$4,284 after an expected family contribution of \$4,430. The unmet cost of attendance would need to come from personal debt, savings, and/or other sources.

For a family with an average income of \$75,000, there is an additional capacity of \$2,606 after an expected family contribution of \$8,714. Interestingly, the unmet cost of attendance for the family at \$50,000 went up \$1,048 since 2005, and the additional capacity for the family at \$75,000 went down by the same amount since 2005.

Fee Recommendations - Detailed

Page 13 summarizes the recommended fees and tuition increases followed by two charts displaying current (FY07) and proposed (FY08) fee levels for Idaho resident undergraduate and graduate students.

The detailed fee proposals for each institution are contained in separate mini-tabs (BSU, ISU, UI, LCSC, and EITC) and consist of:

- narrative justification of the fee increase request and planned uses of the additional revenue;
- schedule detailing the fee and tuition fee changes;
- schedule projecting the amount of revenue generated from the fee and tuition fee changes;
- schedule displaying a 5-year history of Board-approved fees and the FY08 requested fees.
- peer institution comparison, 3-year history including current year fees

IMPACT

A portion of the additional revenue to support FY08 institutional operating budgets is generated by increased student fees and tuition fees. Additional student fee revenue will be collected, as noted in the spreadsheets, for institutional uses. Institutions will be present to discuss the need for the additional fee revenue and how that revenue will be used.

INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES – continued

STAFF COMMENTS

For the current year, FY07, Idaho's undergraduate resident fee for universities is 11.6% below the WICHE average, and Lewis Clark State College is 5.8% below the WICHE average. The Board has previously stated its intention to have non-resident tuition be at the WICHE average. As seen on the chart on page 8, Idaho is currently approximately 12.1% below the WICHE average for universities and 2.4% below the WICHE average for Lewis-Clark State College.

Included with each institution's Notice of Fee Hearing is a document which provides the detail for each fee amount. The notice presented at the campus hearing is for one semester, while historically the recommendation being made by the respective President's to the Board is displayed as an annual (two semester) amount.

Also, the amounts proposed by the institution to the students may not be the same amount being recommended to the Board. Institutions may have adjusted their request following discussions with students. Referring to the schedules for each institution as follows: BSU minitab, Page 8; ISU minitab, Page 8; UI minitab, Page 6; LCSC minitab, Page 6; and EITC minitab, Page 4, compare the columns labeled "FY07 Initial Notice" and "Recommended Fees – FY07 Fees". Shown are the proposed and recommend fee levels.

Institution Revenue Background

Student fees are one source of income for institutions of higher education. State support (General Fund appropriation), grants and contracts, auxiliary revenues (including athletics) and miscellaneous revenue are other sources of income for institutions.

Student fees constitute a significant portion of the increased revenue available to an institution each year. For example, in FY07 the increase in revenues from fees approved by the Board totaled \$10.3 million. This total consisted of \$11.6 million (113%) from fee increases and (\$1.3 million) (-13%) due to enrollment decreases.

Even though actual fee revenue in FY06 increased by \$16 million over the previous year, college and universities were able to carry over \$37.4 million in unspent, appropriated student fees. It is unknown how much of the non-appropriated student fees collected in 2006 were not spent that same year. Carryover has grown 92% since FY01, while in the same time period student FTEs have grown 10.6%.

INSTITUTION / AGENCY AGENDA
COLLEGE AND UNIVERSITIES – continued

Page 17 shows that in the last six years the college and universities have carried over a total of \$187 million, of which \$136 million is unrestricted, unspent fee revenue. Since FY01, the college and universities have carried over at least 30% of their appropriated spending authority for student fees each year until FY06, when they carried over 21%. The carryover expressed on a per-student FTE amount is trending up and has increased by 71% since FY01 to a total of \$1,002 per FTE in FY06. Unspent fees are held in unrestricted net asset balances. See the FY06 Net Asset Balances report on page 18.

As carryover funds increase, so do unrestricted net asset balances, which are used for a variety of purposes, including servicing debt for revenue bonds. Funds are earmarked for multi-year projects (specifically facility planning and construction), various department fund balances, facility repair and replacement, library acquisitions, and other designations. It should be noted these funds may be used for different purposes at the discretion of the institution. Unrestricted net assets have grown 48% in the last five years from \$97 million to \$143 million.

Staff has reviewed the information provided by the institutions and provided additional material for Board member review prior to setting of fees for FY08.

Enrollment

A critical part of the student fee review process at each institution includes projecting enrollment for the upcoming year. For each institution, on the page following the 'Changes to Student Fees' detail, is a page labeled 'Potential Student Fee Revenue Changes for FY08: Due to Enrollment and Fee Changes'. Each institution has projected its enrollment for the upcoming academic year, when coupled with the proposed fee increase, drives the total new fee revenue expected for that institution. Although the assumptions included in the enrollment projection are not outlined specifically, each institution may wish to comment upon their individual circumstance.

BOARD ACTION

Proposed Board action for each institution is included on the following page.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA

AGENCIES AND INSTITUTIONS OF THE STATE BOARD - continued

BOISE STATE UNIVERSITY:

A motion to approve the annual student fee rates for FY08 for Boise State University at an overall increase of \$_____/_____% , to include tuition, facility fees, and activity fees.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAHO STATE UNIVERSITY:

A motion to approve the annual student fee rates for FY08 for Idaho State University at an overall increase of \$_____/_____% , to include tuition, facility fees, and activity fees.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:

A motion to approve the annual student fee rates for FY08 for the University of Idaho at an overall increase of \$_____/_____% , to include matriculation or tuition, facility fees, and activity fees.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

LEWIS-CLARK STATE COLLEGE:

A motion to approve the annual student fee rates for FY08 for Lewis-Clark State College at an overall increase of \$_____/_____% , to include tuition, facility fees, and activity fees.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

EASTERN IDAHO TECHNICAL COLLEGE:

A motion to approve the annual student fee rates for FY08 for Eastern Idaho Technical College at an overall increase of \$_____/_____% , to include tuition, facility fees, and activity fees.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Twenty-Two Year History of General Fund

Original Appropriations: FY 1986 to FY 2007

Millions of Dollars

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare*	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2007**	\$1,291.6	\$243.7	\$148.4	\$1,683.7	\$502.4	\$178.0	\$229.7	\$2,593.7
2006	\$987.1	\$228.9	\$141.8	\$1,357.9	\$457.7	\$152.2	\$213.2	\$2,180.9
2005	\$964.7	\$223.4	\$138.3	\$1,326.3	\$407.6	\$142.8	\$205.5	\$2,082.1
2004	\$943.0	\$218.0	\$131.3	\$1,292.3	\$375.8	\$140.6	\$195.3	\$2,004.1
2003	\$920.0	\$213.6	\$130.4	\$1,264.0	\$359.6	\$145.0	\$199.3	\$1,967.9
2002	\$933.0	\$236.4	\$142.1	\$1,311.5	\$358.0	\$147.3	\$227.5	\$2,044.3
2001	\$873.5	\$215.0	\$121.1	\$1,209.5	\$282.1	\$123.2	\$189.2	\$1,804.0
2000	\$821.1	\$202.0	\$110.4	\$1,133.4	\$270.7	\$108.5	\$162.1	\$1,674.7
1999	\$796.4	\$192.9	\$103.5	\$1,092.8	\$252.7	\$106.4	\$159.0	\$1,610.8
1998	\$705.0	\$178.6	\$94.4	\$978.0	\$236.6	\$90.3	\$134.0	\$1,438.9
1997	\$689.5	\$178.0	\$94.4	\$961.9	\$238.5	\$78.6	\$133.7	\$1,412.7
1996	\$664.0	\$171.0	\$88.8	\$923.8	\$224.3	\$73.5	\$127.3	\$1,348.8
1995	\$620.5	\$164.5	\$87.8	\$872.8	\$226.9	\$50.3	\$114.2	\$1,264.2
1994	\$528.0	\$146.0	\$75.7	\$749.7	\$192.5	\$44.2	\$98.1	\$1,084.6
1993	\$497.0	\$139.0	\$73.1	\$709.1	\$163.9	\$37.5	\$96.6	\$1,007.1
1992	\$487.5	\$141.4	\$74.0	\$703.0	\$146.9	\$37.5	\$100.0	\$987.4
1991	\$450.1	\$133.3	\$67.9	\$651.3	\$132.7	\$32.3	\$93.3	\$909.5
1990	\$394.3	\$115.5	\$58.3	\$568.0	\$101.1	\$25.1	\$79.4	\$773.7
1989	\$356.0	\$106.0	\$52.3	\$514.3	\$84.0	\$19.3	\$68.2	\$685.8
1988	\$343.0	\$101.7	\$50.2	\$494.9	\$79.3	\$17.0	\$66.2	\$657.3
1987	\$314.0	\$90.7	\$46.5	\$451.2	\$71.7	\$15.3	\$62.7	\$600.9
1986	\$304.0	\$88.0	\$46.5	\$438.5	\$71.5	\$14.9	\$62.7	\$587.7

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare*	Adult & Juv Corrections	All Other Agencies	Total
2007**	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%
1996	49.2%	12.7%	6.6%	68.5%	16.6%	5.4%	9.4%	100%
1995	49.1%	13.0%	6.9%	69.0%	17.9%	4.0%	9.0%	100%
1994	48.7%	13.5%	7.0%	69.1%	17.8%	4.1%	9.0%	100%
1993	49.3%	13.8%	7.3%	70.4%	16.3%	3.7%	9.6%	100%
1992	49.4%	14.3%	7.5%	71.2%	14.9%	3.8%	10.1%	100%
1991	49.5%	14.7%	7.5%	71.6%	14.6%	3.5%	10.3%	100%
1990	51.0%	14.9%	7.5%	73.4%	13.1%	3.2%	10.3%	100%
1989	51.9%	15.5%	7.6%	75.0%	12.3%	2.8%	9.9%	100%
1988	52.2%	15.5%	7.6%	75.3%	12.1%	2.6%	10.1%	100%
1987	52.3%	15.1%	7.7%	75.1%	11.9%	2.5%	10.4%	100%
1986	51.7%	15.0%	7.9%	74.6%	12.2%	2.5%	10.7%	100%

* Juvenile Corrections moved from Health and Welfare to "Adult & Juv Corrections" in FY 1996 and the Department of Environmental Quality and Veterans Services moved to "All Other Agencies" in FY 2001.

** 2007 adjusted for H1 of 2006 Special Session which increased public schools General Fund by \$250,645,700.

College & Universities

State Ranking by Type of Institution - WICHE States 2006 - 2007 Tuition & Fees

Annual Resident Undergraduate

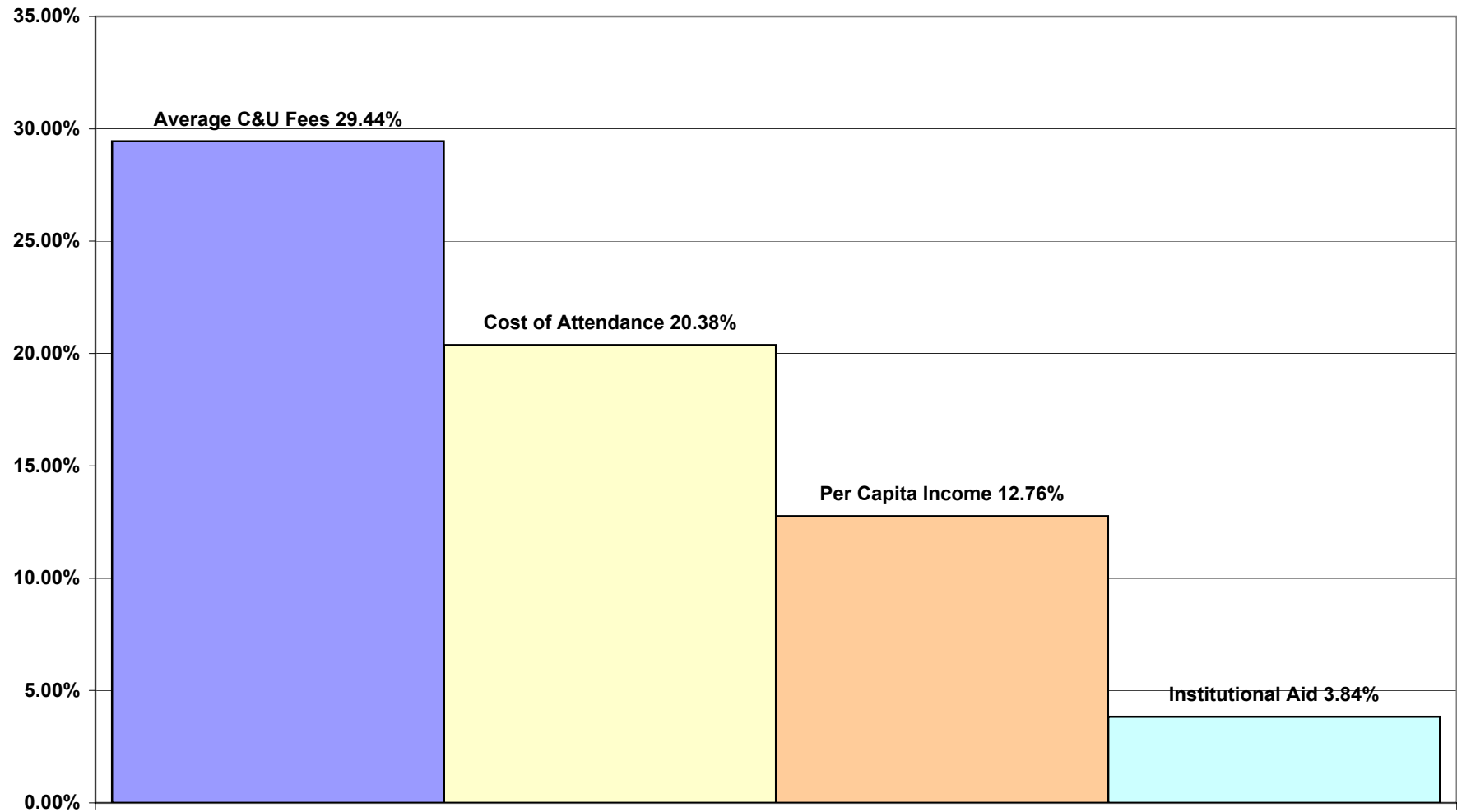
Rank	Universities (BSU, ISU, UofI)	Amount	% of Average	Rank	Other Institutions (LCSC)	Amount	% of Average
1	Washington	5,884	124.4%	1	Oregon	5,415	130.9%
2	North Dakota	5,757	121.7%	2	South Dakota	5,163	124.8%
3	Oregon	5,608	118.6%	3	North Dakota	4,882	118.0%
4	Montana	5,323	112.6%	4	Montana	4,642	112.2%
5	Colorado	5,120	108.3%	5	Hawaii	4,523	109.3%
6	South Dakota	5,062	107.0%	6	Washington	4,430	107.1%
7	Average	4,729	100.0%	7	Average	4,136	100.0%
8	Arizona	4,720	99.8%	8	Idaho	3,897	94.2%
9	Hawaii	4,523	95.6%	9	Colorado	3,753	90.7%
10	California	4,491	95.0%	10	Utah	3,199	77.3%
11	Alaska	4,445	94.0%	11	New Mexico	3,106	75.1%
12	Utah	4,306	91.1%	12	Nevada	2,490	60.2%
13	New Mexico	4,296	90.8%				
14	Idaho	4,181	88.4%				
15	Nevada	3,708	78.4%				
16	Wyoming	3,515	74.3%				

Annual Nonresident Undergraduate

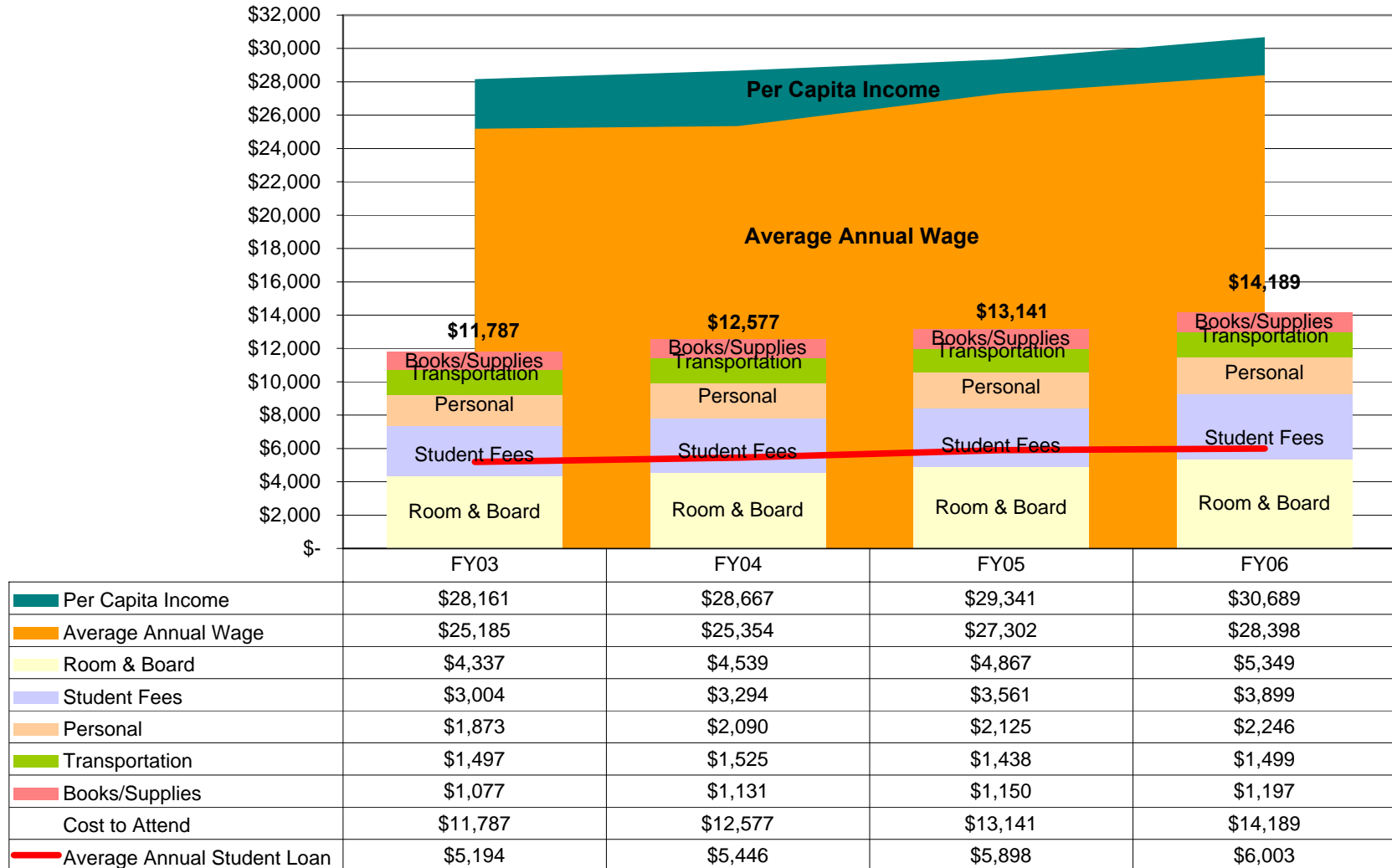
Rank	Universities (BSU, ISU, UofI)	Amount	% of Average	Rank	Other Institutions (LCSC)	Amount	% of Average
1	Colorado	19,832	137.0%	1	Washington	14,094	126.9%
2	Washington	18,353	126.7%	2	Oregon	13,662	123.0%
3	California	18,023	124.5%	3	Montana	13,547	121.9%
4	Oregon	17,921	123.8%	4	Colorado	12,945	116.5%
5	Arizona	15,403	106.4%	5	Average	11,109	100.0%
6	Montana	15,004	103.6%	6	Idaho	10,841	97.6%
7	Average	14,479	100.0%	7	South Dakota	10,350	93.2%
8	New Mexico	14,031	96.9%	8	Utah	10,103	90.9%
9	North Dakota	13,741	94.9%	9	North Dakota	10,004	90.1%
10	Nevada	13,619	94.1%	10	Hawaii	9,247	83.2%
11	Utah	13,021	89.9%	11	New Mexico	8,721	78.5%
12	Alaska	12,815	88.5%	12	Nevada	8,690	78.2%
13	Idaho	12,731	87.9%				
14	Hawaii	12,395	85.6%				
15	South Dakota	10,249	70.8%				
16	Wyoming	10,055	69.4%				

Note: Data obtained from WICHE 2006-2007 Detailed Tuition & Fees Tables, November, 2006.

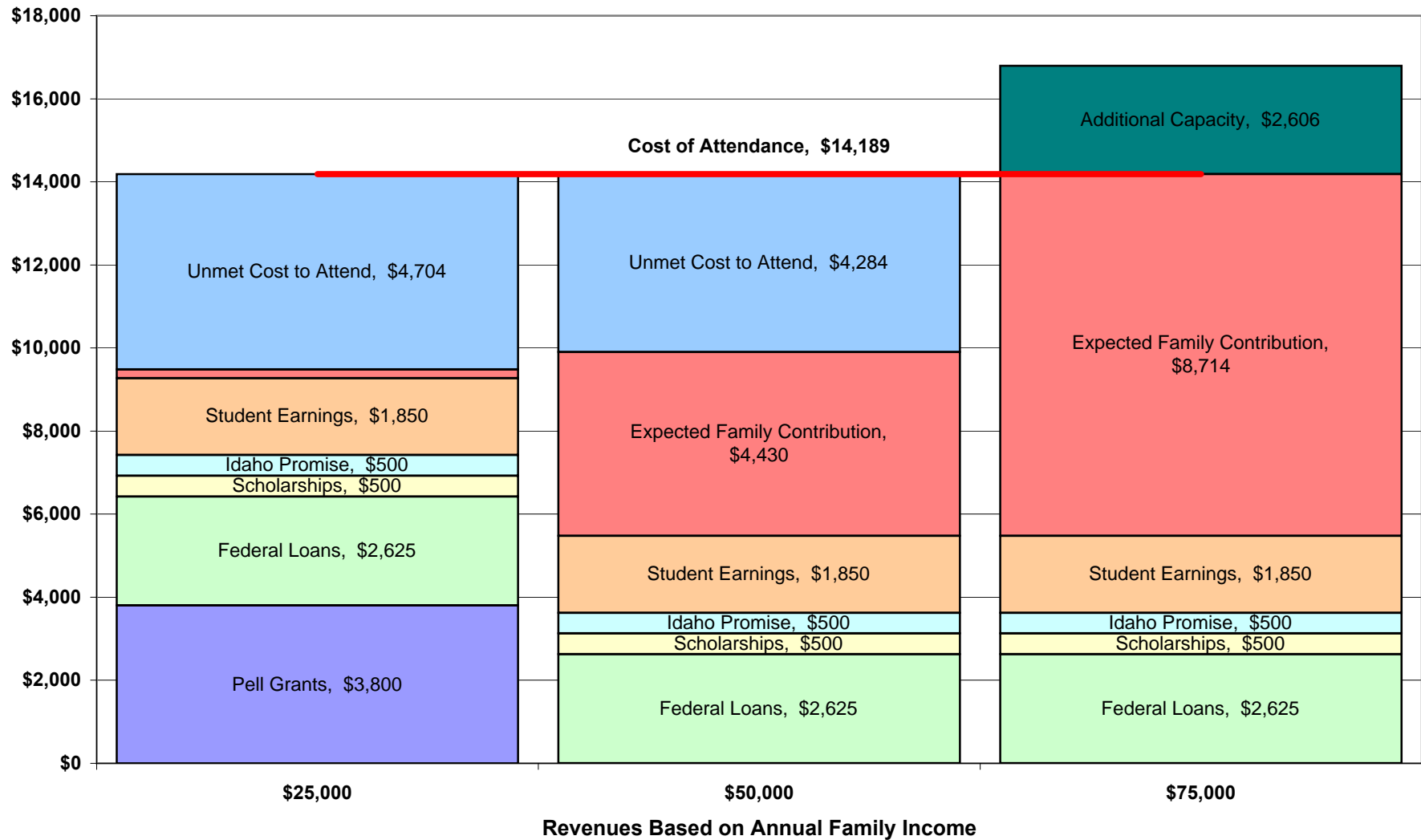
Idaho College and Universities
Student Fees, Cost of Attendance, Per Capita Income, and Institutional Aid
Growth from 2003 to 2006



**Idaho College and Universities
Cost of Attendance for One Student vs. Wages & Income
2003-2006**



**Cost to Attend College
Source of Revenues
2006**



THIS PAGE INTENTIONALLY LEFT BLANK

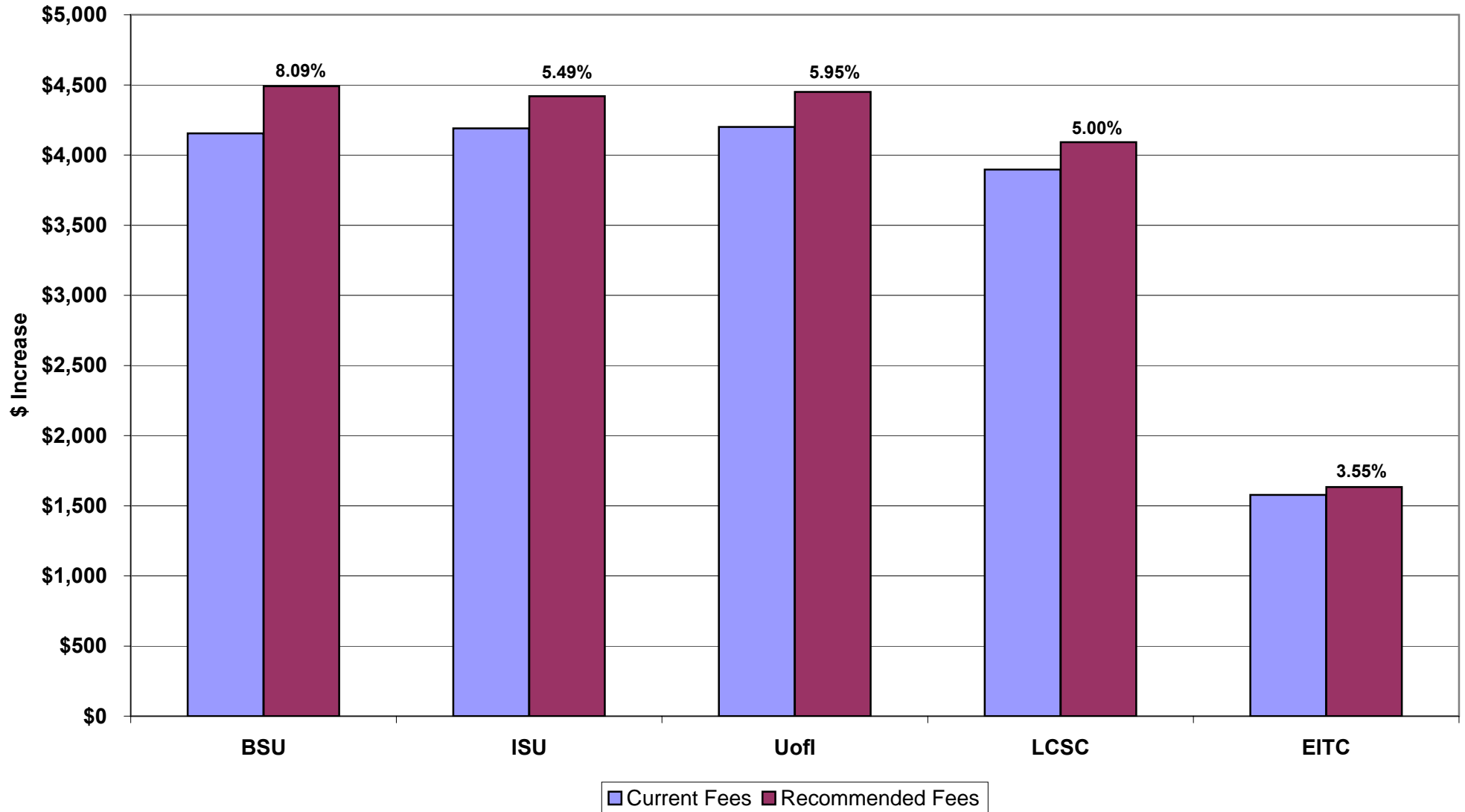
Colleges & Universities

Summary of FY 2008 Annual Student Fees - As Requested Board Meeting: April 19, 2007

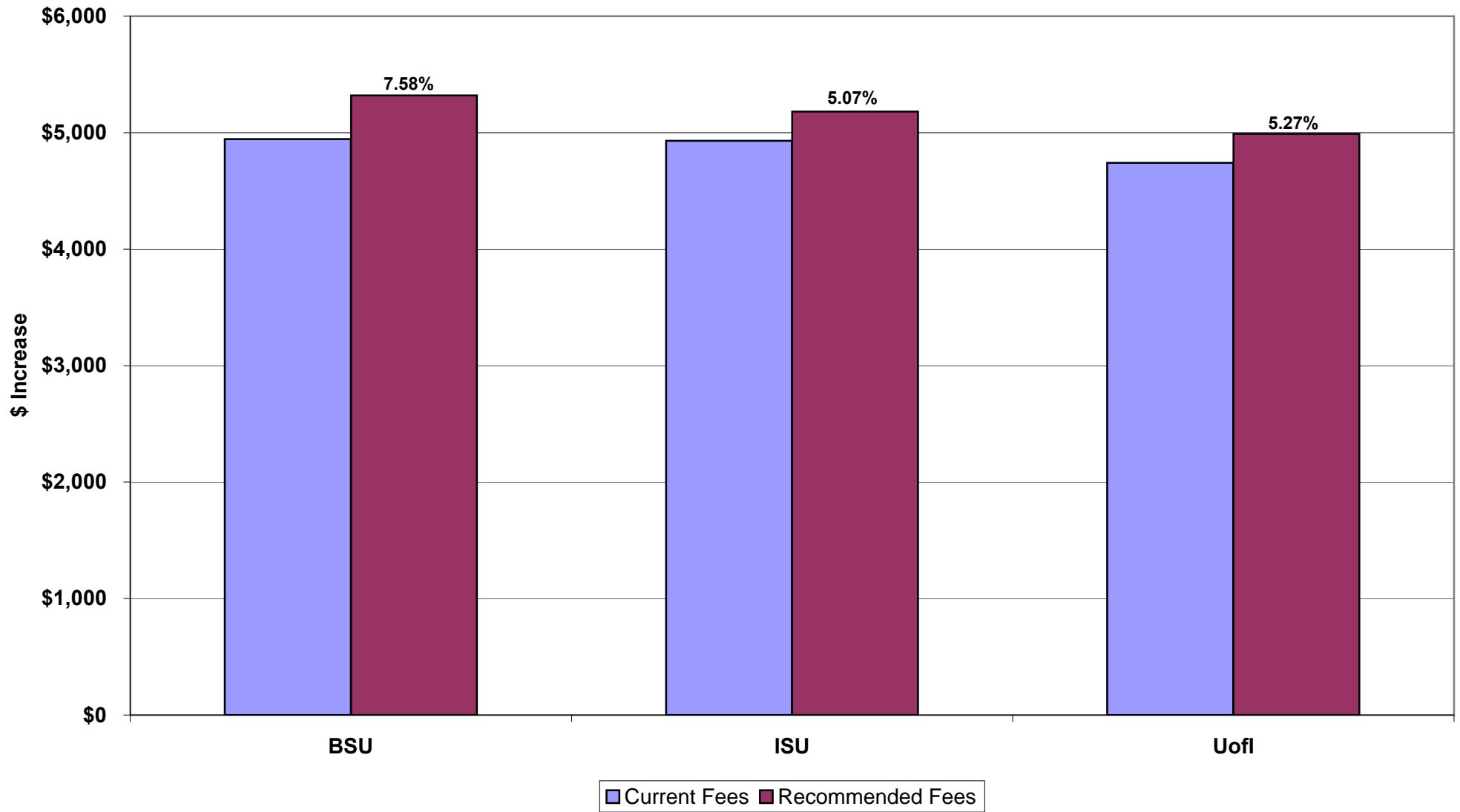
		Requested Fee Increases							Requested
Institution	FY2007 Fees	Tuition/Matriculation		Other Fees		Total Fees		FY2008 Fees	
		Amount	% Incr	Amount	% Incr	Amount	% Incr		
1 Full-time Fees & Tuition:									
2 Resident Tuition and Fees:									
3 Undergraduate:									
4 Boise State University	\$4,154.00	\$170.00	4.09%	\$166.00	4.00%	\$336.00	8.09%	\$4,490.00	
5 Idaho State University	\$4,190.00	\$212.50	5.07%	\$17.50	0.42%	\$230.00	5.49%	\$4,420.00	
6 * University of Idaho	\$4,200.00	\$112.70	2.68%	\$137.30	3.27%	\$250.00	5.95%	\$4,450.00	
7 Lewis Clark State College	\$3,897.00	\$185.00	4.75%	\$10.00	0.26%	\$195.00	5.00%	\$4,092.00	
8 Eastern Idaho Tech College	\$1,578.00	\$56.00	3.55%	\$0.00	0.00%	\$56.00	3.55%	\$1,634.00	
9 Average 4 year institutions	\$4,110.25					\$252.75	6.15%	\$4,363.00	
10 Graduate:									
11 Boise State University	\$4,944.00	\$209.00	4.23%	\$166.00	3.36%	\$375.00	7.58%	\$5,319.00	
12 Idaho State University	\$4,930.00	\$232.50	4.72%	\$17.50	0.35%	\$250.00	5.07%	\$5,180.00	
13 University of Idaho	\$4,740.00	\$112.70	2.38%	\$137.30	2.90%	\$250.00	5.27%	\$4,990.00	
14 Average Graduate	\$4,871.33					\$291.67		\$5,163.00	
15 Nonresident Tuition and Fees:									
16 Undergraduate									
17 Boise State University	\$11,932.00	\$560.00	4.69%	\$166.00	1.39%	\$726.00	6.08%	\$12,658.00	
18 Idaho State University	\$12,460.00	\$542.50	4.35%	\$17.50	0.14%	\$560.00	4.49%	\$13,020.00	
19 University of Idaho	\$13,800.00	\$362.70	2.63%	\$137.30	0.99%	\$500.00	3.62%	\$14,300.00	
20 Lewis Clark State College	\$10,841.00	\$531.00	4.90%	\$10.00	0.09%	\$541.00	4.99%	\$11,382.00	
21 Eastern Idaho Tech College	\$5,784.00	\$204.00	3.53%	\$0.00	0.00%	\$204.00	3.53%	\$5,988.00	
22 Average 4 year institutions	\$12,258.25					\$581.75		\$12,840.00	
23 Graduate:									
24 Boise State University	\$12,722.00	\$599.00	4.71%	\$166.00	1.30%	\$765.00	6.01%	\$13,487.00	
25 Idaho State University	\$13,200.00	\$562.50	4.26%	\$17.50	0.13%	\$580.00	4.39%	\$13,780.00	
26 University of Idaho	\$14,340.00	\$362.70	2.53%	\$137.30	0.96%	\$500.00	3.49%	\$14,840.00	
27 Average Graduate	\$13,420.67					\$615.00		\$14,035.67	
28									
29 Part-time Credit Hour Tuition & Fees:									
30 Resident Fees:									
31 Undergraduate:									
32 Boise State University	\$211.00	\$8.20	3.89%	\$7.80	3.70%	\$16.00	7.58%	\$227.00	
33 Idaho State University	\$214.00	\$6.97	3.26%	\$0.03	0.01%	\$7.00	3.27%	\$221.00	
34 University of Idaho	\$200.00	\$12.00	6.00%	\$0.00	0.00%	\$12.00	6.00%	\$212.00	
35 Lewis Clark State College	\$194.00	\$10.00	5.15%	\$0.00	0.00%	\$10.00	5.15%	\$204.00	
36 Eastern Idaho Tech College	\$79.00	\$3.00	3.80%	\$0.00	0.00%	\$3.00	3.80%	\$82.00	
37 In-Service Teacher Fee	\$69.00	\$3.00	4.35%	\$0.00	0.00%	\$3.00	4.35%	\$72.00	
38									
39 Graduate:									
40 Boise State University	\$254.00	\$10.20	4.02%	\$7.80	3.07%	\$18.00	7.09%	\$272.00	
41 Idaho State University	\$251.00	\$7.97	3.18%	\$0.03	0.01%	\$8.00	3.19%	\$259.00	
42 University of Idaho	\$227.00	\$12.00	5.29%	\$0.00	0.00%	\$12.00	5.29%	\$239.00	
43 In-Service Teacher Fee	\$82.00	\$4.00	4.88%	\$0.00	0.00%	\$4.00	4.88%	\$86.00	
44									
45 Nonresident Tuition and Fees:									
46 Pt Tm Nonresident Cr Hr Tuition									
46 Boise State University	\$143.40	\$8.20	5.72%	\$0.00	0.00%	\$8.20	5.72%	\$151.60	
47 Idaho State University	\$115.00	\$5.00	4.35%	\$0.00	0.00%	\$5.00	4.35%	\$120.00	
48 University of Idaho	\$140.00	\$8.00	5.71%	\$0.00	0.00%	\$8.00	5.71%	\$148.00	
49 Lewis-Clark State College	\$149.00	\$10.00	6.71%	\$0.00	0.00%	\$10.00	6.71%	\$159.00	

* Note: Includes non-instructional fees only - not tuition

**Idaho Undergraduate Resident Fees
FY07 Actual Fees and FY08 Recommended Fees
with Percentage Increase**



**Idaho Graduate Resident Fees
FY07 Actual Fees and FY08 Recommended Fees
with Percentage Increase**



THIS PAGE INTENTIONALLY LEFT BLANK

College and Universities
Carryover History
FY 2001 - FY 2006

By Fund Source	FY 2001			FY 2002			FY 2003			FY 2004			FY 2005			FY 2006			Total		
	Spending Authority	Carryover	%	Spending Authority	Carryover	%	Spending Authority	Carryover	%	Spending Authority	Carryover	%	Spending Authority	Carryover	%	Spending Authority	Carryover	%	Spending Authority	Carryover	%
General Fund	\$ 212,442,500	\$ 243,600	0.1%	\$ 229,218,000	\$ 377,000	0.2%	\$ 206,935,300	\$ -	0.0%	\$ 218,000,000	\$ 5,300	0.0%	\$ 225,655,900	\$ 51,800	0.0%	\$ 234,132,900	\$ (57,000)	0.0%	\$ 1,326,384,600	\$ 620,700	0.0%
Ag School	1,024,100	-	0.0%	1,427,100	-	0.0%	1,136,100	-	0.0%	960,000	-	0.0%	385,800	-	0.0%	-	-		\$ 4,933,100	\$ -	0.0%
Charitable Inst.	1,316,900	7,100	0.5%	1,246,200	-	0.0%	1,085,400	-	0.0%	914,600	-	0.0%	383,800	-	0.0%	-	-		\$ 4,946,900	\$ 7,100	0.1%
Normal School	4,087,700	183,800	4.5%	4,149,400	-	0.0%	3,676,400	2,000	0.1%	3,195,000	-	0.0%	2,995,500	58,900	2.0%	3,286,900	(1,400)	0.0%	\$ 21,390,900	\$ 243,300	1.1%
Science School	4,288,700	-	0.0%	4,996,700	-	0.0%	4,241,700	-	0.0%	3,785,000	-	0.0%	3,159,300	-	0.0%	2,848,500	39,204	1.4%	\$ 23,319,900	\$ 39,204	0.2%
University	3,297,800	-	0.0%	4,087,300	-	0.0%	3,496,300	-	0.0%	3,110,000	-	0.0%	3,169,100	-	0.0%	3,465,500	2,571,045	74.2%	\$ 20,626,000	\$ 2,571,045	12.5%
Unrestricted Fees	23,950,200	14,334,200	59.9%	25,762,000	14,629,500	56.8%	28,683,100	21,641,800	75.5%	33,265,000	23,670,200	71.2%	35,288,200	27,237,300	77.2%	124,082,500	34,485,330	27.8%	\$ 271,031,000	\$ 135,998,330	50.2%
Restricted Fees	39,505,600	4,515,800	11.4%	43,811,500	6,141,100	14.0%	58,105,000	10,586,500	18.2%	67,300,400	9,846,500	14.6%	76,890,900	16,576,000	21.6%	39,322,638	3,424	0.0%	\$ 324,936,038	\$ 47,669,324	14.7%
Total	\$ 289,913,500	\$ 19,284,500	6.7%	\$ 314,698,200	\$ 21,147,600	6.7%	\$ 307,359,300	\$ 32,230,300	10.5%	\$ 330,530,000	\$ 33,522,000	10.1%	\$ 347,928,500	\$ 43,924,000	12.6%	\$ 407,138,938	\$ 37,040,603	9.1%	\$ 1,997,568,438	\$ 187,149,003	9.4%

FTE	32,975	34,683	35,844	37,364	37,127	36,966
Carryover per FTE	\$ 585	\$ 610	\$ 899	\$ 897	\$ 1,183	\$ 1,002

Note: Student Fees shown are only the appropriated fees and do not include other student fees collected by the institutions.
Appropriated student fees only comprise approximately 70% of all student fees.

Idaho College and Universities

Net Asset Balances

As of June 30, 2006

Information Taken from Workpapers Relating to Audited Financial Statements

	BSU	ISU	UI	LCSC	Total
1 Net Assets:					
2 Invested in capital assets, net of related debt	142,498,300	91,299,662	179,267,162	19,599,852	432,664,976
3 Restricted, expendable	18,346,964	14,599,005	38,727,669	1,384,340	73,057,978
4 Restricted, nonexpendable			84,671,646		84,671,646
5 Unrestricted	61,249,973	31,115,989	43,288,490	7,383,807	143,038,259
6 Total Net Assets	\$222,095,237	\$137,014,656	\$345,954,967	\$28,367,999	\$733,432,859
7					
8 Unrestricted Net Assets:					
9 Debt Service Reserve	5,419,920	9,326,331	5,939,057	1,878,437	22,563,745
10 Various Department Fund Balances (see note A)	29,693,607	18,615,363	21,030,009	3,610,509	72,949,488
11 Reserved for Library Acquisitions (see note B)		290,512	1,683,497	81,270	2,055,279
12 Reserved for Capital Projects, M&O, and Initiatives (see note C)	24,136,447	1,500,000	13,133,343	1,521,713	40,291,503
13 Unreserved Funds	2,000,000	1,383,783	1,502,584	291,878	5,178,245
14 Total Unrestricted Net Assets	\$61,249,973	\$31,115,989	\$43,288,490	\$7,383,807	\$143,038,259

Note A: Department Fund Balances are derived from operations for such areas as Auxiliaries, Academic and Service Departments, Research, and Vocational/Technical Education. These funds are held to be used in their respective departments, but can and have been used for any purpose at the discretion of the institution.

Note B: These funds are used to assist in the acquisition and replacement of library materials and to stay abreast of technology changes in the way the library is accessed and used. These funds can and have been used for any purpose at the discretion of the institution.

Note C: These funds are reserved for capital projects, ongoing maintenance, facility repair and replacement, and start-up costs related to strategic mission. These funds can and have been used for any purpose at the discretion of the institution.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: R. Establishment of Fees

June 2005

R. Establishment of Fees

1. Definitions and Types of Fees

The following definitions are applicable to fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General Education Fees

General education fees are to be deposited into the unrestricted or restricted current fund accounts as required by Section V, Subsection Q.

(1) Tuition – University of Idaho

Tuition is defined as the fee charged for the cost of instruction at the University of Idaho. The cost of instruction shall not include those costs associated with the construction, maintenance, and operation of buildings and facilities; student services; or institutional support, which are complementary to, but not a part of, the instructional program. Tuition may be charged only to nonresident . students enrolled in the University of Idaho, or to resident students enrolled in the University of Idaho who are in a professional program, college, school, or department approved by the State Board of Education and the Board of Regents of the University of Idaho; who are taking extra studies; or who are part-time students at the institutions.

(2) Matriculation Fee – University of Idaho

Matriculation fee is defined as the fee charged at the University of Idaho for all educational costs other than the cost of instruction, including, but not limited to, costs associated with the construction, maintenance, and operation of buildings and facilities, student services, and institutional support.

(3) Tuition – Boise State University, Idaho State University, Lewis-Clark State College

Tuition is defined as the fee charged for any and all educational costs at Boise State University, Idaho State University, and Lewis-Clark State College.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

(4) Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

(5) Part-time Education Fee

Part-time education fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

(6) Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

(7) Summer School Fee

Summer school fee is defined as the fee charged for educational costs for students enrolled in academic programs in summer semester.

(8) Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the matriculation fee, facility fee, and activity fee.

(9) Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions, agencies and the school under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

(10) Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

(11) In-Service Teacher Education Fee

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

The fee shall be one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- (a) The student must be an Idaho public school teacher or other professional employee of an Idaho school district.
- (b) The costs of instruction are paid by an entity other than an institution.
- (c) The course must be approved by the appropriate academic unit(s) at the institution.
- (d) The credit awarded is for professional development and cannot be applied towards a degree program.

(12) Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

- (13) Workforce Training Credit fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Local Fees

Local fees are both full-time and part-time student fees which are to be deposited into the local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

(1) Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of general education facilities.

(2) Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

(3) Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

(4) Professional Fee

Professional fee is defined as the additional fee charged for educational costs for students enrolled in specialized degree granting programs. Professional programs currently approved by the Board to charge a professional fee are pharmacy, law, medicine, veterinary medicine, dentistry, physician assistant, physical therapy, occupational therapy, graduate nursing, architecture, and landscape architecture.

(5) Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

(6) Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

2. Board Policy on Student Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

3. Fees Approved by the Chief Executive Officer of the Institution

a. Special Course Fees or Assessments

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

b. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the chief executive officer of the institution no later than three (3) months prior to the semester the change is to become effective. The chief executive officer shall report such changes to the Board at its June meeting.

c. Activity and Facility Fees

The chief executive officer of the institution shall approve the amount of each of these fees prior to the April Board meeting. The change is to become effective prior to the beginning of the academic year following the change. The chief executive officer or his or her designee shall meet and confer with the associated student body before approving these fees. The institution shall hold a public meeting on the fee changes, and a report of the meeting shall be made available to the Board.

4. Fees Approved by the Board

a. Fees Requiring Board Approval

(1) Tuition at the University of Idaho

(2) Matriculation Fees at the University of Idaho

(3) Tuition Fees at Boise State University, Idaho State University, and Lewis-Clark State College

(4) Professional-Technical Education Fee

(5) Part-time Education Fee

(6) Graduate Fee

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(7) Summer School Fee

(8) Professional Fee

(9) Course Overload Fee

b. Initial Notice

A proposal to alter a student fee covered by Subsection V.R.4.a shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made. Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

c. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

d. Effective Date

Any change in the rate of fees or tuition becomes effective on the date approved by the Board unless otherwise specified.

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 37
MISCELLANEOUS PROVISIONS RELATING
TO STATE INSTITUTIONS OF LEARNING

33-3717. FEES AT THE UNIVERSITY OF IDAHO. (1) The state board of education and the board of regents of the university of Idaho may prescribe fees, but not tuition, for all full-time, resident students enrolled in the university of Idaho.

(2) The state board of education and the board of regents of the university of Idaho may prescribe tuition for:

- (a) Nonresident students enrolled in the university of Idaho; or
- (b) Resident students enrolled in the university of Idaho who are:
 - (i) In a professional program, college, school or department approved by the state board of education and the board of regents of the university of Idaho;
 - (ii) Taking extra studies; or
 - (iii) Part-time students at the institution.

(3) For purposes of this section, tuition shall be defined as payment for the cost of instruction.

(4) Fees which may be prescribed under this section include matriculation fees, defined as the fees charged to students for all educational costs other than the cost of instruction including, but not limited to, costs associated with the construction, maintenance and operation of buildings and facilities, student services, and institutional support, which are complementary to, but not a part of, the instructional program. The state board of education and the board of regents of the university of Idaho also may prescribe fees for all students for any additional charges, other than payment for the cost of instruction, that are necessary for the proper operation of the institution.

(5) A resident student is a student who meets the residency requirements imposed by section 33-3717B, Idaho Code.

(6) Nothing contained in this section shall prevent the state board of education and the board of regents of the university of Idaho from waiving fees or tuition to be paid by nonresident students, as defined in section 33-3717C, Idaho Code, who are enrolled in the university of Idaho.

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 37
MISCELLANEOUS PROVISIONS RELATING
TO STATE INSTITUTIONS OF LEARNING

33-3717A. FEES AT STATE COLLEGES AND UNIVERSITIES OTHER THAN THE UNIVERSITY OF IDAHO.

(1) The state board of education may prescribe fees, including tuition fees, for resident and nonresident students enrolled in all state colleges and universities other than the university of Idaho. For purposes of this section, said fees, including tuition fees, may be used for any and all educational costs at the state colleges and universities including, but not limited to, costs associated with:

- (a) Academic services;
- (b) Instruction;
- (c) The construction, maintenance and operation of buildings and facilities;
- (d) Student services; or
- (e) Institutional support.

The state board of education also may prescribe fees for all students for any additional charges that are necessary for the proper operation of each institution.

(2) A resident student is a student who meets the residency requirements imposed by section 33-3717B, Idaho Code.

(3) Nothing contained in this section shall prevent the state board of education from waiving fees, including tuition fees, to be paid by nonresident students, as defined in section 33-3717C, Idaho Code, who are enrolled in the state colleges and universities.

(4) Nothing contained in this section shall apply to community colleges now or hereafter established pursuant to chapter 21, title 33, Idaho Code, or to postsecondary professional-technical schools now or hereafter established and not connected to or a part of a state college or university.

BOISE STATE UNIVERSITY

STUDENT FEE RECOMMENDATION

TO

THE IDAHO STATE BOARD OF EDUCATION

- **Student Fee Recommendation Narrative Provided by Institution.....Page 3**
- **Provided by OSBE:**
 - Recommendations for Changes to Student Fees for FY 2008..... Page 8
 - Potential Student Fee Revenue Changes for FY 2008..... Page 9
 - 4-year History of Board Approved Fees plus FY 2008 Recommended Fees Page 10
 - Peer Comparisons of Resident Undergraduate Tuition and Fees..... Page 11
- **Other Documents Provided by Institutions for Fee HearingsPage 13**
- **Student Supplied InformationPage 51**

THIS PAGE INTENTIONALLY LEFT BLANK

**Boise State University
Student Tuition/Fee Rate Hearing
February 15, 2007 -- 1:00 p.m. – 5:00 p.m.**

Jordan AB – Student Union

The Vice President for Student Affairs, Michael Laliberte, presided over the student fee hearing, and outlined the process for presenting fee requests and providing testimony. The Executive Budget Committee will review the requests and testimony and forward a fee recommendation to President Kustra later this month. Dr. Kustra will submit a recommendation to the State Board of Education, which will set Boise State University's 200-2008 tuition and fee schedule at its meeting anticipated for April 2007.

Blue Thunder Marching Band

Mr. David Wells, Director of the Blue Thunder Marching Band, presented a request for an increase in its full-time fee of \$6.50 to \$8.00, and an increase in its part-time fee of \$.065 per credit to \$.80 per credit. If funded, the additional revenue would be used to pay for scholarships and uniforms for a greater number of students, inventory maintenance, operating expenses and additional staff. The present budget supports 150 band members, and is expected to receive 120 applications from incoming freshmen.

The university received no student testimony about the proposed increase to the Blue Thunder Marching Band fee.

General Education – Tuition

Dr. Sona Andrews, Provost and Academic Vice President, presented the university's request for an increase in the general education tuition and fee from \$1,334.85 for full-time students to \$1,426, and from \$143.40 per credit to \$153 per credit for part-time students. If approved, the summer fee would increase from \$138.20 per credit to \$148.00 per credit.

If approved, the revenue would be used to fund programs that are not likely to receive state general fund appropriations. The first is a student success initiative (\$1.7M) which includes academic advising faculty and staff positions targeted toward the Freshman Success program, student success infrastructure costs, development and maintenance of web programs and student portal, and funding to develop and offer multiple methods of math instruction.

The fee increase would also be used to fund a research initiative that would add new Graduate Assistantships, technical infrastructure and operational funds, and additional staff to support increased research activity on campus as well as deal with compliance issues in an increasingly regulatory environment.

The university received no student testimony about the proposed increase to the General Education and Tuition Fee.

Strategic Facilities Fee

Stacy Pearson, Vice President for Finance and Administration, presented the university's request to increase the Strategic Facilities Fee from \$100 to \$165 for full-time students, and from \$10 to \$16 per credit for part-time and summer students.

Sustained enrollment growth continues to put pressure on campus classroom space and facilities, leaving the university with the choice to limit enrollment or increase capacity by building new facilities. Because the state has not provided funding for building construction over the past 4 years, the strategic facility fee has been assessed to provide funds to bond new construction for academic, student and other auxiliary space. If approved, the additional revenue would be used to leverage and match other funding sources and to issue bonds for new facility construction, including the Center for Environmental Science and Economic Development (CESD) and a research facility. Projects proposed for FY09 include a new college of Business and Economic Building and additional student housing.

The university received no student testimony about the proposed increase to the Strategic Facilities Fee.

Student Support System Technology Fee

Christine Hurst, Associate Director for the Office of Information Technology, presented the request for an increase of the full-time fee from \$19.00 to \$24.00, and an increase to the part-time and summer fees from \$1.90 to \$2.40 per credit.

If approved, the increased funding would support increases in licensing costs, help pay for systems growth and support costs associated with increased demand, and to provide increased system security, stability, reliability and availability.

The university received no student testimony about the proposed increase to the Student Support System Technology Fee.

Health, Wellness and Counseling Services Fee

Executive Director of Health, Wellness & Counseling Services, presented the request for a \$10.00 increase in the full-time fee of \$33.00 to \$43.00, and a \$1.00 increase to the summer fee from \$3.30 per credit to \$4.30 per credit. The requested increase is a three-year increase of the fee. The \$25 health fee had not increased since 1987 totaling \$8.00 were approved over the past two years.

The fee increase will be used to enhance programs and services in preparation for the construction and opening of a new health, wellness and counseling facility at the end of FY09.

The university received no student testimony about the proposed increase to the Health, Wellness & Counseling Services Fee.

Intercollegiate Athletics

Gene Bleymaier, Director of Intercollegiate Athletics, presented the request to increase the intercollegiate athletics fee from \$93.00 for full-time students to \$98.00, and increase the part-time fee from \$5.30 to \$6.00 per credit.

If approved, the fee increase would be used to help the university comply with Title IX by implementing its plan to add a new women's sport every five years. Revenue generated from the fee increase would fund additional scholarships for the women's swimming program, and hire staff to begin the women's softball program, including costs associated with the development of play and practice facilities, office space, locker rooms and equipment. BSU's current athletic fee is lower than Idaho State University and the University of Idaho.

The university received no student testimony about the proposed increase to the Intercollegiate Athletic Fee.

Student Union & Involvement Fee

Leah Barrett, Executive Director of the Student Union & Student Activities, presented the request to increase the fee paid by full-time students from \$71.00 to \$81.00, and to increase the part-time and summer fee from \$7.10 per credit to \$8.10 per credit.

The requested fee increase is necessary to support current SUB programs, services and operations and to prepare for the SUB expansion beginning in the summer of 2009. When the university moves to a central banking model in 2008, the revenues used to pay off bonds from previous SUB expansions, and are a part of the SUB's current operating budget, will be removed. For FY07 and FY08, student fee and other revenue will exceed bond expenses, but by FY09 the student fees collected will nearly equal bond expenses, resulting in decreased revenue for operating expenses and the planned sub expansion.

The SUB has implemented several revenue generating and cost cutting measures allowing the SUB to fund inflationary costs, mandatory salary increases and cost of benefits and utilities. If the fee increase is not approved for FY08, the student union will have to cut staff, programs and services and increase service fees.

The university received no student testimony about the proposed increase to the Student Union & Student Involvement Fee.

Campus Recreation – Club Sports

Alain Rodrigue, Assistant Director of Intramural and Club Sports, presented the request to increase the fee paid by full-time students from \$1.25 to \$3.25, and to increase the part-time fee from \$0.15 per credit to \$0.35 per credit. Participation in club sports has grown significantly over the last four years when the fee was initially approved. At that time approximately 250 students participated in 16 club sports. Today over 400 students participate in 27 different clubs.

If the fee increase is approved the revenue will be used to increase the funds Campus Recreation provides as a match to the funds the clubs generate from participation dues and fund-raising. In addition, the revenue will provide emergency and start up costs to club sports, pay for increased administrative personnel and operations, as well as provide safety and leadership training and development for the club participants.

Three (3) Boise State University students testified in support of the increase to the Campus Recreation – Club Sports fee.

Campus Recreation Fee

Joyce Grimes, Executive Director of Campus Recreation and Taco Bell Arena, presented the request to increase the fee paid by full-time students from \$26.00 to \$28.00, and to increase the part-time fee from \$2.60 to \$2.80 per credit.

As phase II of the Student Recreation Center project, Campus Recreation is in the preliminary stages of a program and design study to add an Aquatics Complex adjacent to the existing facility. The bond funds are available to build the aquatics facility but there is not enough money in the reserves for operations and maintenance of the facility. The revenue generated from the fee increase would be used to hire aquatics personnel who will be critical to the planning and management of the new aquatics facility. During construction of the facility the new aquatics professional would plan programs, develop policies and procedures, and hire and train staff.

The university received no student testimony about the proposed increase to the Campus Recreation Fee.

General Written Comments Received from Students (See attached)

The university received written comments from six (6) students via e-mail.

- Only one (1) of the students clearly stated his opposition to tuition and fee increases.
- One student was opposed to all fee increases with the exception of the general tuition and fee increase.
- It can be inferred from the comments received from the other four (4) students that they are generally very concerned with the proposed increases and likely oppose them.

THIS PAGE INTENTIONALLY LEFT BLANK

BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2008 Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd Appv	FY07 Fees	FY08 Initial Notice	Requested Fees		
				FY08 Fees	Change	% Chg.
Student Fees:						
1 Full-time Fees:						
2 Tuition (Unrestricted)	**	\$2,669.70	\$2,852.00	\$2,839.70	\$170.00	6.4%
3 Technology Fee	**	92.50	102.50	102.50	10.00	10.8%
4 Facilities Fees	**	786.00	916.00	916.00	130.00	16.5%
5 Student Activity Fees	**	605.80	666.80	631.80	26.00	4.3%
6 Total Full-time Fees		<u>\$4,154.00</u>	<u>\$4,537.30</u>	<u>\$4,490.00</u>	<u>\$336.00</u>	<u>8.1%</u>
7						
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$143.40	\$153.00	\$151.60	\$8.20	5.7%
10 Technology Fee	**	4.90	5.40	5.40	0.50	10.2%
11 Facilities Fees	**	37.90	43.90	43.90	6.00	15.8%
12 Student Activity Fees	**	24.80	28.05	26.10	1.30	5.2%
13 Total Part-time Cr Hr Fees:		<u>\$211.00</u>	<u>\$230.35</u>	<u>\$227.00</u>	<u>\$16.00</u>	<u>7.6%</u>
14						
15 Summer Fees:						
16 Education Fee	**	\$143.85	\$148.00	\$152.05	\$8.20	5.7%
17 Technology Fee	**	4.90	5.40	5.40	0.50	10%
18 Facilities Fees	**	37.90	43.90	43.90	6.00	15.8%
19 Student Activity Fees	**	19.35	21.35	20.65	1.30	6.7%
20 Total Summer Fees:		<u>\$206.00</u>	<u>\$218.65</u>	<u>\$222.00</u>	<u>\$16.00</u>	<u>7.8%</u>
21						
22 Other Student Fees:						
23 Graduate Fees:						
24 Full-time Grad/Prof	**	\$790.00	\$829.00	\$829.00	\$39.00	4.9%
25 Part-time Graduate/Hour	**	\$43.00	\$45.00	\$45.00	\$2.00	4.7%
26 Nonresident Tuition:						
27 Nonres Tuition	**	\$7,778.00	\$8,167.00	\$8,168.00	\$390.00	5.0%
28 Other Fees:						
29 Western Undergrad Exchange	**	\$2,077.00	\$2,268.65	\$2,245.00	\$168.00	8.1%
30 Overload fee		\$211.00	\$230.35	\$227.00	\$16.00	7.6%
31 In-service Fees/Cr Hr - Undergrad	**	\$69.00	\$72.00	\$72.00	\$3.00	4.3%
32 In-service Fees/Cr Hr - Grad	**	\$82.00	\$86.00	\$86.00	\$4.00	4.9%
33 Total Other Student Fees						
34						
35						
36						
37 Changes to Student Activity Fees:						
38 Full-time:						
39 Intercollegiate Athletics		\$186.00	\$196.00	\$186.00	\$0.00	0.0%
40 Student Health Center		\$66.00	\$66.00	\$72.00	\$6.00	9.1%
41 Student Union Operations		\$145.00	\$165.00	\$165.00	\$20.00	13.8%
42 Marching Band		\$13.00	\$16.00	\$13.00	\$0.00	0.0%
43 Rec Center - Sports Clubs		\$2.50	\$6.50	\$2.50	\$0.00	0.0%
44 Rec Center - Operations		\$52.00	\$56.00	\$52.00	\$0.00	0.0%
45 Part-time:						
46 Intercollegiate Athletics		\$5.30	\$5.50	\$5.30	\$0.00	0.0%
47 Student Health Center		\$3.30	\$3.30	\$3.60	\$0.30	9.1%
48 Student Union Operations		\$7.25	\$8.25	\$8.25	\$1.00	13.8%
49 Marching Band		\$0.65	\$1.00	\$0.65	\$0.00	0.0%
50 Rec Center - Sports Clubs		\$0.15	\$0.55	\$0.15	\$0.00	0.0%
51 Rec Center - Operations		\$2.60	\$0.25	\$2.60	\$0.00	0.0%
52 Student Health Insurance Premium		\$992				

BOISE STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 2008 Due to Enrollment and Fee Changes

Student Fees:	Projected HC/SCH Enrollmt		Potential Revenue Generated Due to Enrollment and Fee Changes					
	FY07	FY08	Enrollment Changes		Fee Changes		Total Rev Chge	
			Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:		1.0%						
Tuition (Unrestricted)	12,100	12,221	\$323,000.00		\$2,077,600.00		\$2,400,600.00	
Technology Fee	12,100	12,221		\$11,200.00		\$121,000.00		\$132,200.00
Facilities Fees	12,100	12,221		95,100.00		1,573,000.00		1,668,100.00
Student Activity Fees	12,100	12,221		73,300.00		314,600.00		387,900.00
Total Full-time Fees			\$323,000.00	\$179,600.00	\$2,077,600.00	\$2,008,600.00	\$2,400,600.00	\$2,188,200.00
Part-time Credit Hour Fees:								
Education Fee	41,890	42,309	\$60,100.00		\$346,900.00		\$407,000.00	
Technology Fee	41,890	42,309		\$2,100.00		\$21,200.00		\$23,300.00
Facilities Fees	41,890	42,309		15,900.00		253,900.00		269,800.00
Student Activity Fees	41,890	42,309		10,400.00		55,000.00		65,400.00
Total Part-time Cr Hr Fees:			\$60,100.00	\$28,400.00	\$346,900.00	\$330,100.00	\$407,000.00	\$358,500.00
Summer Fees:								
Education Fee	24,872	25,121	\$35,800.00		\$206,000.00		\$241,800.00	
Technology Fee	24,872	25,121		\$1,200.00		\$12,600.00		\$13,800.00
Facilities Fees	24,872	25,121		9,400.00		150,700.00		160,100.00
Student Activity Fees	24,872	25,121		4,800.00		32,700.00		37,500.00
Total Summer Fees:			\$35,800.00	\$15,400.00	\$206,000.00	\$196,000.00	\$241,800.00	\$211,400.00
Other Student Fees:								
Graduate Fees:								
Full-time Grad/Prof	427	431	\$3,400.00		\$16,800.00		\$20,200.00	
Part-time Graduate/Hour	7,400	7,474	\$3,200.00		\$14,900.00		\$18,100.00	
Nonresident Tuition:								
Nonres Tuition-Fall	444	448	\$34,500.00		\$174,900.00		\$209,400.00	
Other Fees:								
Western Undergrad Exchge	179	181	\$3,700.00		\$30,400.00		\$34,100.00	
Overload Fee	369	372	\$800.00		\$6,000.00		\$6,800.00	
In-service Fees/Cr Hr - Undergrad			\$0.00		\$0.00		\$0.00	
In-service Fees/Cr Hr - Grad	2,008	2,028	\$1,600.00		\$8,100.00		\$9,700.00	
Total Other Student Fees			\$44,800.00	\$0.00	\$237,000.00	\$0.00	\$281,800.00	\$0.00
Total Additional Student Fee Revenue			\$463,700.00	\$223,400.00	\$2,867,500.00	\$2,534,700.00	\$3,331,200.00	\$2,758,100.00
1) Changes to Student Activity Fees:								
Full-time:								
Intercollegiate Athletics	12,100	12,221		\$22,500.00		\$0.00		\$22,500.00
Student Health Center	12,100	12,221		\$8,000.00		\$73,300.00		\$81,300.00
Student Union Operations	12,100	12,221		\$17,500.00		\$244,400.00		\$261,900.00
Marching Band	12,100	12,221		\$1,600.00		\$0.00		\$1,600.00
Rec Center - Sports Clubs	12,100	12,221		\$300.00		\$0.00		\$300.00
Rec Center - Operations	12,100	12,221		\$6,300.00		\$0.00		\$6,300.00
				\$56,200.00		\$317,700.00		\$373,900.00
Part-time								
Intercollegiate Athletics	41,890	42,309		\$2,200.00		\$0.00		\$2,200.00
Student Health Center	41,890	42,309		\$1,400.00		\$12,700.00		\$14,100.00
Student Union Operations	41,890	42,309		\$3,000.00		\$42,300.00		\$45,300.00
Marching Band	41,890	42,309		\$300.00		\$0.00		\$300.00
Rec Center - Sports Clubs	41,890	42,309		\$100.00		\$0.00		\$100.00
Rec Center - Operations	41,890	42,309		\$1,100.00		\$0.00		\$1,100.00
				\$8,100.00		\$55,000.00		\$63,100.00

BOISE STATE UNIVERSITY

4-year History of Board Approved Fees plus FY08 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

		FY 2004	FY 2005	FY 2006	FY 2007	Request FY 2008	5-Year Increase	% Increase
1	Student Fees:							
2	Full-time Fees							
3	Tuition (Unrestricted)	\$2,118.50	\$2,277.70	\$2,567.70	\$2,669.70	\$2,839.70	\$721.20	34.0%
4	Technology Fee	82.50	92.50	92.50	92.50	102.50	20.00	24.2%
5	Facilities Fees	506.00	586.00	636.00	786.00	916.00	410.00	81.0%
6	Student Activity Fees	544.00	563.80	575.80	605.80	631.80	87.80	16.1%
7	Total Full-time Fees	<u>\$3,251.00</u>	<u>\$3,520.00</u>	<u>\$3,872.00</u>	<u>\$4,154.00</u>	<u>\$4,490.00</u>	<u>\$1,239.00</u>	<u>38.1%</u>
8	Part-time Credit Hour Fees							
9	Education Fee	\$115.30	\$123.80	\$138.20	\$143.40	\$151.60	\$36.30	31.5%
10	Technology Fee	4.40	4.90	4.90	4.90	5.40	1.00	0.0%
11	Facilities Fees	23.90	27.90	30.40	37.90	43.90	20.00	0.0%
12	Student Activity Fees	18.80	20.40	21.50	24.80	26.10	7.30	38.8%
13	Total Part-time Cr Hr Fees	<u>\$162.40</u>	<u>\$177.00</u>	<u>\$195.00</u>	<u>\$211.00</u>	<u>\$227.00</u>	<u>\$64.60</u>	<u>39.8%</u>
14								
15	Summer Fees							
16	Education Fee	\$115.30	\$123.80	\$138.34	\$143.85	\$152.05	\$36.75	31.9%
17	Technology Fee	4.40	4.90	4.90	4.90	5.40	1.00	22.7%
18	Facilities Fees	23.90	27.90	30.40	37.90	43.90	20.00	83.7%
19	Student Activity Fees	13.90	16.25	16.36	19.35	20.65	6.75	48.6%
20	Total Summer Fees	<u>\$157.50</u>	<u>\$172.85</u>	<u>\$190.00</u>	<u>\$206.00</u>	<u>\$222.00</u>	<u>\$64.50</u>	<u>41.0%</u>
21								
22	Other Student Fees							
23	Graduate Fees:							
24	Full-time Grad/Prof	\$678.00	\$712.00	\$747.00	\$790.00	\$829.00	\$151.00	22.3%
25	Part-time Graduate/Hour	\$36.75	\$39.00	\$41.00	\$43.00	\$45.00	\$8.25	22.4%
26	Nonresident Tuition:							
27	Nonres Tuition	\$6,720.00	\$7,056.00	\$7,408.00	\$7,778.00	\$8,168.00	\$1,448.00	21.5%
28	Other Fees:							
29	Western Undergrad Exchge	\$1,625.50	\$1,760.00	\$1,936.00	\$2,077.00	\$2,245.00	\$619.50	38.1%
30	Overload fee	\$162.40	\$177.00	\$195.00	\$211.00	\$227.00	\$64.60	39.8%
31	In-service Fees/Cr Hr - Undergrad	\$55.00	\$60.00	\$65.00	\$69.00	\$72.00	\$17.00	30.9%
32	In-service Fees/Cr Hr - Grad	\$66.00	\$72.00	\$77.00	\$82.00	\$86.00	\$20.00	30.3%

**College & Universities
Peer Comparisons
Resident Undergraduate Tuition and Fees
FY 2004 - FY 2007**

					INCREASE OVER PRIOR YEAR	
	2003-2004	2004-2005	2005-2006	2006-2007	AMOUNT	PERCENT
BOISE STATE UNIVERSITY						
1 University of Cincinnati	\$7,623	\$8,379	\$8,883	\$9,381	\$1,002	11.3%
2 Cleveland State University	6,040	6,792	7,344	7,920	1,128	15.4%
3 Wayne State University	5,190	5,399	6,439	6,812	1,413	21.9%
4 George Mason University (Virginia)	5,112	5,448	5,922	6,408	960	16.2%
5 University of Louisville	4,450	5,040	5,532	6,252	1,212	21.9%
6 University of Texas - El Paso	3,865	4,648	4,888	5,262	614	12.6%
7 Portland State University	4,206	4,311	4,499	5,210	899	20.0%
8 University of Nebraska - Omaha	4,094	4,533	4,825	5,118	585	12.1%
9 Northern Arizona University	3,593	4,072	4,393	4,546	474	10.8%
10 Wichita State University	3,507	3,909	4,232	4,515	606	14.3%
11 Eastern Washington University	3,687	3,927	4,149	4,383	456	11.0%
12 University of Alaska - Anchorage	3,232	3,517	4,014	4,366	849	21.2%
13 Boise State University	3,251	3,520	3,872	4,154	634	16.4%
14 University of Northern Colorado	3,241	3,370	3,837	3,900	530	13.8%
15 University of Nevada - Las Vegas	2,670	3,210	3,476	3,732	522	15.0%
16 Weber State University	2,634	2,876	3,138	3,432	556	17.7%
17 California State University - Fresno	2,418	2,706	2,986	3,039	333	11.2%
18 Peer Averages	4,048	4,450	4,849	5,202	751	15.5%

* SOURCES:
WICHE Tuition & Fees In Public Higher Education in the West
The Chronicle of Higher Education

THIS PAGE INTENTIONALLY LEFT BLANK

BOISE STATE UNIVERSITY

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARING

- Initial Notice Page 15
- Fee Hearing Information..... Page 17

THIS PAGE INTENTIONALLY LEFT BLANK

SUBJ Line: Notice of Proposed Tuition and Fees for the 2007-08 Academic Year

Dear {First Name}:

Student Tuition/Fee Hearing Set for February 15, 2007

Each year Boise State University students have an opportunity to provide feedback on proposed changes to tuition and fees paid by all students. Revenue from tuition and fees partially cover the costs associated with instruction; academic services; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support. A hearing of the proposed student tuition and fees for the next academic year will be held Thursday, February 15, 2007 beginning at 1:00 p.m. in the Jordan A Ballroom of the Student Union (2nd floor).

Proposals will be presented in the order listed below:

1. Blue Thunder Marching Band
2. General Education – Tuition
3. Strategic Facilities Fee
4. Student Support System Technology Fee
5. Health, Wellness and Counseling
6. Intercollegiate Athletics
7. Student Union & Student Involvement
8. Campus Recreation – Club Sports
9. Campus Recreation

A schedule of the proposed fee increases can be found at <http://www2.boisestate.edu/vpsa>.

Detailed information regarding each of these proposed fees is available for inspection during regular business hours from the Budget Office, Room 305 of the Administration Building.

Process for Providing Testimony Regarding Proposed Tuition/Fees

All interested Boise State University students, faculty and staff may submit oral testimony at the hearing or written testimony before February 15th. Boise State students, faculty and staff wishing to testify in person may sign up at the hearing or in advance at the Office of the Vice President for Student Affairs by calling (208) 426-1418 or visiting Room 208 in the Administration Building. Individuals wishing to comment on the fee proposals are asked to limit testimony to three (3) minutes, and must provide a written copy of their comments to the hearing officer at the conclusion of their testimony.

State Board of Education Consideration of Recommended Tuition/Fee Increases

The Idaho State Board of Education is responsible for establishing tuition and fees for Idaho's public college and universities, and will consider the recommended tuition and fee increases at its April 2007 meeting. In setting tuition and fees, the Board considers testimony received from students, recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs.

Sincerely,

Michael R. Laliberte, Ed.D.
Vice President for Student Affairs

BOISE STATE UNIVERSITY

NOTICE OF STUDENT TUITION/FEE HEARINGS

HEARINGS OF THE PROPOSED INCREASES WILL BE HELD THURSDAY, FEBRUARY 15, 2007 BEGINNING AT 1:00 P.M. IN THE JORDAN BALLROOM OF THE STUDENT UNION BUILDING. PROPOSALS WILL BE PRESENTED IN THE ORDER LISTED BELOW.

Information regarding these proposed fee increases is available for inspection during regular business hours from the Budget Office, Room 305 of the Administration Building.

All interested Boise State University students, faculty and staff may submit oral testimony at the hearings or written testimony before February 15th. BSU students, faculty and staff wishing to testify in person may sign up at the hearing or in advance at the Office of the Vice President for Student Affairs and are asked to provide a written copy of their testimony to the hearing officer.

Individuals not currently affiliated with Boise State University are allowed to testify at the Student Fee Hearings under the following conditions:

- 1 They must sign up to testify and in doing so, indicate they are not a student, faculty or staff.
- 2 They must submit a written copy of their testimony prior to testifying.
- 3 They will be allowed to testify only at the discretion of the hearing officer.
- 4 If allowed to testify, they must identify themselves as a non student at the onset of their verbal testimony.

Requesting Unit	<u>Current Fee/Semester</u>			<u>Proposed Increase</u>			<u>Proposed Fee/Semester</u>		
	Full Time	Part Time	Summer	Full Time	Part Time	Summer	Full Time	Part Time	Summer
BLUE THUNDER MARCHING BAND	6.50	0.65	0.00	1.50	0.15	0.00	8.00	0.80	0.00
GENERAL EDUCATION - TUITION	1,334.85	143.40	143.85	91.15	9.60	4.15	1,426.00	153.00	148.00
STRATEGIC FACILITIES FEE	100.00	10.00	10.00	65.00	6.00	6.00	165.00	16.00	16.00
STUDENT SUPPORT SYSTEM TECHNOLOGY FEE	19.00	1.90	1.90	5.00	0.50	0.50	24.00	2.40	2.40
HEALTH WELLNESS AND COUNSELING	33.00	3.30	3.30	10.00	1.00	1.00	43.00	4.30	4.30
INTERCOLLEGIATE ATHLETICS	93.00	5.30	0.00	5.00	0.70	0.00	98.00	6.00	0.00
STUDENT UNION & STUDENT INVOLVEMENT	71.00	7.10	7.10	10.00	1.00	1.00	81.00	8.10	8.10
CAMPUS RECREATION - CLUB SPORTS	1.25	0.15	0.00	2.00	0.20	0.00	3.25	0.35	0.00
CAMPUS RECREATION	26.00	2.60	3.60	2.00	0.20	0.00	28.00	2.80	3.60

SUMMARY INFORMATION	<u>Current Fee/Semester</u>			<u>Proposed Increase</u>			<u>Proposed Fee/Semester</u>		
	Full Time	Part Time	Summer	Full Time	Part Time	Summer	Full Time	Part Time	Summer
GENERAL EDUCATION TUITION	1,334.85	143.40	143.85	91.15	9.60	4.15	1,426.00	153.00	148.00
FACILITY FEES	393.00	37.90	37.90	65.00	6.00	6.00	458.00	43.90	43.90
TECHNOLOGY FEES	46.25	4.90	4.90	5.00	0.50	0.50	51.25	5.40	5.40
ACTIVITY FEES	302.90	24.80	19.35	30.50	3.25	2.00	333.40	28.05	21.35
TOTAL FEES	2,077.00	211.00	206.00	191.65	19.35	12.65	2,268.65	230.35	218.65

Michael Laliberte
Vice President for Student Affairs
Boise State University
1910 University Drive
Boise, ID 83725



Boise State University
Student Tuition/Fee Rate Request
Effective 2007-2008 Academic Year

Vice President

JAN 23 2007

Department/Organization Information

Department/Organization Name Music/Blue Thunder Marching Band
10 Digit Department Number 022L101020
Contact Person David A. Wells
Phone Number x.63871

FY 2007 Budget Overview

Budgeted Revenue from Student Fees	<u>\$176,637.50</u>
Budgeted Revenue from Other Sources	<u>\$7,400.00</u>
Total 2007 Budget	<u>\$184,037.50</u>

Finance and
Administration

Current Fee Structure

— See attached schedule of 2007 Tuition & Fees

Full-Time Fee \$6.50
Part-Time Fee \$0.65
Summer Fee \$0.00

Describe the programs and services provided to the students of Boise State University by this Department/Organization

The Marching Band currently performs and provides athletic team support at all home Football, Men's Basketball and Women's Basketball games. The band also performs at all requested Boise State pep rallies, parades and spirit functions. In addition to Boise State events, the band performs at many community organized events providing additional PR.

Proposed Fee Structure

Full-Time Fee \$8.00
Part-Time Fee \$0.80
Summer Fee \$0.00

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change

Additional funding will enable the band to offer more scholarships and increase the size of the group. By increasing our numbers, we will be able to perform at more campus events (have received requests to perform at gymnastics, soccer and volleyball) and promote more Bronco spirit.

Justification of this proposed change in student fees

The marching band grew by 30% from 2005 to 2006. After an extremely successful football season and the national exposure we anticipate to increase the band size once again for 2007. Additional members will require additional funding for the program for scholarships, new instruments and uniforms and overall operations. The band currently has 1 band director, however with more members and a more demanding performance schedule, we will need to hire additional staff personnel.

For use by Student Tuition and Fees Committee

Department Name _____ Music-Marching Band
10 digit Department Number ____ 022L101020

Fiscal Year 2005

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees	204,703	181,881
Other Misc. Fees	81,210	7,922

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Salaries	42,565	40,060
Fringe benefits	14,812	13,585
OE	141,603	127,540
Travel	37,680	33,348
Capital Outlay	0	0

Prior Year Fund Balance @ June 30th

113,527	162,779
---------	---------

Student Fee Revenue Projections

Estimates for FY 07	<u>Head Count/Credit Hr</u>	<u>Current Fee</u>	<u>Estimated Fee Revenue</u>
FT	22,940	\$6 50	\$149,110 00
PT	42,350	\$0 65	\$27,527 50
Summer	25,129	\$0 00	\$0.00
			<u>\$176,637 50</u>
		Less 5% estimate for outstanding fees, credit card charges adjustments etc	<u>-\$8,831.88</u>
			<u>\$167,805.63</u>

Estimates for FY 08		<u>Proposed Fee</u>	
FT	23,169	\$8.00	\$185,355.20
PT	42,774	\$0.80	\$34,218.80
Summer	25,380	\$0.00	\$0.00
			<u>\$219,574.00</u>
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	<u>-\$10,978.70</u>
			<u>\$208,595.30</u>

Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)	<u>\$40,789.68</u>
--	--------------------



**Boise State University
Student Tuition/Fee Rate Request
Effective 2007-2008 Academic Year**

Department/Organization Information

Department/Organization Name General Education
10 Digit Department Number N/A
Contact Person Chris Rosenbaum
Phone Number 426-1344

FY 2007 Budget Overview

Boise State University State Appropriated Operating Budget
Budgeted Revenue from Student Fees \$44,221,301
Budgeted Revenue from Other Sources \$75,070,300
Total 2007 Budget \$119,291,601

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee \$1,334.85
Part-Time Fee \$143.40
Summer Fee \$138.20

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

General Education tuition and fees are collected from students and used to support the general education mission of Boise State University. This includes direct costs of instruction, research, administration, public service, library, student services, academic support, and institutional support.

Proposed Fee Structure

Full-Time Fee \$1,426.00
Part-Time Fee \$153.00
Summer Fee \$148.00

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

These funds would be used for some of the unfunded items requested in the 2008 Budget Request. Specifically, Academic Advising, Orientation and Math Programs would be enhanced as part of the Student Success Task Force recommendations and Research Infrastructure funds would assist with adding opportunities to grow the current number and quality of our graduate assistantships.

Justification of this proposed change in student fees

The Governor has recommended funding some of the requested items for FY 2008. However, there is no recommended funding for inflationary costs, nor any funding for health care cost increases. Further, there is only one requested item above the maintenance budget that is recommended for funding (occupancy - \$338,000). Although we don't know at this time what the legislature may appropriate, it is safe to assume that the remaining items are in serious jeopardy of funding - this amounts to over \$10 million. We have carefully reviewed these prioritized needs again and \$3 million is needed to meet minimum expectations. These funds, if approved, would go towards the priorities of assisting students with academic advising, revamping courses and/or programs that are currently contributing to students withdrawing from the University, adding orientation programs and developing a web portal to provide timely information to students -- all part of the initial request to the State. In addition, funds were requested to address the research vision of the university - including new funding for graduate assistantships and supporting sponsored project research activity that will enhance Boise State and beyond. In order for Boise State to attract and retain quality students, faculty and staff, we must ensure the infrastructure is in place to sustain focused growth with a reliable stream of income beyond what the Legislature is able to appropriate.

For use by Student Tuition and Fees Committee

Department Name	General Education Tuition & Fees
10 digit Department Number	N/A

Fiscal Year 2005

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees

Other Misc. Fees

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Salaries

Fringe benefits

OE

Travel

Capital Outlay

Prior Year Fund Balance @ June 30th

Student Fee Revenue Projections

Estimates for FY 07	Head Count/Credit Hr	Current Fee	Estimated Fee Revenue
FT	22,940	\$1,334.85	\$30,621,459.00
PT	42,350	\$143.40	\$6,072,990.00
Summer	25,129	\$138.20	\$3,472,800.16
			<u>\$40,167,249.16</u>
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	<u>-\$2,008,362.46</u>
			<u><u>\$38,158,886.70</u></u>

Estimates for FY 08		Proposed Fee	
FT	23,169	\$1,426.00	\$33,039,564.40
PT	42,774	\$153.00	\$6,544,345.50
Summer	25,380	\$148.00	\$3,756,253.02
			<u>\$43,340,162.92</u>
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	<u>-\$2,167,008.15</u>
			<u><u>\$41,173,154.78</u></u>

Estimated new money generated from additional fee and enrollment growth (estimated @ 2%)	<u><u>\$3,014,268.08</u></u>
--	------------------------------

Department/Organization Information

Department/Organization Name Strategic Facilities Fee
10 Digit Department Number N/A
Contact Person Stacy Pearson
Phone Number 426-1200

FY 2007 Budget Overview

Budgeted Revenue from Student Fees _____
Budgeted Revenue from Other Sources _____
Total 2007 Budget _____

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee \$100.00
Part-Time Fee \$10.00
Summer Fee \$10.00

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

The strategic facilities fee is used to provide funds to bond new construction for academic, student and other auxiliary space. The first fee of \$25 was approved for FY06 and an additional \$75 was approved in FY07. This fee increase is needed to bond a portion of the CESED academic and research facility and new COBE building. It is anticipated that these fee revenues will be matched by private, federal and state contributions to these facilities. The estimated total bonded projects for the FY08 strategic facilities fee is \$35 million for the two projects listed. The total estimated cost for both buildings is \$66 million.

Proposed Fee Structure

Full-Time Fee \$165.00
Part-Time Fee \$16.00
Summer Fee \$16.00

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

Boise State's sustained enrollment growth continues to create pressures on space and facilities. In addition, the research mission of the university has been hampered by lack of space for research labs, in addition to classroom and office space. The revenue that would be generated by this increase will be used to match other sources of funding and to issue tax exempt bonds so that the facilities can be built in the next two years.

Justification of this proposed change in student fees

The state has not provided funding for buildings over the past 4 years. Meanwhile, the rapid enrollment growth on the Boise campus forces the university to make tough decisions to either increase capacity or to limit enrollments due to insufficient academic space. As the university continues to be a center for public events and discourse, the expanded Student Union and parking deck will accommodate the many visitors that come to campus to participate in events and to enhance the university experience. More importantly, it will be a center for student activities, dining and academic and social activities located in the heart of the campus.

For use by Student Tuition and Fees Committee

Boise State University
2006-2007 Schedule of Tuition & Fees

Effective Summer 2006, Fall 2006 and Spring 2007

	Full-Time Under Grad	Proposed Full-Time Undergrad	Full-Time Graduate	Part-Time Under Grad	Part-Time Graduate	Summer Under Grad 2006	Summer Graduate 2006	Summer Under Grad 2007	Summer Graduate 2007
General Ed Fees									
Tuition	\$1,334.85		\$1,334.85						
Part-Time Credit Hour Fee				\$143.40	\$143.40	\$138.20	\$138.20	\$143.85	\$143.85
Facility and Technology Fees									
General Building Fee	99.00		99.00	9.00	9.00	9.00	9.00	9.00	9.00
Capital Expenditure Reserve Fee	5.00		5.00						
SUB Construction Fee	27.00		27.00	2.70	2.70	2.70	2.70	2.70	2.70
Residence Hall Construction Fee	57.00		57.00	5.70	5.70	5.70	5.70	5.70	5.70
Recreation Facility Fee	65.00		65.00	6.50	6.50	6.50	6.50	6.50	6.50
Facilities Fee	100.00	165.00	100.00	10.00	10.00	2.50	2.50	10.00	10.00
Health and Wellness Ctr. Facility Fee	40.00		40.00	4.00	4.00	4.00	4.00	4.00	4.00
Student Support System Tech Fee	19.00		19.00	1.90	1.90	1.90	1.90	1.90	1.90
Technology Fee-Computer Labs	27.25		27.25	3.00	3.00	3.00	3.00	3.00	3.00
Activity Fees									
Intercollegiate Athletics	93.00		93.00	5.30	5.30				
Student Health Center	33.00		33.00	3.30	3.30	1.00	1.00	3.30	3.30
Student Union Operations	72.50		72.50	7.25	7.25	6.75	6.75	7.25	7.25
Associated Student Body	17.65		17.65	1.60	1.60	1.60	1.60	1.60	1.60
University News	5.00		5.00	0.50	0.50	0.50	0.50	0.50	0.50
Student Program Board	7.00		7.00	0.50	0.50	0.50	0.50	0.50	0.50
BSU Radio	2.00		2.00						
Campus Recreation	26.00		26.00	2.60	2.60	3.60	3.60	3.60	3.60
Club Sports	1.25		1.25	0.15	0.15				
Drama, Music and Theatre Arts	1.50		1.50						
Alumni Activities	3.50		3.50	0.35	0.35				
Scholarships	6.00		6.00						
Outdoor Program	3.00		3.00	0.30	0.30	0.30	0.30	0.30	0.30
Children's Center	5.00		5.00	0.35	0.35	0.35	0.35	0.35	0.35
Service Learning Program	4.10		4.10	0.50	0.50	0.35	0.35	0.50	0.50
Volunteer Services Board	1.90		1.90	0.10	0.10	0.10	0.10	0.10	0.10
Student ID System	7.50		7.50	0.90	0.90	0.90	0.90	0.90	0.90
Distinguished Lecture Series	2.00		2.00	0.20	0.20	0.20	0.20	0.20	0.20
Marching Band	6.50		6.50	0.65	0.65				
Student Radio	2.00		2.00	0.20	0.20	0.20	0.20	0.20	0.20
Spirit Squad	2.00		2.00						
Cultural Center	0.50		0.50	0.05	0.05			0.05	0.05
Other Fees									
Graduate Fee			395.00		43.00		41.00		43.00
Total General Fees-Resident	\$2,077.00		\$2,472.00	\$211.00	\$254.00	\$189.85	\$230.85	\$206.00	\$249.00
Other Fees / Tuition									
Student Insurance *	\$ 496.00								
Non-resident Tuition	3,889.00								
Western Undergrad Exchange Fee	\$ 1,038.00								
Inservice Credit Hour Fee-Undergrad	\$ 69.00								
Inservice Credit Hour Fee-Graduate	\$ 82.00								
Course Overload Credit Hour Fee	\$ 211.00								

* A change in the State Board of Education policy states that students must provide proof of comparable health insurance or are required to maintain the university provided health coverage.

The full-time fee is charged to students taking 8 or more credit hours. The part-time credit hour fee is charged to students taking 7 or less credit hours. For Summer, the part-time credit hour fee is charged regardless of the number of credits.

Non-Resident tuition and Western Undergraduate Exchange fees are in addition to total resident fees.

All fees, tuition, and other charges are subject to change.

Department Name _____ Strategic Facilities Fee
 10 digit Department Number _N/A

Fiscal Year 2005
NEW FEE IN FY 2006

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees	0	713,251
Other Misc. Fees		0

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Debt Service --- needed for first portion of Student Union remodel	0	713,251
--	---	---------

Prior Year Fund Balance @ June 30th

Student Fee Revenue Projections

Estimates for FY 07	Head Count/Credit Hr	Current Fee	Estimated Fee Revenue
FT	22,940	\$100.00	\$2,294,000.00
PT	42,350	\$10.00	\$423,500.00
Summer	25,129	\$10.00	\$251,288.00
			\$2,968,788.00
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc.	-\$148,439.40
			\$2,820,348.60

Estimates for FY 08		Proposed Fee	
FT	23,169	\$165.00	\$3,822,951.00
PT	42,774	\$16.00	\$684,376.00
Summer	25,380	\$16.00	\$406,081.41
			\$4,913,408.41
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc.	-\$245,670.42
			\$4,667,737.99

Estimated new money generated from additional fee and enrollment growth (estimated @ 1%) **\$1,847,389.39**

Department/Organization Information

Department Organization Name OIT
10 Digit Department Number 939L101045
Contact Person David E O'Neill
Phone Number 426.3033

FY 2007 Budget Overview

Budgeted Revenue from Student Fees \$ 535,866²³
Budgeted Revenue from Other Sources \$ -0-
Total 2007 Budget \$ 535,866²³

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee 19⁰⁰
Part-Time Fee 1⁹⁰
Summer Fee 1⁹⁰

— Student Support System Tech fee —

Describe the programs and services provided to the students of Boise State University by this Department Organization

Acquisition, implementation's support for central student support systems including online admissions, registration, student financials, grades, transcripts, Blackboard, BroncoWeb and student email.

Proposed Fee Structure

Full-Time Fee 24⁰⁰
Part-Time Fee 2⁴⁰
Summer Fee 2⁴⁰

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change

Funding to support increases in licensing costs, systems growth and support costs associated with increasing demand and need to provide increased system security, stability, reliability and availability.

Justification of this proposed change in student fees

Increases in the demand upon student support systems (BroncoWeb, Blackboard, student email, PeopleSoft Student Systems, etc.) continue to place increasing demand on existing resources for the licensing, equipment, maintenance, security and renewal. Growth of the equipment base and security requirement have placed significant demand on existing engineering staff. Current staff is over committed putting current system stability, security and availability at risk.

For use by Student Tuition and Fees Committee

Department Name _____ Office of Information Technology
 10 digit Department Number .939L101045

Fiscal Year 2005

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees	625,322	587,083
Other Misc. Fees	16,250	0

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Salaries	224,013	286,454
Fringe benefits	73,361	91,158
OE	288,982	91,427.38
Travel	5397	4370.95
Capital Outlay	256,503	291,313.04

Prior Year Fund Balance @ June 30th

134,549	-43,091
---------	---------

Student Fee Revenue Projections

Estimates for FY 07	Head Count/Credit Hr	Current Fee	Estimated Fee Revenue
FT	22,940	\$19.00	\$435,860.00
PT	42,350	\$1.90	\$80,465.00
Summer	25,129	\$1.90	\$47,744.72
			\$564,069.72
		Less 5% estimate for outstanding fees credit card charges, adjustments etc.	-\$28,203.49
			<u>\$535,866.23</u>

Estimates for FY 08		Proposed Fee	
FT	23,169	\$24.00	\$556,065.60
PT	42,774	\$2.40	\$102,656.40
Summer	25,380	\$2.40	\$60,912.21
			\$719,634.21
		Less 5% estimate for outstanding fees credit card charges, adjustments etc.	-\$35,981.71
			<u>\$683,652.50</u>

Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)	<u>\$147,786.27</u>
--	---------------------



Boise State University
Student Tuition/Fee Rate Request
Effective 2007-2008 Academic Year

Vice President

JAN 22 2007

Department/Organization Information

Department/Organization Nan Health Wellness and Counseling Services
10 Digit Department Number 981L101001
Contact Person Ferd Schlapper
Phone Number 426-2770

FY 2007 Budget Overview

Budgeted Revenue from Student Fees	<u>\$973,167</u>
Budgeted Revenue from Other Sources	<u>\$1,151,690</u>
Total 2007 Budget	<u>\$2,124,857</u>

Finance and
Administration

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee \$33.00
Part-Time Fee \$3.30
Summer Fee \$3.30

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

Please see attached description.

Proposed Fee Structure

Full-Time Fee \$43.00
Part-Time Fee \$4.30
Summer Fee \$4.30

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change

Please see attached description

Justification of this proposed change in student fees

Please see attached Justification

For use by Student Tuition and Fees Committee

Department Name _____ Health Wellness and Counseling
 10 digit Department Number _981L101001

Fiscal Year 2005

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees	699,846	748,710
Other Misc. Fees	1,212,091	1,157,386

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Salaries	1,160,194	1,140,224
Fringe benefits	357,871	364,443
OE	505,926	469,603
Travel	666	6592
Capital Outlay		

Prior Year Fund Balance @ June 30th

172,362	39,231
---------	--------

Student Fee Revenue Projections

Estimates for FY 07	Head Count/Credit Hr	Current Fee	Estimated Fee Revenue
FT	22,940	\$33.00	\$757,020.00
PT	42,350	\$3.30	\$139,755.00
Summer	25,129	\$3.30	\$82,925.04
			\$979,700.04
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc.	-\$48,985.00
			\$930,715.04

Estimates for FY 08		Proposed Fee	
FT	23,169	\$43.00	\$996,284.20
PT	42,774	\$4.30	\$183,926.05
Summer	25,380	\$4.30	\$109,134.38
			\$1,289,344.63
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	-\$64,467.23
			\$1,224,877.40

Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)	\$294,162.36
--	---------------------

Boise State University
2006-2007 Schedule of Tuition & Fees
Effective Summer 2006, Fall 2006 and Spring 2007

	Full-Time Under Grad	Full-Time Graduate	Part-Time Under Grad	Part-Time Graduate	Summer Under Grad 2006	Summer Graduate 2006	Summer Under Grad 2007	Summer Graduate 2007
General Ed Fees								
Tuition	\$1,334.85	\$1,334.85						
Part-Time Credit Hour Fee			\$143.40	\$143.40	\$138.20	\$138.20	\$143.85	\$143.85
Facility and Technology Fees								
General Building Fee	99.00	99.00	9.00	9.00	9.00	9.00	9.00	9.00
Capital Expenditure Reserve Fee	5.00	5.00						
SUB Construction Fee	27.00	27.00	2.70	2.70	2.70	2.70	2.70	2.70
Residence Hall Construction Fee	57.00	57.00	5.70	5.70	5.70	5.70	5.70	5.70
Recreation Facility Fee	65.00	65.00	6.50	6.50	6.50	6.50	6.50	6.50
Facilities Fee	100.00	100.00	10.00	10.00	2.50	2.50	10.00	10.00
Health and Wellness Ctr. Facility Fee	40.00	40.00	4.00	4.00	4.00	4.00	4.00	4.00
Student Support System Tech Fee	19.00	19.00	1.90	1.90	1.90	1.90	1.90	1.90
Technology Fee-Computer Labs	27.25	27.25	3.00	3.00	3.00	3.00	3.00	3.00
Activity Fees								
Intercollegiate Athletics	93.00	93.00	5.30	5.30				
Student Health Center	33.00	33.00	3.30	3.30	1.00	1.00	3.30	3.30
Student Union Operations	72.50	72.50	7.25	7.25	6.75	6.75	7.25	7.25
Associated Student Body	17.65	17.65	1.60	1.60	1.60	1.60	1.60	1.60
University News	5.00	5.00	0.50	0.50	0.50	0.50	0.50	0.50
Student Program Board	7.00	7.00	0.50	0.50	0.50	0.50	0.50	0.50
BSU Radio	2.00	2.00						
Campus Recreation	26.00	26.00	2.60	2.60	3.60	3.60	3.60	3.60
Club Sports	1.25	1.25	0.15	0.15				
Drama, Music and Theatre Arts	1.50	1.50						
Alumni Activities	3.50	3.50	0.35	0.35				
Scholarships	6.00	6.00						
Outdoor Program	3.00	3.00	0.30	0.30	0.30	0.30	0.30	0.30
Children's Center	5.00	5.00	0.35	0.35	0.35	0.35	0.35	0.35
Service Learning Program	4.10	4.10	0.50	0.50	0.35	0.35	0.50	0.50
Volunteer Services Board	1.90	1.90	0.10	0.10	0.10	0.10	0.10	0.10
Student ID System	7.50	7.50	0.90	0.90	0.90	0.90	0.90	0.90
Distinguished Lecture Series	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Marching Band	6.50	6.50	0.65	0.65				
Student Radio	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Spirit Squad	2.00	2.00						
Cultural Center	0.50	0.50	0.05	0.05			0.05	0.05
Other Fees								
Graduate Fee		395.00		43.00		41.00		43.00
Total General Fees-Resident	\$2,077.00	\$2,472.00	\$211.00	\$254.00	\$189.85	\$230.85	\$206.00	\$249.00

Other Fees / Tuition	
Student Insurance *	\$ 496.00
Non-resident Tuition	3,889.00
Western Undergrad Exchange Fee	\$ 1,038.00
Inservice Credit Hour Fee-Undergrad	\$ 69.00
Inservice Credit Hour Fee-Graduate	\$ 82.00
Course Overload Credit Hour Fee	\$ 211.00

* A change in the State Board of Education policy states that students must provide proof of comparable health insurance or are required to maintain the university provided health coverage.

The full-time fee is charged to students taking 8 or more credit hours. The part-time credit hour fee is charged to students taking 7 or less credit hours. For Summer, the part-time credit hour fee is charged regardless of the number of credits.

Non-Resident tuition and Western Undergraduate Exchange fees are in addition to total resident fees.

All fees, tuition, and other charges are subject to change.

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

"Wellness must be a prerequisite to all else. Students cannot be intellectually proficient if they are physically and psychologically unwell." – Ernest Boyer

Health, community and learning are deeply related and interdependent. Students' most pressing health concerns influence academic achievement and affect civility, citizenship and connectedness. Attention to important health issues permits Boise State University to educate and prepare student learners as whole human beings. Boise State University is also committed to improving the health of its employees. Healthier employees leads to improved presenteeism, lower health care costs, increased productivity and improved morale.

HWC Mission

Health, Wellness and Counseling Services (HWC) is an academic support service, seamlessly integrating medical, counseling and wellness services to optimize the health of students and the campus community. Healthier students and campus communities facilitate learning, enhance academic achievement and improve retention rates. HWC:

- Supports and advances the academic mission of Boise State University, by fostering a healthy learning environment, and removing barriers to student success.
- Identifies, assesses and addresses the most pressing and relevant health issues, utilizing a model of integrated medical, counseling and wellness initiatives and campus/community resources.
- Educates students and employees in the areas of lifestyle and behavior change, promoting physical, psychological, emotional, spiritual and social health.
- Addresses the environmental context in which health decisions are made, advocating for a healthy campus community and providing leadership on policy and program development.
- Engages students and other stakeholders in addressing campus-wide health issues, developing collaborative campus and community partnerships.

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

HWC continues to develop enhanced programs, services, and collaborative partnerships that reflect its vision, role and relevance on the Boise State campus. Healthier students and a healthier campus community facilitate learning, enhance academic achievement, and improve retention rates. Our overarching goal is to address those health issues that can impede academic and personal success, empowering students, faculty and staff to reach their full potential and optimal state of health and well-being.

Since 2004-05, HWC has collaborated with the College of Health Sciences to develop, present, and receive university support for a comprehensive academic and student services integrated health facility; designed a fully integrated HWC, dissolving all barriers between service areas; obtained approval to increase the student health fee after 18 years to support programmatic growth and enhancement; continued to expand student access to services, programs and resources, with minimal increase in staffing; and successfully relocated the Counseling Services, retaining operational functionality, visibility and access for students.

Program Accomplishments

Despite minimal growth in space, staffing or funding, increased efficiencies resulted in the following improvement in programs and services:

- Continuing to refine the "Advanced Access" appointment system. Medical services visits have now surpassed 18,000 annually, an increase of an additional 6.3%. Counseling Services has also fully implemented this system this past year.
- Expanded the Patient Medication Assistance Program (155 students received over \$100,000 in free medications).
- 27,694 students and employees attended various wellness screenings, workshops, classes, presentations, groups, programs, and accessed online programs.
- 9,201 students attended Wellness Works Peer Education Program's organized outreach and workshops, up 51%.
- 41% increase in wellness resource materials distributed since FY05, dispensing 37,590 health-related brochures, kits, handouts and educational tools.
- Expanded outreach/collaborative programs:
 - Training site for physician assistant and nurse practitioner students (Oregon Health & Science University, Gonzaga University, Idaho State University)
 - BSU pre-professional student mentoring/advising (physician and physician assistant)
 - Collaborative research projects were ongoing with several hundred students involved. Projects included: Exercise and Depression (Nursing Department), Professional Relationships in Counselor Development (Counseling Department), Online Alcohol Prevention & Intervention (Counselor Ed), Social Connections (Wellness, Psychology and the Gateway Center), Goal Setting in Distance Running (Psychology Department), Integrative Health Care (Wellness).
 - Other outreach activities (class presentations, mental health screening, training programs) generated 2,244 student contacts and 846 contacts with Boise State University faculty and staff.
 - Classes were also taught through the Counseling, Psychology, Health Sciences, Kinesiology, and Extended Studies Departments along with a new offering through the Honors College with a combined enrollment of nearly two hundred students.
 - Implemented two pilot employee lifestyle change incentive programs. The *Fire Up February Pedometer Program* had a 91% participation rate (273 out of 302 Student Affairs employees) 82% of employees increased their levels of physical activity throughout the program, and 52% reported they continued to exercise more following the completion of the program. 76% of participants reported increased enjoyment in the workplace during the program.
 - Continued to work with Psychology Department faculty to assess the validity and reliability of the Social Connections online assessment and resource.
 - Pandemic Flu Strategic Planning

Program Challenges

- Predominately fee-for-service funding model creates financial barriers for service access and generates higher overall health care costs for students.
- Inadequate community resources for psychiatric referral.
- Financial impact on students for referrals of diagnostic testing, specialty care, attention-deficit, learning disorder and mood disorder testing
- Inadequate resources for comprehensive wellness programming.

Justification of this proposed change in student fees

This is Year 2 of a 3-year phased health fee increase proposed, negotiated and approved in spring 2006. These proposed fee increases in FY07, FY08 and FY09 are necessary to adequately meet the service needs for over 18,500 students this year and to ramp up for the opening of the new, state-of-the-art Health, Wellness and Counseling Services / Nursing facility at the end of FY09.

HWC Planned Fee Increases			
	FY07	FY08	FY09
Amount of Increase	\$ 5.00	\$10.00	\$10.00
Proposed Full-time Fee	\$33.00	\$43.00	\$53.00

HWC is projected to operate under a balanced budget in the current fiscal year (coming in under budget for the 5th consecutive year), reversing a four-year trend of approved deficit budgeting and eliminating all but \$40,000 in accumulated net losses. In addition to eliminating the budget deficit, these phased fee increases over the three fiscal years are necessary to gradually build the financial foundation to adequately staff and provide integrated health services in the new Student Health, Wellness & Counseling Services / Nursing facility currently being programmed and designed on the southeast end of campus. The new facility is expected to open the summer of 2009. If the health fee increases are approved, HWC is planning to add a half-time Physician, a Physician Assistant/Nurse Practitioner (4.0 FTE), an LPN, RMA and Lab Tech, a full-time Dietician, 3 Health Educators, a Post Masters intern, and peer educators as well as other administrative positions in order to adequately expand health services for students. Additionally, HWC is in the process of assuming phased financial responsibility for centralized administrative support services, OIT support, grounds and maintenance, housekeeping, utilities, and long-term facilities repairs and maintenance.



Boise State University
Student Tuition/Fee Rate Request
Effective 2007-2008 Academic Year

Department/Organization Information

Department: **Intercollegiate Athletics**

10 Digit Department Number: **976L101001**

Contact Person: **Gene Bleymaier**

Phone Number: **208-426-1981**

FY 2007 Budget Overview

Budgeted Revenue from Student Fees: **\$2,510.05**

Budgeted Revenue from Other Sources: **\$14,729,948**

Total 2007 Budget **\$17,240,000**

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee **93.00**

Part-Time Fee **5.30**

Summer Fee **0**

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

Athletics sponsor 18 intercollegiate sports; 10 women's & 8 men's sports for

approximately 450 students. Athletics helps to support the band, mane line dancers,

and cheerleaders for approximately 200 students.

Proposed Fee Structure

Full-Time Fee **98.00**

Part-Time Fee **6.00**

Summer Fee **0**

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

3-6 additional scholarships will be added to our new women's swimming program. Staff

will be hired to begin a women's softball program. Facility preparation & acquisition for

women's softball will begin. Maintenance of scholarships in existing sports, to help

offset increasted costs.

Justification of this proposed change in student fees

The costs of an athletic scholarship - fees, room and board, and books are increasing an average of 8% annually. Title IX requires Boise

State to add new women's sports every five years. Women's softball will begin in Fall 2008. Coaches must be hired this year to begin the

program and facilities must be built or leased; including a field, locker room, training room, equipment room, meeting room and staff

offices. The athletic fee at Boise State is lower than the same fee at the University of Idaho and Idaho State University and they have

fewer sports than Boise State University.

For use by Student Tuition and Fees Committee

Boise State University
2006-2007 Schedule of Tuition & Fees
Effective Summer 2006, Fall 2006 and Spring 2007

	Full-Time Under Grad	Full-Time Graduate	Part-Time Under Grad	Part-Time Graduate	Summer Under Grad 2006	Summer Graduate 2006	Summer Under Grad 2007	Summer Graduate 2007
General Ed Fees								
Tuition	\$1,334.85	\$1,334.85						
Part-Time Credit Hour Fee			\$143.40	\$143.40	\$138.20	\$138.20	\$143.85	\$143.85
Facility and Technology Fees								
General Building Fee	99.00	99.00	9.00	9.00	9.00	9.00	9.00	9.00
Capital Expenditure Reserve Fee	5.00	5.00						
SUB Construction Fee	27.00	27.00	2.70	2.70	2.70	2.70	2.70	2.70
Residence Hall Construction Fee	57.00	57.00	5.70	5.70	5.70	5.70	5.70	5.70
Recreation Facility Fee	65.00	65.00	6.50	6.50	6.50	6.50	6.50	6.50
Facilities Fee	100.00	100.00	10.00	10.00	2.50	2.50	10.00	10.00
Health and Wellness Ctr. Facility Fee	40.00	40.00	4.00	4.00	4.00	4.00	4.00	4.00
Student Support System Tech Fee	19.00	19.00	1.90	1.90	1.90	1.90	1.90	1.90
Technology Fee-Computer Labs	27.25	27.25	3.00	3.00	3.00	3.00	3.00	3.00
Activity Fees								
Intercollegiate Athletics	93.00	93.00	5.30	5.30				
Student Health Center	33.00	33.00	3.30	3.30	1.00	1.00	3.30	3.30
Student Union Operations	72.50	72.50	7.25	7.25	6.75	6.75	7.25	7.25
Associated Student Body	17.65	17.65	1.60	1.60	1.60	1.60	1.60	1.60
University News	5.00	5.00	0.50	0.50	0.50	0.50	0.50	0.50
Student Program Board	7.00	7.00	0.50	0.50	0.50	0.50	0.50	0.50
BSU Radio	2.00	2.00						
Campus Recreation	26.00	26.00	2.60	2.60	3.60	3.60	3.60	3.60
Club Sports	1.25	1.25	0.15	0.15				
Drama, Music and Theatre Arts	1.50	1.50						
Alumni Activities	3.50	3.50	0.35	0.35				
Scholarships	6.00	6.00						
Outdoor Program	3.00	3.00	0.30	0.30	0.30	0.30	0.30	0.30
Children's Center	5.00	5.00	0.35	0.35	0.35	0.35	0.35	0.35
Service Learning Program	4.10	4.10	0.50	0.50	0.35	0.35	0.50	0.50
Volunteer Services Board	1.90	1.90	0.10	0.10	0.10	0.10	0.10	0.10
Student ID System	7.50	7.50	0.90	0.90	0.90	0.90	0.90	0.90
Distinguished Lecture Series	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Marching Band	6.50	6.50	0.65	0.65				
Student Radio	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Spirit Squad	2.00	2.00						
Cultural Center	0.50	0.50	0.05	0.05			0.05	0.05
Other Fees								
Graduate Fee		395.00		43.00		41.00		43.00
Total General Fees-Resident	\$2,077.00	\$2,472.00	\$211.00	\$254.00	\$189.85	\$230.85	\$206.00	\$249.00
Other Fees / Tuition								
Student Insurance *	\$ 496.00							
Non-resident Tuition	3,889.00							
Western Undergrad Exchange Fee	\$ 1,038.00							
Inservice Credit Hour Fee-Undergrad	\$ 69.00							
Inservice Credit Hour Fee-Graduate	\$ 82.00							
Course Overload Credit Hour Fee	\$ 211.00							

* A change in the State Board of Education policy states that students must provide proof of comparable health insurance or are required to maintain the university provided health coverage.

The full-time fee is charged to students taking 8 or more credit hours. The part-time credit hour fee is charged to students taking 7 or less credit hours. For Summer, the part-time credit hour fee is charged regardless of the number of credits.

Non-Resident tuition and Western Undergraduate Exchange fees are in addition to total resident fees.

All fees, tuition, and other charges are subject to change.

Department Name _____ Intercollegiate Athletics
 10 digit Department Number _976L101001

	<u>Fiscal Year 2005</u>	<u>Fiscal Year 2006</u>
Revenues- enter in yellow shaded area		
-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials		
Student Fees	2,390,045	2,401,225
Other Misc. Fees		
Expenses- enter in yellow shaded area		
-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials		
Salaries	4,876,027	
Fringe benefits	1,493,326	
OE	7,037,354	
Travel	1,298,328	
Capital Outlay	211,375	
Prior Year Fund Balance @ June 30th		
	398,430	

Student Fee Revenue Projections

Estimates for FY 07	<u>Head Count/Credit Hr</u>	<u>Current Fee</u>	<u>Estimated Fee Revenue</u>
FT	22,940	\$93.00	\$2,133,420.00
PT	42,350	\$5.30	\$224,455.00
Summer	25,129	\$0.00	\$0.00
			\$2,357,875.00
Less 5% estimate for outstanding fees, credit card charges, adjustments etc.			-\$117,893.75
			\$2,239,981.25
Estimates for FY 08		<u>Proposed Fee</u>	
FT	23,169	\$98.00	\$2,270,601.20
PT	42,774	\$6.00	\$256,641.00
Summer	25,380	\$0.00	\$0.00
			\$2,527,242.20
Less 5% estimate for outstanding fees, credit card charges, adjustments etc.			-\$126,362.11
			\$2,400,880.09
Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)			\$160,898.84



Boise State University
Student Tuition/Fee Rate Request
Effective 2007-2008 Academic Year

Department/Organization Information

Department/Organization Name Student Union & Student Involvement
10 Digit Department Number 987L101002 thru 987L103999
Contact Person Leah Barrett
Phone Number 426-1551

FY 2007 Budget Overview

Budgeted Revenue from Student Fees \$2,895,710
Budgeted Revenue from Other Sources \$1,584,895
Total 2007 Budget \$4,480,605

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee \$71.00
Part-Time Fee \$7.10
Summer Fee \$7.10

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

See Attached

Proposed Fee Structure

Full-Time Fee \$81.00
Part-Time Fee \$8.10
Summer Fee \$8.10

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

See Attached

Justification of this proposed change in student fees

See Attached

For use by Student Tuition and Fees Committee

Department Name _____ Student Union & Student Involvement
 10 digit Department Number _987L101002 thru 987L103999

	<u>Fiscal Year 2005</u>	<u>Fiscal Year 2006</u>
Revenues- enter in yellow shaded area		
-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials		
Student Fees	3,221,137	2,875,414
Other Misc. Fees	1,405,942	1,526,702
Expenses- enter in yellow shaded area		
-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials		
Salaries	1,741,369	1,762,273
Fringe benefits	500,970	550,597
OE	1,980,931	1,618,918
Travel	30,048	30,174
Capital Outlay	52,921	154,548
	616,768	704,740
Prior Year Fund Balance @ June 30th		
	4,545,922	4,249,996

Student Fee Revenue Projections

Estimates for FY 07	<u>Head Count/Credit Hr</u>	<u>Current Fee</u>	<u>Estimated Fee Revenue</u>
FT	22,940	\$71.00	\$1,628,740.00
PT	42,350	\$7.10	\$300,685.00
Summer	25,129	\$7.10	\$178,414.48
			\$2,107,839.48
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc.	-\$105,391.97
			\$2,002,447.51
Estimates for FY 08		<u>Proposed Fee</u>	
FT	23,169	\$81.00	\$1,876,721.40
PT	42,774	\$8.10	\$346,465.35
Summer	25,380	\$8.10	\$205,578.71
			\$2,428,765.46
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc.	-\$121,438.27
			\$2,307,327.19
Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)			\$304,879.68

\$10 Fee Increase in FY2008

Boise State University
Student Affairs
Student Union and Student Activities
10 Year Operating Forecast

	Forecast as of 1/10/2007									
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Registration Fees - Academic	2,649,394	2,817,555	2,440,895	2,453,069	2,604,632	2,630,637	2,643,769	2,741,845	2,763,406	2,777,218
Other Revenue (Commissions, Rental, Leases & Interest)	1,733,195	1,393,270	1,479,275	1,729,827	1,737,974	1,782,031	1,829,746	1,876,380	1,924,360	1,976,186
TOTAL REVENUE	\$ 4,382,589	\$ 4,210,825	\$ 3,920,169	\$ 4,182,896	\$ 4,342,606	\$ 4,412,668	\$ 4,473,515	\$ 4,618,225	\$ 4,687,765	\$ 4,753,404
Total Personnel	\$ 2,468,975	\$ 2,490,192	\$ 2,583,332	\$ 2,788,633	\$ 2,923,351	\$ 3,003,349	\$ 3,089,924	\$ 3,184,173	\$ 3,280,850	\$ 3,381,168
Total Operating Expenses	1,317,484	1,327,088	1,373,820	1,405,970	1,446,559	1,489,911	1,531,990	1,573,157	1,617,168	1,664,617
Travel	19,300	19,152	19,720	20,306	20,909	21,529	22,169	22,827	23,505	24,203
Capital Outlay	13,000	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES BEFORE RESERVE PROJECTS	\$ 3,818,759	\$ 3,836,432	\$ 3,976,872	\$ 4,214,908	\$ 4,390,819	\$ 4,514,790	\$ 4,644,083	\$ 4,780,157	\$ 4,921,524	\$ 5,069,988
Fund Balance Transfer to Sheriff's Contract Allocation	34,042	35,063	36,115	37,198	38,314	39,463	40,647	41,866	43,122	44,416
Fund Balance Transfer From Auxiliary Services	-	-	-	-	-	-	-	-	-	-
Fund Balance Transfer to Residence Dining Reserve	20,000	20,600	21,218	21,855	22,511	23,186	23,882	24,598	25,336	26,096
Fund Balance Transfer to Director's Programs	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048
Fund Balance Transfer for Student Activities	(21,600)	(22,248)	(22,915)	(23,602)	(24,310)	(25,039)	(25,790)	(26,564)	(27,361)	(28,182)
Transfer to (from) Reserve	521,388	330,678	(101,730)	(78,390)	(95,982)	(151,325)	(221,249)	(214,131)	(287,523)	(371,963)
TOTAL EXPENDITURES & TRANSFERS BEFORE RESERVE PROJECTS	\$ 4,382,589	\$ 4,210,825	\$ 3,920,169	\$ 4,182,896	\$ 4,342,606	\$ 4,412,668	\$ 4,473,515	\$ 4,618,225	\$ 4,687,765	\$ 4,753,404

Assumptions:

1. A new \$10.00 Operating fee in FY08, new \$5.00 Operating Fee in FY11, a new \$3.00 Operating Fee in FY14
2. Does not include expenses for new Administrative Service Charge
3. FY07 and FY08 Student Union receives excess Construction Fees above Debt Service on 1998 Student Union Bonds \$554,117 and 414,199 respectively and zero from FY09 thru FY16.
4. Student Enrollment a 1% increase in FY08 and 1/2% increase per year FY09 through FY16
5. Rental and Equipment Revenue 29% annual decrease in FY08 due to Sub expansion, flat in FY09 during expansion, 30% annual increase upon completion of Sub expansion in FY10, and a 3% annual increase FY11 through FY16,
6. Food Service Commission decrease in FY08 by 25% during Sub Expansion but increase by \$125,000 by opening the ILC & Starbucks, flat in FY09, increase by 25% upon completion of Sub expansion in FY10, 3% increase FY11 through FY16.
7. Residence Dining a 8% increase in FY08 and a 3% increase in FY09 through FY16
8. Bowling and Game Center revenue decrease by \$186,000 in FY08 because Games Center will close for six months plus and additional 50% reduction for the other six months of the year, increase by \$100,000 in FY09, a 30% increase in FY10 Sub expansion completed, 3% annual increase FY11 through FY16.
9. Bookstore Revenue - used Bookstore ten year plan for sales 1% annual sales increase FY07-FY14, additional \$1,000,000 with expansion FY09. Since Forecast stopped at FY14 Student Union use 1% annual sales increase for FY15 & FY16
10. Misc. Income a 3% annual increase for FY08 through FY16
11. Auxillary Services 3% increase in FY10, FY13 and FY16. Income from University for Facility usage
12. Investment Income 2.0% interest on Reserve amount
13. Salaries a 3% increase FY08 through FY16, add staff (\$40,000) in FY10 for additional facilities personnel due to expansion
14. Student Labor reduced 20% in FY08, flat in FY09, increase by 20% in FY10 and a 2% annual increase FY11 through FY16
15. Group Insurance a 5% annual increase FY08 through FY16
16. Operating Expense a 3% annual increase FY08 through FY16
17. Fund Balance Transfers a 3% annual increase FY08 through FY16

\$10 Fee Increase in FY2008

Boise State University
Student Affairs
Student Union and Student Involvement
10 Year Capital Plan/Reserve Projects

Summary

		Estimated Cost									
		FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Student Union											
Class	Beginning Reserve Fund Balance	\$3,830,862	\$1,533,125	\$1,733,802	(\$367,928)	(\$829,920)	(\$1,190,903)	(\$1,467,228)	(\$1,838,476)	(\$2,332,093)	(\$2,944,616)
A	Security Camera System	\$0	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
B	Construction/FF&E	\$0	\$0	\$1,600,000	3	\$0	\$0	\$0	\$0	\$0	\$0
C	Architectural Fees/Design Fees	\$650,000	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D	Roof	\$526,734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E	Food Service Construction/FF&E	\$1,517,463	2	\$70,000	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
F	Mechanicals/Utilities/HVAC	\$103,928	\$60,000	\$60,000	\$60,000	\$60,000	\$0	\$0	\$0	\$0	\$0
G	Remodel/Replacement FF&E	\$0	\$0	\$260,000	4	\$238,602	\$155,000	\$75,000	\$100,000	\$229,486	\$275,000
H	Vehicles	\$21,000	\$0	\$15,000	\$60,000	\$0	\$0	\$0	\$0	\$0	\$0
I	Planned Return to Reserves	\$521,388	\$330,678	(\$101,730)	(\$78,390)	(\$95,982)	(\$151,325)	(\$221,249)	(\$214,131)	(\$287,523)	(\$371,963)
	End Reserve Fund Balance	\$1,533,125	\$1,733,802	(\$367,928)	(\$829,920)	(\$1,190,903)	(\$1,467,228)	(\$1,838,476)	(\$2,332,093)	(\$2,944,616)	(\$4,046,579)
Funds for Expansion - Student Fees/Bond Issue											
	Reserve Fund Balance Carryforward	\$1,533,125	\$1,733,802	(\$367,928)	(\$829,920)	(\$1,190,903)	(\$1,467,228)	(\$1,838,476)	(\$2,332,093)	(\$2,944,616)	(\$4,046,579)

1. Architectural Fees for Sub expansion \$650,000 in FY07
2. ILC Food Service FF&E \$1,100,000 in FY07
3. FF&E for Sub expansion \$1,600,000 in FY09
4. Replace floor in Hatch \$200,000 in FY09

No Fee Increase in FY2008

Boise State University
Student Affairs
Student Union and Student Involvement
10 Year Operating Forecast

Forecast as
of 1/10/2007

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Registration Fees - Academic	2,649,394	2,543,091	2,139,550	2,150,221	2,300,270	2,324,749	2,336,354	2,432,891	2,452,911	2,465,171
Other Revenue (Commissions, Rental, Leases & Interest)	1,733,195	1,393,270	1,479,275	1,724,338	1,737,974	1,782,031	1,829,746	1,876,380	1,924,360	1,976,186
TOTAL REVENUE	\$ 4,382,589	\$ 3,936,361	\$ 3,618,824	\$ 3,874,559	\$ 4,038,244	\$ 4,106,780	\$ 4,166,100	\$ 4,309,271	\$ 4,377,270	\$ 4,441,357
Total Personnel	\$ 2,468,975	\$ 2,490,192	\$ 2,583,332	\$ 2,788,633	\$ 2,923,351	\$ 3,003,349	\$ 3,089,924	\$ 3,184,173	\$ 3,280,850	\$ 3,381,168
Total Operating Expenses	1,317,484	1,327,088	1,373,820	1,405,970	1,458,536	1,508,302	1,556,960	1,604,872	1,655,797	1,710,332
Travel	19,300	19,152	19,720	20,306	20,909	21,529	22,169	22,827	23,505	24,203
Capital Outlay	13,000	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES BEFORE RESERVE PROJECTS	\$ 3,818,759	\$ 3,836,432	\$ 3,976,872	\$ 4,214,908	\$ 4,402,795	\$ 4,533,180	\$ 4,669,053	\$ 4,811,872	\$ 4,960,152	\$ 5,115,703
Fund Balance Transfer to Sheriff's Contract Allocation	34,042	35,063	36,115	37,198	38,314	39,463	40,647	41,866	43,122	44,416
Fund Balance Transfer to Residence Dining Reserve	20,000	20,600	21,218	21,855	22,511	23,186	23,882	24,598	25,336	26,096
Fund Balance Transfer to Director's Programs	10,000	10,300	10,609	10,927	11,255	11,593	11,941	12,299	12,668	13,048
Fund Balance Transfer for Student Activities	(21,600)	(22,248)	(22,915)	(23,602)	(24,310)	(25,039)	(25,790)	(26,564)	(27,361)	(28,182)
Transfer to (from) Reserve	521,388	56,214	(403,075)	(386,728)	(412,321)	(475,603)	(553,634)	(554,800)	(636,647)	(729,724)
TOTAL EXPENDITURES & TRANSFERS BEFORE RESERVE PROJECTS	\$ 4,382,589	\$ 3,936,361	\$ 3,618,824	\$ 3,874,559	\$ 4,038,244	\$ 4,106,780	\$ 4,166,100	\$ 4,309,271	\$ 4,377,270	\$ 4,441,357

Assumptions:

1. A new \$5.00 Operating Fee in FY11, a new \$3.00 Operating Fee in FY14
2. Does not include expenses for new Administrative Service Charge
3. FY07 and FY08 Student Union receives excess Construction Fees above Debt Service on 1998 Student Union Bonds \$554,117 and 414,199 respectively and zero from FY09 thru FY16.
4. Student Enrollment a 1% increase in FY08 and 1/2% increase per year FY09 through FY16
5. Rental and Equipment Revenue 29% annual decrease in FY08 due to Sub expansion, flat in FY09 during expansion, 30% annual increase upon completion of Sub expansion in FY10, and a 3% annual increase FY11 through FY16,
6. Food Service Commission decrease in FY08 by 25% during Sub Expansion but increase by \$125,000 by opening the ILC & Starbucks, flat in FY09, increase by 25% upon completion of Sub expansion in FY10, 3% increase FY11 through FY16.
7. Residence Dining a 8% increase in FY08 and a 3% increase in FY09 through FY16
8. Bowling and Game Center revenue decrease by \$186,000 in FY08 because Games Center will close for six months plus and additional 50% reduction for the other six months of the year, increase by \$100,000 in FY09, a 30% increase in FY10 Sub expansion completed, 3% annual increase FY11 through FY16.
9. Bookstore Revenue - used Bookstore ten year plan for sales 1% annual sales increase FY07-FY14, additional \$1,000,000 with expansion FY09. Since Forecast stopped at FY14 Student Union use 1% annual sales increase for FY15 & FY16
- 10 Misc. Income a 3% annual increase for FY08 through FY16
- 11 Auxillary Services 3% increase in FY10, FY13 and FY16. Income from University for Facility usage
- 12 Investment Income 2.0% interest on Reserve amount
- 13 Salaries a 3% increase FY08 through FY16, add staff (\$40,000) in FY10 for additional facilities personnel due to expansion
- 14 Student Labor reduced 20% in FY08, flat in FY09, increase by 20% in FY10 and a 2% annual increase FY11 through FY16
- 15 Group Insurance a 5% annual increase FY08 through FY16
- 16 Operating Expense a 3% annual increase FY08 through FY16
- 17 Fund Balance Transfers a 3% annual increase FY08 through FY16

No Fee Increase in FY2008

Boise State University
Student Affairs
Student Union and Student Involvement
10 Year Capital Plan/Reserve Projects

Summary

		Estimated Cost									
		FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16
Student Union											
Class	Beginning Fund Balance	\$3,830,862	\$1,533,125	\$1,459,338	(\$943,737)	(\$1,714,066)	(\$2,391,388)	(\$2,991,991)	(\$3,695,625)	(\$4,529,910)	(\$5,491,557)
A	Security Camera System	\$0	\$0	\$40,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
B	Construction/FF&E	\$0	\$0	\$1,600,000	3	\$0	\$0	\$0	\$0	\$0	\$0
C	Architectural Fees/Design Fees	\$650,000	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
D	Roof	\$526,734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
E	Food Service Construction/FF&E	\$1,517,463	2	\$70,000	\$25,000	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
F	Mechanicals/Utilities/HVAC	\$103,928	\$60,000	\$60,000	\$60,000	\$60,000	\$0	\$0	\$0	\$0	\$0
G	Remodel/Replacement FF&E	\$0	\$0	\$260,000	4	\$238,602	\$155,000	\$75,000	\$100,000	\$229,486	\$275,000
H	Vehicles	\$21,000	\$0	\$15,000	\$60,000	\$0	\$0	\$0	\$0	\$0	\$0
I	Planned Return to Reserves	\$521,388	\$56,214	(\$403,075)	(\$386,728)	(\$412,321)	(\$475,603)	(\$553,634)	(\$554,800)	(\$636,647)	(\$729,724)
	End Fund Balance	\$1,533,125	\$1,459,338	(\$943,737)	(\$1,714,066)	(\$2,391,388)	(\$2,991,991)	(\$3,695,625)	(\$4,529,910)	(\$5,491,557)	(\$6,951,281)
Funds for Expansion - Student Fees/Bond Issue											
	Fund Balance Carryforward	\$1,533,125	\$1,459,338	(\$943,737)	(\$1,714,066)	(\$2,391,388)	(\$2,991,991)	(\$3,695,625)	(\$4,529,910)	(\$5,491,557)	(\$6,951,281)

1. Architectural Fees for Sub expansion \$650,000 in FY07
2. ILC Food Service FF&E \$1,100,000 in FY07
3. FF&E for Sub expansion \$1,600,000 in FY09
4. Replace floor in Hatch \$200,000 in FY09

Boise State University
2006-2007 Schedule of Tuition & Fees
Effective Summer 2006, Fall 2006 and Spring 2007

	Full-Time Under Grad	Full-Time Graduate	Part-Time Under Grad	Part-Time Graduate	Summer Under Grad 2006	Summer Graduate 2006	Summer Under Grad 2007	Summer Graduate 2007
General Ed Fees								
Tuition	\$1,334.85	\$1,334.85						
Part-Time Credit Hour Fee			\$143.40	\$143.40	\$138.20	\$138.20	\$143.85	\$143.85
Facility and Technology Fees								
General Building Fee	99.00	99.00	9.00	9.00	9.00	9.00	9.00	9.00
Capital Expenditure Reserve Fee	5.00	5.00						
SUB Construction Fee	27.00	27.00	2.70	2.70	2.70	2.70	2.70	2.70
Residence Hall Construction Fee	57.00	57.00	5.70	5.70	5.70	5.70	5.70	5.70
Recreation Facility Fee	65.00	65.00	6.50	6.50	6.50	6.50	6.50	6.50
Facilities Fee	100.00	100.00	10.00	10.00	2.50	2.50	10.00	10.00
Health and Wellness Ctr. Facility Fee	40.00	40.00	4.00	4.00	4.00	4.00	4.00	4.00
Student Support System Tech Fee	19.00	19.00	1.90	1.90	1.90	1.90	1.90	1.90
Technology Fee-Computer Labs	27.25	27.25	3.00	3.00	3.00	3.00	3.00	3.00
Activity Fees								
Intercollegiate Athletics	93.00	93.00	5.30	5.30				
Student Health Center	33.00	33.00	3.30	3.30	1.00	1.00	3.30	3.30
Student Union Operations	72.50	72.50	7.25	7.25	6.75	6.75	7.25	7.25
Associated Student Body	17.65	17.65	1.60	1.60	1.60	1.60	1.60	1.60
University News	5.00	5.00	0.50	0.50	0.50	0.50	0.50	0.50
Student Program Board	7.00	7.00	0.50	0.50	0.50	0.50	0.50	0.50
BSU Radio	2.00	2.00						
Campus Recreation	26.00	26.00	2.60	2.60	3.60	3.60	3.60	3.60
Club Sports	1.25	1.25	0.15	0.15				
Drama, Music and Theatre Arts	1.50	1.50						
Alumni Activities	3.50	3.50	0.35	0.35				
Scholarships	6.00	6.00						
Outdoor Program	3.00	3.00	0.30	0.30	0.30	0.30	0.30	0.30
Children's Center	5.00	5.00	0.35	0.35	0.35	0.35	0.35	0.35
Service Learning Program	4.10	4.10	0.50	0.50	0.35	0.35	0.50	0.50
Volunteer Services Board	1.90	1.90	0.10	0.10	0.10	0.10	0.10	0.10
Student ID System	7.50	7.50	0.90	0.90	0.90	0.90	0.90	0.90
Distinguished Lecture Series	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Marching Band	6.50	6.50	0.65	0.65				
Student Radio	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Spirit Squad	2.00	2.00						
Cultural Center	0.50	0.50	0.05	0.05			0.05	0.05
Other Fees								
Graduate Fee		395.00		43.00		41.00		43.00
Total General Fees-Resident	\$2,077.00	\$2,472.00	\$211.00	\$254.00	\$189.85	\$230.85	\$206.00	\$249.00
Other Fees / Tuition								
Student Insurance *	\$ 496.00							
Non-resident Tuition	3,889.00							
Western Undergrad Exchange Fee	\$ 1,038.00							
Inservice Credit Hour Fee-Undergrad	\$ 69.00							
Inservice Credit Hour Fee-Graduate	\$ 82.00							
Course Overload Credit Hour Fee	\$ 211.00							

* A change in the State Board of Education policy states that students must provide proof of comparable health insurance or are required to maintain the university provided health coverage.

The full-time fee is charged to students taking 8 or more credit hours. The part-time credit hour fee is charged to students taking 7 or less credit hours. For Summer, the part-time credit hour fee is charged regardless of the number of credits.

Non-Resident tuition and Western Undergraduate Exchange fees are in addition to total resident fees.

All fees, tuition, and other charges are subject to change.

JAN 23 2007

Department/Organization Information

Department/Organization Nan Club Sports (Campus Recreation)
10 Digit Department Number 863L101030/863L102200
Contact Person Alain Rodrigue
Phone Number 426-2447

FY 2007 Budget Overview

Finance and
Administration

Budgeted Revenue from Student Fees	<u>\$35,028</u>
Budgeted Revenue from Other Sources	<u>\$0.00</u>
Total 2007 Budget	<u>\$35,028</u>

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

Full-Time Fee \$1.25
Part-Time Fee \$0.15
Summer Fee \$0.00

Describe the programs and services provided to the students of Boise State University by this Department/Organization.

- \$28,000 one-to-one matching funds to the Club Sports (student organizations)
- \$2,000 emergency and start-up funds allocated on a case-by-case basis to Club Sports
- \$1,200 office operations (telephone, copier, mailings, etc.) and equipment

Proposed Fee Structure

Full-Time Fee \$3.25
Part-Time Fee \$0.35
Summer Fee \$0.00

Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

- \$33,000 one-to-one matching funds to the Club Sports, emergency and start-up funds
- \$45,000 administrative personnel (at least \$18,000 allocated to student positions)
- \$5,000 safety, organizational, and leadership training and development
- \$5,500 office operations (telephone, copier, mailings, etc.) and equipment

Justification of this proposed change in student fees

Historically, this fee was separated from that collected by ASBSU when Club Sports was moved under Campus Recreation. The amount was determined by calculating potential matching funds for the 16 Club Sports at the time - no provision was made for growth. Two years ago with the approval of the student Club Sports and the Recreation Board of Governors allocations were adjusted to allow 20% of the fee to be directed to emergency and start-up funds as well as minimal club-wide operations. There are now 28 Club Sports that require increased financial, travel, and safety oversight. Campus Recreation has absorbed the majority of rising management costs however has reached its limits of support. There is little room for the addition of more clubs or growth of the overall program. An increased fee would allow Club Sports to hire administrative assistance, provide needed safety and organizational training, and allow for the possibility of more clubs.

For use by Student Tuition and Fees Committee

Boise State University
2006-2007 Schedule of Tuition & Fees
Effective Summer 2006, Fall 2006 and Spring 2007

	Full-Time Under Grad	Full-Time Graduate	Part-Time Under Grad	Part-Time Graduate	Summer Under Grad 2006	Summer Graduate 2006	Summer Under Grad 2007	Summer Graduate 2007
General Ed Fees								
Tuition	\$1,334.85	\$1,334.85						
Part-Time Credit Hour Fee			\$143.40	\$143.40	\$138.20	\$138.20	\$143.85	\$143.85
Facility and Technology Fees								
General Building Fee	99.00	99.00	9.00	9.00	9.00	9.00	9.00	9.00
Capital Expenditure Reserve Fee	5.00	5.00						
SUB Construction Fee	27.00	27.00	2.70	2.70	2.70	2.70	2.70	2.70
Residence Hall Construction Fee	57.00	57.00	5.70	5.70	5.70	5.70	5.70	5.70
Recreation Facility Fee	65.00	65.00	6.50	6.50	6.50	6.50	6.50	6.50
Facilities Fee	100.00	100.00	10.00	10.00	2.50	2.50	10.00	10.00
Health and Wellness Ctr. Facility Fee	40.00	40.00	4.00	4.00	4.00	4.00	4.00	4.00
Student Support System Tech Fee	19.00	19.00	1.90	1.90	1.90	1.90	1.90	1.90
Technology Fee-Computer Labs	27.25	27.25	3.00	3.00	3.00	3.00	3.00	3.00
Activity Fees								
Intercollegiate Athletics	93.00	93.00	5.30	5.30				
Student Health Center	33.00	33.00	3.30	3.30	1.00	1.00	3.30	3.30
Student Union Operations	72.50	72.50	7.25	7.25	6.75	6.75	7.25	7.25
Associated Student Body	17.65	17.65	1.60	1.60	1.60	1.60	1.60	1.60
University News	5.00	5.00	0.50	0.50	0.50	0.50	0.50	0.50
Student Program Board	7.00	7.00	0.50	0.50	0.50	0.50	0.50	0.50
BSU Radio	2.00	2.00						
Campus Recreation	26.00	26.00	2.60	2.60	3.60	3.60	3.60	3.60
Club Sports	1.25	1.25	0.15	0.15				
Drama, Music and Theatre Arts	1.50	1.50						
Alumni Activities	3.50	3.50	0.35	0.35				
Scholarships	6.00	6.00						
Outdoor Program	3.00	3.00	0.30	0.30	0.30	0.30	0.30	0.30
Children's Center	5.00	5.00	0.35	0.35	0.35	0.35	0.35	0.35
Service Learning Program	4.10	4.10	0.50	0.50	0.35	0.35	0.50	0.50
Volunteer Services Board	1.90	1.90	0.10	0.10	0.10	0.10	0.10	0.10
Student ID System	7.50	7.50	0.90	0.90	0.90	0.90	0.90	0.90
Distinguished Lecture Series	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Marching Band	6.50	6.50	0.65	0.65				
Student Radio	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Spirit Squad	2.00	2.00						
Cultural Center	0.50	0.50	0.05	0.05			0.05	0.05
Other Fees								
Graduate Fee		395.00		43.00		41.00		43.00
Total General Fees-Resident	\$2,077.00	\$2,472.00	\$211.00	\$254.00 *	\$189.85	\$230.85	\$206.00	\$249.00

Other Fees / Tuition	
Student Insurance *	\$ 496.00
Non-resident Tuition	3,889.00
Western Undergrad Exchange Fee	\$ 1,038.00
Inservice Credit Hour Fee-Undergrad	\$ 69.00
Inservice Credit Hour Fee-Graduate	\$ 82.00
Course Overload Credit Hour Fee	\$ 211.00

* A change in the State Board of Education policy states that students must provide proof of comparable health insurance or are required to maintain the university provided health coverage

The full-time fee is charged to students taking 8 or more credit hours. The part-time credit hour fee is charged to students taking 7 or less credit hours. For Summer, the part-time credit hour fee is charged regardless of the number of credits.

Non-Resident tuition and Western Undergraduate Exchange fees are in addition to total resident fees

All fees, tuition and other charges are subject to change

Department Name _____
10 digit Department Number _____

Fiscal Year 2005

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees	see attached sheet	see attached sheet
Other Misc. Fees		

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Salaries
Fringe benefits
OE
Travel
Capital Outlay

Prior Year Fund Balance @ June 30th

Student Fee Revenue Projections

Estimates for FY 07	Head Count/Credit Hr	Current Fee	Estimated Fee Revenue
FT	22,940	\$1.25	\$28,675.00
PT	42,350	\$0.15	\$6,352.50
Summer	25,129		\$0.00
			<u>\$35,027.50</u>
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	<u>-\$1,751.38</u>
			<u><u>\$33,276.13</u></u>

Estimates for FY 08		Proposed Fee	
FT	23,169	\$3.25	\$75,300.55
PT	42,774	\$0.35	\$14,970.73
Summer	25,380		\$0.00
			<u>\$90,271.28</u>
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	<u>-\$4,513.56</u>
			<u><u>\$85,757.71</u></u>

Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)	<u><u>\$52,481.59</u></u>
--	---------------------------

TAB 2a Page 45

Actual FY 05		Actual FY 06		Budgeted FY 07		Proposed FY 08	
Club Acct.	Rec Acct.	Club Acct.	Rec Acct.	Club Acct.	Rec Acct.	Club Acct.	Rec Acct.
1030	2200	1030	2200	1030	2200	1030	2200
\$ (86)	\$ 14,374	\$ (428)	\$ 12,482	\$ (5,350)	\$ 3,276	\$ (4,620)	\$ -
	\$ (39,643)		\$ (50,755)		\$ (53,918)		\$ (30,962)

	Actual FY 05		Actual FY 06		Budgeted FY 07		Proposed FY 08	
	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200
Surplus Transfers								
1001 to 1030	\$ 5,000	\$ (5,000)	\$ 2,500	\$ (2,500)				
1200 to 1030 (close acct.)			\$ 2,509					
2200 to 1030			\$ 37,416	\$ (37,416)	\$ 7,459	\$ (7,459)		
Club Coverage	\$ (3,758)		\$ 4,254					
Surplus Balance Forward	\$ 1,593	\$ 14,247	\$ 6,507	\$ 24,863	\$ 48,504	\$ 4,183	\$ 50,613	\$ 0
TOTAL SURPLUS	\$ 6,593	\$ 10,489	\$ 48,932	\$ (8,299)	\$ 55,963	\$ (3,276)	\$ 50,613	\$ 0
		\$ (5,000)		\$ (44,643)		\$ (97,898)		\$ (151,816)
				\$ (47,143)				\$ (151,816)

BAHR - SECTION II

CLUB SPORTS BUDGETING

REVENUE

	Actual FY 05		Actual FY 06		Budgeted FY 07		Proposed FY 08	
	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200
Student Fees								
Full Time		\$ 29,186		\$ 30,440		\$ 27,241	\$ 71,536	
Part Time		\$ 7,075		\$ 6,267		\$ 6,035	\$ 14,222	
TOTAL REVENUE	\$ -	\$ 36,261	\$ -	\$ 36,707	\$ -	\$ 33,276	\$ 85,758	\$ -

EXPENSE

	Actual FY 05		Actual FY 06		Budgeted FY 07		Proposed FY 08	
	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200	Club Acct. 1030	Rec Acct. 2200
Student Help								
Office Help		\$ 1,500		\$ 1,500		\$ 1,500	\$ 500	
Supervisor		\$ 500		\$ 700		\$ 1,000	\$ 1,000	
Graphic Design		\$ 360		\$ 540		\$ 700	\$ 1,000	
GA - Rec Response		\$ 4,000					\$ 16,000	
Regular Employees								
Class. - Off. Spec. I		\$ 4,769		\$ 6,058		\$ 9,582	\$ 16,542	\$ 5,749
Class. - Financial Tech.				\$ 8,840		\$ 7,187		\$ 5,749
Prof. - Coordinator Rec Response						\$ 18,803		\$ 12,535
Prof. - Accountant		\$ 16,755		\$ 18,252		\$ 128	\$ 740	
Prof. - Assistant Director						\$ 11,094	\$ 11,046	\$ 6,806
Benefits								
Students		\$ 254		\$ 110		\$ 25	\$ 500	\$ 25
Classified		\$ 4,192		\$ 3,038		\$ 300	\$ 300	
Professional		\$ 6,673		\$ 10,767		\$ 500	\$ 500	
Office								
Copier		\$ 75	\$ 39	\$ 100	\$ 400	\$ 25	\$ 400	
Fax		\$ 20		\$ 20		\$ 300	\$ 300	
Telephone						\$ 500	\$ 500	
Supplies	\$ 7	\$ 240		\$ 360	\$ 100	\$ 2,000	\$ 500	\$ 100
Remodel					\$ 4,000			
Promotions								
Mailings		\$ 10		\$ 20	\$ 100	\$ 400	\$ 400	
Newsletter						\$ 400	\$ 400	
Printing & Binding	\$ 79	\$ 70	\$ 389	\$ 200	\$ 600	\$ 2,000	\$ 2,000	
Training								
Van Driver							\$ 200	
FA/CPRA/ED (club officers)							\$ 1,500	
Leadership (summit, speakers, etc.)							\$ 1,000	

MAY 8 2007

Department/Organization Information

 Department/Organization Nan Campus Recreation
 10 Digit Department Number 863L101001
 Contact Person Joyce Grimes
 Phone Number 426-1769
FY 2007 Budget Overview

Budgeted Revenue from Student Fees	<u>\$956,511</u>
Budgeted Revenue from Other Sources	<u>\$602,452</u>
Total 2007 Budget	<u>\$1,558,963</u>

Current Fee Structure

-- See attached schedule of 2007 Tuition & Fees

 Full-Time Fee \$26.00
 Part-Time Fee \$2.60
 Summer Fee \$3.60

Describe the programs and services provided to the students of Boise State University by this Department/Organization

Campus Recreation enriches the University community by providing diverse recreational and leadership opportunities that foster personal growth and lifelong healthy habits. Programs and services include informal recreation, group exercise classes, instructional programs, an athletic training clinic, intramural and club sport, massage therapy, personal training, outdoor seminars/workshops, and an outdoor rental shop.

Proposed Fee Structure

 Full-Time Fee \$28.00
 Part-Time Fee \$2.80
 Summer Fee \$3.60

 Describe additional programs and services that will be provided to the students of Boise State University due to this proposed fee change.

The additional fee would provide funding to hire an aquatics professional.

Justification of this proposed change in student fees

Campus Recreation is in the preliminary phases of adding an aquatic complex to the Student Recreation Center. While the department has amassed significant reserves in their fund to pay for initial construction, the current budget does not allow for additional operation expense. A preliminary estimate of a \$10.00 fee increase will be necessary to fully fund operations of an aquatic complex. Design consultants will be working with Campus Recreation and A & E Services this spring to determine the exact scope of the project and more accurately project operational expense. At this time Campus recreation is asking for a \$2.00 fee increase hire an aquatics professional for FY 08. The professional can then be involved in construction plans and program development. Campus Recreation will be requesting an additional fee in FY 09 (after more accurate projections are developed) to off the remaining operational expense.

For use by Student Tuition and Fees Committee

Boise State University
2006-2007 Schedule of Tuition & Fees
Effective Summer 2006, Fall 2006 and Spring 2007

	Full-Time Under Grad	Full-Time Graduate	Part-Time Under Grad	Part-Time Graduate	Summer Under Grad 2006	Summer Graduate 2006	Summer Under Grad 2007	Summer Graduate 2007
General Ed Fees								
Tuition	\$1,334.85	\$1,334.85						
Part-Time Credit Hour Fee			\$143.40	\$143.40	\$138.20	\$138.20	\$143.85	\$143.85
Facility and Technology Fees								
General Building Fee	99.00	99.00	9.00	9.00	9.00	9.00	9.00	9.00
Capital Expenditure Reserve Fee	5.00	5.00						
SUB Construction Fee	27.00	27.00	2.70	2.70	2.70	2.70	2.70	2.70
Residence Hall Construction Fee	57.00	57.00	5.70	5.70	5.70	5.70	5.70	5.70
Recreation Facility Fee	65.00	65.00	6.50	6.50	6.50	6.50	6.50	6.50
Facilities Fee	100.00	100.00	10.00	10.00	2.50	2.50	10.00	10.00
Health and Wellness Ctr. Facility Fee	40.00	40.00	4.00	4.00	4.00	4.00	4.00	4.00
Student Support System Tech Fee	19.00	19.00	1.90	1.90	1.90	1.90	1.90	1.90
Technology Fee-Computer Labs	27.25	27.25	3.00	3.00	3.00	3.00	3.00	3.00
Activity Fees								
Intercollegiate Athletics	93.00	93.00	5.30	5.30				
Student Health Center	33.00	33.00	3.30	3.30	1.00	1.00	3.30	3.30
Student Union Operations	72.50	72.50	7.25	7.25	6.75	6.75	7.25	7.25
Associated Student Body	17.65	17.65	1.60	1.60	1.60	1.60	1.60	1.60
University News	5.00	5.00	0.50	0.50	0.50	0.50	0.50	0.50
Student Program Board	7.00	7.00	0.50	0.50	0.50	0.50	0.50	0.50
BSU Radio	2.00	2.00						
Campus Recreation	26.00	26.00	2.60	2.60	3.60	3.60	3.60	3.60
Club Sports	1.25	1.25	0.15	0.15				
Drama, Music and Theatre Arts	1.50	1.50						
Alumni Activities	3.50	3.50	0.35	0.35				
Scholarships	6.00	6.00						
Outdoor Program	3.00	3.00	0.30	0.30	0.30	0.30	0.30	0.30
Children's Center	5.00	5.00	0.35	0.35	0.35	0.35	0.35	0.35
Service Learning Program	4.10	4.10	0.50	0.50	0.35	0.35	0.50	0.50
Volunteer Services Board	1.90	1.90	0.10	0.10	0.10	0.10	0.10	0.10
Student ID System	7.50	7.50	0.90	0.90	0.90	0.90	0.90	0.90
Distinguished Lecture Series	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Marching Band	6.50	6.50	0.65	0.65				
Student Radio	2.00	2.00	0.20	0.20	0.20	0.20	0.20	0.20
Spirit Squad	2.00	2.00						
Cultural Center	0.50	0.50	0.05	0.05			0.05	0.05
Other Fees								
Graduate Fee		395.00		43.00		41.00		43.00
Total General Fees-Resident	\$2,077.00	\$2,472.00	\$211.00	\$254.00	\$189.85	\$230.85	\$206.00	\$249.00
Other Fees / Tuition								
Student Insurance *	\$ 496.00							
Non-resident Tuition	3,889.00							
Western Undergrad Exchange Fee	\$ 1,038.00							
Inservice Credit Hour Fee-Undergrad	\$ 69.00							
Inservice Credit Hour Fee-Graduate	\$ 82.00							
Course Overload Credit Hour Fee	\$ 211.00							

* A change in the State Board of Education policy states that students must provide proof of comparable health insurance or are required to maintain the university provided health coverage.

The full-time fee is charged to students taking 8 or more credit hours. The part-time credit hour fee is charged to students taking 7 or less credit hours. For Summer the part-time credit hour fee is charged regardless of the number of credits

Non-Resident tuition and Western Undergraduate Exchange fees are in addition to total resident fees

All fees, tuition, and other charges are subject to change

Department Name _____
10 digit Department Number _____

Fiscal Year 2005

Fiscal Year 2006

Revenues- enter in yellow shaded area

-- Enter Revenue categories and annual amounts based on what has posted to PeopleSoft Financials

Student Fees	1,032,322	919,764
Other Misc Fees	541,808	583,193

Expenses- enter in yellow shaded area

-- Enter Expense categories and annual amounts based on what has posted to PeopleSoft Financials

Salaries	776,768	876,454
Fringe benefits	172,986	221,163
OE	303,059	515,950
Travel	16,994	19,471
Capital Outlay	10,919	0

Prior Year Fund Balance @ June 30th

871,323	1,164,727
---------	-----------

Student Fee Revenue Projections

Estimates for FY 07	Head Count/Credit Hr	Current Fee	Estimated Fee Revenue
FT	22,940	\$26.00	\$596,440.00
PT	42,350	\$2.60	\$110,110.00
Summer	25,129	\$3.60	\$90,463.68
			\$797,013.68
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	-\$39,850.68
			\$757,163.00

Estimates for FY 08		Proposed Fee	
FT	23,169	\$28.00	\$648,743.20
PT	42,774	\$2.80	\$119,765.80
Summer	25,380	\$3.60	\$91,368.32
			\$859,877.32
		Less 5% estimate for outstanding fees, credit card charges, adjustments etc	-\$42,993.87
			\$816,883.45

Estimated new money generated from additional fee and enrollment growth (estimated @ 1%)	\$59,720.45
--	--------------------

THIS PAGE INTENTIONALLY LEFT BLANK

BOISE STATE UNIVERSITY

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

STUDENT INFORMATION

>>> "David Carruthers" <DavidCarruthers@mail.boisestate.edu> 2/13/2007 11:02 AM >>>

Dear Sir,

Is this proposal of tuition increase correlated to the proposed federal increase of financial aid? I find it ultimately distressing that when the Federal government raises student loan amounts universities across the country feel the need to increase our tuition. It's hard enough for those of us who have to work our way through school without the bureaucracy making it harder.

Where does all our money go now? I am a transfer student from the UofI and one could see where the money is going. From student services to on campus events, there was much going on and many people to help. At BSU when I have a financial aid question or a registrar issue, I contact the proper people and am shortly sent to BroncoWeb (which, by the way, is almost completely user-unfriendly).

Do not increase the fees. Let students have a little breathing room.

Thankyou for your time,
-David Carruthers

>>> <Screenjunk@wmconnect.com> 2/13/2007 11:43 AM >>>

I will be unable to attend the meeting. My thoughts on the raise of tuition is that I am sacrificing my families money from groceries, and gas to pay what the pell grant will not cover. If tuition rises, it will place a greater financial burden on my family.

>>> "RoseMary Porter" <RoseMaryPorter@mail.boisestate.edu> 2/13/2007 12:58 PM >>>

To Whom My Concerns Will Be Considered:

I am unable to attend the meeting. However, I have two questions.

1. In regards to health services, I found I was unable to get health services even though I am registered as a full time graduate student. As part of my doctoral program, I am expected to take 9 credits to fulfill the full time status. However, three credits are in my program/cognate area and were only available through extended services at the West campus. Some of these classes are courses taken in sequence but not all courses are offered on campus in Boise. I find this inequality for services disturbing because I have to pay more for my credits hours. If wasn't for my loan and tuition waiver I couldn't not attend classes... Back to the health services issue. I found out that dental services are not included. I had a major oral surgery which cost me nearly \$500, which had to be paid with my student loan money. I could have gotten a health service refund of \$479, but I was told I'm not full time according to the accounting distribution and was unable to get health insurance. Another student I talked to had exploratory surgery and had to spend \$3000.00, nearly all of his school loan money to pay for his hospital bill not covered by student health insurance. There's something wrong with this picture.

2. If I am asked to pay more for recreational services, why do I also have to pay an additional monthly fee to use the facilities? Also, I am an alumni and I want to know why I cannot get some services at a discount or free since I spent many years at Boise State paying for those services?

RoseMary

>>> **"Ron Farnsworth"** <RonFarnsworth@mail.boisestate.edu> 2/14/2007 8:25 AM >>>

Michael,

As I'm sure you are aware, an e-mail went out to all BSU students regarding a meeting tomorrow to provide feedback on proposed tuition/fees for the 2007-08 school year.

I will not be able to attend the meeting tomorrow and am not sure how much difference it would make anyway. It seems that regardless of feedback, fees continue to increase every year. I realize that the "cost of doing business" also increases each year so all I can say is I hope the fee increases are truly necessary to allow BSU to improve educational opportunities because I'm sure with each year's increase, it puts a college education out of reach for many who would like to attend and continues to increase the financial burden of those already attending.

Just my two cents worth.

Thanks,
Ron

>>> **"Richard Petrie"** <RichardPetrie1@mail.boisestate.edu> 2/14/2007 9:06 PM >>>

This is a sad joke. Taking more money from students by increasing tuition and fees on top of denying financial aid. Nice. NOT!!

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE UNIVERSITY

STUDENT FEE RECOMMENDATION

TO

THE IDAHO STATE BOARD OF EDUCATION

- **Student Fee Recommendation Narrative Provided by Institution Page 3**
- **Provided by OSBE:**
 - Recommendations for Changes to Student Fees for FY 2008..... Page 4
 - Potential Student Fee Revenue Changes for FY 2008..... Page 5
 - 4-year History of Board Approved Fees plus FY 2008 Recommended Fees .. Page 6
 - Peer Comparisons of Resident Undergraduate Tuition and Fees..... Page 7
- **Other Documents Provided by Institutions for Fee Hearings Page 9**
- **Student Supplied Information Page 21**

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Idaho State University
Student Fee Hearing Summary

The Fee Process

On Feb. 16th ISU conducted departmental hearings to discuss the student fee increase/distribution. Departments requesting a fee increase presented their needs to the President, Vice Presidents, Faculty Senate Chair, Budget Officer, current ASISU President/VP & the University Budget Planning Committee. Based upon discussion by those in attendance, President Vailas recommended the resulting fee schedule. The public hearings to seek testimony on the fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls and Pocatello campus March 7th & 8th. The VP Finance and Budget Officer were present to answer questions.

Changes to Fees

The attached worksheet, which estimates potential fee and tuition revenue changes for FY2008, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases, which was issued on February 20, 2007. The result of the hearing process is a recommendation for a 5.5% overall fee increase.

Matriculation and Other General Education Fees \$509,000.

As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. The rate increases, offset by a decline in enrollment and internal reallocation of funds, will provide ongoing funding for a replacement data processing system (ERP).

Student Activity Fees \$91,200

Additional fees would provide permanent funding for the Bengal Dance Team (\$70,200) and additional support for the Student Health Center (\$21,000).

Professional Fee-Graduate Counseling \$Revenue Neutral

Consolidation of various current fees into a "new" professional fee.

IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2008 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY07 Fees	FY08 Initial Notice	Requested Fees		
				FY08 Fees	Change	% Chg.
Full-time Fees:						
Tuition	**	\$2,689.12	\$2,901.62	\$2,901.62	\$212.50	7.9%
Technology Fee	**	150.00	150.00	150.00	0.00	0.0%
Facilities Fees	**	434.00	434.00	434.00	0.00	0.0%
Student Activity Fees	**	916.88	934.38	934.38	17.50	1.9%
Total Full-time Fees		\$4,190.00	\$4,420.00	\$4,420.00	\$230.00	5.5%
Part-time Credit Hour Fees:						
Education Fee	**	\$161.60	\$168.57	\$168.57	\$6.97	4.3%
Technology Fee	**	9.00	9.00	9.00	0.00	0.0%
Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
Student Activity Fees	**	43.40	43.43	43.43	0.03	0.1%
Total Part-time Cr Hr Fees:		\$214.00	\$221.00	\$221.00	\$7.00	3.3%
Other Student Fees:						
Graduate Fees:						
Full-time Grad/Prof	**	\$740.00	\$760.00	\$760.00	\$20.00	2.7%
Part-time Graduate/Hour	**	\$37.00	\$38.00	\$38.00	\$1.00	2.7%
Nonresident Tuition:						
Nonres Tuition	**	\$8,270.00	\$8,600.00	\$8,600.00	\$330.00	4.0%
Part-time Nonres Tuition	**	\$115.00	\$120.00	\$120.00	\$5.00	4.3%
Professional Fees:						
PharmD - Resident-Continuing	**	\$1,930.00	\$2,100.00	\$2,100.00	\$170.00	8.8%
PharmD - Nonres - Continuing	**	\$5,800.00	\$6,090.00	\$6,090.00	\$290.00	5.0%
PharmD - Resident-NEW	**	\$6,180.00	\$6,366.00	\$6,366.00	\$186.00	3.0%
PharmD - Nonres - NEW	**	\$9,750.00	\$10,042.00	\$10,042.00	\$292.00	3.0%
Phys Therapy - Resident	**	\$1,520.00	\$1,566.00	\$1,566.00	\$46.00	3.0%
Phys Therapy - Nonres	**	\$5,240.00	\$5,400.00	\$5,400.00	\$160.00	3.1%
Occu Therapy - Resident	**	\$1,520.00	\$1,566.00	\$1,566.00	\$46.00	3.0%
Occu Therapy - Nonres	**	\$5,240.00	\$5,400.00	\$5,400.00	\$160.00	3.1%
Physician Assistant - Res - Cont	**	\$12,150.00	\$15,600.00	\$15,600.00	\$3,450.00	28.4%
Physician Assistant - Nonres - Cont	**	\$13,845.00	\$17,355.00	\$17,355.00	\$3,510.00	25.4%
Nursing-MSN	**	\$1,310.00	\$1,350.00	\$1,350.00	\$40.00	3.1%
Counseling-Graduate	**	\$0.00	\$650.00	\$650.00	\$650.00	0.0%
Idaho Dental Education (IDEP)	**	\$16,614.00	\$17,920.00	\$17,854.00	\$1,240.00	7.5%
Other Fees:						
Western Undergrad Exchge	**	\$2,095.00	\$2,210.00	\$2,210.00	\$115.00	5.5%
In-service Fees/Cr Hr - Undergrad	**	\$69.00	\$72.00	\$72.00	\$3.00	4.3%
In-service Fees/Cr Hr - Grad	**	\$82.00	\$86.00	\$86.00	\$4.00	4.9%
Changes to Student Activity Fees:						
Full-time:						
Bengal Dance Team		\$0.00	\$8.26	\$8.26	\$8.26	New
Student Health Center		\$111.00	\$120.00	\$120.00	\$9.00	8.11%
Student Wellness Program		\$8.20	\$8.44	\$8.44	\$0.24	2.93%
					<u>\$17.50</u>	
Part-time:						
Student Wellness Program		\$1.05	\$1.08	\$1.08	\$0.03	2.86%
					<u>\$0.03</u>	
Student Health Insurance Premium		\$930				

IDAHO STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 08

Due to Enrollment and Fee Changes

	Student Fees:	Projected		Potential Revenue Generated Due to Enrollment and Fee Changes					
		HC/SCH Enrollment		Enrollment Changes		Fee Changes		Total Rev Chge	
		FY07	FY08	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1	Full-time Fees:		-5.4%						
2	Tuition	9,000	8,500	(\$1,344,600)		\$1,806,300		\$461,700	
3	Technology Fee	9,000	8,500		(75,000)		0		(75,000)
4	Facilities Fees	9,000	8,500		(217,000)		0		(217,000)
5	Student Activity Fees	9,000	8,500		(458,400)		148,800		(309,600)
6	Total Full-time Fees			<u>(\$1,344,600)</u>	<u>(\$750,400)</u>	<u>\$1,806,300</u>	<u>\$148,800</u>	<u>\$461,700</u>	<u>(\$601,600)</u>
7									
8	Part-time Credit Hour Fees:		-4.3%						
9	Tuition	33,222	31,800	(\$229,800)		\$221,600		(\$8,200)	
10	Technology Fee	33,222	31,800		(12,800)		0		(12,800)
11	Facilities Fees	33,222	31,800		0		0		0
12	Student Activity Fees	33,222	31,800		(61,700)		1,000		(60,700)
13	Total Part-time Cr Hr Fees:			<u>(\$229,800)</u>	<u>(\$74,500)</u>	<u>\$221,600</u>	<u>\$1,000</u>	<u>(\$8,200)</u>	<u>(\$73,500)</u>
14									
15	Other Student Fees:								
16	Graduate Fees:								
17	Full-time Grad/Prof	775	804	\$21,200		\$16,100		\$37,300	
18	Part-time Graduate/Hour	6,550	6,468	(3,000)		6,500		3,500	
19	Nonresident Tuition:								
20	Nonres Tuition	238	207	(128,200)		\$68,300		(59,900)	
21	Part-time Nonres Tuition	635	575	(6,900)		2,900		(4,000)	
22	Professional Fees:								
23	PharmD - Resident-Continuing	100	58		(81,100)		9,900		(71,200)
24	PharmD - Nonres - Continuing	10	0		(58,000)		0		(58,000)
25	PharmD - Resident-NEW	100	142		81,100		26,400		107,500
26	PharmD - Nonres - NEW	15	33		104,400		9,600		114,000
27	Phys Therapy - Resident	41	45		6,100		2,100		8,200
28	Phys Therapy - Nonres	9	20		57,600		3,200		60,800
29	Occu Therapy - Resident	15	17		3,000		800		3,800
30	Occu Therapy - Nonres	2	5		15,700		800		16,500
31	Physician Assistant - Res - Cont	50	70		243,000		241,500		484,500
32	Physician Assistant - Nonres - Cont	10	10		0		35,100		35,100
33	Nursing-MSN	75 #	75		0		3,000		3,000
34	Counseling-Graduate	0	80		0		52,000		52,000
35	Idaho Dental Education (IDEP)	8	8		0		9,900		9,900
36	Other Fees:								
37	Western Undergrad Exchge	190	202	12,600		11,600		24,200	
38	In-service Fees/Cr Hr - Undergrad			0		0		0	
39	In-service Fees/Cr Hr - Grad	6,267	6,600	27,300		26,400		53,700	
40	Total Other Student Fees			<u>(\$77,000)</u>	<u>\$371,800</u>	<u>\$131,800</u>	<u>\$394,300</u>	<u>\$54,800</u>	<u>\$766,100</u>
41									
42	Total Additional Student Fee Revenue			<u>(\$1,651,400)</u>	<u>(\$453,100)</u>	<u>\$2,159,700</u>	<u>\$544,100</u>	<u>\$508,300</u>	<u>\$91,000</u>
43									
44	Changes to Student Activity Fees:								
45	Full-time:								
46	Bengal Dance Team	9,000	8,500		0		70,200		70,200
47	Student Health Center	9,000	8,500		(55,500)		76,500		21,000
48	Student Wellness Program	9,000	8,500		(4,100)		2,000		(2,100)
49					<u>(\$59,600)</u>		<u>\$148,700</u>		<u>\$89,100</u>
50	Part-time:								
51	Student Wellness Program	33,222	31,800		(1,500)		1,000		(500)
52					<u>(\$1,500)</u>		<u>\$1,000</u>		<u>(\$500)</u>

IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY08 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2004	FY 2005	FY 2006	FY 2007	#REF! FY 2008	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$2,199.20	\$2,368.60	\$2,585.70	\$2,689.12	\$2,901.62	\$702.42	31.94%
3	Technology Fee	72.00	82.00	100.00	150.00	150.00	78.00	108.33%
4	Facilities Fees	360.00	414.00	434.00	434.00	434.00	74.00	20.56%
5	Student Activity Fees	816.80	835.40	880.30	916.88	934.38	117.58	14.40%
6	Total Full-time Fees	\$3,448.00	\$3,700.00	\$4,000.00	\$4,190.00	\$4,420.00	\$972.00	28.19%
7								
8	Part-time Credit Hour Fees							
9	Education Fee	\$138.10	\$148.10	\$157.10	\$161.60	\$168.57	\$30.47	22.06%
10	Technology Fee	6.00	6.00	6.50	9.00	9.00	3.00	0.00%
11	Facilities Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
12	Student Activity Fees	27.90	30.90	38.40	43.40	43.43	15.53	55.66%
13	Total Part-time Cr Hr Fees	\$172.00	\$185.00	\$202.00	\$214.00	\$221.00	\$49.00	28.49%
14								
15	Other Student Fees							
16	Graduate Fees:							
17	Full-time Grad/Prof	\$660.00	\$680.00	\$740.00	\$740.00	\$740.00	\$80.00	12.12%
18	Part-time Graduate/Hour	\$33.00	\$34.00	\$37.00	\$37.00	\$37.00	\$4.00	12.12%
19	Nonresident Tuition:							
20	Nonres Tuition	\$6,600.00	\$7,080.00	\$7,700.00	\$8,270.00	\$8,270.00	\$1,670.00	25.30%
21	Part-time Nonres Tuition	\$95.00	\$102.00	\$110.00	\$115.00	\$115.00	\$20.00	21.05%
22	Professional Fees:							
23	PharmD - Resident-Continuing	\$1,528.00	\$1,640.00	\$1,800.00	\$1,930.00	\$1,930.00	\$402.00	26.31%
24	PharmD - Nonres - Continuing	\$4,620.00	\$4,960.00	\$5,400.00	\$5,800.00	\$5,800.00	\$1,180.00	25.54%
25	PharmD - Resident-NEW	N/A	N/A	\$5,760.00	\$6,180.00	\$6,180.00	N/A	N/A
26	PharmD - Nonres - NEW	N/A	N/A	\$9,080.00	\$9,750.00	\$9,750.00	N/A	N/A
27	Phys Therapy - Resident	\$1,290.00	\$1,380.00	\$1,420.00	\$1,520.00	\$1,520.00	\$230.00	17.83%
28	Phys Therapy - Nonres	\$4,420.00	\$4,740.00	\$4,880.00	\$5,240.00	\$5,240.00	\$820.00	18.55%
29	Occu Therapy - Resident	\$1,290.00	\$1,380.00	\$1,420.00	\$1,520.00	\$1,520.00	\$230.00	17.83%
30	Occu Therapy - Nonres	\$4,420.00	\$4,740.00	\$4,880.00	\$5,240.00	\$5,240.00	\$820.00	18.55%
33	Physician Assistant - Res - New				\$12,150.00	\$15,600.00	New	New
34	Physician Assistant - Nonres - New				\$13,845.00	\$17,355.00	New	New
35	Nursing-MSN	\$1,050.00	\$1,126.00	\$1,220.00	\$1,310.00	\$1,350.00	\$1,350.00	128.57%
36	Idaho Dental Education (IDEP)	\$13,281.00	\$14,386.00	\$15,372.00	\$16,614.00	\$17,854.00	\$6,102.00	45.95%
37	Other Fees:							
38	Western Undergrad Exchge	\$1,724.00	\$1,850.00	\$2,000.00	\$2,095.00	\$2,210.00	\$810.00	46.98%
39	In-service Fees/Cr Hr - Undergrad	\$55.00	\$60.00	\$65.00	\$69.00	\$72.00	\$27.00	49.09%
40	In-service Fees/Cr Hr - Grad	\$66.00	\$72.00	\$77.00	\$82.00	\$86.00	\$30.00	45.45%

**College & Universities
Peer Comparisons
Resident Undergraduate Tuition and Fees
FY 2004 - FY 2007**

					INCREASE OVER PRIOR YEAR	
	2003-2004	2004-2005	2005-2006	2006-2007	AMOUNT	PERCENT
IDAHO STATE UNIVERSITY						
1 Indiana State University	\$5,422	\$5,640	\$5,864	\$6,436	\$796	13.6%
2 University of Kansas	\$4,101	\$4,737	5,413	6,153	1,416	26.2%
3 University of Oregon	4,683	5,121	5,193	5,970	849	16.3%
4 University of Northern Iowa	4,916	5,387	5,602	5,912	525	9.4%
5 University of North Dakota	4,156	4,828	5,327	5,792	964	18.1%
6 Montana State University - Bozeman	4,145	4,577	5,220	5,676	1,099	21.1%
7 Portland State University	4,206	4,311	4,499	5,210	899	20.0%
8 University of Montana	4,104	4,377	4,711	4,970	593	12.6%
9 University of Colorado - Denver	3,517	3,888	4,926	4,773	885	18.0%
10 Northern Arizona University	3,593	4,072	4,393	4,546	474	10.8%
11 New Mexico State University	3,372	3,666	3,918	4,230	564	14.4%
12 Idaho State University	3,448	3,700	4,000	4,190	490	12.3%
13 University of Northern Colorado	3,241	3,370	3,837	3,900	530	13.8%
14 University of Nevada - Las Vegas	2,670	3,210	3,476	3,732	522	15.0%
15 University of Nevada - Reno	2,670	3,034	3,270	3,684	650	19.9%
16 University of Wyoming	3,090	3,243	3,426	3,515	272	7.9%
17 Peer Averages	3,833	4,198	4,567	4,918	721	15.8%

* SOURCES:
WICHE Tuition & Fees In Public Higher Education in the West
The Chronicle of Higher Education

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE UNIVERSITY

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

- Initial Notice Page 11
- Fee Hearing Information..... Page 13

THIS PAGE INTENTIONALLY LEFT BLANK

PUBLIC NOTICE

Public hearings will be held March 7th & 8th, 2007, to gather input on proposed student fees to become effective Fall 2007. The hearing location & time are as follows:

March 7th, 12:00pm, Idaho Falls Bennion Student Union, Multi Purpose Room

March 7th, 5:30pm, Pocatello Pond Student Union, South Fork Room

March 8th, 12:00pm, Pocatello Pond Student Union, Clearwater Room

The meetings will continue until all presenters have had an opportunity to speak.

Written testimony will be received until the time of the meetings.

Mail to the office of University Counsel, Campus Stop 8410 or E-mail to genecoun@mm.isu.edu

IDAHO STATE UNIVERSITY STUDENT FEE DISTRIBUTION

	Board Approv. Semester 2006-2007	Proposed Semester 2007-2008	Increase	
	Full Fee (1)	Full Fee (1)	Amount	%
Tuition	\$1,344.56	\$1,450.81	\$106.25	7.9%
Facilities Fee - Facilities	217.00	217.00	0.00	0.0%
Facilities Fee - Campus Technology	75.00	75.00	0.00	0.0%
Activity Fees				
Intercollegiate Athletics	103.40	103.40	0.00	0.0%
Student Health Center	55.50	60.00	4.50	8.1%
Student Union Operations	131.50	131.50	0.00	0.0%
ASISU Activities	63.15	63.15	0.00	0.0%
Leadership & Counselor Training	3.30	3.30	0.00	0.0%
Janet C Anderson Gender Resource Center	5.70	5.70	0.00	0.0%
Childcare Services	12.55	12.55	0.00	0.0%
Photo ID	2.35	2.35	0.00	0.0%
Marching Band	6.75	6.75	0.00	0.0%
Debate Team	4.35	4.35	0.00	0.0%
Rodeo Team	4.89	4.89	0.00	0.0%
Bengal Dance Team	0.00	4.13	4.13	NEW
Recreation Facility Operation	21.00	21.00	0.00	0.0%
Intramurals	4.70	4.70	0.00	0.0%
Student Band/Choir	5.00	5.00	0.00	0.0%
Student Support Service	5.00	5.00	0.00	0.0%
Alumni Activities	2.50	2.50	0.00	0.0%
Scholarships	19.50	19.50	0.00	0.0%
Student Wellness Program	4.10	4.22	0.12	2.9%
C W HOG	3.20	3.20	0.00	0.0%
TOTAL ACTIVITY FEES	\$458.44	\$467.19	\$8.75	1.9%
TOTAL FULL-TIME FEE	\$2,095.00 (1)	\$2,210.00 (1)	\$115.00	5.5%
Graduate Class Fee	\$370.00	\$380.00	\$10.00	2.7%
Non-Resident Tuition	\$4,135.00	\$4,300.00	\$165.00	4.0%

	Board Approv. Sem 06/07 Summer (07)	Proposed Sem 07/08 Summer (08)	Increase	
	Cr.Hr.Fee	Cr.Hr.Fee	Amount	%
Tuition	\$161.60	\$168.57	6.97	4.3%
Facilities Fee - Campus Technology	9.00	9.00	0.00	0.0%
Activity Fees	43.40	43.43	0.03	0.1%
Stadium Operations	6.00	6.00	0.00	0.0%
Student Union Operations	9.50	9.50	0.00	0.0%
Intercollegiate Athletics	3.00	3.00	0.00	0.0%
Janet C Anderson Gender Resource Center	1.20	1.20	0.00	0.0%
Childcare Services	2.00	2.00	0.00	0.0%
Recreation Facility Operation	3.75	3.75	0.00	0.0%
Intramurals	1.00	1.00	0.00	0.0%
Student Wellness Program (Sem & Summer)	1.05	1.08	0.03	2.9%
Leadership & Counselor Training	1.00	1.00	0.00	0.0%
Student Support Service (Sem & Summer)	1.00	1.00	0.00	0.0%
Outreach Programming	2.00	2.00	0.00	0.0%
ASISU (Fall & Spring)/Student Prog(Summer)	7.00	7.00	0.00	0.0%
Photo ID	1.25	1.25	0.00	0.0%
Marching Band	1.65	1.65	0.00	0.0%
Student Health Center	2.00	2.00	0.00	0.0%
TOTAL CREDIT HOUR FEE	\$214.00	\$221.00	\$7.00	3.27%
Graduate Class Fee	\$37.00	\$38.00	\$1.00	2.7%
Non-Resident Tuition	\$115.00	\$120.00	\$5.00	4.4%

Pharmacy Professional Fee (Continuing Resident Student)	\$965.00	\$1,050.00	\$85.00	8.8%
Pharmacy Professional Fee (Continuing Non-Resident Student)	\$2,900.00	\$3,045.00	\$145.00	5.0%
Pharmacy Professional Fee (New Resident Student)	\$3,090.00	\$3,183.00	\$93.00	3.0%
Pharmacy Professional Fee (New Non-Resident Student)	\$4,875.00	\$5,021.00	146.00	3.0%
Physical/Occupational Therapy Prof Fee (Resident)	\$760.00 (2)	\$783.00 (2)	\$23.00	3.0%
Physical/Occupational Therapy Prof Fee (Non-Resident)	2,620.00 (2)	2,700.00 (2)	80.00	3.1%
Physician Assistant (Res) 3 sessions per yr	\$5,050.00	\$5,200.00	\$150.00	3.0%
Physician Assistant (Non-Res) 3 sessions per yr	5,615.00	5,785.00	170.00	3.0%
Graduate Counseling	0.00	325.00	New	New
Nursing MSN	\$655.00	\$675.00	\$20.00	3.1%
Idaho Dental Education Program	\$8,307.00	\$8,960.00 Est	\$653.00	7.9%

(1) Cost of Technology Session is one-half of the semester charge
(2) Not charged during Summer Session

**IDAHO STATE UNIVERSITY
STUDENT FEE HEARING
March 7, 2007 - 12:00 noon
Idaho Falls Campus**

In attendance: Bradley H. Hall, General Counsel; Ken Prolo, Vice President of Financial Services; Leo Herrman, Budget Officer; and one student.

Bradley Hall opened the hearing at 12:00 noon, explaining the format of the hearing, and invited testimony. Although one student was in attendance, she chose not to submit oral or written testimony. There was no testimony for or against the proposed student fee increase. Some questions were asked informally about certain budget items. They were answered by Ken Prolo and Leo Herrman. Two individuals later submitted written response via email. Those responses are attached.

A last call for testimony was issued at 12:15 p.m. and the hearing was closed at 12:20 p.m.

3/15/07
Date

Rita Magee
Rita Magee
Assistant to the General Counsel
Idaho State University

Student Fee Hearing
Pond Student Union Building
March 7, 2006
5:30 pm

1. Todd Itami

16. _____

2. Elsina Ericson

17. _____

3. Katie Ikum

18. _____

4. Tara Grote

19. _____

5. Kate Griffith

20. _____

6. Lacey Duffin

21. _____

7. Lindsey Tucker

22. _____

8. JOSH Bcr

23. _____

9. Amy Taylor

24. _____

10. Wayland Olsen

25. _____

11. Todd Robertson

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

**IDAHO STATE UNIVERSITY
STUDENT FEE HEARING
March 7, 2007- 5:30 pm
Pocatello Campus**

In attendance: Bradley H. Hall, General Counsel; Ken Prolo, Vice President of Financial Services; Leo Herrman, Budget Officer; Hillary Hoffmaier, Director, Bengal Dancers

Bradley Hall opened the hearing at 5:30 pm, explaining the format of the hearing and opened it for testimony.

Testimony was presented as follows:

Todd Itami: My name is Todd Itami, I am a student senator with the college of Arts & Sciences, student association. I would just like to come and express our appreciation for the work that has been put into this budget, first of all. This budget was presented to us as a senate, I don't speak officially for the senate at this time. At the last senate meetings it was my perception there were no major concerns with any of the items. I especially want to give my support today for the new fee of \$4.13 going to the Bengal Dance Team. I feel the Bengal Dance Team is a nationally competitive team. Over the past few years they've proven their competitiveness and their effort and these are some of the hardest working athletes that we have on campus. As far as I'm concerned and best representing my constituency as a senator, I completely support this fee and congratulate you for putting it on the budget.

Elsina Ericson: My name is Elsina Ericson and I am a member of the Bengal Dancers. This is actually my first year at ISU and I would just like to voice my support for the fee that is going to go to support us. One of the major things that I think is important for the Bengal Dancing team, I went to school in Utah for two years and I was on their dance team there and we didn't get a scholarship, we didn't get anything, and it was really hard to keep going with the dance team. It was really hard to get everybody to go to all the games. It was really hard to get any kind of support for us at all because we were not supported at all, with any kind of money. So, our program just went down hill year after year, it was so frustrating. One of the years that I was there, well both years actually, every year we went, we would see ISU at the competition that we go to in Vegas, and every year I would watch ISU and they were amazing, like they were so good. And I was like, why did I come to school in Utah for no scholarship when I could be at school at ISU and be on a really good team and have a scholarship and be supported so that actually was the main reason that I was interested in ISU in the first place. I probably wouldn't have had a second thought about coming, it's a great school but the dance team was what initially caught my interest and that's the main reason that I came. I know there is a couple of other girls on the team that are from out of state and from other teams that weren't supported or weren't as good as we were and they saw ISU at competitions and that is what brought us here. I think it is a really good idea to have support. Thank you very much.

Katie Illum: My name is Katie Illum and I am also a Bengal Dancer here at Idaho State University. I would like to say that I am very grateful for this fee that will be added to help support us. I am a freshman here and a lot of colleges that I applied to offered me some pretty big academic scholarships but I chose to attend Idaho State University because of the prestigious dance team. I grew up in American Falls, so I have been watching them since I was a little girl. I was very grateful that I was able to come to ISU, get a scholarship, and dance on a nationally ranked team. Thank you.

Tara Grote: My name is Tara Grote and I'm from Boise, Idaho. It would have been my choice to choose to go to Boise State, but since I've heard about the Bengal Dancers and how they were so successful in winning nationals, or like second place, and then we won nationals this year. I chose to come to this college because of the Bengal Dancers. Not because of Pocatello, it is not the best city to be at, we all know that. I am initially here just for the Bengal Dancers. I am really supportive of the fee and I hope it is successful. Thank you very much.

Kay Griffith: Hi my name is Kay Griffith. I am also a Bengal Dancer and a student. I am very supportive of the fees. I came here to dance and I came from a different college so it's really important that the fee, because I love dancing here.

Lacey Duffin: My name is Lacey Duffin. I am a student here at ISU and I am in favor of the budget here that has been made. I feel that the budget that was put out definitely helps ISU grow. ISU is still very affordable. I feel that it's a very affordable college and this budget keeps in mind for expansions for ISU. I am in favor of it.

Lindsay Tucker: My name is Lindsay Tucker. I am actually a graduate student at ISU, I am in the Doctorate of Audiology program, so academics are very important to me. I actually received a full ride scholarship to Harvard, but chose to come here for the dance team, because I also love dancing. My parents are really supportive of me coming to ISU and I just think it would be great if we can continue to support the Bengal Dancers. I am in full support of this fee increase and I think it's great that we have such a great dance team in such a rural area. Especially on the west coast because if you come to competition with us, you will see that the majority of the good dancers are on the East Coast, and we do compete against Harvard and we do beat them. I fully support this fee increase and I think it's just great that we have the dance team that we have here. I was part of the dance team for four years and this is my second year as the assistant coach so I'm obviously a groupie, I love it, I probably won't ever leave. Thank you.

Josh Bell: My name is Josh Bell, and like Todd Itami, I am a senator for the College of Arts and Sciences. I first wanted to express, I feel the process of these budget hearings has been very, very good, that's to say the least. It has been open, it's been publicized, everyone has been invited to come and I think these are wonderful, I wish there would be more people here to express concerns or opinions but we have a very good showing today, especially from the Bengal Dancers. I wanted to give my support, first and foremost to this proposed budget. I feel that a lot of hard work and a lot of time has been spent in coming up with the numbers and seeing where they need to be and I feel that they have all been placed especially with the Bengal Dancers

getting their \$4.13 increase is a very wonderful thing. They consistently bring home national championships or nationally ranked titles. A new ERP system for our computers is going to be a wonderful thing. I just wanted to voice my support publicly and on record.

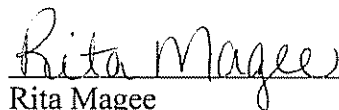
Amy Taylor: I'm Amy Taylor and I'm a senior on the Bengal Dancers and currently the captain. I am here to support the increase for the Bengal Dancers because it is excellent to give any team or club that opportunity to continue their practice. The Bengal Dancers are so appreciative of any sort of fee increase that I know any other recreation or club that gets it is totally supportive. Any opportunity that anybody can get would be awesome. I just wanted to stand here and say, I want to support it.... Bengal Dancers is also an awesome part for all dancers and girls because dancers get an opportunity to go to college or to go professional, and a lot of the girls chose to go to college because of scholarships and because the records we have here at ISU. I know you can pick the opportunity to go professional and get paid or go to college and get support to get your education. All the girls here chose education. When you take that away, I don't think we'd get as many girls and we all leave with an education. It's an awesome opportunity and I hope you support this. Go Bengals.

Nayland Olsen: My name is Nayland Olsen and I would just like to say as a student of ISU, I fully support the Bengal Dancers and would not mind a fee increase in whatever amount that could keep them competing at a national level and bringing home titles to Pocatello and doing as well as they've been doing.

Todd Robertson: My name is Todd Robertson, I'm also not on the team, but I am involved with athletics as part of the Marching Band. I do a lot of those things, the pep-band stuff, I understand how important it is to have extra support for the teams and how important it is to them. I think the \$4.00 increase is extremely important for the Bengal Dancers. That's it.

Hearing was closed at 6:00 p.m.

3-15-07
Date


Rita Magee
Assistant to the General Counsel
Idaho State University

Student Fee Hearing
Pond Student Union Building
March 8, 2007
12:00 pm

1. Zane Mickelsen

16. _____

2. Devri Ellis

17. _____

3. INHTNEN doSmith

18. _____

4. Ross Cunningham

19. _____

5. Tom Briggs

20. _____

6. _____

21. _____

7. _____

22. _____

8. _____

23. _____

9. _____

24. _____

10. _____

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

IDAHO STATE UNIVERSITY
STUDENT FEE HEARING
March 8, 2007 - 12:00 pm
Pocatello Campus

In attendance: Bradley H. Hall, General Counsel; Leo Herrman, Budget Officer; Lowell Richards, Vice President of Student Affairs; and various students.

Bradley Hall opened the hearing at 12:00 pm, explaining the format of the hearing and opened it for testimony.

Testimony was presented as follows:

Zane Mickelsen: My name is Zane Mickelsen. One of the things that I wanted to state on the record was that I felt like this year there was a good process of that I was informed several weeks ago about the budget and the budget hearing and that I feel that the process has been fair and open to students. I do support the Bengal Dance Team receiving, having secured funds. The one thing that I do question is that in form we are securing funds for them but in substance I feel like it's athletics really receiving the increase. Bengal Dancers are receiving what they have received and now this allows more money for athletics so I don't know how necessary that is. I'm not sure I'm strongly opposed to it but I just think that the substance of what that transaction is, is that it needs to be looked at. Like I said, I think that the hearing has been open and as a student I've been able to have access to this information and to look over it, and that this meeting was open and welcoming to students.

Devri Ellis: My name is Devri Ellis. I am a student at ISU and also a Bengal Dancer. I just came here to help support the fee, for us (Bengal Dancers) to get that. The Bengal Dancers, I wouldn't be here if it wasn't for the Bengal Dancers. My first year, I came here and I wasn't a Bengal Dancer and was ready to transfer until they got me to try out and now I am staying and I like ISU and I will continue to stay and I will graduate. I think that is a good thing for ISU to have the Bengal Dancers. If we don't get the money then we wouldn't be here.

Whitney Smith: My name is Whitney Smith and I attend ISU and I am also a Bengal Dancer. I just wanted to come and support the fee for the Bengal Dancers. I think it is a really great thing that they would want to do this for us. The Bengal Dancers is a really positive attribute of the student body of ISU and I think we support this school well and I think this fee would help with our funding and it would be a really good thing for us as a team. I just also wanted to support it and say that I think it would be a really great thing to have.

Ross Cunningham: Hi, I am Ross Cunningham. I am a full time student at ISU, as well. I am known to many as "Super Fan". I would also like to say that I support this increase very much. I believe the Bengal Dancers have done nothing but..... remaining testimony failed to record.

Tom Briggs: Testimony failed to record.

The hearing was closed at 12:30 p.m.

3-15-07
Date

Rita Magee
Rita Magee
Assistant to the General Counsel
Idaho State University

THIS PAGE INTENTIONALLY LEFT BLANK

IDAHO STATE UNIVERSITY

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

STUDENT INFORMATION

Subject: Genecoun post from ben_baker33@hotmail.com requires approval
From: genecoun-owner@mm.isu.edu
Date: Wed, 07 Mar 2007 17:06:15 -0700
To: genecoun-owner@mm.isu.edu

As list administrator, your authorization is requested for the following mailing list posting:

List: Genecoun@mm.isu.edu
From: ben_baker33@hotmail.com
Subject: student fees
Reason: Post by non-member to a members-only list

At your convenience, visit:

<http://mm.isu.edu/mailman/admindb/genecoun>

to approve or deny the request.

Subject: student fees
From: ben baker <ben_baker33@hotmail.com>
Date: Wed, 07 Mar 2007 17:06:09 -0700
To: genecoun@mm.isu.edu

I wanted to comment on student fees.
I feel that the raised tuition fees are unjustified. I also feel that the school should not appeal to the government as a supplement. Instead it should tighten its belt, lower its spending, and lower tuition fees.

Ben Baker
Junior

Play Flexicon: the crossword game that feeds your brain. PLAY now for FREE.
http://zone.msn.com/en/flexicon/default.htm?icid=flexicon_hmtagline

Subject: confirm 575e4f07efbcacf4430d8ccc435056afa0697c27
From: genecoun-request@mm.isu.edu

If you reply to this message, keeping the Subject: header intact, Mailman will discard the held message. Do this if the message is spam. If you reply to this message and include an Approved: header with the list password in it, the message will be approved for posting to the list. The Approved: header can also appear in the first line of the body of the reply.

student fees.eml Content-Type: message/rfc822

confirm 575e4f07efbcacf4430d8ccc435056afa0697c27.eml Content-Type: message/rfc822

Subject: Genecoun post from andy_ferguson_@hotmail.com requires approval
From: genecoun-owner@mm.isu.edu
Date: Wed, 07 Mar 2007 15:22:45 -0700
To: genecoun-owner@mm.isu.edu

As list administrator, your authorization is requested for the following mailing list posting:

List: Genecoun@mm.isu.edu
From: andy_ferguson_@hotmail.com
Subject: tuition
Reason: Post by non-member to a members-only list

At your convenience, visit:

<http://mm.isu.edu/mailman/admindb/genecoun>

to approve or deny the request.

Subject: tuition
From: Andy Ferguson <andy_ferguson_@hotmail.com>
Date: Wed, 07 Mar 2007 15:22:25 -0700
To: genecoun@mm.isu.edu

I am opposed to paying higher fees in tuition, unless those fees go towards expanding the Idaho Falls campus. I personally feel that Idaho Falls students should not pay more money to benefit students attending in Pocatello. Depending on what the tuition increase will be, will weigh my decision to attend a different college if necessary, because other schools tuition costs approximately the same as what I pay now and they get more for their dollar.

Find a local pizza place, movie theater, and more....then map the best route!

Subject: confirm 8b4c14dd2fb90eff4b3edffd44f1596e95aeff18
From: genecoun-request@mm.isu.edu

If you reply to this message, keeping the Subject: header intact, Mailman will discard the held message. Do this if the message is spam. If you reply to this message and include an Approved: header with the list password in it, the message will be approved for posting to the list. The Approved: header can also appear in the first line of the body of the reply.

tuition.eml Content-Type: message/rfc822

confirm 8b4c14dd2fb90eff4b3edffd44f1596e95aeff18.eml Content-Type: message/rfc822

Subject: Genecoun post from reedwilding@hotmail.com requires approval
From: genecoun-owner@mm.isu.edu
Date: Wed, 07 Mar 2007 13:48:41 -0700
To: genecoun-owner@mm.isu.edu

As list administrator, your authorization is requested for the following mailing list posting:

List: Genecoun@mm.isu.edu
From: reedwilding@hotmail.com
Subject: fees
Reason: Post by non-member to a members-only list

At your convenience, visit:

<http://mm.isu.edu/mailman/admindb/genecoun>

to approve or deny the request.

Subject: fees
From: Reed Wilding <reedwilding@hotmail.com>
Date: Wed, 7 Mar 2007 13:48:39 -0700
To: <genecoun@mm.isu.edu>

I don't feel that the students fees increase should go towards a bigger gym in Pocatello. In all honesty how many times on average would a typical IF student use the facility to make it worth the increase. I would rather personally pay more money to have another building constructed at University Place that would provide students with more local and opportune classes near where they live. Some class schedules, like mine, require students to be at school all day or leave and return several times a day in order to effectively and economically attend college.

Reed Wilding

"Life is not measured by the number of breaths we take, but by the moments that take our breath away."

Subject: confirm 8370f71c1269f99da45bf43212d233176238bc0a
From: genecoun-request@mm.isu.edu

If you reply to this message, keeping the Subject: header intact, Mailman will discard the held message. Do this if the message is spam. If you reply to this message and include an Approved: header with the list password in it, the message will be approved for posting to the list. The Approved: header can also appear in the first line of the body of the reply.

fees.eml Content-Type: message/rfc822

confirm 8370f71c1269f99da45bf43212d233176238bc0a.eml Content-Type: message/rfc822

Subject: Genecoun post from dboyter@nwpwrservices.com requires approval
From: genecoun-owner@mm.isu.edu
Date: Wed, 07 Mar 2007 14:15:55 -0700
To: genecoun-owner@mm.isu.edu

As list administrator, your authorization is requested for the following mailing list posting:

List: Genecoun@mm.isu.edu
From: dboyter@nwpwrservices.com
Subject: Fee increase
Reason: Post by non-member to a members-only list

At your convenience, visit:

<http://mm.isu.edu/mailman/admindb/genecoun>

to approve or deny the request.

Subject: Fee increase
From: David Boyter <dboyter@nwpwrservices.com>
Date: Wed, 07 Mar 2007 14:15:26 -0700
To: genecoun@mm.isu.edu

I got the email about the meeting for student fees increase. I was unable to attend since I have to work to pay life's fees, but I got some questions:

Students are being asked to sacrifice by the increase fees, what is the school sacrificing? What programs are being canceled? Who is losing a job?

Please have the school calculate the following (always wanted to know):

Teaching efficiently = (total # of hours spent teaching by all ISU paid employees) / (total # of hours paid by ISU)

- o I am OK if the school includes grading papers and answering students' questions with teaching
- o All ISU paid employees should include teacher, administrators, janitors, but not student employees

What are the increase fees being used for?

What is the school doing to decrease the amount of time needed to graduate? For example, have they thought about decreasing general education requirements? We spend k-12 grade learning general stuff, get that out of the program so students can decrease one year of required classes. Also if there are less general classes required then there are less teachers and more money. Maybe just make all incoming students take a test on the general material, if they pass they don't have to take those classes. If they don't pass then make their k-12 grade schools pay those class fees. This would decrease the students' fees while maintaining a general education requirement, which I still believe is unneeded at this stage of education.

Thanks,
Dave Boyter

Subject: confirm 29a72ce38397df1e4b143c75358131b92d6f21a4

From: genecoun-request@mm.isu.edu

If you reply to this message, keeping the Subject: header intact, Mailman will discard the held message. Do this if the message is spam. If you reply to this message and include an Approved: header with the list password in it, the message will be approved for posting to the list. The Approved: header can also appear in the first line of the body of the reply.

Fee increase.eml Content-Type: message/rfc822

confirm 29a72ce38397df1e4b143c75358131b92d6f21a4.eml Content-Type: message/rfc822

UNIVERSITY OF IDAHO

STUDENT FEE RECOMMENDATION

TO

THE IDAHO STATE BOARD OF EDUCATION

- **Student Fee Recommendation Narrative Page 3**
- **Provided by OSBE:**
 - Recommendations for Changes to Student Fees for FY 2008..... Page 6
 - Potential Student Fee Revenue Changes for FY 2008..... Page 7
 - 4-year History of Board Approved Fees plus FY 2008 Recommended Fees .. Page 8
 - Peer Comparisons of Resident Undergraduate Tuition and Fees..... Page 9
- **Other Documents Provided by Institutions for Fee HearingsPage 11**
- **Student Supplied InformationPage 43**

THIS PAGE INTENTIONALLY LEFT BLANK

UNIVERSITY OF IDAHO
Student Fees and Tuition Information

The Fee Process

The UI collaborative fee process started in January with active participation throughout by the Student Fee Committee. This representative committee includes student leaders from the ASUI, the GPSA (Graduate and Professional Students Association) and the SBA (Student Bar Association representing the Law School). Auxiliary units and others requesting dedicated fee support presented requests for program maintenance and expansion and new programs and activities. A public meeting was held on February 6, 2007, wherein each unit presented their fee request. The meeting was attended by students and university community members. All fee presentations were submitted to the University Budget Office and posted on the web:

http://www.webs.uidaho.edu/ipb/Budget_Office/budgetoffice.htm

The fee committee met on a weekly basis throughout the month of February to discuss the fee requests from each unit. A comprehensive fee proposal was developed by student leaders and presented to the administration on March 7, 2007. The formal Initial Notice was issued on March 8th as required by Board Policy.

General Education Fees and Tuition

The attached worksheet, which estimates potential fee and tuition revenue changes for FY2008, is predicated on the fee and tuition rates contained in the UI Notice of Intent to Adopt Student Fee and Rate Increases, which was issued on March 8, 2007. The proposed rate changes are supported by UI student leadership. The proposed full-time fee increase is 5.95%.

The additional revenue will provide the following:

- An offset to enrollment losses and help offset inflationary increases in fixed cost contracts, such as police and city services.
- An increase to student scholarship programs.
- An allocation for the career and professional planning program (CAPP) to hire AmeriCorp members and graduate interns to serve as a career advisors as recommended by student leadership

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- A Vandal access/safety transit program which is designed to move disabled students around campus during the daytime hours and to serve as a safe ride for everyone at night as recommended by student leadership
- An increase to the facilities fee will provide the base needed to begin improvements to the University infrastructure and deferred maintenance needs.

Increases are also proposed for the College of Law and Architecture Professional Fee. These requests are a component of a multi-year phased increase that will be used to sustain the quality of the programs.

Increases in the fees for Summer Programs and Outreach Programs (off campus programs) are also proposed. Both programs rely extensively on generated income and will use the additional revenues to offset enrollment losses and sustain the delivery infrastructure.

Non-General Education Fees

The following information briefly summarizes the uses of the dedicated activity fee net of enrollment decreases that were contained in the fee notices:

MCO/maintenance of programs/activities:

Associated Students	\$125,000
Intercollegiate Athletics	\$ 28,000
Student Health	\$ 46,400
Student Research Grants	\$ 14,200

New programs: Approved by the student fee committee to assert leadership on this issue.

Transit Service	\$ 52,200
-----------------	-----------

THIS PAGE INTENTIONALLY LEFT BLANK

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2008 Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:	Bd Appv	FY07 Fees	FY08 Initial Notice	Requested Fees		
				FY08 Fees	Change	% Chg.
Full-time Fees:						
Matriculation Fee {Note 1}	**	\$2,635.40	\$2,748.10	\$2,748.10	\$112.70	4.3%
Technology Fee	**	117.00	127.00	127.00	10.00	8.5%
Facilities Fees	**	540.50	620.50	620.50	80.00	14.8%
Student Activity Fees	**	907.10	954.40	954.40	47.30	5.2%
Total Full-time Fees		<u>4,200.00</u>	<u>4,450.00</u>	<u>4,450.00</u>	<u>250.00</u>	<u>6.0%</u>
Part-time Credit Hour Fees:						
Education Fee	**	\$143.35	\$155.35	\$155.35	\$12.00	8.4%
Technology Fee	**	6.00	6.00	6.00	0.00	0.0%
Facilities Fees	**	18.70	18.70	18.70	0.00	0.0%
Student Activity Fees	**	31.95	31.95	31.95	0.00	0.0%
Total Part-time Cr Hr Fees:		<u>\$200.00</u>	<u>\$212.00</u>	<u>\$212.00</u>	<u>\$12.00</u>	<u>6.0%</u>
Other Student Fees:						
Graduate Fees:						
Full-time Grad/Prof	**	\$540.00	\$540.00	\$540.00	\$0.00	0.0%
Part-time Graduate/Hour	**	\$27.00	\$27.00	\$27.00	\$0.00	0.0%
Summer Session 2006	**	\$190.00	\$200.00	\$200.00	\$10.00	5.3%
Outreach Programs	**	\$200.00	\$212.00	\$212.00	\$12.00	6.0%
Nonresident Tuition						
Nonres Tuition - Full-Time	**	\$9,600.00	\$9,850.00	\$9,850.00	\$250.00	2.6%
Part-time Nonres Tuition	**	\$140.00	\$148.00	\$148.00	\$8.00	5.7%
Professional Fees:						
Law College FT	**	\$4,800.00	\$5,250.00	\$5,250.00	\$450.00	9.4%
Law College PT	**	\$240.00	\$263.00	\$263.00	\$23.00	9.6%
Art & Architecture FT	**	\$774.00	\$812.00	\$812.00	\$38.00	4.9%
Art & Architecture PT	**	\$38.00	\$40.00	\$40.00	\$2.00	5.3%
Other Fees:						
Western Undergrad Exchge	**	\$2,100.00	\$2,225.00	\$2,224.00	\$124.00	5.9%
In-service Fees/Cr Hr - Undergrad	**	\$69.00	\$72.00	\$72.00	\$3.00	4.3%
In-service Fees/Cr Hr - Grad	**	\$82.00	\$86.00	\$86.00	\$4.00	4.9%
Changes to Student Activity Fees						
Full-time						
Associated Students		150.60	170.60	170.60	20.00	13.3%
Intercollegiate Athletics		216.68	227.98	227.98	11.30	5.2%
Student Health		71.60	79.60	79.60	8.00	11.2%
Student Research Grants		10.00	12.00	12.00	2.00	20.0%
Transit Service		0.00	6.00	6.00	6.00	
Student Health Insurance Premium		\$1,192				

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 2008 Due to Enrollment and Fee Changes

Student Fees:	Projected		Potential Revenue Generated Due to Enrollment and Fee Changes					
	HC/SCH Enrollmt		Enrollment Changes		Fee Changes		Total Rev Chge	
	FY07	FY08	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1 Full-time Fees:		-3.7%						
2 Matriculation Fee {Note 1}	9,025	8,700	(\$856,500)		\$980,500		\$124,000	
3 Technology Fee	9,025	8,700		(38,000)		87,000		49,000
4 Facilities Fees	9,025	8,700		(175,700)		696,000		520,300
5 Student Activity Fees	9,025	8,700		(294,800)		411,500		116,700
6 Total Full-time Fees			(\$856,500)	(\$508,500)	\$980,500	\$1,194,500	\$124,000	\$686,000
7								
8 Part-time Credit Hour Fees:		-11.1%						
9 Education Fee	5,400	4,800	(\$86,000)		\$57,600		(\$28,400)	
10 Technology Fee	5,400	4,800		(3,600)		0		(3,600)
11 Facilities Fees	5,400	4,800		(11,200)		0		(11,200)
12 Student Activity Fees	5,400	4,800		(19,200)		0		(19,200)
13 Total Part-time Cr Hr Fees:			(\$86,000)	(\$34,000)	\$57,600	\$0	(\$28,400)	(\$34,000)
14								
15 Other Student Fees:								
16 Graduate Fees:								
17 Full-time Grad/Prof	1,170	1,100	(\$37,800)		\$0		(\$37,800)	
18 Part-time Grad/Prof/CrHr	12,700	12,700	0		0		0	
19 Summer Session 2006	14,300	12,700	(304,000)		127,000		(177,000)	
20 Outreach Programs	16,400	16,400	0		196,800		196,800	
21 Nonresident Tuition								
22 Nonres Tuition - Full-Time	720	630	(855,014)	(8,986)	157,500		(697,514)	(8,986)
23 Part-time Nonres Tuition	1,360	970	(54,600)		7,800		(46,800)	
24 Professional Fees:								
25 Law College FT	290	300	48,000		135,000		183,000	
26 Law College PT	370	350	(4,800)		8,100		3,300	
27 Art & Architecture FT	600	560	(31,000)	{Note 2}	21,300		(9,700)	
28 Art & Architecture PT	370	270	(3,800)		500		(3,300)	
29 Other Fees:								
30 Western Undergrad Exchge	980	1,220	504,000		151,300		655,300	
31 In-srvc Fees/Cr Hr - Undergrad	600	400	(13,800)		1,200		(12,600)	
32 In-srvc Fees/Cr Hr - Grad	3,970	3,100	(71,300)		12,400		(58,900)	
33 Total Other Student Fees			(\$824,114)	(\$8,986)	\$818,900	\$0	(\$5,214)	(\$8,986)
34								
35 Total Additional Student Fee Revenue			(\$1,766,614)	(\$551,486)	\$1,857,000	\$1,194,500	\$90,386	\$643,014
36								
37 Changes to Student Activity Fees								
38 Full-time								
39 Associated Students	9,025	8,700		(48,900)		174,000		125,100
40 Intercollegiate Athletics	9,025	8,700		(70,400)		98,300		27,900
41 Student Health	9,025	8,700		(23,300)		69,600		46,300
42 Student Research Grants	9,025	8,700		(3,300)		17,400		14,100
43 Transit Service	9,025	8,700		0		52,200		52,200
44								
45								
46								
47								

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY08 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

		FY 2004	FY 2005	FY 2006	FY 2007	#REF! FY 2008	5-Year Increase	% Increase
Student Fees:								
1 Full-time Fees								
2 Matriculation Fee		\$1,999.20	\$2,282.00	\$2,529.30	\$2,635.40	\$2,748.10	\$748.90	37.46%
3 Technology Fee		117.00	117.00	117.00	117.00	127.00	10.00	8.55%
4 Facilities Fees		577.50	540.50	540.50	540.50	620.50	43.00	7.45%
5 Student Activity Fees		654.30	692.50	781.20	907.10	954.40	300.10	45.87%
6 Total Full-time Fees		<u>3,348.00</u>	<u>3,632.00</u>	<u>3,968.00</u>	<u>4,200.00</u>	<u>4,450.00</u>	<u>1,102.00</u>	<u>32.92%</u>
7								
8 Part-time Credit Hour Fees								
9 Education Fee		\$110.85	\$121.35	\$133.35	\$143.35	\$155.35	\$44.50	40.14%
10 Technology Fee		6.00	6.00	6.00	6.00	6.00	0.00	0.00%
11 Facilities Fees		20.85	18.70	18.70	18.70	18.70	(2.15)	0.00%
12 Student Activity Fees		29.30	31.95	31.95	31.95	31.95	2.65	9.04%
13 Total Part-time Cr Hr Fees		<u>\$167.00</u>	<u>\$178.00</u>	<u>\$190.00</u>	<u>\$200.00</u>	<u>\$212.00</u>	<u>\$45.00</u>	<u>26.95%</u>
14								
15 Other Student Fees								
16 Graduate Fees:								
17 Full-time Grad/Prof		\$540.00	\$540.00	\$540.00	\$540.00	\$540.00	\$0.00	0.00%
18 Part-time Graduate/Hour		\$27.00	\$27.00	\$27.00	\$27.00	\$27.00	\$0.00	0.00%
19 Summer Session 2006		\$183.00	\$178.00	\$190.00	\$190.00	\$200.00	\$17.00	9.29%
20 Outreach Programs		\$167.00	\$178.00	\$190.00	\$200.00	\$212.00	\$45.00	26.95%
21 Nonresident Tuition								
22 Nonres Tuition - Full-Time		\$7,392.00	\$8,020.00	\$8,770.00	\$9,600.00	\$9,850.00	\$2,458.00	33.25%
23 Part-time Nonres Tuition		\$115.00	\$123.00	\$130.00	\$140.00	\$148.00	\$33.00	28.70%
24 Professional Fees:								
25 Law College FT		\$2,900.00	\$3,400.00	\$4,400.00	\$4,800.00	\$5,250.00	\$2,350.00	81.03%
26 Law College PT		\$90.00	\$105.00	\$220.00	\$240.00	\$263.00	\$173.00	192.22%
27 Architecture Programs FT		\$704.00	\$704.00	\$704.00	\$774.00	\$812.00	\$108.00	15.34%
28 Architecture Programs PT		\$35.00	\$35.00	\$35.00	\$38.00	\$40.00	\$5.00	14.29%
29 Other Fees:								
30 Western Undergrad Exchg		\$1,674.00	\$1,816.00	\$1,984.00	\$2,100.00	\$2,224.00	\$550.00	32.86%
31 In-service Fees/Cr Hr - Undergrad		\$55.00	\$60.00	\$65.00	\$69.00	\$72.00	\$17.00	30.91%
32 In-service Fees/Cr Hr - Grad		\$66.00	\$72.00	\$77.00	\$82.00	\$86.00	\$20.00	30.30%

**College & Universities
Peer Comparisons
Resident Undergraduate Tuition and Fees
FY 2004 - FY 2007**

	2003-2004	2004-2005	2005-2006	2006-2007	INCREASE OVER PRIOR YEAR	
					AMOUNT	PERCENT
UNIVERSITY OF IDAHO						
1 Texas Tech University	\$4,895	\$5,848	\$6,152	\$6,339	\$491	8.0%
2 Washington State University	4,836	5,154	5,506	5,887	733	13.3%
3 University of Nebraska - Lincoln	4,711	5,341	5,540	5,867	526	9.5%
4 Iowa State University	5,028	5,426	5,634	5,860	434	7.7%
5 University of Arkansas - Fayetteville	4,768	5,179	5,495	5,808	629	11.4%
6 Kansas State University	4,060	4,665	5,124	5,779	1,114	21.7%
7 Montana State University - Bozeman	4,145	4,577	5,220	5,676	1,099	21.1%
8 Oregon State University	4,719	5,094	5,442	5,643	549	10.1%
9 Oklahoma State University	3,748	4,071	4,365	4,997	926	21.2%
10 University of Arizona	3,593	4,087	4,487	4,754	667	14.9%
11 Colorado State University	3,744	3,790	4,442	4,597	807	18.2%
12 New Mexico State University	3,372	3,666	3,918	4,230	564	14.4%
13 University of Idaho	3,348	3,632	3,968	4,200	568	14.3%
14 Utah State University	3,141	3,247	3,672	3,949	702	19.1%
15 University of Nevada - Reno	2,670	3,034	3,270	3,684	650	19.9%
16 University of Wyoming	3,090	3,243	3,426	3,515	272	7.9%
17 Peer Averages	3,992	4,378	4,729	5,049	671	14.2%

* SOURCES:
WICHE Tuition & Fees In Public Higher Education in the West
The Chronicle of Higher Education

THIS PAGE INTENTIONALLY LEFT BLANK

UNIVERSITY OF IDAHO

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

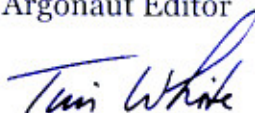
- Initial Notice Page 13
- Fee Hearing Information..... Page 18

THIS PAGE INTENTIONALLY LEFT BLANK

MEMORANDUM

TO: Humberto Cerrillo, ASUI President
Pele Peacock, SBA President
Luis Guerrero, GPSA President
Cynthia Reynaud, Argonaut Editor

FROM: Timothy P. White
President



DATE: March 8, 2007

SUBJECT: FY2008 STUDENT FEES AND TUITION

The University of Idaho fee setting process is now concluded and will be forwarded to the Regents of the University of Idaho for action at the April 19-20, 2007, State Board of Education (SBOE) meeting. On March 27th, an open forum will be held on campus to obtain final reaction to our proposal.

I am grateful to each of the students who participated in the process and want to extend a special acknowledgement to each of you in leadership positions. Student participation and leadership was critical as we worked through the issues associated with student fees. I am pleased to learn of the strong and principled efforts exhibited. I am also grateful for the efforts and leadership of Bev Rhoades, Bruce Pitman and other UI staff.

The attached *Notice of Intent* proposes an increase of \$125.00 in resident undergraduate fees per semester. This 5.95% increase will bring the semester cost of attending the University of Idaho from \$2,100.00 to \$2,225.00. The proposal will provide revenues that are essential to help the university and various activity areas maintain and improve programs and services for our students, as well as invest in areas necessary for a vibrant future.

I accepted your recommendations on Dedicated Activity Fees and made one addition for student research. Student research and creativity is such an important component of our learning environment, I felt compelled to increase this support. I commend you for investing in Transit Service. Your vision and commitment will help us sustain this important service between the UI and WSU, which not only benefits students and others who use the service, but also contributes to our ongoing effort to fulfill our sustainability commitment to minimize carbon emissions.

With respect to the Matriculation Fee, revenues for Career and Professional Planning and Vandal Access and Safety Transit have been identified as dedicated items. Also in the Matriculation Fee is a dedicated increase in need-based scholarship funds

proportionate to the overall fee increase, to be consistent with our commitment to financial accessibility. I have also included a request to the Regents for Deferred Maintenance within our Facility Fees. This significant issue has been ignored for too long and will take many years to resolve. Yet, as proper and forward-leaning stewards of the University of Idaho, we have a responsibility to take action *now* to preserve and improve this iconic campus for generations of students to come.

In the final analysis, we have settled on an outcome that is a wise investment of student resources. While enrolled at the University of Idaho, access to a wide range of quality programs, both academic and non-academic, provides an advantage to our students, an advantage that helps enable UI graduates to live, work, compete and prosper in a multi-cultural and global environment.

In addition to the *Notice of Intent*, a *Summary* and a proposed model are attached. These materials have been prepared and distributed as prescribed by Board Policy. As mentioned above, a final determination will not be made by the Regents of the University of Idaho/SBOE until the Board meeting on April 19-20, 2007. Until that time, I invite you to provide feedback to this notice by writing or sending e-mail to Vice President, Lloyd Mues (lmues@uidaho.edu), Provost and Executive Vice President, Doug Baker (dougbaker@uidaho.edu), or by contacting me directly (timwhite@uidaho.edu).

Again, thank you for your leadership.

Cc: Doug Baker, Provost and Executive Vice President
Tyrone Brooks, Operations Officer
Bill McLaughlin, Chair, Faculty Council
Lloyd Mues, Vice President, Finance and Administration
Bruce Pitman, Vice Provost for Student Affairs and Dean of Students
Bev Rhoades, Budget Office
Jane Stotler, Controller

Attachments

NOTICE OF INTENT TO ADOPT STUDENT FEE AND RATE INCREASES

Fiscal Year 2008: Academic Year 2007-2008

Notice is hereby given that the University of Idaho intends to raise the following fees:

Increases to full-time fees and tuition

General full-time fee by \$125.00 per semester (5.95% increase)

Law School fee by \$225.00 per semester

Architecture programs fee by \$19.00 per semester

Nonresident Tuition by \$125.00 per semester (2.60% increase)

Western Undergraduate Exchange fee by \$63.00 per semester (6.00% increase)
(increased calculated fee rate of \$62.50 to a whole number)

Increases to part-time fees and tuition

Part-time fee by \$12.00 per credit hour

Nonresident tuition by \$4.00 per credit hour

Summer Session 2008 fee by \$12.00 per credit hour

Law School fee by \$23.00 per credit hour

Architecture programs fee by \$2.00 per credit hour

A COMPLETE SCHEDULE OF CURRENT AND INCREASED FEE AND TUITION RATES IS ATTACHED AS AN OFFICIAL PART OF THIS "NOTICE OF INTENT TO ADOPT STUDENT FEE AND RATE INCREASES." A STUDENT FEE OPEN FORUM IS SCHEDULED FOR MARCH 27, 2007 AT 4:00 PM IN THE IDAHO COMMONS WHITEWATER ROOM.

Proposed Fee and Tuition Rates: Fiscal Year 2008

<u>Full-time Fee and Tuition Rates:</u>	<u>Current Rates</u>	<u>Proposed Increases</u>	<u>New Rates</u>	<u>Percent Change</u>
General UnderGrad fee/semester	\$ 2,100.00	\$ 125.00	\$ 2,225.00	5.95%
Grad/Professional fee/semester	\$ 270.00	\$ -	\$ 270.00	0.00%
Law School fee/semester	\$ 2,400.00	\$ 225.00	\$ 2,625.00	9.38%
Architecture fee/semester {Note 1}	\$ 387.00	\$ 19.00	\$ 406.00	4.91%
FT nonresident tuition/semester	\$ 4,800.00	\$ 125.00	\$ 4,925.00	2.60%
Western Undergrad Exchange (WUE)	\$ 1,050.00	\$ 63.00	\$ 1,113.00	6.00%

Initial Notice - Summary Issued March 8th

<u>Part-time Fee and Tuition Rates</u>	<u>Current Rates</u>	<u>Proposed Increases</u>	<u>New Rates</u>	<u>Percent Change</u>
On-campus PT/credit hour	\$ 200.00	\$ 12.00	\$ 212.00	6.00%
Off-campus PT/credit hour (Outreach)	\$ 200.00	\$ 12.00	\$ 212.00	6.00%
Grad/Professional Fee per credit hour	\$ 27.00	\$ -	\$ 27.00	0.00%
PT nonresident tuition/credit hour	\$ 140.00	\$ 4.00	\$ 144.00	2.86%
Law College Dedicated/credit hour	\$ 240.00	\$ 23.00	\$ 263.00	9.58%
Architecture Dedicated/credit hour {Note 1}	\$ 38.00	\$ 2.00	\$ 40.00	5.26%

UI Student Fee Schedule - Academic Year 2007-2008

Full-time Student Fee Changes for Fall 2007/FY2008

	Estimated Headcount	FY2007 Full-time Per Semester	Proposed Change in FY2008	Percent Change fm FY07	Estimated Revenue Change in FY08
Facility Fees					
Deferred Maintenance	17,400	-	\$ 40.00		\$ 696,000
Bond Series 1996	17,400	55.00			
Bond Series 1997 A&B	17,400	5.00			
Commons Bond Series 1997	17,400	75.00			
Revenue Bond Series 2003	17,400	48.25			
Student Recreation Center Series 1999	17,400	82.00			
Sweet Ave/Campus Impr Series 1999B	17,400	5.00			
Subtotal for Facility Fees	17,400	\$ 270.25	\$ 40.00	14.86%	\$696,000
General Education Operating Budget					
Matriculation Fee	17,400	\$ 1,317.70	\$ 56.35	4.28%	980,490
Career & Professional Planning - \$1.55					
Scholarship - \$7.50					
Vandal Access & Safety Transit - \$2.65					
Student Computing & Network Access	17,400	58.50	\$ 5.00	8.55%	87,000
Dedicated Activity Fees					
Alumni Association Fee	17,400	\$ 1.00	\$ -	0.00%	0
Associated Students-Incl Diversity Ctr \$2.00	17,400	77.30	10.00	12.94%	174,000
Campus Card	17,400	7.90		0.00%	0
Campus Rec: Intramurals/Sports Clubs	17,400	19.25		0.00%	0
Campus Rec: SRC Operations / R & R	17,400	40.75		0.00%	0
Commons/Union Operations / R & R	17,400	87.35		0.00%	0
Fine Arts	17,400	3.00		0.00%	0
HPERD Locker Services	17,400	1.25		0.00%	0
Intercollegiate Athletics	17,400	108.34	5.65	5.22%	98,310
Kibbie - Mem Gym Cage / Swim Ctr	17,400	5.25		0.00%	0
Kibbie Center Operations	17,400	22.53		0.00%	0
Marching Band	17,400	6.25		0.00%	0
Sales Tax (event tickets)	17,400	1.35		0.00%	0
Spirit Squad	17,400	2.45		0.00%	0
Student Health Services	17,400	35.80	4.00	11.17%	69,600
Student Research Grants	17,400	5.00	1.00	20.00%	17,400
Student Services - Campus Life	17,400	1.00		0.00%	0
Student Services - Counseling & Testing	17,400	5.28		0.00%	0
Student Services - Early Childhood	17,400	6.00		0.00%	0
Student Services - Minority Student Programs	17,400	1.50		0.00%	0
Student Services - New Student Orientation	17,400	3.00		0.00%	0
Student Services - Sexual Assault Awareness	17,400	3.00		0.00%	0
Student Services - Women's Center	17,400	4.00		0.00%	0
Sustainability Center	17,400	5.00		0.00%	0
Transit Service	17,400	-	3.00	0.00%	52,200
Subtotal Dedicated Activity Fees	17,400	\$ 453.55	\$ 23.65	5.21%	\$ 411,510
Total Full Time Fee per Semester		\$ 2,100.00	\$ 125.00	5.95%	\$ 2,175,000
New Fee Total =			\$ 2,225.00		
Other Fees and Tuition					
Graduate/Professional Fee	2,189	\$ 270	\$ -	0.00%	\$ -
Law College Dedicated Fee	606	\$ 2,400	\$ 225.00	9.38%	\$ 136,350
Architecture Program Dedicated Fee	1,119	\$ 387	\$ 19.00	4.91%	\$ 21,261
Non-Resident Tuition	1,250	\$ 4,800	\$ 125.00	2.60%	\$ 156,250
WUE Fee	2,439	\$ 1,050	\$ 63.00	6.00%	\$ 153,657

**UNIVERSITY OF IDAHO
RECOMMENDED FEES
FY 2007**

	Bd Appv	FY07 Fees	FY08 Initial Notice	Recommended Fees		
				FY08 Fee	Amt Incr	% Incr
Student Fees:						
Full-time Fees:						
Matriculation Fee	**	\$2,635.40	\$2,748.10	\$2,748.10	\$112.70	4.28%
Technology Fee		117.00	127.00	127.00	10.00	8.55%
Facilities Fees		540.50	620.50	620.50	80.00	14.80%
Student Activity Fees		907.10	954.40	954.40	47.30	5.21%
Total Full-time Fees		<u>4,200.00</u>	<u>4,450.00</u>	<u>4,450.00</u>	<u>250.00</u>	5.95%
Part-time Credit Hour Fees:						
Education Fee	**	\$143.35	\$155.35	\$155.35	\$12.00	8.37%
Technology Fee		6.00	6.00	6.00	0.00	0.00%
Facilities Fees		18.70	18.70	18.70	0.00	0.00%
Student Activity Fees		31.95	31.95	31.95	0.00	0.00%
Total Part-time Cr Hr Fees:		<u>\$200.00</u>	<u>\$212.00</u>	<u>\$212.00</u>	<u>\$12.00</u>	6.00%
Other Student Fees:						
Graduate Fees:						
Full-time Grad/Prof	**	\$540.00	\$540.00	\$540.00	\$0.00	0.00%
Part-time Graduate/Hour	**	\$27.00	\$27.00	\$27.00	\$0.00	0.00%
Summer Session 2007	**	\$190.00	\$200.00	\$200.00	\$10.00	5.26%
Outreach Programs	**	\$200.00	\$212.00	\$212.00	\$12.00	6.00%
Nonresident Tuition						
Nonres Tuition - Full-Time	**	\$9,600.00	\$9,850.00	\$9,850.00	\$250.00	2.60%
Part-time Nonres Tuition	**	\$140.00	\$148.00	\$148.00	\$8.00	5.71%
Professional Fees:						
Law College FT	**	\$4,800.00	\$5,250.00	\$5,250.00	\$450.00	9.38%
Law College PT	**	\$240.00	\$263.00	\$263.00	\$23.00	9.58%
Art & Architecture FT	**	\$774.00	\$812.00	\$812.00	\$38.00	4.91%
Art & Architecture PT	**	\$38.00	\$40.00	\$40.00	\$2.00	5.26%
Other Fees:						
Western Undergrad Exchge	**	\$2,100.00	\$2,226.00	\$2,226.00	\$126.00	6.00%
In-service Fees/Cr Hr - Undergrad		\$69.00	\$69.00	\$69.00	\$0.00	0.00%
In-service Fees/Cr Hr - Grad		\$82.00	\$82.00	\$82.00	\$0.00	0.00%
Changes to Student Activity Fees						
Full-time						
Associated Students		75.30	85.30		10.00	13.28%
Intercollegiate Athletics		108.34	113.99		5.65	5.22%
Student Health		35.80	39.80		4.00	11.17%
Student Research Grants		5.00	6.00		1.00	20.00%
Transit Service		0.00	3.00		3.00	

UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY08 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

		FY2004	FY2005	FY2006	FY2007	Request FY2008	5-Year Increase	% Increase
1	Student Fees:							
2	Full-time Fees:							
3	Matriculation Fee	\$1,999.20	\$2,282.00	\$2,529.30	\$2,635.40	\$2,748.10	\$748.90	37.46%
4	Technology Fee	117.00	117.00	117.00	117.00	127.00	10.00	8.55%
5	Facilities Fees	577.50	540.50	540.50	540.50	620.50	43.00	7.45%
6	Student Activity Fees	654.30	692.50	781.20	907.10	954.40	300.10	45.87%
7	Total Full-time Fees	<u>3,348.00</u>	<u>3,632.00</u>	<u>3,968.00</u>	<u>4,200.00</u>	<u>4,450.00</u>	<u>1,102.00</u>	<u>32.92%</u>
8	Part-time Credit Hour Fees:							
9	Education Fee	\$110.85	\$121.35	\$133.35	\$143.35	\$155.35	\$44.50	40.14%
10	Technology Fee	6.00	6.00	6.00	6.00	6.00	0.00	0.00%
11	Facilities Fees	20.85	18.70	18.70	18.70	18.70	(2.15)	-10.31%
12	Student Activity Fees	29.30	31.95	31.95	31.95	31.95	2.65	9.04%
13	Total Part-time Cr Hr Fees:	<u>\$167.00</u>	<u>\$178.00</u>	<u>\$190.00</u>	<u>\$200.00</u>	<u>\$212.00</u>	<u>45.00</u>	<u>26.95%</u>
14								
15	Other Student Fees:							
16	Graduate Fees:							
17	Full-time Grad/Prof	\$540.00	\$540.00	\$540.00	\$540.00	\$540.00	\$0.00	0.00%
18	Part-time Graduate/Hour	\$27.00	\$27.00	\$27.00	\$27.00	\$27.00	\$0.00	0.00%
19	Summer Session	\$154.00	\$167.00	\$178.00	\$190.00	\$200.00	\$46.00	29.87%
20	Outreach Programs	\$167.00	\$178.00	\$190.00	\$200.00	\$212.00	\$45.00	26.95%
21	Nonresident Tuition							
22	Nonres Tuition - Full-Time	\$7,392.00	\$8,020.00	\$8,770.00	\$9,850.00	\$9,850.00	\$2,458.00	33.25%
23	Part-time Nonres Tuition	\$115.00	\$123.00	\$130.00	\$148.00	\$148.00	\$33.00	28.70%
24	Professional Fees:							
25	Law College FT	\$2,900.00	\$3,400.00	\$4,400.00	\$5,250.00	\$5,250.00	\$2,350.00	81.03%
26	Law College PT	\$90.00	\$105.00	\$220.00	\$263.00	\$263.00	\$173.00	192.22%
27	Art & Architecture FT	\$704.00	\$704.00	\$704.00	\$812.00	\$812.00	\$108.00	15.34%
28	Art & Architecture PT	\$35.00	\$35.00	\$35.00	\$40.00	\$40.00	\$5.00	14.29%
29	Other Fees:							
30	Western Undergrad Exchgr	\$1,674.00	\$1,816.00	\$1,984.00	\$2,226.00	\$2,226.00	\$552.00	32.97%
31	In-service Fees/Cr Hr - Unc	\$55.00	\$60.00	\$65.00	\$69.00	\$69.00	\$14.00	25.45%
32	In-service Fees/Cr Hr - Gra	\$66.00	\$72.00	\$77.00	\$82.00	\$82.00	\$16.00	24.24%

University of Idaho			
Student Fees and Tuition for Fall 2007			
Supplementary Information: Fee Change History			
		Full Time	Percent
		Per Semester	of Change
Full Time Student Fee			
	Fall 1987	\$ 521.00	
	Fall 1988	\$ 524.00	0.58%
	Fall 1989	\$ 549.00	4.77%
	Fall 1990	\$ 583.00	6.19%
	Fall 1991	\$ 618.00	6.00%
	Fall 1992	\$ 648.00	4.85%
	Fall 1993	\$ 713.00	10.03%
	Fall 1994	\$ 774.00	8.56%
	Fall 1995	\$ 810.00	4.65%
	Fall 1996	\$ 884.00	9.14%
	Fall 1997	\$ 971.00	9.84%
	Fall 1998	\$ 1,068.00	9.99%
	Fall 1999	\$ 1,174.00	9.93%
	Fall 2000	\$ 1,238.00	5.45%
	Fall 2001	\$ 1,360.00	9.85%
	Fall 2002	\$ 1,522.00	11.91%
	Fall 2003	\$ 1,674.00	9.99%
	Fall 2004	\$ 1,816.00	8.48%
	Fall 2005	\$ 1,984.00	9.25%
	Fall 2006	\$ 2,100.00	5.85%
	Proposed Fall 2007	\$ 2,225.00	5.95%

University of Idaho				
Student Fees and Tuition for Fall 2007				
Supplementary Information: Tuition Change History				
		Rate	Percent	
Full Time Nonresident Tuition		Per Semester	Change	
	New Students Fall 1992	\$ 1,450.00		
	New Students Fall 1993	\$ 1,950.00	34.48%	
	New Students Fall 1994	\$ 2,207.00	13.18%	
	New Students Fall 1995	\$ 2,690.00	21.88%	
	New Students Fall 1996	\$ 2,826.00	5.06%	
	New Students Fall 1997	\$ 2,900.00	2.62%	
	New Students Fall 1998	\$ 3,000.00	3.45%	
	New Students Fall 1999	\$ 3,000.00	0.00%	
	New Students Fall 2000	\$ 3,000.00	0.00%	
	New Students Fall 2001	\$ 3,000.00	0.00%	
	New Students Fall 2002	\$ 3,360.00	12.00%	
	New Students Fall 2003	\$ 3,696.00	10.00%	
	New Students Fall 2004	\$ 4,010.00	8.50%	
	New Students Fall 2005	\$ 4,385.00	9.35%	
	New Students Fall 2006	\$ 4,800.00	9.46%	
	New Students Proposed Fall 2007	\$ 4,925.00	2.60%	

In-state tuition and fees comparisons

Institution

		1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Michigan State	In-state	5,036	5,170	5,627	6,101	6,703	7,000	7,880	8,887
U of California-Davis	In-state	4,034	4,072	4,601	4,765	5,853	6,936	7,457	7,576
Washington State	In-state	3,662	3,790	4,239	4,864	5,210	5,628	6,010	6,447
U of Nebraska-Lincoln	In-state	3,308	3,450	3,790	4,145	4,711	5,341	5,598	5,867
Iowa State	In-state	3,004	3,204	3,442	4,110	5,028	5,426	5,634	5,860
U of Oregon*	In-state	3,810	3,819	4,071	4,404	4,959	5,490	5,805	5,838
U of Arkansas-Fayetteville	In-state	3,534	3,669	3,956	4,228	4,768	5,179	5,495	5,808
Montana State-Bozeman	In-state	2,965	3,079	3,381	3,759	4,145	4,577	5,220	5,672
Oregon State	In-state	3,561	3,654	3,987	4,014	4,719	5,319	5,442	5,643
Kansas State	In-state	2,592	2,781	2,835	3,436	4,060	4,665	5,124	5,434
Texas Tech	In-state	1,797	3,274	3,489	3,867	4,895	5,848	6,152	5,376
Oklahoma State	In-state	2,412	2,587	2,779	2,960	3,748	4,071	4,365	4,997
U of Arizona	In-state	2,264	2,348	2,486	2,594	3,603	4,097	4,487	4,766
Colorado State	In-state	3,062	3,133	3,252	3,435	3,920	3,790	4,262	4,717
New Mexico State	In-state	2,502	2,790	3,000	3,216	3,372	3,666	3,918	4,230
U Idaho	In-state	2,348	2,476	2,720	3,044	3,348	3,632	3,968	4,200
Utah State	In-state	2,314	2,403	2,445	2,898	3,071	3,247	3,672	3,949
U of Nevada-Reno	In-state	2,309	2,418	2,597	2,672	2,802	2,682	3,060	3,576
U of Wyoming	In-state	2,456	2,575	2,807	2,997	3,090	3,243	3,429	2,951
Peer Average	In-state	2,998	3,194	3,448	3,764	4,316	4,728	5,104	5,358
Peer SD	In-state	797	726	831	889	1,025	1,219	1,287	1,377



Office of the Provost & Executive Vice President
Administration Building Room 105
P.O. Box 443152
Moscow, ID 83844-3152
(208) 885-6448

January 19, 2007

TO: ASUI President Humberto Cerrillo
Graduate & Professional Student Association President Luis Guerrero
Student Bar Association President Pele Peacock
Vice Presidents, Deans and Directors

FROM: Provost and Executive Vice President Doug Baker
Vice Provost for Student Affairs Bruce Pitman

SUBJECT: Activity/Dedicated Fee Proposals for FY2008

Below is the calendar of events for the fee proposal discussions. Also attached is a brief set of guidelines for the fee proposals, presentations and discussions. ***Note that all activities that currently receive student fees must provide a brief summary or description of the uses of those revenues.***

To initiate the process we are asking that any proposed changes in Activity/Dedicated/Facility Fees for FY2008 be submitted to the Budget Office by February 2nd. The fee process for this cycle will include presentations on February 6th, subsequent weekly discussions during February and a formal workshop on March 27th. The Board-required Initial Notice (formal notice) will be completed and published on or before March 8 as prescribed by Board Policy. The process timeline is as follows:

ACTION	TIMELINE
Submit proposals	February 2
Presentation of Fee Proposals by Unit Directors and Leaders	February 6, 4:00 p.m. Commons Clearwater Room
Weekly discussions of Fee Priorities and Fee Issues (Student Fee Committee)	February 8, 15, 22, March 1 TLC 232
Issue formal Initial Notice per Board Policy	March 8
Community Workshop/Forum	March 27

Please direct any questions to Bruce Pitman, Vice Provost for Student Affairs. Thank you.

Attachments:

Copy to: President White

Fee Proposal Guidelines and Information

Please provide:

- 1) A brief description/one-page summary of the uses of student fees that your service, activity or facility currently receives; and***
- 2) A brief description of the services/activities/facility for which additional student fee support is being requested (see guidelines below).***

As applicable, prepare fee requests to address maintenance of the current level of operation (MCO) of your services/activities/facility including:

- Change in Employee Compensation (CEC), identify the amount needed to provide a 5% permanent raise in FY2008
- Utilities and inflation on other fixed costs or contracts
- Fringe benefits, use a 2% increase for health insurance (other rate components will be relatively flat)
- Facility maintenance/facility R&R (repair and replacement funding)
- Other specific issues as applicable

Enhancement requests, requests for expanded services and activities, can also be presented and should be listed in priority order.

Be prepared to present the initial fee requests for your respective areas at the February 6th workshop. Equipment will be provided for PowerPoint presentations. Subsequent discussions on prioritizing requests will take place in weekly meetings with students and administrators.

Concurrent with the submission of the fee request materials, please provide PowerPoint summary slides (5 to 10 slides maximum) of the fee requests. These slides (files) will be placed on a web site for public review prior to and after the workshop. The files should be e-mailed to Cretia Bunney in the Budget Office at: cretiab@uidaho.edu

Fee Proposal Schedule

<u>Date</u>	<u>Time</u>	<u>Meeting/Activity</u>	<u>Location</u>
January 19		Issue fee proposal guidelines	Provost's Office & Vice Provost for Student Affairs
February 2	COB	Fee proposals and presentation due in the Budget Office	Budget Office
February 6	4:00	Workshop presentation of fee proposals	Commons Clearwater Room
February 9		Fee presentations posted on Budget Office web site	Budget Office
February 8, 15, 22	4:00	Regular weekly meeting	Dean of Students Office TLC 232
March 1		Regular weekly meeting	Dean of Students Office TLC 232
March 6	TBD	Forward fee committee recommendations to President White	Dean of Students Office
March 6 to 8		President's review and approval	Office of the President
March 8		Initial Notice issued	Office of the President
March 27	4:00	Community Workshop/Forum	Commons Whitewater Room

Section V Financial Affairs

R. Establishment of Tuition and Fees

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

2. Tuition and Fee Setting Process - Board Approved Tuition and Fees

a. Initial Notice

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General and Professional-Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited as required by Section V, Subsection Q.

- (1) Tuition - University of Idaho

Tuition is defined as the fee charged for the cost of instruction at the University of Idaho. The cost of instruction shall not include those costs associated with the construction, maintenance, and operation of buildings and facilities, student services; or institutional support, which are complementary to, but not a part of, the instructional program. Tuition may be charged only to nonresident students enrolled in the University of Idaho, or to resident students enrolled in the University of Idaho who are in a professional program, college, school, or department approved by the State Board of Education and the Board of Regents of the University of Idaho; who are taking extra studies; or who are part-time students at the institutions.

- (2) Matriculation Fee - University of Idaho

Matriculation fee is defined as the fee charged at the University of Idaho for all educational costs other than the cost of instruction, including, but not limited to, costs associated with the construction, maintenance, and operation of buildings and facilities, student services, and institutional support.

- (3) Tuition - Boise State University, Idaho State University, Lewis-Clark State College

Tuition is defined as the fee charged for any and all educational costs at Boise State University, Idaho State University, and Lewis Clark State College. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

- (4) Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre employment, preparatory programs.

- (5) Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

- (6) Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post baccalaureate degree-granting program.

- (7) Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the tuition fee, matriculation fee, facility fee, and activity fee.

- (8) Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions, agencies and the school under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

- (9) Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

- (10) In-Service Teacher Education Fee

The fee shall be one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- a. The student must be an Idaho public school teacher or other professional employee of an Idaho school district.
 - b. The costs of instruction are paid by an entity other than an institution.
 - c. The course must be approved by the appropriate academic unit(s) at the institution.
 - d. The credit awarded is for professional development and cannot be applied towards a degree program.
- (11) Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Institutional Local Fees - Approved by the Board

Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

- (1) Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

- (2) Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall

develop a detailed definition and allocation proposal for each activity for internal management purposes.

- (3) Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

- (4) Professional Fees

To designate a professional fee for a Board approved program, all of the following criteria must be met:

- a. Credentialing Requirement:

- 1) A professional fee may be assessed if graduates of the professional program obtain a specialized higher education degree that qualifies them to practice a professional service or to be eligible for credentialing or licensing to practice a professional service.
- 2) The program leads to a degree that is at least the minimum required for entry to the practice of a profession.

- b. Accreditation Requirement (if applicable): The program meets the requirements of national/specialized/ professional accrediting agencies as defined by the State Board of Education.

- c. Extraordinary Program Costs: The cost of the professional program significantly exceeds the cost of nonprofessional programs at the institution. Institutions will be required to provide documentation to support the reported cost of the program.

Institutions will propose professional fees for Board approval based on the costs to deliver the program.

- (5) Self-Support Certificate and Program Fees

Self-support certificates and programs are a defined set of specific courses that must all be successfully completed in order to earn the certificate. Such programs must be encapsulated, separate and distinct from the regular courses of the institution. Institutions may offer self-support certificates and programs if the fees assessed cover all costs of the program and no appropriated funds are used to support the program. In addition, students pay a fee for the entire program and

may not enroll for program courses on an individual course-by-course basis. Students enrolled in the self-support programs may take courses outside of the program as long as they pay the required tuition and fees for those courses. Institutions will establish such fees on an individual program basis according to anticipated expenditures. Self-support certificate and program fees are retained by the institution.

- (6) Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

- (7) Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

- c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts and shall only be expended for the purposes for which they were collected.

- (1) Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

- (2) Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

- (3) Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the

institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

UI Student Fee Schedule - Academic Year 2006-2007

Board-Approved
4/20/06

Ln		On-Campus Full Time Per Semester	Fall/Spring On-Campus Part Time Per Cr. Hour	Fall/Spring Off-Campus Part Time Per Cr. Hour	SummerSess On-Campus Part Time Per Cr. Hour	SummerSess Off-Campus Part Time Per Cr. Hour
	Facility Fees					
1	Bond Issues:					
2	Bond Series 1996	\$ 55.00	\$ 2.00	\$ 2.00	\$ 2.00	\$ 2.00
3	Bond Series 1997 A&B	5.00	0.15	0.15	0.15	0.15
4	Commons Bond Series 1997	75.00	7.50	7.50	7.50	7.50
5	Revenue Bond Series 2003	48.25	0.85	0.85	0.85	0.85
6	SRC Series 1999	82.00	8.20	1.20	8.20	1.20
7	Sweet Ave/Campus Impr Series 1999B	5.00	-	-	-	-
8	Subtotal Facility Fees	\$ 270.25	\$ 18.70	\$ 11.70	\$ 18.70	\$ 11.70
9						
10	General Education Operating Budget					
11	Matriculation Fee (Full-time only)	\$ 1,317.70				
12	Education Fee (Part-time only)		\$ 143.35	\$ 118.00	\$ 133.35	\$ 110.00
13	Outreach Fee (Off-campus courses)			\$ 40.00		\$ 38.00
14						
15	Student Computing and Network Access	\$ 58.50	\$ 6.00	\$ 6.00	\$ 6.00	\$ 6.00
16						
17	Activity Fees/Dedicated Fees					
18	Alumni Association	\$ 1.00				
19	Associated Students - Incl Diversity Ctr	77.30	\$ 2.60		\$ 2.60	
20	Campus Card	7.90	1.50		1.50	
21	Campus Recreation - Intramurals/Sports Clubs	19.25	3.20		3.20	
22	Campus Recreation - SRC Operations / R & R	40.75	2.90		2.90	
23	College Dedicated Fees	-	-	\$ 19.10	-	\$ 19.10
24	Commons/Union Operations / R & R	87.35	4.00		4.00	
25	Fine Arts	3.00	-		-	
26	HPERD - Locker Services	1.25	1.25		1.25	
27	Intercollegiate Athletics	108.34	3.00	3.00	3.00	3.00
28	Kibbie - Mem Gym Cage/Swim Ctr	5.25	1.05		1.05	
29	Kibbie Center Operations	22.53	5.00		5.00	
30	Marching Band	6.25	1.25		1.25	
31	Sales Tax	1.35	-		-	
32	Student Advisory Services	23.78				
33	Spirit Squad	2.45	-	-	-	-
34	Student Health	35.80	6.20	2.20	6.20	2.20
35	Sustainability Center	5.00	-		-	
36	Student Undergraduate Research Grants	5.00	-		-	
37	Subtotal Activity/Dedicated Fees	\$ 453.55	\$ 31.95	\$ 24.30	\$ 31.95	\$ 24.30
38						
39	TOTAL	\$ 2,100.00	\$ 200.00	\$ 200.00	\$ 190.00	\$ 190.00
40						
41	Other Fees/Tuition:					
42	Graduate/Professional Fee	\$ 270.00	\$ 27.00	\$ 27.00	\$ 27.00	\$ 27.00
43	Law College Dedicated Fee	\$ 2,400.00	\$ 240.00	\$ 240.00	\$ 220.00	\$ 220.00
44	Architecture Program Dedicated Fee	\$ 387.00	\$ 38.00	\$ 38.00	\$ 35.00	\$ 35.00
45	Nonresident Tuition	\$ 4,800.00	\$ 140.00	\$ 140.00		
46	In-Service Fee - Undergraduate		\$ 69.00	\$ 69.00	\$ 65.00	\$ 65.00
47	In-Service Fee - Graduate		\$ 82.00	\$ 82.00	\$ 77.00	\$ 77.00
48	Western Undergraduate Education Fee	\$ 1,050.00				

Part time non-resident tuition charges do not apply to summer session.

UNIVERSITY of IDAHO
FY2007 OPERATING BUDGETS by FUND SOURCE

<u>Appropriated Funds</u>	<u>State General Account (1)</u>	<u>U of Idaho Land Grant Endowments</u>	<u>Federal Funds</u>	<u>(1) Student Fees, Tuition, & Misc</u>	<u>Total</u>	<u>Budgeted Positions FTE</u>
1. General Education	\$88,986,700	\$4,859,600		\$41,087,100	\$134,933,400	1,205.03
2. Ag Research & Extension Svc	26,129,000		4,599,500	321,900	31,050,400	370.46
3. WOI Veterinary Medicine	1,674,100			100,000	1,774,100	6.92
4. WWAMI Medical Education	3,290,400			243,400	3,533,800	6.57
5. Forest Utilization Research	603,400				603,400	5.75
6. Idaho Geological Survey	828,400				828,400	10.35
Total U of I Appropriations (6)	<u>\$121,512,000</u>	<u>\$4,859,600</u>	<u>\$4,599,500</u>	<u>\$41,752,400</u>	<u>\$172,723,500</u>	<u>1,605.08</u>
Percentage by Fund Source	<u>70.35%</u>	<u>2.81%</u>	<u>2.66%</u>	<u>24.17%</u>	<u>100.00%</u>	
<u>Other Funds:</u>						
Auxiliary Services (Board defined, including Kibbie Dome and Student Recr Center)					39,109,100	132.05
Other Auxiliary Services					3,977,000	27.09
Local Sales and Service Activities					48,157,000	224.58
Estimated Gifts and Donations (non-budgeted accounts)					4,595,200	4.33
Estimated Grants and Contracts (federal, state and private)					74,611,800	8.94
Capital Projects (Incl State DPW and Bond R&R projects; less General Education projects)					<u>5,654,100</u>	
Total Other Funds					<u>\$176,104,200</u>	<u>396.99</u>
Total Appropriations, Other Funds and Full-Time Equivalent Positions (FTE)					<u>\$348,827,700</u>	<u>2,002.07</u>

(1) Breakdown of Student Fees and Tuition for the General Education Appropriation:

Full-time student fees	\$24,413,585
Part-time student fees	861,570
Non-resident tuition	9,088,400
Dedicated and Misc Other Fees	<u>6,723,545</u>
Total	<u>\$41,087,100</u>

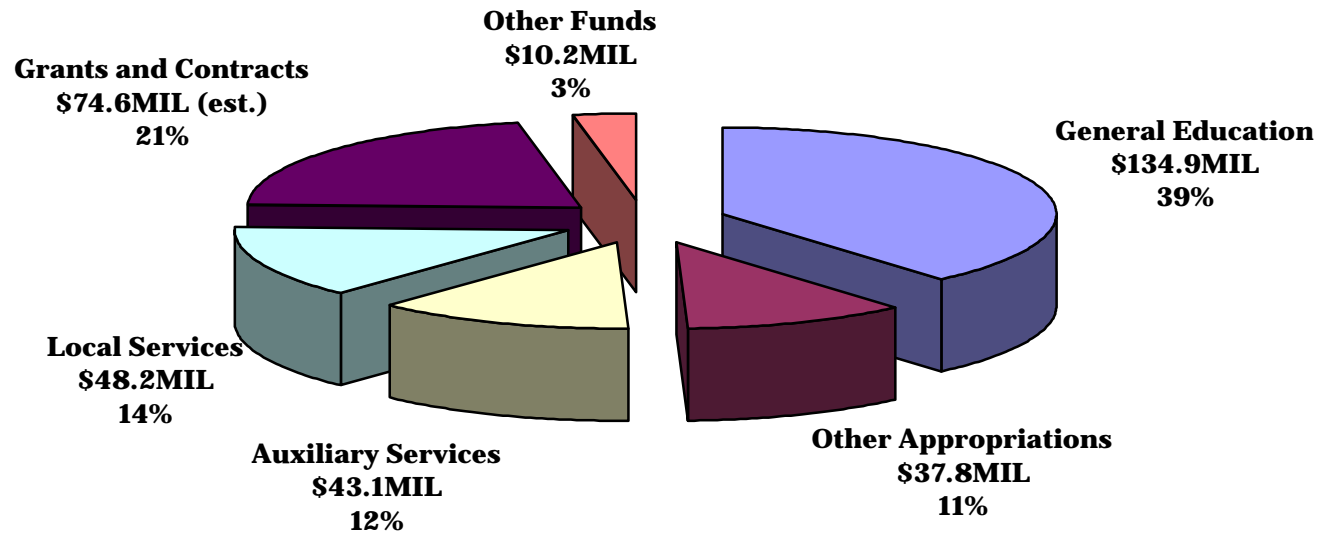
Full-time Equivalent (FTE) Enrollment - Fall 2006

Lower Division	5,214
Upper Division	3,602
Graduate	1,102
Law School	316
WAMI Medical Education	<u>18</u>
Total FTE	<u>10,252</u>

Capital Projects Plan for FY2007

PBF/State	\$4,661,046
Grants and Contracts	0
Private Funds	54 round to hundreds
Other Institutional Resources	<u>993,000</u>
Subtotal	<u>5,654,100</u>
General Education	0
Total	<u>\$5,654,100</u>

FY2007 Budgets by Fund Source \$348.8MIL



■ General Education
 ■ Other Appropriations
 ■ Auxiliary Services
 ■ Local Services
 ■ Grants and Contracts
 ■ Other Funds

The Matriculation Fee

	<u>FY2007</u>
Estimated Revenue in FY2007	<u>\$ 23,784,485</u>
Defined (Restricted) Uses of the Matriculation Fee	
Student Services	\$ 9,019,275
Physical Plant (Note 1)	21,129,682
Institutional Support	<u>17,688,303</u>
Total Uses	<u>\$ 47,837,260</u>
Matriculation Fee vs. Defined Uses	<u>49.72%</u>
Excess Capacity: Matriculation Fee vs. Defined Uses	<u>\$ 24,052,775</u>

Note 1: In most years, Matriculation Fee revenues are primarily used to fund Physical Plant and Student Services expenditures.

UI Finances: Revenue Information

	<u>Audit Report for FY2006</u>	<u>Percent</u>
<u>Revenue totals from audit:</u>		
Net fees and tuition per audit	51,976,798	15.6%
All other revenues	280,431,740	84.4%
Total revenues	<u>332,408,538</u>	<u>100.0%</u>

	<u>Operating Budget for FY2007</u>	<u>Percent</u>
<u>Budgeted GenEduc revenues:</u>		
State funds	88,986,700	65.9%
Fees and tuition	45,946,700	34.1%
Total revenues	<u>134,933,400</u>	<u>100.0%</u>

General Education Fund Sources:

	State General Account	Land Grant Endowments	Matriculation Fees	Other Fees and Tuition	General Education Total
FY1995	\$62,236,400	\$4,512,400	\$7,456,780	\$7,773,320	\$81,978,900
FY1996	\$64,764,000	\$5,299,700	\$7,947,040	\$8,387,960	\$86,398,700
FY1997	\$66,924,000	\$5,486,900	\$8,608,200	\$8,616,900	\$89,636,000
FY1998	\$66,763,600	\$6,111,800	\$9,395,300	\$9,046,900	\$91,317,600
FY1999	\$69,781,600	\$7,340,300	\$9,964,090	\$9,001,810	\$96,087,800
FY2000	\$72,526,900	\$7,232,600	\$10,235,650	\$9,656,350	\$99,651,500
FY2001	\$77,479,200	\$8,097,200	\$10,982,340	\$9,287,860	\$105,846,600
FY2002	\$83,242,300	\$10,511,100	\$11,545,500	\$9,540,200	\$114,839,100
FY2003	\$76,359,200	\$8,874,100	\$15,273,750	\$11,439,650	\$111,946,700
FY2004	\$78,718,300	\$7,855,000	\$18,692,500	\$13,299,500	\$118,565,300
FY2005	\$80,961,500	\$6,528,600	\$21,827,300	\$14,757,700	\$124,075,100
FY2006	\$82,753,500	\$6,314,000	\$22,978,691	\$15,888,909	\$127,935,100
FY2007	\$88,986,700	\$4,859,600	\$23,784,485	\$17,302,615	\$134,933,400

Percent of Total:

FY1995	75.92%	5.50%	9.10%	9.48%	100.00%
FY1996	74.96%	6.13%	9.20%	9.71%	100.00%
FY1997	74.66%	6.12%	9.60%	9.61%	100.00%
FY1998	73.11%	6.69%	10.29%	9.91%	100.00%
FY1999	72.62%	7.64%	10.37%	9.37%	100.00%
FY2000	72.78%	7.26%	10.27%	9.69%	100.00%
FY2001	73.20%	7.65%	10.38%	8.77%	100.00%
FY2002	72.49%	9.15%	10.05%	8.31%	100.00%
FY2003	68.21%	7.93%	13.64%	10.22%	100.00%
FY2004	66.39%	6.63%	15.77%	11.22%	100.00%
FY2005	65.25%	5.26%	17.59%	11.89%	100.00%
FY2006	64.68%	4.94%	17.96%	12.42%	100.00%
FY2007	65.95%	3.60%	17.63%	12.82%	100.00%

Percent of Total: Summary

	State Funds	Fees/Tuition	
FY1995	81.4%	18.6%	100.0%
FY1996	81.1%	18.9%	100.0%
FY1997	80.8%	19.2%	100.0%
FY1998	79.8%	20.2%	100.0%
FY1999	80.3%	19.7%	100.0%
FY2000	80.0%	20.0%	100.0%
FY2001	80.8%	19.2%	100.0%
FY2002	81.6%	18.4%	100.0%
FY2003	76.1%	23.9%	100.0%
FY2004	73.0%	27.0%	100.0%
FY2005	70.5%	29.5%	100.0%
FY2006	69.6%	30.4%	100.0%
FY2007	69.6%	30.4%	100.0%

General Education Fund Sources:

	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005	FY2006	FY2007	Term Change
State General Account	72,526,900	77,479,200	83,242,300	76,359,200	78,718,300	80,961,500	82,753,500	88,986,700	22.69%
Land Grant Endowments	7,232,600	8,097,200	10,511,100	8,874,100	7,855,000	6,528,600	6,314,000	4,859,600	-32.81%
Matriculation Fees	10,235,650	10,982,340	11,545,500	15,273,750	18,692,500	21,827,300	22,978,691	23,784,485	132.37%
Other Fees and Tuition	9,656,350	9,287,860	9,540,200	11,439,650	13,299,500	14,757,700	15,888,909	17,302,615	79.18%
General Education Total	99,651,500	105,846,600	114,839,100	111,946,700	118,565,300	124,075,100	127,935,100	134,933,400	35.41%

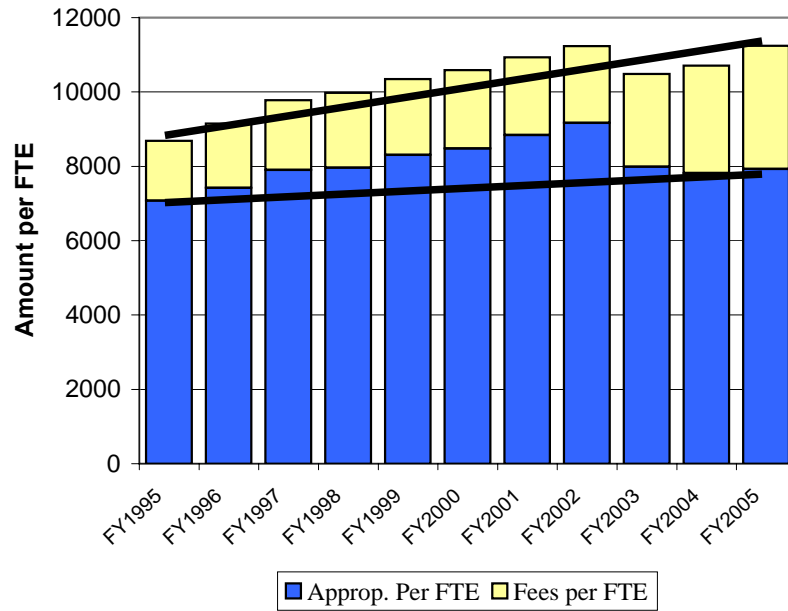
Percent of Total:

State General Account	72.78%	73.20%	72.49%	68.21%	66.39%	65.25%	64.68%	65.95%
Land Grant Endowments	7.26%	7.65%	9.15%	7.93%	6.63%	5.26%	4.94%	3.60%
Matriculation Fees	10.27%	10.38%	10.05%	13.64%	15.77%	17.59%	17.96%	17.63%
Other Fees and Tuition	9.69%	8.77%	8.31%	10.22%	11.22%	11.89%	12.42%	12.82%
General Education Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

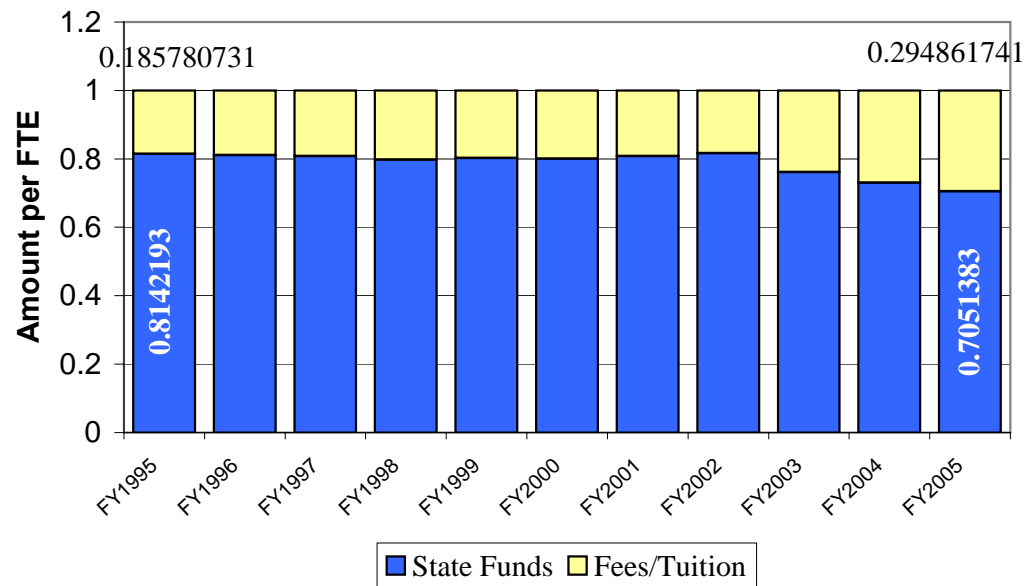
Percent of Total:

State Funds	80.04%	80.85%	81.64%	76.14%	73.02%	70.51%	69.62%	69.55%
Student Fees and Tuition	19.96%	19.15%	18.36%	23.86%	26.98%	29.49%	30.38%	30.45%
General Education Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

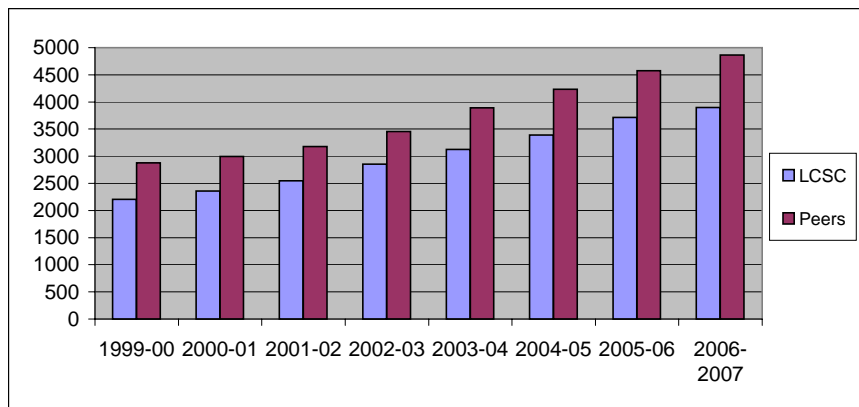
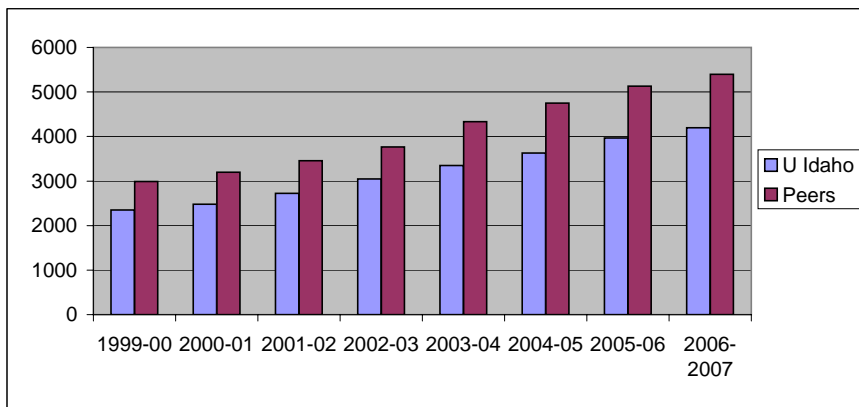
UI General Education
Funding per FTE



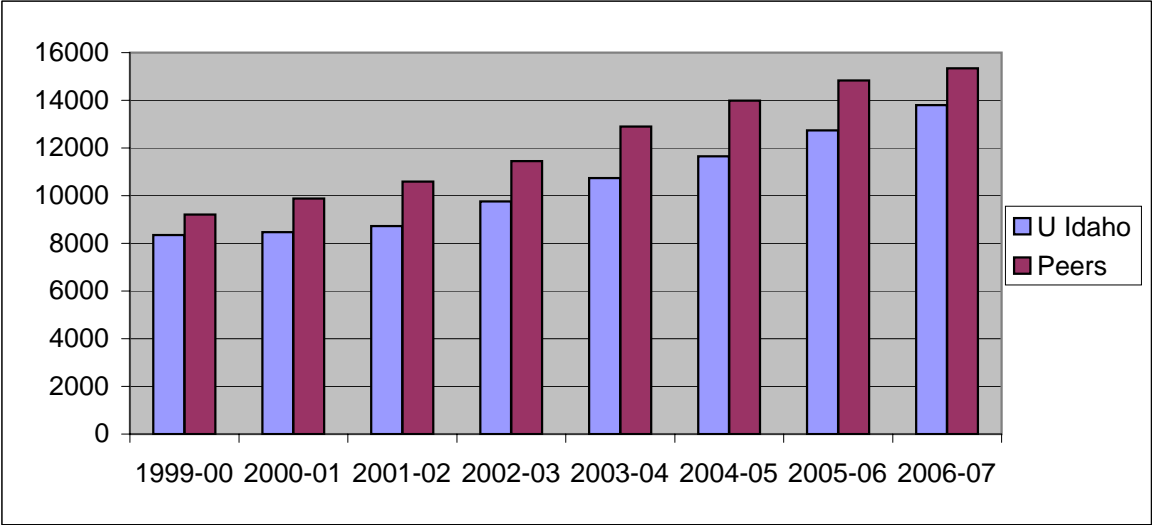
UI General Education
Percent Funding



In-State Tuition and Fees As Reported in the Chronicle of Higher Education



Out-Of-State Tuition and Fees As Reported in the Chronicle of Higher Education



UNIVERSITY OF IDAHO

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

STUDENT INFORMATION



8 March 2007

President Timothy White
University of Idaho
Administration 105
Moscow, Idaho 83844
timwhite@uidaho.edu

To President Timothy White:

In response to a request made by interim Dean Woolston to the Student Congress of Art & Architecture, we have drafted this letter concerning the potential increase to the Professional Fee.

The Congress does not authoritatively speak in behalf of all students of the College of Art & Architecture. However, this body does speak in behalf of the student organizations within the College. Though the number of students who participate in these various organizations is relatively low, it should be noted that these same students tend to be proactive and informed about the events within the College of Art and Architecture and the University of Idaho. By being informed and concerned with the current events within the College these student clubs and organizations provide critical leadership and information to their colleagues and peers who may be less involved.

Following a recent discussion concerning the possible increase in the Professional Fee, the Congress has reviewed the matter and we are in favor of a higher Fee. We recommend and support an annual increase of no more than five percent per year over the course of the next five years. At the conclusion of these five years we advocate for a reassessment of the increase and whether it should be increased, decreased or discontinued. We support this increase upon the condition that the additional revenue generated must be specifically dispersed to the department budgets, namely Architecture & Interior Design, Landscape Architecture, and Virtual Technology & Design. We reiterate the need for transparency and accountability for the expenditure of the Fee. We expect an annual report from the Dean's office and departments as to the distribution of the Professional Fee funds.

This increase is supported by the undersigned student leadership.

Thank you for your time and consideration of our views on this matter.

Robert Harder
President
Artists and Designers

David Sane
SCAA Representative
American Institute of Architecture Students
University of Idaho Chapter

Nicole Nale
President
American Institute of Graphic Artists
University of Idaho Chapter

Emily Rawls
President
American Society of Interior Designers
Intermountain Chapter

Douglas Woodruff
President
University of Idaho Students of Landscape
Architecture

Robert Nathan Tonks
Contact for SCAA
Graduate Architecture Student

Timothy White
President
National Art Education Association
University of Idaho Chapter

March 7, 2007

University of Idaho
President Timothy White

Dear President White,

This letter is in the continuing support of the increases in the dedicated law student professional fee. The increases are part of a five-year plan that was developed in consultation with student leadership in the spring of 2006. During the previous five-year period, the dedicated fee had risen from \$1900 per year to \$4400 per year, representing an average increase of approximately 18% per year. The current five-year plan provides for the dedicated fee to rise more moderately from \$4400 to \$6900 by the year 2010-11, representing an average increase of slightly less than 10% per year over the five-year period. The FY 2007-08 increase, from \$4800 to \$5250 per year, will amount to approximately 10.9%.

This is still a substantial increase, of course. The dedicated fee is an investment by future lawyers in the quality of their education and professional development. The FY 2007-08 fee increase will support a market-based adjustment in law faculty salaries (the dedicated law school fee not being subject to any constitutional prohibition against "tuition"); the increase is necessary to attract two nationally competitive new faculty members -- one to work in the strategically important "Water of the West" program, and the other to cover essential curricular needs in contract law as well as to enhance the law school's offerings in intellectual property law.

The dedicated fee increase also will support increased faculty strength in legal research and writing, as well as an addition to staff for development, alumni relations, and special events. Finally, the fee increase will support an investment by the law school, as needed, in strategic planning and collaboration with the Idaho Supreme Court in exploring the feasibility of a state law library/learning center in Boise that could house an expanded third-year study opportunity for law students.

The law students strongly support the law school professional fee increases and the initiatives that the increases will support. These increases are a worthy student financial investment that will better the University of Idaho College of Law in many needed facets. Thank you for your consideration.

Thank you,

Pele K. Peacock

University of Idaho College of Law
Student Bar Association President
peac1715@uidhoo.edu
957 North Polk
Moscow, Idaho 83843
(208) 720-4127

THIS PAGE INTENTIONALLY LEFT BLANK

LEWIS-CLARK STATE COLLEGE

STUDENT FEE RECOMMENDATION

TO

THE IDAHO STATE BOARD OF EDUCATION

- **Student Fee Recommendation Narrative Page 3**
- **Provided by OSBE:**
 - Recommendations for Changes to Student Fees for FY 2008..... Page 4
 - Potential Student Fee Revenue Changes for FY 2008..... Page 5
 - 4-year History of Board Approved Fees plus FY 2008 Recommended Fees .. Page 6
 - Peer Comparisons of Resident Undergraduate Tuition and Fees..... Page 7
- **Other Documents Provided by Institutions for Fee Hearings Page 9**
- **Student Supplied Information Page 23**

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 19-20, 2007

Lewis-Clark State College
Student Fee Proposal

Proposed Changes to Student Fees

Lewis-Clark State College (LCSC) requests approval from the State Board to increase student fees for FY2008 by 5.00%.

Mindful of the importance of keeping fees as low as possible to preserve access to higher education, this increase is necessary to sustain current educational programs and infrastructure at LCSC. The requested 5% increase equates to an additional \$97.50 per semester, raising the full-time fee per semester from \$1,948.50 to \$2,046.

LCSC's administration, faculty, staff, and students participate in a systematic assessment, planning, programming, and budgeting process each year, which enables the College to allocate scarce resources to the areas with the highest strategic impact for our assigned mission areas. As part of this planning and budgeting cycle, each unit, and each level within the organization identifies and prioritizes its requirements, to include "must pay" costs to sustain essential ongoing programs, as well as opportunities for program improvements or expansion. For FY08, we project that there will be limited resources available for program enhancements because almost all available funds from all sources—including student fees—will be needed to sustain the current level of operations.

LCSC greatly appreciates the support of the Board, the Governor, and the Legislature for the FY08 budget which included, *inter alia*, a 5% merit increase for employees (not including fringe), 3.5 additional nursing positions, and a one-time appropriation to build a nursing/health sciences building. However, to sustain ongoing operations in FY08, LCSC will need additional funds.

Based on our realistic estimate of the revenues that would be generated by the proposed student fee increase with our estimated headcount for FY08, we project that the proposed 5% student fee increase will generate approximately \$220,000 in additional operating revenue. That amount will help offset the impact of the State's earmarking of \$97,100 in our Normal School endowment fund for employee benefit costs and approximately \$70,900 that we requested (but did not receive) to cover inflation for utilities and other operating costs (based on a 1.81% standard for inflation) for FY08. The projected net impact of the proposed 5% student fee increase is an increase of operating funds of approximately \$52,000 for FY08, over a lean FY07 budget.

These factors were considered by the LCSC Student Body, which has endorsed the requested fee increase in order to sustain current programs through the next year (see attached ASLCSC Senate Resolution #07-S005). Minutes from the Student Fee Hearing are also attached.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2008 Annual Full-Time Fees and Part-Time Credit Hours Fees

	Bd Appv	FY07 Fees	FY08 Initial Notice	Requested Fees		
				FY08 Fees	Change	% Chg.
Student Fees:						
1 Full-time Fees:						
2 Tuition Fee	**	\$2,703.00	\$2,898.00	\$2,888.00	\$185.00	6.8%
3 Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
4 Facilities Fees	**	468.00	468.00	468.00	0.00	0.0%
5 Student Activity Fees	**	656.00	656.00	666.00	10.00	1.5%
6 Total Full-time Fees		<u>\$3,897.00</u>	<u>\$4,092.00</u>	<u>\$4,092.00</u>	<u>\$195.00</u>	<u>5.0%</u>
7						
8 Part-time Credit Hour Fees:						
9 Education Fee	**	\$149.00	\$159.00	\$159.00	\$10.00	6.7%
10 Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
11 Facilities Fees	**	13.75	13.75	13.75	0.00	0.0%
12 Student Activity Fees	**	27.00	27.00	27.00	0.00	0.0%
13 Total Part-time Cr Hr Fees		<u>\$194.00</u>	<u>\$204.00</u>	<u>\$204.00</u>	<u>\$10.00</u>	<u>5.2%</u>
14						
15 Summer Credit Hour Fees:						
16 Education Fee	**	\$107.60	\$117.60	\$117.60	\$10.00	9.3%
17 Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
18 Facilities Fees	**	13.75	13.75	13.75	0.00	0.0%
19 Student Activity Fees	**	68.40	68.40	68.40	0.00	0.0%
20 Total Summer Cr Hr Fees		<u>\$194.00</u>	<u>\$204.00</u>	<u>\$204.00</u>	<u>\$10.00</u>	<u>5.2%</u>
21						
22 Other Student Fees:						
23 Nonresident Tuition:						
24 Nonres Tuition	**	\$6,944.00	\$7,290.00	\$7,290.00	\$346.00	5.0%
25 Nonres Tuition-Asotin County	**	\$3,168.00	\$3,168.00	\$3,168.00	\$0.00	0.0%
26 Professional Fees:						
27 None						
28 Other Fees:						
29 Western Undergrad Exchge		\$1,948.50	\$2,046.00	\$2,046.00	\$97.50	5.0%
30 In-service Fees/Cr Hr - Undergrad		\$69.00	\$72.00	\$72.00	\$3.00	4.3%
31 Overload (22 cr. or more)		\$194.00	\$204.00	\$204.00	\$10.00	5.2%
32						
33						
34						
35						
36						
37 <u>Change to Student Activity Fees:</u>						
38 Full-time:						
39 Associated Student Body		\$50.50	\$0.00	\$48.50	(\$2.00)	-4.0%
40 Intramurals-Competition		\$13.50	\$0.00	\$15.50	\$2.00	14.8%
41 Newspaper		\$10.00	\$0.00	\$11.00	\$1.00	10.0%
42 Outdoor Recreation		\$6.00	\$0.00	\$7.00	\$1.00	16.7%
43 Radio Station		\$2.00	\$0.00	\$6.00	\$4.00	200.0%
44 Student Activities		\$11.00	\$0.00	\$13.00	\$2.00	18.2%
45 Student Programming		\$17.00	\$0.00	\$19.00	\$2.00	11.8%
46						
47 Student Health Insurance Premium		\$1,114				

LEWIS-CLARK STATE COLLEGE
Potential Student Fee Revenue Changes for FY 2008
Due to Enrollment and Fee Changes

		Projected		Potential Revenue Generated Due to Enrollment and Fee Changes				
		HC/SCH Enrollmt		Enrollment Changes		Fee Changes		Total Rev Change
Student Fees:		FY07	FY08	Gen Educ	Local	Gen Educ	Local	Gen Educ Local
1	Full-time Fees:		-1.9%					
2	Matriculation Fee	2,243	2,200	(\$116,300)		\$405,900		\$289,600
3	Technology Fee	2,243	2,200		(3,000)		0	(3,000)
4	Facilities Fees	2,243	2,200		(20,100)		0	(20,100)
5	Student Activity Fees	2,243	2,200		(28,200)		22,000	(6,200)
6	Total Full-time Fees			(\$116,300)	(\$51,300)	\$405,900	\$22,000	\$289,600 (\$29,300)
7								
8	Part-time Credit Hour Fees:		-0.9%					
9	Education Fee	4,844	4,800	(\$6,600)		\$48,000		\$41,400
10	Technology Fee	4,844	4,800		(200)		0	(200)
11	Facilities Fees	4,844	4,800		(600)		0	(600)
12	Student Activity Fees	4,844	4,800		(1,200)		0	(1,200)
13	Total Part-time Cr Hr Fees:			(\$6,600)	(\$2,000)	\$48,000	\$0	\$41,400 (\$2,000)
14								
15	Summer Credit Hour Fees:		-18.6%					
16	Education Fee	2,825	2,300	(\$56,500)		\$23,000		(\$33,500)
17	Technology Fee	2,825	2,300		(2,200)		0	(2,200)
18	Facilities Fees	2,825	2,300		(7,200)		0	(7,200)
19	Student Activity Fees	2,825	2,300		(35,900)		0	(35,900)
20	Total Summer Cr Hr Fees			(\$56,500)	(\$45,300)	\$23,000	\$0	(\$33,500) (\$45,300)
21								
22	Other Student Fees:							
23	Nonresident Tuition:							
24	Nonres Tuition	63	60	(\$20,800)		\$20,800		\$0
25	Nonres Tuition-Asotin County	67	65	(6,300)		0		(6,300)
26	Professional Fees:							
27	None							
28	Other Fees:							
29	Western Undergrad Exchge	60	60	0		5,900		5,900
30	In-service Fees/Cr Hr - Undergrad			0		0		0
31	Overload (22 cr. or more)			0		0		0
32	Total Other Student Fees			(\$27,100)	\$0	\$26,700	\$0	(\$400) \$0
33								
34	Total Additional Student Fee Revenue			(\$206,500)	(\$98,600)	\$503,600	\$22,000	\$297,100 (\$76,600)
35								
36								
37	<u>Change to Student Activity Fees:</u>							
38	Full-time:							
39	Associated Student Body	2,243	2,200		(\$2,200)		(\$4,400)	(\$6,600)
40	Intramurals-Competition	2,243	2,200		(\$600)		\$4,400	\$3,800
41	Newspaper	2,243	2,200		(\$400)		\$2,200	\$1,800
42	Outdoor Recreation	2,243	2,200		(\$300)		\$2,200	\$1,900
43	Radio Station	2,243	2,200		(\$100)		\$8,800	\$8,700
44	Student Activities	2,243	2,200		(\$500)		\$4,400	\$3,900
45	Student Programming	2,243	2,200		(\$700)		\$4,400	\$3,700

LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY08 Requested Fees Annual Full-Time Fees and Part-Time Credit Hours Fees

Student Fees:		FY 2004	FY 2005	FY 2006	FY 2007	#REF! FY 2008	5-Year Increase	% Increase
1	Full-time Fees							
2	Tuition (Unrestricted)	\$1,977.00	\$ 2,230.00	\$ 2,550.00	\$ 2,703.00	\$ 2,888.00	\$ 911.00	46.1%
3	Technology Fee	60.00	62.00	62.00	70.00	70.00	10.00	16.7%
4	Facilities Fees	490.00	490.00	468.00	468.00	468.00	(22.00)	-4.5%
5	Student Activity Fees	599.00	610.00	634.00	656.00	666.00	67.00	11.2%
6	Total Full-time Fees	<u>\$3,126.00</u>	<u>\$ 3,392.00</u>	<u>\$ 3,714.00</u>	<u>\$ 3,897.00</u>	<u>\$ 4,092.00</u>	<u>\$ 966.00</u>	<u>30.9%</u>
7								
8	Part-time Credit Hour Fees							
9	Education Fee	\$ 115.00	\$ 130.00	\$ 144.00	\$ 149.00	\$ 159.00	\$ 44.00	38.3%
10	Technology Fee	2.50	3.50	3.50	4.25	4.25	1.75	70.0%
11	Facilities Fees	14.75	14.75	13.75	13.75	13.75	(1.00)	-6.8%
12	Student Activity Fees	20.75	22.75	23.75	27.00	27.00	6.25	30.1%
13	Total Part-time Cr Hr Fees	<u>\$ 153.00</u>	<u>\$ 171.00</u>	<u>\$ 185.00</u>	<u>\$ 194.00</u>	<u>\$ 204.00</u>	<u>\$ 51.00</u>	<u>33.3%</u>
14								
15	Summer Credit Hour Fees							
16	Education Fee	\$ 81.75	\$ 88.50	\$ 102.50	\$ 107.60	\$ 117.60	\$ 35.85	43.9%
17	Technology Fee	2.50	3.50	3.50	4.25	4.25	1.75	70.0%
18	Facilities Fees	14.75	14.75	13.75	13.75	13.75	(1.00)	-6.8%
19	Student Activity Fees	54.00	64.25	65.25	68.40	68.40	14.40	26.7%
20	Total Summer Cr Hr Fees	<u>\$ 153.00</u>	<u>\$ 171.00</u>	<u>\$ 185.00</u>	<u>\$ 194.00</u>	<u>\$ 204.00</u>	<u>\$ 51.00</u>	<u>33.3%</u>
21	Other Student Fees							
22	Nonresident Tuition:							
23	Nonres Tuition	\$5,998.00	\$ 6,240.00	\$ 6,552.00	\$ 6,944.00	\$ 7,290.00	\$1,292.00	21.5%
24	Nonres Tuition-Asotin County	\$3,168.00	\$ 3,168.00	\$ 3,168.00	\$ 3,168.00	\$ 3,168.00	\$ -	0.0%
27	Other Fees:							
28	Western Undergrad Exchge	\$1,563.00	\$ 1,563.00	\$ 1,857.00	\$ 1,948.50	\$ 2,046.00	\$ 483.00	30.9%
29	In-service Fees/Cr Hr - Undergrad	\$ 55.00	\$ 60.00	\$ 65.00	\$ 69.00	\$ 72.00	\$ 17.00	30.9%
30	Overload (22 cr. or more)	\$ 153.00	\$ 171.00	\$ 185.00	\$ 194.00	\$ 204.00	\$ 51.00	33.3%

**College & Universities
Peer Comparisons
Resident Undergraduate Tuition and Fees
FY 2004 - FY 2007**

					INCREASE OVER PRIOR YEAR	
	2003-2004	2004-2005	2005-2006	2006-2007	AMOUNT	PERCENT
LEWIS-CLARK STATE COLLEGE						
1 Lake Superior State University (Michigan)	\$5,454	\$5,736	\$6,306	\$6,768	\$1,032	16.4%
2 University of South Carolina Aiken	5,064	5,472	6,158	6,700	1,228	19.9%
3 Lock Haven University of Pennsylvania	5,874	6,100	6,258	6,445	345	5.5%
4 Southwest State University (Minnesota)	4,616	5,034	5,855	6,240	1,206	20.6%
5 University of Maine Farmington	4,790	5,150	5,541	6,219	1,069	19.3%
6 Eastern Oregon University	4,839	5,508	5,655	5,841	333	5.9%
7 Dakota State University (South Dakota)	4,544	4,614	4,832	5,700	1,086	22.5%
8 Texas A&M Galveston	3,718	5,086	5,118	5,651	565	11.0%
9 Valley City State University (North Dakota)	4,026	4,558	4,932	5,306	748	15.2%
10 Central State University (Ohio)	4,287	4,710	4,994	5,294	584	11.7%
11 West Virginia University Institute of Technolo	3,430	3,550	4,078	4,358	808	19.8%
12 Montana State University- Northern	3,494	4,167	4,088	4,324	157	3.8%
13 University of Montana - Western	3,028	3,731	3,939	4,164	433	11.0%
14 University of Arkansas - Monticello	3,330	3,626	3,910	4,150	524	13.4%
15 Southern Utah University (Missouri)	3,976	3,810	3,916	4,096	286	7.3%
16 Lewis-Clark State College	3,126	3,392	3,714	3,897	505	13.6%
17 Southeastern Oklahoma State University	2,947	3,122	3,254	3,574	452	13.9%
18 Western State College (Colorado)	2,564	2,764	3,188	3,351	587	18.4%
19 University of Hawaii Hilo	2,426	2,500	2,610	3,148	648	24.8%
20 New Mexico Highlands University	2,184	2,280	2,280	2,424	144	6.3%
21 Peer Averages	3,886	4,246	4,531	4,883	637	14.1%

* SOURCES:
WICHE Tuition & Fees In Public Higher Education in the West
The Chronicle of Higher Education

THIS PAGE INTENTIONALLY LEFT BLANK

LEWIS-CLARK STATE COLLEGE

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

- Initial Notice Page 11
- Fee Hearing Information..... Page 17

THIS PAGE INTENTIONALLY LEFT BLANK

Lewis-Clark STATE COLLEGE

Connecting Learning to Life

MEMORANDUM

TO: President of ASLCSC
Editor of Pathfinder

FROM: Chet Herbst, Vice President for Finance and Administration *CHH*

DATE: February 12, 2007

SUBJECT: Public Hearing of Proposed Student Fees for FY 2008

As specified in State Board of Education policy V.R.4.b., this letter serves as initial notice of a public hearing to be held at 12:00 PM on Wednesday, February 28, 2007 to gather input on proposed student fees to become effective with the Summer 2007 session. The hearing will be held in the Library TCC. Students wishing to submit written testimony should send their comments to the Office of Vice President for Finance and Administration in the Administration Building, Lewiston campus.

This proposal includes a 5% increase (\$97.50) in the full-time fee. Revenue generated by the fee increase will be used to support the ongoing costs of the institution.

No changes to the Student Technology Fee, any of the Facility Fees, or any of the Activity Fees are proposed at this time.

The proposal also includes increases to the credit hour fee for both part-time instruction and summer term instruction of \$10.00 per credit hour (5.2% increase) and to nonresident tuition in the amount of \$173.00 per semester (5% increase).

This letter should also serve as a request that the attached Notice of Public Hearing be published in the next issue of the *Pathfinder*. Any assistance that you can provide us in notifying students of the hearing will be greatly appreciated. This notice will appear on the web site of the LCSC Budget Office for the next few weeks at: <http://www.lcsc.edu/adminservices/budget-office.htm>.

Thank you.

Enclosure

NOTICE OF PUBLIC HEARING
PROPOSED STUDENT FEES - FY 2008

A public hearing will be held February 28, 2007, beginning at 12 p.m. to gather input on proposed student fee increases to be effective with the Summer 2007 session. The hearing will be held in the Library TCC. Written testimony will be received up to the time of the hearing and should be sent to the Office of Administrative Services in the Administration Building, Lewis-Clark State College campus.

Description	Current Fee	Proposed Fee	\$ Increase	% Increase	Projected Revenue
FULL-TIME RESIDENT FEES					
TUITION FEE	\$ 1,351.50	\$ 1,449.00	\$ 97.50	7.2%	410,000
FACILITY FEES	\$ 234.00	\$ 234.00	\$ -	0.0%	0
STUDENT TECHNOLOGY FEE	\$ 35.00	\$ 35.00	\$ -	0.0%	0
ACTIVITY FEES	\$ 328.00	\$ 328.00	\$ -	0.0%	0
TOTAL FULL-TIME FEE	\$ 1,948.50	\$ 2,046.00	\$ 97.50	5.0%	410,000
PART-TIME CREDIT HOUR FEE					
Education Fee	\$ 149.00	\$ 159.00	\$ 10.00	6.7%	45,000
Technology Fee	\$ 4.25	\$ 4.25	\$ -	0.0%	0
Facility Fees	\$ 13.75	\$ 13.75	\$ -	0.0%	0
Student Activity Fees	\$ 27.00	\$ 27.00	\$ -	0.0%	0
TOTAL PART-TIME FEE	\$ 194.00	\$ 204.00	\$ 10.00	5.2%	45,000
SUMMER CREDIT HOUR FEE					
Education Fee	\$ 107.60	\$ 117.60	\$ 10.00	9.3%	24,000
Technology Fee	\$ 4.25	\$ 4.25	\$ -	0.0%	0
Facility Fees	\$ 13.75	\$ 13.75	\$ -	0.0%	0
Student Activity Fees	\$ 68.40	\$ 68.40	\$ -	0.0%	0
TOTAL SUMMER FEE	\$ 194.00	\$ 204.00	\$ 10.00	5.2%	24,000
NONRESIDENT TUITION					
Nonresident	\$ 3,472.00	\$ 3,645.00	\$ 173.00	5.0%	16,000
Asotin County Student	\$ 1,584.00	\$ 1,584.00	\$ -	0.0%	0
TOTAL NONRESIDENT TUITION REVENUE					16,000
COMBINED RESIDENT & NONRESIDENT TUITION					
Nonresident	\$ 5,420.50	\$ 5,691.00	\$ 270.50	5.0%	
Asotin County Student	\$ 3,532.50	\$ 3,630.00	\$ 97.50	2.8%	
TOTAL ANNUAL NONRESIDENT TUITION					
Nonresident	\$ 10,841.00	\$ 11,382.00	\$ 541.00	5.0%	
Asotin County Student	\$ 7,065.00	\$ 7,260.00	\$ 195.00	2.8%	
OVERLOAD FEE	\$ 194.00	\$ 204.00	\$ 10.00	5.2%	
GENERAL EDUCATION BUDGET (estimated additional revenue)					
RESIDENT TUITION					\$ 410,000
PART-TIME FEE					\$ 45,000
SUMMER FEE					\$ 24,000
NONRESIDENT TUITION					\$ 16,000
TOTAL GENERAL EDUCATION REVENUE					\$ 495,000

LEWIS-CLARK STATE COLLEGE
STUDENT FEES - SUMMARY of PROPOSED CHANGES

	Current Fee	Proposed Change	Proposed 2007 - 2008 Fees	% Change
FULL-TIME FEE (per semester)				
General Education Budget	1,351.50	97.50	1,449.00	7.2%
Alumni	3.25		3.25	
Artist Series	2.00		2.00	
Associated Student Body	25.25		25.25	
Athletics	64.50		64.50	
Athletics – Gender Equity	15.25		15.25	
Co-Curricular Activities	8.25		8.25	
Day Care	4.75		4.75	
Drama	4.00		4.00	
Facility – Activity Center	36.75		36.75	
Facility – Amphitheater	5.00		5.00	
Facility – Facilities & Special Services	21.00		21.00	
Facility – Silverthorne Theatre	15.00		15.00	
Facility – SUB Debt	70.00		70.00	
Facility – SUB Expansion	86.25		86.25	
Fitness Center	9.50		9.50	
I.D. Card	3.50		3.50	
Institutional Development	12.50		12.50	
Intramurals – Competition	6.75		6.75	
Music	4.00		4.00	
Newspaper	5.00		5.00	
Non-Curricular Activities	2.00		2.00	
Outdoor Recreation	3.00		3.00	
Radio Station	1.00		1.00	
Resident Halls Operations	25.00		25.00	
Sales Tax	1.00		1.00	
Scholarships	22.50		22.50	
Student Activities	5.50		5.50	
Student Health Center	50.00		50.00	
Student Literary Publication	1.50		1.50	
Student Programming	8.50		8.50	
Student Technology	35.00		35.00	
Student Union Building Operations	29.50		29.50	
Student Work Scholarship	10.00		10.00	
Total Full-Time Fee per Semester	1,948.50	97.50	2,046.00	5.0%

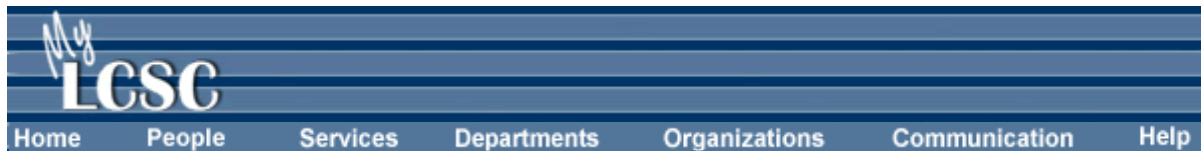
LEWIS-CLARK STATE COLLEGE

STUDENT FEES - SUMMARY of PROPOSED CHANGES

	Current Fee	Proposed Change	Proposed 2007 - 2008 Fees	% Change
<u>NON-RESIDENT TUITION (per semester)</u>				
Full-time Student (non Asotin County, WA)	3,472.00	173.00	3,645.00	5.0%
Full-time Student - Asotin County, WA	1,584.00		1,584.00	
<u>PART-TIME FEE (per credit hour)</u>				
General Education Budget	149.00	10.00	159.00	6.7%
Alumni	0.25		0.25	
Associated Student Body	2.00		2.00	
Athletics	5.50		5.50	
Facility – Activity Center	3.75		3.75	
Facility – Amphitheater	0.50		0.50	
Facility – Silverthorne Theatre	1.00		1.00	
Facility – SUB Expansion	8.50		8.50	
Intramurals – Competition	1.50		1.50	
Student Health Center	4.75		4.75	
Student Technology	4.25		4.25	
Student Work Scholarship	0.75		0.75	
SUB Operations	12.25		12.25	
Total Fee per Credit Hour	194.00	10.00	204.00	5.2%
<u>COMMUNITY PROGRAMS FEE</u>				
<u>Part-time (per credit hour)</u>				
General Education Budget	111.50	10.00	121.50	9.0%
Community Programs	78.50		78.50	
Student Technology	3.50		3.50	
Student Work Scholarship	0.50		0.50	
Total Fee per Credit Hour	194.00	10.00	204.00	5.2%
<u>Full-time Resident (per semester)</u>				
General Education Budget	1,360.50	97.50	1,458.00	7.2%
Community Programs	510.50		510.50	
Co-Curricular Activities	3.50		3.50	
I.D. Card	3.50		3.50	
Outreach Student Government	7.00		7.00	
Scholarships	18.50		18.50	
Student Technology	35.00		35.00	
Student Work Scholarship	10.00		10.00	
Total Full-Time Fee per Semester	1,948.50	97.50	2,046.00	5.0%

LEWIS-CLARK STATE COLLEGE
STUDENT FEES - SUMMARY of PROPOSED CHANGES

	Current Fee	Proposed Change	Proposed 2007 - 2008 Fees	% Change
<u>SUMMER SCHOOL 2007 - ALL LOCATIONS (per credit hour)</u>				
General Education Budget	107.60	10.00	117.60	9.3%
Facility – Activity Center	3.75		3.75	
Facility – Amphitheater	0.50		0.50	
Facility – Silverthorne Theatre	1.00		1.00	
Facility – SUB Expansion	8.50		8.50	
Student Health Center	4.25		4.25	
Student Technology	4.25		4.25	
Summer School Expenses	62.65		62.65	
Student Work Scholarship	1.50		1.50	
Total Fee per Credit Hour	194.00	10.00	204.00	5.2%
<u>Other "Miscellaneous" Fees</u>				
Credit by Exam Fee				
Flat fee	35.00		35.00	
Per credit hour	5.00		5.00	
Dual Enrollment	69.00		69.00	
Faculty/Staff/Spouse Fee				
Flat fee	20.00		20.00	
Per credit hour	5.00		5.00	
Overload Fee (22 credits or more)	194.00	10.00	204.00	5.2%
PACE Summer - Elementary	1,948.50	97.50	2,046.00	5.0%
Portfolio Fee	194.00		194.00	
Senior Citizen Fee				
Flat fee	20.00		20.00	
Per credit hour	5.00		5.00	
Teacher In-Service Training	69.00		69.00	



Student fee hearing is set for Feb. 28

Lewis-Clark State College will hold a public hearing of proposed student fees for the 2008 fiscal year on Feb. 28 at noon in the Library Teleconference Communication room on the LCSC campus.

The hearing will allow students and the public to comment on proposed student fee increases, which would become effective for the 2007 Summer session.

LCSC administrators are proposing a 5 percent increase in the full-time student fee, which would equate to an increase of \$97.50. Revenue generated by the fee increase will be used to support the ongoing costs of the institution.

According to LCSC administrators there are no proposed changes to the Student Technology Fee, any of the Facility Fees, or Activity Fees.

The proposal includes increases to credit hour fee for both part-time instruction and summer term instruction of \$10 per credit hour (a 5.2 percent increase) and to nonresidential tuition of \$173 per semester (a 5 percent increase).

Students who cannot attend the meeting in person but wish to submit written testimony should send their comments to the Office of Vice President for Finance and Administration in the Administration Building.

After the public hearing, LCSC will present its fee increase to the Idaho State Board of Education, which will make the final decision.

Questions or comments e-mail the intranet [webmaster](#)

Copyright © Lewis-Clark State College | [Disclaimer](#) | [Technology Use Guidelines](#)

Student fee hearing to be held Feb. 28

Maria Lacey
Pathfinder editor
compiled from reports

Lewis-Clark State College will hold a public hearing of proposed student fees for the 2008 fiscal year on Feb. 28 at noon in the Library Teleconference Communication room on the LCSC campus.

The hearing will allow students and the public to comment on proposed student fee increases, which would become effective for the 2007 Summer session.

LCSC administrators are proposing a 7.2 percent, or \$97.50, increase in the full-time resident tuition fee, which would result in an overall increase of 5 percent in the total full-time resident fee. Revenue generated by the increase will be used to support the ongoing costs of the institution.

According to LCSC administrators, revenue generated by the increase will be used to support the ongoing costs of the institution.

No changes to the Student Technology Fee, any Facility Fees or Activity Fees are proposed at this time.

The proposal includes increases to the credit hour fee for both part-time instruction and summer term instruction of \$10 per credit hour (a 5.2 percent increase) and to nonresidential tuition of \$173 per semester (a 5 percent increase).

Students who cannot attend the meeting in person but wish to submit written testimony should send their comments to the Office of Vice President for Finance and Administration in the Administration Building on the Lewiston campus. Written testimony will be received up to the time of the hearing.

The Associated Students of Lewis-Clark State College will wait until after the fee hearing to present its counter-proposal, says ASLCSC president, Cody Bloomsburg.

"My instinct is to go in there [to the fee hearing] with a counter-proposal ready," says Bloomsburg. "But [ASLCSC vice president] Matt [Smith] pointed out that we really should wait for student input before we go charging in there, trying to get things done. He's right, so that's what we're going to do."

After the public hearing, LCSC will present its proposed fee increase to the Idaho State Board of Education, which will then make the final decision.

The Notice of Public hearing appears directly below. It is reproduced at very close to 100 percent of the document's original size.

NOTICE OF PUBLIC HEARING PROPOSED STUDENT FEES - FY 2008

A public hearing will be held February 28, 2007, beginning at 12 p.m. to gather input on proposed student fee increases to be effective with the Summer 2007 session. The hearing will be held in the Library TCC. Written testimony will be received up to the time of the hearing and should be sent to the Office of Administrative Services in the Administration Building, Lewis-Clark State College campus.

Description	Current Fee	Proposed Fee	\$ Increase	% Increase	Projected Revenue
FULL-TIME RESIDENT FEES					
TUITION FEE	\$ 1,351.50	\$ 1,449.00	\$ 97.50	7.2%	410,000
FACILITY FEES	\$ 234.00	\$ 234.00	\$ -	0.0%	0
STUDENT TECHNOLOGY FEE	\$ 35.00	\$ 35.00	\$ -	0.0%	0
ACTIVITY FEES	\$ 328.00	\$ 328.00	\$ -	0.0%	0
TOTAL FULL-TIME FEE	\$ 1,948.50	\$ 2,046.00	\$ 97.50	5.0%	410,000
PART-TIME CREDIT HOUR FEE					
Education Fee	\$ 149.00	\$ 159.00	\$ 10.00	6.7%	45,000
Technology Fee	\$ 4.25	\$ 4.25	\$ -	0.0%	0
Facility Fees	\$ 13.75	\$ 13.75	\$ -	0.0%	0
Student Activity Fees	\$ 27.00	\$ 27.00	\$ -	0.0%	0
TOTAL PART-TIME FEE	\$ 194.00	\$ 204.00	\$ 10.00	5.2%	45,000
SUMMER CREDIT HOUR FEE					
Education Fee	\$ 107.60	\$ 117.60	\$ 10.00	9.3%	24,000
Technology Fee	\$ 4.25	\$ 4.25	\$ -	0.0%	0
Facility Fees	\$ 13.75	\$ 13.75	\$ -	0.0%	0
Student Activity Fees	\$ 68.40	\$ 68.40	\$ -	0.0%	0
TOTAL SUMMER FEE	\$ 194.00	\$ 204.00	\$ 10.00	5.2%	24,000
NONRESIDENT TUITION					
Nonresident	\$ 3,472.00	\$ 3,645.00	\$ 173.00	5.0%	16,000
Asotin County Student	\$ 1,584.00	\$ 1,584.00	\$ -	0.0%	0
TOTAL NONRESIDENT TUITION REVENUE					16,000
COMBINED RESIDENT & NONRESIDENT TUITION					
Nonresident	\$ 5,420.50	\$ 5,691.00	\$ 270.50	5.0%	
Asotin County Student	\$ 3,532.50	\$ 3,630.00	\$ 97.50	2.8%	
TOTAL ANNUAL NONRESIDENT TUITION					
Nonresident	\$ 10,841.00	\$ 11,382.00	\$ 541.00	5.0%	
Asotin County Student	\$ 7,065.00	\$ 7,260.00	\$ 195.00	2.8%	
OVERLOAD FEE	\$ 194.00	\$ 204.00	\$ 10.00	5.2%	
GENERAL EDUCATION BUDGET (estimated additional revenue)					
RESIDENT TUITION					\$ 410,000
PART-TIME FEE					\$ 45,000
SUMMER FEE					\$ 24,000
NONRESIDENT TUITION					\$ 16,000
TOTAL GENERAL EDUCATION REVENUE					\$ 495,000

Go to the student fee hearing. Seriously, right now

By Matt Wilson
of *The Pathfinder*

Ladies and gentleman, boys and girls, and everything and anything you may want to refer to yourselves as: This message is for all of you.

There is a good chance you are picking this issue of the paper up at the start of your lunch hour today, Wednesday, the last day of this beautiful February. Perhaps you even have a sandwich or a wrap or some other delectable treat from the SUB in your mouth right now. If this is you, as much as I hate giving the order to put down delicious cafeteria food, do it anyway. Duty calls.

The annual student fee hearing is going down today at noon. It is an open forum for students and the community to voice their opinions regarding student fees.

In the past, the hearing has experienced attendance from up to seven or eight students, most of whom were affiliated with ASLCSC.

Since I know, through direct conversations with other students and a great deal of eavesdropping, that most people don't feel 'the lowest tuition in Idaho,' is quite low enough, everybody who is physically capable ought to be in attendance.

The administration will be answering questions and hearing opinions regarding, not only the amount of student fees, but also the manner in which they are distributed throughout the college. They will then make a decision, based on what they hear at the meeting of course, and take that decision to the State Board of Education, who may or may not approve it.

So, in short, this is your opportunity to make all that complaining you've been doing of all things financial actually be heard by someone other than your mother or your kids.

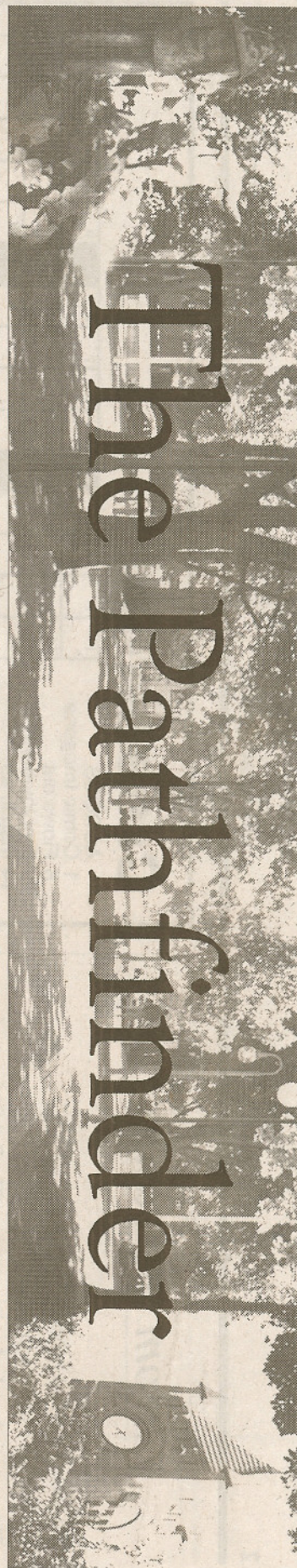
The hearing is being held in the Library Teleconference Communications Room. If you don't know exactly where this is, look. It's not hard to find.

And yes, we realize this is the third week in a row we've addressed this campus event. That should tell you how important we feel it is. And we're the press, so what we feel is important, is inevitably what you should feel is important.

Issue 20 Volume XX

A Student Owned and Operated Newspaper

February 28, 2007

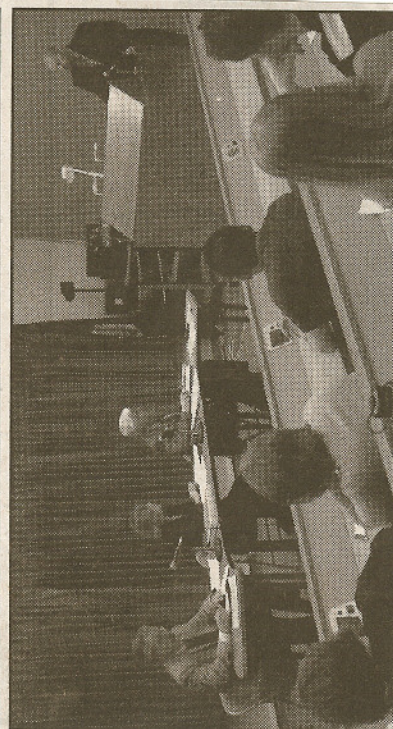


The Pathfinder

Issue 21 Volume 114

A Student Owned and Operated Newspaper

March 7, 2007



Pathfinder/Matt Wilson
From left to right: Tony Fernandez, Trudy Alva, Chet Herbst and Matt Smith at the Student Fee Hearing.

Four speak at fee hearing

By Matt Wilson
of The Pathfinder

The annual Student Fee Hearing was held Wednesday, Feb. 28, in the library Teleconference Communications room. Provost and Vice President for Academic Affairs Tony Fernandez, Vice President for Finance and Administration Chet Herbst and Budget Director Trudy Alva made up the panel that sat before roughly twenty LC students.

Of those twenty students, four presented to the panel—Pathfinder Editor Maria Lacey, ASLCSC Academic Senator Eric Estes, ASLCSC Vice President Matt

Smith and Junior Jennifer Spears. ASLCSC President Cody Bloomsburg opened the session by thanking the administration for the lowest proposed student fee increase in years and inviting those in attendance to present their opinions to the panel.

Lacey said present funds allocated to The Pathfinder do not allow the paper to pay its student employees adequately.

She proposed a \$2.50 increase in the line item for The Pathfinder.

She also emphasized that the Radio Club is poised to face a similar situation and asked that an

See "Hearing" page 9

March 7, 2007

"Hearing" from page 1

increase in funding to that club be considered as well.

"They don't want, they need a larger space and more equipment. And they would like to give their people stipends," she said.

Estes addressed the panel with student health in mind.

"What we see is a big cluster of problems," he said. "Kind of like a bottleneck with the Student Health Services."

Though Estes did not ask for a specific increase in funding to Student Health, he did say he "would rather see money go there than other places because there is a health concern."

The next speaker was Smith, who said he would be addressing the board not as ASLCSC VP, but "just as Matt."

Citing the increase in student fees from 2002 to present, Smith said this year's increase was the lowest proposal since he started attending. Smith went on to say, "I feel it could be even lower."

"I'd also like to echo what Eric Estes and Maria said."

The fourth and final student to present to the board was Spears, a Social Science Secondary Education major.

Spears asked that the administration consider student fee increases once every four years, rather than yearly.

"Since I decided to come to college, me and my family have all made sacrifices," Spears said. "As Matt said, it's been a six hundred dollar increase since I've been here."

Spears told the panel she felt increases in four year increments would help students know what to expect for the total price of their education, what "sacrifices" to expect for all four years.

Herbst and Fernandez concluded the hearing by encouraging students to come talk to them on a less formal basis about the proposals if they so desired.

"The door is always open," said Herbst. "I hope we can continue to do this as a team effort because it affects all of us and our progress."

ASSOCIATED STUDENTS of LEWIS-CLARK STATE COLLEGE

500 8th Avenue • Lewiston • Idaho • 83501

Tenth Senate

Spring Session

In the ASLCSC Senate

Senate Resolution: #07-S005

Authored By: President Bloomsburg

Whereas: The Administration of Lewis-Clark State College is committed to providing the highest quality education and maintaining the operational integrity of this institution, and have proposed a total fee increase of 5.0 percent with no increases to Student Activity Line Items.

Whereas: The students at Lewis-Clark State College have expressed an interest in low tuition and growth in programs related to Student Activities.

Whereas: The Associated Students of Lewis-Clark State College are representatives of the students of LCSC.

Whereas: The Finance Committee negotiated with LCSC Administration to produce an amended fee proposal that includes a 5.0 percent total fee increase with \$5.00 going to Student Activity Fees. This fee increase in Student Activity Fees to be distributed between the following Student Activity Fee Line Items: Student Activities, Student Programming, Intramurals -Competition, Outdoor Recreation, Newspaper, the Radio Station and ASB relinquishing \$1.00 from their line item to be given to the Radio Station Line Item.

THEREFORE BE IT RESOLVED BY THE ASLCSC SENATE:

500 8th Avenue • Lewiston • Idaho • 83501

Section 2: This Resolution will pass by a two-thirds (2/3) majority vote of the ASLCSC Senate and the signature of the ASLCSC President.



**Comparison of Fees with LCSC's MGT Peer Institutions
and with other Idaho 4-Year Colleges**

Fees/Tuition per Semester			
LCSC MGT Peer Institutions	2005-2006		2006-2007
University of Maine Farmington (ME)	\$2,816		\$3,292
Lake Superior State University (MI)	\$3,153		\$3,279
University of South Carolina Aiken (SC)	\$3,064		\$3,235
Lock Haven University of Pennsylvania (PA)	\$3,129		\$3,222
Southwest Minnesota State University (MN)	\$2,928		\$3,120
Texas A&M Galveston (TX)	\$2,559		\$2,825 15 credits
Valley City State University (ND)*	\$2,466	15 credits	\$2,654 15 credits
Central State University (OH)	\$2,144		\$2,647
Dakota State University (SD)*	\$2,416	15 credits	\$2,530 15 credits
West Virginia University Institute of Technology (WV)**	\$2,039	4-yr degree	\$2,204
Montana State University-Northern**	\$2,230	\$2,041 LD	\$2,419 UD 2,041 LD \$2419 HD
LCSC	\$1,857		\$1,949
Eastern Oregon University (OR)*	\$1,885	15 credits	\$1,947
University of Montana-Western (MT)**	\$1,975	\$1,717 LD	\$2,233 UD \$1797 LD \$2346 UD
Southeastern Oklahoma State University (OK)	\$1,342		\$1,785 15 credits
Southern Utah University (UT)	\$1,679		\$1,782
Western State College (CO)	\$1,594		\$1,700
University of Arkansas at Monticello (AR)	\$1,955		\$1,575 15 credit hours
University of Hawaii Hilo (HI)	\$1,305		\$1,500
New Mexico Highlands University (NM)	\$1,140		\$1,212
 Average	 \$2,184		 \$2,359
Idaho Four-Year Colleges			
University of Idaho	\$1,984		\$2,100
Idaho State University	\$2,000		\$2,095
Boise State University	\$1,936		\$2,077
Lewis-Clark State College	\$1,857		\$1,949

LEWIS-CLARK STATE COLLEGE

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARINGS

STUDENT INFORMATION

Lewis-Clark State College
Student Fee Hearing
February 28, 2007
Minutes

Meeting Initiators:

Chet Herbst, VP for Finance and Administration

Anthony Fernandez, Provost/VP Academic Affairs

Trudy Alva, Budget Director

Meeting convened at 12:00 p.m.

Trudy Alva welcomed everyone. The purpose of the meeting is to allow students to provide feedback on LCSC's proposed Student fee increase. The fee will not be finalized until April 19-20 2007 when it is proposed to the State Board of Education in Moscow, Idaho.

Cody Bloomsburg, Junior, Communications Major, Associated Student Body President thanked the administration for the lowest increase in fees out of all of the colleges. He explained that they did not offer a counter to the proposed fees yet because they want to hear what the student body had to say. He encouraged anyone there to please state any concerns they had.

Maria Lacey, Senior, English Major, Pathfinder Editor stated that she would like to protest the zero percent increase in the student activity fees. She would like to see an increase in the allocations specifically to the Pathfinder and Radio station. Maria stated with regards to the Pathfinder there has not been an increase in salaries since I-Time has started, which she thought was at least five years ago. The lack of increases causes a lot of problems. One is that they can hardly find anyone because of the pay. By the time the reporter conducts interviews, take pictures, edits and personal time involved, the reporter is making less than minimum wage. She also stated that the editor ends up writing a lot of the stories because of the limited writing staff. This also poses a problem from the time required to edit the paper. Once the articles are submitted the paper has to be laid out. This requires about twenty minutes per piece and there are about four pieces on each page. The Pathfinder tries to have eight to ten pages at a time.

Maria stated that it is hard for the Pathfinder to get additional funding from other sources because of the lack of diversity and damaged relationships. Maria did point out that this increase would not affect her directly but help the future editors of the Pathfinder.

Maria also would like to echo the same concerns for the Radio station. They have only one full time person and they need--not want more equipment. In summary, Maria would like to protest the zero percent increase in the student activities and advocate for an increase in the Pathfinder and Radio Station.

Chet Herbst asked Maria, in her opinion, what amount of increase she would like to see.

Maria answered that it would cost approximately fifty cents an issue and they do ten issues so approximately a \$2.50 increase.

Eric Estes, sophomore, Social Sciences Major and Student Senator apologized that he did not prepare a statement. He said that being a senator he is a liaison with the Student Health Center and he thinks that they need funding. He stated that as students they are bound to use the Health Center to see the doctor or get a referral. There is a lack of Doctors and medical professionals in the center. Eric stated that he believes the staff is over worked and they need more funding to address these issues.

Matt Smith, Senior, Communications Major. Matt wanted to point out that his comments are his personally and not associated with his position in the Associated Student Body as Vice President.

Matt stated that if you were a senior this year, when you started college at LCSC in 2002 the total fees per semester were \$1,275.00. The current fees for a semester are \$1,948.50. That is an increase of \$673.53 or 33% jump in fees per semester. That is a big number and even is above inflation. He stated that, in lieu of that he still did appreciate that the proposed fees are the lowest the Administration has asked for in a long time.

Matt also stated that he would like to echo what Maria and Eric proposed. The Radio Club is a benefit and when he spoke to Tate Smith he said that the expenses will increase each year. Matt stated that an increase student intramurals and giving students options to participate in activities will increase the student's success rate. Matt stated his appreciation for the opportunity to be heard.

Jennifer Spears, Junior, Social Sciences/Secondary Education Major, stated that she did not have time to prepare a speech, but she is a non-traditional student and is the mother of three children and she wanted a non-traditional student perspective to be heard. She stated that her husband and children made a choice for her to go back to school and they have to sacrifice a lot for this to happen and the fee change is one more thing they have to sacrifice. Jennifer stated that the \$600.00 per semester is a big number and she could be using that to purchase things for her children that she can not provide for them otherwise. Jennifer wanted to protest the raise in fees and suggested that maybe the raise in tuition could change every three to four years instead of every year. Jennifer said that way a student knows what they will be paying every year of their college experience instead of the unknown from year to year.

Chet Herbst asked if there were any more comments that the student body would like to make. When no additional comments were forthcoming, he thanked everyone for coming and stated that everyone's opinion was very important to the Administration and will be considered. Chet Herbst also stated that the Administration is very open to more comments and said that if anyone had any questions the Administration is here to listen to them. He stated that they would welcome any questions and to please come and see the Administration any time.

Tony Fernandez also thanked everyone for coming and wanted to reiterate that the Administration's door is always open and to please come and see them if the student body has any more comments or questions. Tony Fernandez stated that the Student Body input is very important in this process.

Trudy Alva concluded the meeting at 12:20 p.m. and thanked everyone for coming.

EASTERN IDAHO TECHNICAL COLLEGE

STUDENT FEE RECOMMENDATION

TO

THE IDAHO STATE BOARD OF EDUCATION

- **Student Fee Hearing SummaryPage 3**
- **Provided by OSBE:**
 - Recommendations for Changes to Student Fees for FY 2008..... Page 4
 - Potential Student Fee Revenue Changes for FY 2008..... Page 5
 - 4-year History of Board Approved Fees plus FY 2008 Recommended Fees .. Page 6
- **Other Documents Provided by Institutions for Fee HearingsPage 7**

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Eastern Idaho Technical College
Student Fee Recommendation

The Fee Process

Brief Discussion Related To Proposed FY2008 Fee Increase

Changes to Fees

The attached worksheet, which estimates potential fee revenue changes for FY2008, is predicated on the fee rates contained in the Eastern Idaho Technical College Notice of intent to Adopt Student Fee and Rate Increases, which was issued on March 7, 2007.

Eastern Idaho Technical College is proposing to increase by 3.50% the full-time resident and full-time non-resident student enrollment fees for the 2007 – 2008 instructional year. Similarly, the College is proposing to increase the part-time resident and part-time non-resident enrollment fees by 3.8% as part of the College financial plan. The increase in student enrollment fees is anticipated to commence with the 2007 fall semester.

Further, the proposed student enrollment fee increases will generate approximately \$39,100. Fee revenues generated by the proposed fee increase will be used to enhance educational support as well as support general maintenance and operations costs of the College.

EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2008 Annual Full-Time Fees and Part-Time Credit Hour Fees

	Annual Fees	Bd Appv	FY07 Fees	FY08 Initial Notice	Requested Fees		
					FY08 Fees	Change	% Chg.
1	Full-time Fees:						
2	Vocational Education Fee	**	\$1,044.00	\$1,100.00	\$1,100.00	\$56.00	5.4%
3	Technology Fee	**	40.00	40.00	40.00	0.00	0.0%
4	Student Activity Fees 1)	**	494.00	494.00	494.00	0.00	0.0%
5	Total Full-time Fees		<u>\$1,578.00</u>	<u>\$1,634.00</u>	<u>\$1,634.00</u>	<u>\$56.00</u>	<u>3.5%</u>
6							
7	Part-time Credit Hour Fees:						
8	Education Fee	**	\$79.00	\$82.00	\$82.00	\$3.00	3.8%
9	Total Part-time Cr Hr Fees:		<u>\$79.00</u>	<u>\$82.00</u>	<u>\$82.00</u>	<u>\$3.00</u>	<u>3.8%</u>
10							
11	Additional Nonresident Tuition:						
12	Full-time Nonresident Tuition	**	\$4,206.00	\$4,354.00	\$4,354.00	\$148.00	3.5%
13	Part-time Nonresident Tuition/Cr	**	\$79.00	\$82.00	\$82.00	\$3.00	3.8%
14							
15							
16							
17							
18							
19	1)Changes to Student Activity Fees:						
20	Full-time:						
21	Bookstore		\$16.00	\$16.00	\$16.00	\$0.00	0.0%
22	Institutional Development		\$30.00	\$30.00	\$30.00	\$0.00	0.0%
23	Library		\$158.00	\$158.00	\$158.00	\$0.00	0.0%
24	Parking		\$50.00	\$50.00	\$50.00	\$0.00	0.0%
25	Registration		\$98.00	\$98.00	\$98.00	\$0.00	0.0%
26	Scholarship		\$62.00	\$62.00	\$62.00	\$0.00	0.0%
27	Student Body		\$40.00	\$40.00	\$40.00	\$0.00	0.0%
28	Student Union		\$40.00	\$40.00	\$40.00	\$0.00	0.0%
29	Total		<u>\$494.00</u>	<u>\$494.00</u>	<u>\$494.00</u>	<u>\$0.00</u>	<u>0.0%</u>

EASTERN IDAHO TECHNICAL COLLEGE

Potential Student Fee Revenue Changes for FY 2008 Due to Enrollment and Fee Changes

Annual Fees	Projected		Potential Revenue Generated Due to Enrollment and Fee Changes					
	HC/SCH Enrollmt		Enrollment Changes		Fee Changes		Total Rev Chge	
	FY07	FY08	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
Full-time Fees:								
Vocational Education Fee	439	439	\$0.00		\$24,600.00		\$24,600.00	
Technology Fee	439	439		\$0.00		\$0.00		\$0.00
Student Activity Fees 1)	439	439		\$0.00		\$0.00		\$0.00
Total Full-time Fees			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$24,600.00</u>	<u>\$0.00</u>	<u>\$24,600.00</u>	<u>\$0.00</u>
Part-time Credit Hour Fees:								
Education Fee	4,335	4,335			\$13,000.00		\$13,000.00	
Total Part-time Cr Hr Fees:			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$13,000.00</u>	<u>\$0.00</u>	<u>\$13,000.00</u>	<u>\$0.00</u>
Other Student Fees:								
Full-time Nonresident Tuition	10	10			\$1,500.00		\$1,500.00	
Part-time Nonresident Tuition/	0	0			\$0.00		\$0.00	
Total Other Student Fees			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$1,500.00</u>	<u>\$0.00</u>	<u>\$1,500.00</u>	<u>\$0.00</u>
Total Additional Student Fee Revenue			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$39,100.00</u>	<u>\$0.00</u>	<u>\$39,100.00</u>	<u>\$0.00</u>
1 Changes to Student Activity Fees:								
Full-time:								
Bookstore	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Institutional Development	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Library	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Parking	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Registration	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Scholarship	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Student Body	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Student Union	439	439		\$0.00		\$0.00	\$0.00	\$0.00
Total			<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

EASTERN IDAHO TECHNICAL COLLEGE

4-year History of Board Approved Fees plus FY08 Requested Fees Annual Full-Time Fees and Part-Time Credit Hour Fees

Annual Fees		FY04	FY05	FY06	FY07	#REF! FY08	5-Year Increase	% Increase
1	Full-time Fees:							
2	Vocational Education Fee	\$870.00	\$954.00	\$1,044.00	\$1,044.00	\$1,100.00	\$230.00	26.44%
3	Technology Fee	40.00	40.00	40.00	40.00	40.00	-	0.00%
4	Student Activity Fees 1)	494.00	494.00	494.00	494.00	494.00	-	0.00%
5	Total Full-time Fees	<u>\$1,404.00</u>	<u>\$1,488.00</u>	<u>\$1,578.00</u>	<u>\$1,578.00</u>	<u>\$1,634.00</u>	<u>\$230.00</u>	<u>15.46%</u>
6								
7	Part-time Credit Hour Fees:							
8	Education Fee	\$70.00	\$74.00	\$79.00	\$79.00	\$82.00	\$12.00	17.14%
9	Total Part-time Cr Hr Fees:	<u>\$70.00</u>	<u>\$74.00</u>	<u>\$79.00</u>	<u>\$79.00</u>	<u>\$82.00</u>	<u>\$12.00</u>	<u>16.22%</u>
10								
11	Additional Nonresident Tuition:							
12	Full-time Nonresident Tuition	\$3,742.00	\$3,966.00	\$4,206.00	\$4,206.00	\$4,354.00	\$464.00	12.40%
13	Part-time Nonresident Tuition/Cr	<u>\$70.00</u>	<u>\$74.00</u>	<u>\$79.00</u>	<u>\$79.00</u>	<u>\$82.00</u>	<u>\$9.00</u>	<u>12.86%</u>

EASTERN IDAHO TECHNICAL COLLEGE

DOCUMENTS PROVIDED BEFORE AND DURING CAMPUS FEE HEARING

• Initial Notice	Page 9
------------------------	--------

THIS PAGE INTENTIONALLY LEFT BLANK



Eastern Idaho Technical College

1600 S. 25th E. • Idaho Falls, Idaho 83404-5788 • (208) 524-3000 • (800) 662-0261 • www.eitc.edu

March 7, 2007

Ms. Heidi Tavenner, Student Senate President
430 E 20th Street
Idaho Falls, ID. 83404

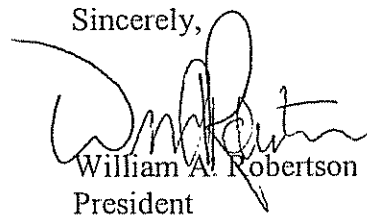
Dear Ms. Tavenner,

Eastern Idaho Technical College is proposing a 3.5% increase to the full-time resident and non-resident student enrollment fees effective Fall Semester 2007. Similarly, the College is proposing to increase the part-time resident and part-time non-resident enrollment fees by 3.8% as part of the College financial plan.

Further, the proposed student enrollment fee increases will generate approximately \$36,821. The College proposes to use the additional revenue for the professional-technical education fee to enhance educational support. The attached fee schedule outlines the planned distribution of the anticipated increases.

A public hearing, mandated by Idaho State Board of Education policy, is scheduled April 4, 2007, at 3:00 p.m., in Room 541 of the Alex Creek Building on the EITC campus. The public hearing is established to discuss the fee increase proposal. Students and other interested individuals are invited to present oral or written testimony regarding the fee increase proposal at this hearing.

Sincerely,



William A. Robertson
President

Enclosure

c Johnson
Albiston
Hamilton
Smart

Attention: Students

Notice of Public Hearing

Date: April 4, 2007

Time: 3:00 p.m.

Place: Room 541

Pursuant to governing policies and procedures of the State of Idaho Board for Professional Technical Education, this serves as notification of proposed fee increases for resident and non-resident students.

It is proposed that Eastern Idaho Technical College increase by 3.5% the full-time resident and full-time non-resident student enrollment fees for the 2007-2008 instructional year. This increase would result in a full-time resident registration fee of \$817 and full-time non-resident fee of \$2994 per semester. The College is also proposing to increase the part-time resident and non-resident fees by 3.8%. This increase would establish a part-time registration fee of \$82 per credit for residents and a \$164 per credit for non-residents.

Students are invited to present oral or written testimony at the hearing. In addition, students may submit written testimony to the Office of the Dean of Students, room 303, prior to 5:00 p.m. on April 4, 2007. A record of the hearing and written testimony will be made available to the State Board for Professional Technical Education.

Please leave posted until 5:00 p.m. on 4-05-07.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

Acceptance of the 2006 Fee Waiver and Discounts Reports.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.R., and V.T.

REFERENCE

November 1998	Presidents recommended a change in the Board's fee waiver policy from one to three percent of institution FTE to increase the number of nonresident tuition waivers for disadvantaged or deserving students.
October 21-22, 1999	Board approved policy change after the institutions identified the primary fields of study for which tuition waivers can be awarded. Policy requires institutions submit an annual report identifying the use of waivers by discipline by class level by state of residency.

BACKGROUND

When the College and University Presidents recommended changes in the fee policy, they also recommended that students receiving waivers be targeted for information technology programs, engineering and other programs with capacity. Board's policy requires institutions submit an annual report identifying the use of waivers by discipline, by class level, and by state of residency for both the 1% Disadvantaged and Deserving Student waivers and the 2% High Technology Student waivers.

The Board's policy also includes a requirement that each institution submit an annual report on all other fee waivers on a date and in a format determined by the executive director of the Board.

DISCUSSION

The Fee and Tuition Waivers and Discounts report on page 3 shows the dollar amount for the waivers covered under Policy Section V.T. as well as other waivers and discounts, including the Western Undergraduate Exchange Program and other fee discounts covered in Policy Section V.R.

Under "Other Board Policy Tuition Waivers" and "Western Undergraduate Exchange", the chart shows state-to-state (Washington, Utah, Oregon) reciprocal agreement waivers that have been in place for many years.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

The report lists the name of the waiver or discount, the policy section, and the annual dollar amount for each institution. At the bottom of the report the gross amount of student fees and percentage of fees waived or discounted for each institution is listed.

With respect to the High Technology Tuition waiver, Board policy authorizes waivers of nonresident tuition to not exceed two percent (2%) of the institution's full-time equivalent enrollment. The chart on page 5 displays the authorized waivers and actual waivers granted based on FY 2005 FTE and compares this number to the actual waivers granted in FY 2006. Reports from the institutions, detailing the waivers by discipline, by level, and by state are provided on pages 7 – 13.

IMPACT

Nonresident waivers have attracted students to Idaho's institutions in areas of study that have been identified as potential state manpower shortages. Many of these students might not have enrolled in Idaho institutions if it were not for these waivers. In addition, institutions have been able to use the waivers to shape their student enrollment profiles for diversity and other purposes. The hope is these students will find suitable employment in Idaho upon graduation.

STAFF COMMENTS AND RECOMMENDATIONS

The nonresident waivers are used mostly to recruit students from out of Idaho who are majoring in engineering, biology, and computer sciences. Employee fee discounts have been used to recruit faculty as a fringe benefit to themselves and their spouses. Institutional representatives may wish to comment regarding the waivers and if/how they are fulfilling the original intent.

Staff believes the original purpose for the High Tech fee waiver – a dramatic need for computer information and related graduates – may not be as significant now as when this specific fee waiver was created. In addition, staff will discuss with institutions whether specific fee waivers are necessary, or if a general fee waiver, possibly with a cap, might be more advantageous to the institutions.

Staff recommends the Board accept the reports from the institutions.

BOARD ACTION

A motion to accept the Nonresident Tuition Waiver – Fall 2006 reports for Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, as presented on pages 5 – 13.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho College and Universities
Fee and Tuition Waivers and Discounts
Fiscal Year 2006**

	Policy Section	BSU	ISU	UI	LCSC	Total
1	<u>Board Policy Tuition Waivers, Policy Section V.T.</u>					
2	Nonresident Graduate/Instructional Assistants	526,000	1,116,500	3,193,000	0	4,835,500
3	Nonresident Intercollegiate Athletics	1,452,000	920,200	1,599,700	474,100	4,446,000
4	Nonresident Disadvantaged or Deserving: 1% of FTE	696,400	700,700	1,171,800	169,700	2,738,600
5	Nonresident High Technology: 2% of FTE	985,300	1,243,600	1,552,300	133,200	3,914,400
6						
7	<u>Other Board Policy Tuition Waivers</u>					
8	Washington Reciprocal Tuition Waivers	88,900	77,000	433,500	140,600	740,000
9	Utah State University	0	835,500	0	0	835,500
10	Mines Tuition Waivers - Engineering	0	0	200,200	0	200,200
11	Mines Tuition Waivers - Science	0	0	110,300	0	110,300
12	Oregon Tuition Waivers	0	0	0	0	0
13	Exchange Student Waivers (1)	111,100	50,300	397,400	0	558,800
14	WICHE	0	25,700	0	0	25,700
15	Total Other Board Policy Waivers	200,000	988,500	1,141,400	140,600	2,470,500
16						
17	Total Board Policy Tuition Waivers	3,859,700	4,969,500	8,658,200	917,600	18,405,000
18						
19	Western Undergraduate Exchange (2)	1,061,600	552,900	6,633,900	201,300	8,449,700
20						
21	Other Waivers and Discounts					
22	Staff Fees	788,600	664,200	450,000	124,900	2,027,700
23	Staff Spouse Fees	254,700	481,300	226,700	71,800	1,034,500
24	Senior Citizen Fees	151,200	189,500	58,900	23,400	423,000
25	In-Service Teacher Education Fee	520,100	639,600	680,600	117,500	1,957,800
26	EDA-Nez Perce Tribe	0	0	0	23,700	23,700
27	Total Other Waivers and Discounts	1,714,600	1,974,600	1,416,200	361,300	5,466,700
28						
29	Total FY06 Waivers and Discounts	6,635,900	7,497,000	16,708,300	1,480,200	32,321,400
30						
31	FY06 Gross Student Fees	79,392,900	66,389,900	77,053,084	13,248,600	236,084,484
32						
33	Percentage of Total Gross Student Fees Waived or Discounted	8.36%	11.29%	21.68%	11.17%	13.69%

Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.

(1) Includes only waivers for incoming exchange students.

(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.

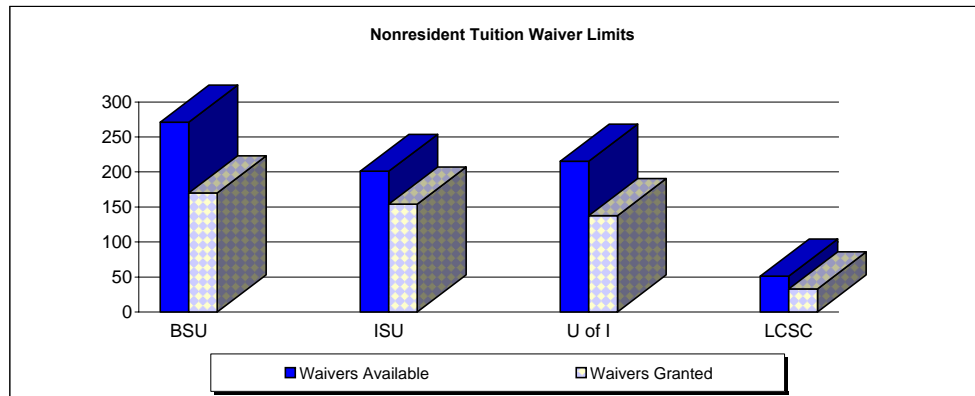
THIS PAGE INTENTIONALLY LEFT BLANK

State Board of Education

Nonresident High Technology Tuition Waiver Limits

Fall 2006

Enrollment/Waivers/Impact	BSU	ISU	U of I	LCSC	Total
1 FTE Enrollment					
2 Fall 2005 (see note)					
3 Academic	12,806	9,162	10,773	2,126	34,867
4 Vocational	756	882	0	435	2,073
5 Total	13,562	10,044	10,773	2,561	36,940
6					
7 High Technology Waivers - 2% of FTE					
8 Waivers Available	271	201	215	51	739
9					
10					
11 Waivers Granted	170.00	154.00	137.71	33.00	494.71
12 Granted as a Percent of Available	62.68%	76.66%	63.91%	64.43%	66.96%



Note: Waivers granted for FY 2006 were awarded in FY 2005 and based on FY 2005 FTE.

THIS PAGE INTENTIONALLY LEFT BLANK

Boise State University
Status Report on Nonresident Tuition Waivers, Fall 2006 (High-Tech Areas Only)

1		Nonresident Tuition Waivers By Discipline						Nonresident Tuition Waivers By Level of Student								
2	State	Building Contr, Engineering, Envir/Waste	Math, Comp Sci, Info Tech	Biology, Chemistry, Geology	Physics, Radiology Sci, Survey Tech	Electr Tech Grph Dsgn Prod Tech	Other	Total	Fresh	Soph	Jr	Sr	Grad	Mast	Doct	Total
3	Washington	8	4	11	0	1	6	30	12	5	6	7	0			30
4	Oregon	10	3	15	0	1	5	34	19	4	5	6	0			34
5	Montana	4	0	7	0	0	3	14	3	2	5	3	1			14
6	Nevada	2	3	2	0	0	1	8	5	1	0	1	1			8
7	Utah	1	1	3	0	1	0	6	0	2	0	3	1			6
8	Wyoming	2	1	0	5	0	2	10	1	5	2	2	0			10
9	Alaska	4	2	5	0	0	1	12	4	2	2	2	2			12
10	Other States	9	6	13	1	0	6	35	11	5	4	6	9			35
11	Foreign	10	5	2	1	0	3	21	3	0	1	4	13			21
12																
13																
14																
15																
16	Total	50	25	58	7	3	26	170	58	26	25	34	27	0	0	170
17																
18	Other Facts:															
19	Average HS GPA	3.59	3.60	3.72			3.78	3.67	3.66	3.77	3.55	3.71	3.84			3.71
20	Average SAT	1,142	1,170	1,129			1,168	1,152	1,127	1,198	1,135	1,164				1,156
21	Average ACT	29	30	28			29	29	29	27	28	31	30			29
22																

Criteria Used to Offer Waivers: (GPA & test scores omitted when less than 5 students in sample)

1) Hi-Tech Major 2) GPA 3) Test Scores

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University
Status Report on Nonresident Tuition Waivers, Fall 2006 (High-Tech Areas Only)

1		Nonresident Tuition Waivers By Discipline						Nonresident Tuition Waivers By Level of Student								
2		Building Contr, Engineering, Envir/Waste	Math, Comp Sci, Info Tech	Biology, Chemistry, Geology	Physics, Radilogy Sci, Survey Tech	Electr Tech Grph Dsgn Prod Tech	Other	Total	Fresh	Soph	Jr	Sr	Grad	Mast	Doct	Total
3	Washington	2	3	3	0	0	0	8	0	1	3	3	0	1	0	8
4	Oregon	0	1	1	0	0	0	2	0	1	0	1	0	0	0	2
5	Montana	2	0	3	6	0	0	11	4	1	2	4	0	0	0	11
6	Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Utah	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	Wyoming	2	0	0	0	0	0	2	0	0	1	0	0	1	0	2
9	Alaska	1	0	1	0	0	0	2	0	0	1	1	0	0	0	2
10	Other States	1	4	7	3	1	0	16	2	2	2	4	1	1	4	16
11	Foreign	40	34	30	6	3	0	113	9	19	22	39	2	14	8	113
12																
13																
14																
15																
16	Total	48	42	45	15	4	0	154	15	24	31	52	3	17	12	154
17																
18	Other Facts:															
19	Average HS GPA	3.58	3.36	3.43	3.62	2.54		3.41	3.43	3.63	3.17	3.65		3.55		3.41
20	Average SAT	1,165.00	1,113.00	1,005.00	1,068.00			1,087.50	1,140.00	1,117.00	1,130.00	1,088.00				1,087.50
21	Average ACT	26.00	21.00	22.00	23.00			22.50	22.00	24.00	21.00	23.00		23.00		22.50
22																

Criteria Used to Offer Waivers:
 1) Hi-Tech Major 2) GPA 3) Test Scores

THIS PAGE INTENTIONALLY LEFT BLANK

University of Idaho

Status Report on Nonresident Tuition Waivers - 2006-07 (Data as of October 2006)

State	Nonresident Tuition Waivers by Discipline						Nonresident Tuition Waivers by Level of Student					
	Engr	Info Tech	Envir Tech	Prod Tech	Comp Sci	Total	Fresh	Soph	Jr	Sr	Grad	Total
Washington	13.02	3.00	5.76	7.52	4.26	33.56	5.00	4.50	7.50	13.56	3.00	33.56
Oregon	4.52	4.00	2.00	0.52	0.00	11.04	4.00	2.00	2.52	2.52	0.00	11.04
Montana	1.50	1.04	1.50	5.00	0.00	9.04	1.00	1.00	4.00	2.54	0.50	9.04
Nevada	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Utah	0.00	0.00	1.50	0.00	0.00	1.50	0.00	0.00	1.00	0.00	0.50	1.50
California	0.52	1.56	2.08	1.52	0.00	5.69	0.00	2.58	1.30	1.80	0.00	5.68
Arizona	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Alaska	5.04	3.00	0.52	2.00	1.00	11.56	2.00	0.52	6.00	2.04	1.00	11.56
Other	19.69	11.55	21.58	9.75	2.75	65.31	2.88	14.02	12.63	23.70	12.10	65.32
Totals:	44.29	24.16	34.94	26.31	8.01	137.71	14.88	24.62	34.95	46.17	17.10	137.71

12

13

Other Facts:

Average HS GPA	3.70	3.49	3.87	3.52		3.65						
Average SAT	1030.00	1114.00	1283.33	1140.00		1141.83						
Average ACT	22.50	23.20	29.00	24.67		24.84						
Average Trans. GPA	3.62	3.44	3.60	3.30	4.00	3.59						

19

20 Note: counts are by FTE waivers and totals have been rounded.

r:\0607 app...\0607 OST Report to SBOE

THIS PAGE INTENTIONALLY LEFT BLANK

Lewis-Clark State College

Status Report on Nonresident Tuition Waivers, Fall 2006 (High-Tech Areas Only)

1		Nonresident Tuition Waivers By Discipline						Nonresident Tuition Waivers By Level of Student							
		Building Contr, Engineering, Envir/Waste	Math, Comp Sci, Info Tech	Biology, Chemistry, Geology	Physics, Radiology Sci, Survey Tech	Electr Tech Grph Dsgn Prod Tech									
2	State							Fresh	Soph	Jr	Sr	Grad	Mast	Doct	Total
3	Washington		1	3	3		3	10	3	5	1	1			10
4	Oregon		1				1	2	1	1					2
5	Montana			1				1		1					1
6	Nevada							0							
7	Utah							0							
8	Wyoming							0							
9	Alaska							0							0
10	Other States						1	1		1					1
11	Foreign		4	5	1		9	19	15		1	3			19
12															
13	Total	0	6	9	4	0	14	33	19	8	2	4	0	0	33
14															
15	Other Facts:														
16	Average GPA		3.40	3.40	3.50		3.40	3.43	3.40	3.60	3.40	3.50			3.48
17	Average SAT		1,150.00	1,290.00			945.00	1,128.33	19.00	17.00	0.00	0.00			12.00
18	Average ACT			23.00	15.00		17.00	18.33	1,230.00	1,056.00	1,070.00	0.00			1,678.00
19															

Criteria Used to Offer Waivers at LCSC:

1. Waivers are awarded to students planning to major in Mathematics, Computer Science, Chemistry, Geology, Information Systems Analysis, Electronic Technology, Engineering Technology, Radiography, HVAC, Biology and Automotive Technology.
2. Priority consideration given to high achieving students with at least a 3.2 gpa.
3. Transfer students as well as new freshmen.
4. International students.
5. Beginning with 2002/2003 academic year, waivers were awarded to applicants from Asotin County, Washington and new CAMP participants..
6. Beginning with 2003/2004: waivers are not awarded to post-baccalaureate students

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: R. Establishment of Fees

June 2005

1. Definitions and Types of Fees

The following definitions are applicable to fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

a. General Education Fees

General education fees are to be deposited into the unrestricted or restricted current fund accounts as required by Section V, Subsection Q.

(1) Tuition – University of Idaho

Tuition is defined as the fee charged for the cost of instruction at the University of Idaho. The cost of instruction shall not include those costs associated with the construction, maintenance, and operation of buildings and facilities; student services; or institutional support, which are complementary to, but not a part of, the instructional program. Tuition may be charged only to nonresident . students enrolled in the University of Idaho, or to resident students enrolled in the University of Idaho who are in a professional program, college, school, or department approved by the State Board of Education and the Board of Regents of the University of Idaho; who are taking extra studies; or who are part-time students at the institutions.

(2) Matriculation Fee – University of Idaho

Matriculation fee is defined as the fee charged at the University of Idaho for all educational costs other than the cost of instruction, including, but not limited to, costs associated with the construction, maintenance, and operation of buildings and facilities, student services, and institutional support.

(3) Tuition – Boise State University, Idaho State University, Lewis-Clark State College

Tuition is defined as the fee charged for any and all educational costs at Boise State University, Idaho State University, and Lewis-Clark State College. Tuition fees include, but are not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(4) Professional-Technical Education Fee

Professional-Technical Education fee is defined as the fee charged for educational costs for students enrolled in Professional-Technical Education pre-employment, preparatory programs.

(5) Part-time Education Fee

Part-time education fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

(6) Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degree-granting program.

(7) Summer School Fee

Summer school fee is defined as the fee charged for educational costs for students enrolled in academic programs in summer semester.

(8) Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for full-time students participating in this program and shall be equal to fifty percent (50%) of the total of the matriculation fee, facility fee, and activity fee.

(9) Employee/Spouse Fee

The fee for eligible participants shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. Eligibility shall be determined by each institution. Employees at institutions, agencies and the school under the jurisdiction of the Board may be eligible for this fee. Special course fees may also be charged.

(10) Senior Citizen Fee

The fee for Idaho residents who are 60 years of age or older shall be a registration fee of twenty dollars (\$20.00) plus five dollars (\$5.00) per credit hour. This fee is for courses on a space available basis only. Special course fees may also be charged.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(11) In-Service Teacher Education Fee

The fee shall be one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- (a) The student must be an Idaho public school teacher or other professional employee of an Idaho school district.
- (b) The costs of instruction are paid by an entity other than an institution.
- (c) The course must be approved by the appropriate academic unit(s) at the institution.
- (d) The credit awarded is for professional development and cannot be applied towards a degree program.

(12) Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution.

- (13) Workforce Training Credit fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Local Fees

Local fees are both full-time and part-time student fees which are to be deposited into the local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

(1) Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of general education facilities.

(2) Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

(3) Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

(4) Professional Fee

Professional fee is defined as the additional fee charged for educational costs for students enrolled in specialized degree granting programs. Professional programs currently approved by the Board to charge a professional fee are pharmacy, law, medicine, veterinary medicine, dentistry, physician assistant, physical therapy, occupational therapy, graduate nursing, architecture, and landscape architecture.

(5) Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

(6) Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

2. Board Policy on Student Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

3. Fees Approved by the Chief Executive Officer of the Institution

a. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

b. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the chief executive officer of the institution no later than three (3) months prior to the semester the change is to become effective. The chief executive officer shall report such changes to the Board at its June meeting.

c. Activity and Facility Fees

The chief executive officer of the institution shall approve the amount of each of these fees prior to the April Board meeting. The change is to become effective prior to the beginning of the academic year following the change. The chief executive officer or his or her designee shall meet and confer with the associated student body before approving these fees. The institution shall hold a public meeting on the fee changes, and a report of the meeting shall be made available to the Board.

4. Fees Approved by the Board

a. Fees Requiring Board Approval

(1) Tuition at the University of Idaho

(2) Matriculation Fees at the University of Idaho

(3) Tuition Fees at Boise State University, Idaho State University, and Lewis-Clark State College

(4) Professional-Technical Education Fee

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(5) Part-time Education Fee

(6) Graduate Fee

(7) Summer School Fee

(8) Professional Fee

(9) Course Overload Fee

b. Initial Notice

A proposal to alter a student fee covered by Subsection V.R.4.a shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made. Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

c. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

d. Effective Date

Any change in the rate of fees or tuition becomes effective on the date approved by the Board unless otherwise specified.

REFERENCE - APPLICABLE STATUTE, RULE, OR POLICY - continued

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: T. Fee Waivers

April 2002

1. Authority for Fee Waivers

An institution shall not waive any of the applicable fees specified in Section V, Subsection R., unless specifically authorized in this subsection. Special fees are not defined as a fee waiver.

2. Waiver of Nonresident Tuition

Nonresident tuition may be waived for the following categories:

a. Graduate/Instructional Assistants

Waivers are authorized for graduate assistants appointed pursuant to Section III, Subsection P.11.c.

b. Intercollegiate Athletics

For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five 225 waivers per semester and, Lewis-Clark State College is authorized up to seventy 70 waivers per semester. The institutions are authorized to grant additional waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

c. Disadvantaged or Deserving Students

(1) The chief executive officer of each institution is authorized to waive nonresident tuition for disadvantaged or deserving students not to exceed one percent (1%) of the institution's full-time equivalent enrollment.

(2) In addition, in order to meet the workforce demands in the fields of engineering, information technology, and related high technology disciplines, the chief executive officer of each institution is authorized to waive nonresident tuition for students enrolled in these areas (if space is available) not to exceed two percent (2%) of the institution's full-time equivalent enrollment. Students eligible to receive the waiver must select engineering, information technology, or related high technology disciplines as their primary field of study. Information technology encompasses scientific and mathematical study of design and building computers and their applications; design and development of operational electronic data storage and processing systems; study and development of electronic systems for transmitting information via networks; analysis and the development of economic and public policy issues; and applying methods and procedures used in the design and writing of computer programs including the problem solving of information network systems.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Any changes to the existing Board approved list of primary fields of study must be submitted to the Board for their approval.

The institutions will provide an annual report to the Board on the use of these waivers in a format determined by the executive director of the Board.

d. Reciprocity with the State of Washington

Based on a limit approved by the Board, waivers may be allocated on an annual basis by the executive director to the college and universities in postsecondary education programs for Washington residents. An equal number of opportunities shall be afforded to Idaho residents in Washington postsecondary institutions.

e. Reciprocity with Utah State University

Based on a limit approved by the Board, Idaho State University is authorized to waive nonresident tuition for residents of the state of Utah when an equal amount of waivers are made available to Idaho residents at Utah State University.

f. College of Mines

Based on a limit approved by the Board, the College of Mines at the University of Idaho is authorized to encourage enrollment in mining, metallurgy, and geology.

g. Reciprocity with the State of Oregon

Based on a limit approved by the Board, waivers are authorized for undergraduate students who are residents of the state of Oregon and who are majoring in mining engineering, metallurgical engineering, or geological engineering at the University of Idaho. The number of waivers to be awarded annually shall be limited by the number of waivers provided to Idaho residents in Oregon institutions of higher education.

h. Domestic Student Exchange Program

Waivers are authorized for nonresident students participating in this program.

i. Western Interstate Commission for Higher Education

Waivers are authorized for nonresident students participating in the Western Interstate Commission for Higher Education Professional Student Exchange Program and the Graduate Student Exchange Program.

3. Reporting Requirements

Each institution shall submit an annual report on fee waivers on a date and in a format determined by the executive director of the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests approval to purchase land for a land swap with the Boise School District.

REFERENCE

Idaho State Board of Education Governing Policies & Procedures, Section V.E.1
Sections 33-107(2); 33-3714; 33-3804; 33-3805; 33-4005, Idaho Code

BACKGROUND

As part of its major school facilities bond, the Boise School District wishes to build a new junior high school on 21 acres of land in the Barber Valley (Harris Ranch area). The District has approached Boise State to request that the University purchase the site for the proposed school, then exchange that land for the District's existing East Junior High School. The existing East Junior High School is located on Broadway Avenue and Warm Springs Avenue, in close proximity to the University. The site is approximately 15 acres. By law the District is allowed to exchange property with other governmental agencies.

The East Junior High site originally served as the competition fields for the District and was later converted to a junior high. The District feels that using the site for an athletic field is appropriate. The University and District have received positive informal feedback from members of Boise City Planning and Zoning.

Boise State University intended to bring this proposal to the Board in June of 2007, prior to the time the land purchase was to occur. However, Brighton Corporation recently indicated its desire to expedite the sale of the Barber Valley parcel and complete the transaction in May 2007. As such, some of the details regarding the exchange and joint use agreement are still being discussed. An outline of the land exchange and facility use agreement is attached and further details will be provided at the June 2007 board meeting.

DISCUSSION

This exchange would allow the University to develop the East Junior High site as an athletic complex with a competition track and field center and space for other sports as needed for gender equity and departmental growth. The District and the University would enter into a joint use agreement allowing the District long term use of the facilities the University will develop on the site. A joint use arrangement would be similar to the current arrangement in which the District leases Bronco Stadium for high school football games. The complex developed at the site would accommodate high school football games in the interior of the track.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Boise State would acquire the Barber Valley parcel then swap that land with the District for ownership of East Junior High. The University would then rent East Junior High back to the District for a nominal fee until the new junior high is completed. Once the current facility is vacated, the University could develop the site. The estimated completion date for the construction of the new junior high is winter of 2008 or spring of 2009, giving the University a minimum of 20 months to prepare for site development.

The East Junior High site has an appraised value of \$6,100,000 as-is and a value of \$6,850,000 if the existing structures are demolished. Consequently, the building is considered a detriment to market value. The detriment was measured by the appraiser at its estimated demolition cost of \$750,000. However, the building has value in that it can be used by the University as temporary occupancy space (swing space) until the site is developed into the track complex. Thus, the building will be utilized, for minimal cost, until the demolition is needed.

The 21 acre Barber Valley parcel is currently being appraised. Its estimated value is \$5,000,000. The value assigned for purposes of the swap to the District will be the appraised value. Thus, the University will exchange the \$5,000,000 Barber Valley parcel for the \$6,100,000 East Junior High site. The difference in value will be made up in the value of the lease-back to the District and a proportionate value of the District's use rights to the new facilities once developed. Terms of the agreement will be brought before the Board for approval.

IMPACT

This transaction is an important opportunity for the University to acquire 15 acres very close to campus. There is no other realistic opportunity to acquire this amount of land near the University.

Development of the site as an athletic complex meets the needs of the University and the District. Construction of a competition track and field complex is a priority for athletics as the expansion of Bronco Stadium is contingent upon the relocation of the current track and field facilities in and around the stadium. Since the University cannot eliminate the track until a new facility is available, a new track is a pre-requisite to stadium seating expansion.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

Further, the District has made its involvement in this transaction contingent upon the development of the site as an athletics complex. The District and University have found the continued use of Bronco Stadium for high school football and track competitions increasingly difficult due to scheduling complications and the growth of both the high school and University programs. Consequently, in a recent facilities study, the District concluded that a new athletics complex is necessary for District use.

The terms of the purchase of the Barber Valley parcel are as follows. The transaction will be part sale, part gift. The purchase price is \$5,000,000. The University will be required to pay \$3,500,000 in the form of 5% down (\$175,000) and the remaining \$3,320,000 in the form of a promissory note. The note will be interest only payments for three years at the rate of the London Interbank Offered

Rate (LIBOR) plus 2.35% (currently LIBOR is 5.32%, so the rate would be 7.67%), adjusted monthly. The note will be due in three years. The owner, Brighton Investments, will donate that portion of the transaction price in excess of \$3,500,000. There will be no collateral for the note. The note will be a debt issuance under the bond act subordinate to the University bond system.

ATTACHMENTS

Attachment 1 – Summary Appraisal Report, East Junior High	Page 5
Attachment 2 – Aerial Photos, East Junior High	Pages 19-20
Attachment 3 – Meets and Bounds Diagram, Barber Valley Parcel	Page 21
Attachment 4 – Aerial Photo, Barber Valley Parcel	Page 23
Attachment 5 – Contract for Sale of Property - Draft	Pages 25-44
Attachment 6 – Charitable Donation Agreement	Pages 45-58
Attachment 7 – Outline of Land Use and Facility Exchange	Pages 59-60

STAFF COMMENTS AND RECOMMENDATIONS

At staff's request the University provided the attached materials for the Board's consideration. Staff has reviewed the material and believes the purchase and subsequent land swap with the Boise Independent School District is in the best interests of the State of Idaho and Boise State University.

University officials will be present to provide additional information that was developed after the agenda was printed.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY - continued

BOARD ACTION

A motion to approve a request by Boise State University to purchase land for a land swap with the Boise School District, as follows:

1. The Board finds the acquisition of the property set forth in this agenda item is necessary for the proper operation of Boise State University and is economically feasible;
2. The Board approves the Contract of Sale for purchase of the property in question in an amount not to exceed \$3.5 million, and the issuance of the Note in the principal amount of \$3,250,000 with interest-only payments for three years at the rate of LIBOR plus 2.35% adjusted monthly;
3. The Board approves an expected gift of additional property to Boise State University which value will be an amount that equals the difference between the final appraised value of the Barber Valley property and the value of the contract sale price;
4. The Board authorizes the University to take such actions necessary to complete the purchase, and authorizes the BSU Vice President for Finance and Administration to sign any documents on behalf of the State Board of Education relating to this approval. Funds for this purchase come from Athletic Department revenues.

The University is directed to return to the Board with all final details of all related agreements with the Boise School District.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

[A roll call vote is required.]

**COMPLETE APPRAISAL
SUMMARY REPORT
SCHOOL**

East Junior High School Property

415 East Warm Springs Avenue
Boise, Ada County, Idaho

PREPARED FOR

Scott Engum
Purchasing Supervisor
Independent School District of Boise City
8169 West Victory Road
Boise, Idaho 83709

EFFECTIVE DATE OF THE APPRAISAL

May 10, 2006

INTEGRA REALTY RESOURCES - BOISE

File Number: 163-2006-0002
KJK File Number: 06 4924





**East Junior High School Property
415 East Warm Springs Avenue
Boise, Idaho**

May 12, 2006

Mr. Scott Engum
 Purchasing Supervisor
 The Independent School District of Boise City
 8169 W. Victory Road
 Boise, Idaho 83709

Dear Mr. Engum:

In accordance with your request, I have conducted market investigations, gathered pertinent data, and performed analyses necessary for an update appraisal of the following property, under the following valuation scenarios and assumptions:

Identification of Property, File References, and Contacts		
IDENTIFICATION:		
Name of Property or Occupant:	East Junior High School	
Location:	415 E Warm Springs Avenue Boise, Ada County, Idaho	
Property Type:	Junior High School	
Status:	Existing	
REFERENCE NOS:		
Client's Log #:	NA	
KJK File ID:	06 4926	
CONTACTS:		
Client's Contact:	Steve Mabe	208-854-6740
Client's Contact:	Scott Engum	

IRR.

Valuation Types, Effective Dates and Premises		Effective Dates
Value type(s):	Market value	
Scenario(s)/date(s):	As is	May 10, 2006
Interest(s) appraised:	Fee simple estate	
Appraisal type: Report type:	Complete appraisal Summary report	

Physical Summary		
Site size (SF/AC):	653,400± SF	15.0± AC
Site zoning:	Boise City A (Open Space), R-3D (Multi-family)	
Improvements:		
Gross building area:	79,174± SF	
Rentable area:	79,174± SF	
Construction:	Steel frame, brick masonry	
Cost manual quality:	Not applicable	
Parking:	Adequate on site	

Summary of Appraisal Issues

The following paragraphs highlight critical valuation issues and assumptions. The reader is advised to become familiar with these issues prior to finalizing any lending decisions.

Report Format

Per the requirements and guidelines set forth in the Uniform Standards of Professional Appraisal Practice (USPAP), there are three levels of detail in the reporting of an appraisal: Self-contained, summary, and restricted.

The essential difference among the three reporting options is in the use and application of the terms "describe", "summarize" and "state". Describe is used to connote a comprehensive level of detail in the presentation of information. Summarize is used to connote a more concise presentation of information and minimal support. State is used to connote the minimal presentation of information without support or explanation.

This is a summary report format, which means that some information, data, or details of the analysis may be retained in my office files, rather than explained in detail in this report.

Scope Limitations

The most common USPAP departure is the exclusion of one or more of the three typical approaches to value—cost, sales comparison, or income capitalization—in situations where the market would typically employ all three approaches in arriving at a value conclusion.

As a special-use facility of substantial age, the cost approach is of limited reliability, as is the income approach. The sales comparison approach is the most relevant approach to value for the land as though vacant, which constitutes the primary analysis of relevance to the property as is.

Update Scope & Relevant Disclosures

I appraised the subject property for the current client in 2004-2005. My file reference number was KJK File ID 05.4296. Other specifics of the prior assignment are summarized as follows:

Original Appraiser	Bradford Knipe
Subject Property	Same, 15± acres.
Client	Boise Independent School District
Effective Date	December 28, 2004
Date of Appraisal	January 26, 2005

This current assignment constitutes a USPAP-compliant update / supplement to this previous appraisal, which is **adopted and incorporated by reference**. This update / supplement is to be used only in conjunction with the original appraisal report, and all factual data, property descriptions, appraisal premises and methodologies set forth in the prior assignment pertain to this update / supplement, unless otherwise specifically noted.

Overview of the Appraisal Problem

The subject property consists of a junior high school that was established in approximately 1953, with significant additions to the main building in 1960, 1969, 1973, 1974, and 1976, according to the client. The total size of the main building was reported by the client to be 67,691± SF. Also built in 1953 was the "Field House", at 3,679± SF. A 7,804 SF metal structure, the Industrial Arts Bldg., was added in 1973.

Based on these reports, the oldest part of the building is 53 years old, and the newest, about 30 years. For most private-sector uses—such as general commercial or office buildings—structures of this age would be considered to be at or rapidly nearing the end of their economic lives, and public buildings are generally no exception. Without a location that warrants continual capital upgrade for continued use as a public building, even schools have a useful life, and it is my understanding that my client is contemplating its options in that regard. Specifically, since my original appraisal, I have been informed that discussions have progressed in which an exchange is being contemplated, whereby the owners of the subject would secure a site at Harris Ranch for a new junior high school, and Boise State University would secure the subject for an athletic events center of some type. This intended use is a special-use with a limited market of potential buyers, so the appropriate valuation strategy remains unchanged—to attempt to value the subject parcel to its most probable private-sector development potential.

In the subject's case, more emphasis is not placed on any potential additive value of the improvements due in part to the absence of evidence of demand for such alternate uses for an aged junior high school building, but also simply because of the age of the buildings, and their nominal architectural appeal.

Once converted to an alternate use, or even if significantly renovated in a similar use after a sale, the new owner could trigger all sorts of seismic code, building code, fire code, ADA and other compliance requirements that have the strong potential to render any scenario of reuse infeasible. Also, it should be noted that in the subject's particular case, the siting of the East Junior High building improvements is on Warm Springs Avenue, with minimal traffic counts and a high concentration of residential uses. It is also right across the street from a cemetery, which would be a negative to some alternate uses, like say a nursing home, or even an office building.

For these reasons, and others that were elaborated upon in my original appraisal, the emphasis of this report is on the land valuation, as though already vacant, and as is (net of allowances for demolition of the existing improvements).

If my client has the opportunity to sell or exchange the subject property to a party who can make ostensible use of the subject's improvements and who would intend to retain them, I would be glad to amend this report to opine as to their shell contribution. I refrain from doing so here only because the probability of such an outcome is relatively low, and thus I did not want to confuse those who rely on this report by offering a third potential outcome without any evidence of demand for doing so.

Personal Property & Intangibles

None applicable / none addressed.

Land Area Assumptions

The client has provided a Site Plan which approximates the total parcel size at 15 acres, but discussion with Mr. Steve Mabe of the Boise School District indicates that this was done by physical measurement essentially from curb to fenced areas—that is, a measurement of the physical area ostensibly used by the school, without identification of or regard for its legal boundaries.

Through a combination of review of various aerial photographs, and review of assessor parcel and R.I. Idaho Mapping Greater Boise GIS maps, at 15.4± and 15.2± AC, which complements the report by the client. As such, this valuation defers to the client's 15± AC parcel size.

Building Area Assumptions

The subject property has building areas, some having two distinct levels, including daylight basement areas (basement from Warm Springs Avenue's elevation, ground level to the rear play yard and the majority of the property). I defer to the figures provided by the client, at 79,174± SF. This area reflects structures on permanent foundations, and excludes modular classroom units that are movable and that are thus considered personal rather than real property. There are approximately 7 such movable structures that are not reflected in this report. It also excludes dilapidated structures, and various outbuildings.

Confidentiality

In March 2004, I was hired by the same client to appraise two of their existing elementary schools. In the course of that assignment, I interviewed 4 knowledgeable brokers as to their opinions of highest and best use, and marketing potential for the subject properties. That process was felt to add to the credibility of the analysis, but by the same token, it can tend to start speculation which can be detrimental to the client's best interest. In conjunction with this assignment, I was asked to hold the very fact that I was appraising these properties in confidence, so no brokers were interviewed, other than Michael Ballantyne, and Mike Keller of Thornton Oliver Keller (Mr. Ballantyne represents the Boise School District).

Other Special Assumptions

Please see the appropriately titled section of the appraisal report for special assumptions and limiting conditions that impact the analysis and value estimates for the subject property.

Value Conclusions

The following values are subject to the standard (generic), specific and extraordinary assumptions and limiting conditions as set forth in this report.

Summary of Value Conclusions East Junior High School		
FEE SIMPLE ESTATE	EFFECTIVE DATE	CONCLUSION
<i>Market Value If Vacant (hypothetical)</i>	May 10, 2006	\$6,860,000
<i>Less: Allowance for Demolition & Profit/Risk</i>		(\$795,000)
<i>Market Value As Is</i>		\$6,065,000
ESTIMATED MARKETING TIME	EFFECTIVE DATE	CONCLUSION
Historical Exposure Period (based on comparables)	May 10, 2006	Sale in 24-36 Months
Anticipated Marketing Period (based on market conditions)	May 10, 2006	Sale in 12-24 Months

This appraisal has been prepared in conformity with the current requirements of the Appraisal Foundation as set forth in the Uniform Standards of Professional Appraisal Practice (USPAP), the Code of Professional Ethics of the Appraisal Institute, and with the requirements of the federal bank regulating agencies. If I may be of further assistance to you on this or other matters, please contact me at your convenience. Thank you for providing this opportunity to be of service.

Respectfully submitted,

INTEGRA REALTY RESOURCES - BOISE



Bradford T. Knipe, MAI, ARA, CCIM
Commercial Real Estate Analyst, Consultant & Agent
Idaho Certified General Appraiser No. 117

457,000
\$ 10.50
59.44

Overview of Underlying Assumptions

Overview

In the course of the normal appraisal process, situations arise wherein we must make standard (generic) and specific and/or extraordinary assumptions with regard to information not readily available to us. All Standard, Specific and/or Extraordinary Assumptions & Limiting Conditions which may appear in the report are believed to be compatible with generally accepted appraisal principles, Uniform Standards of Professional Appraisal Practice (USPAP), and Appraisal Institute requirements. All are to be considered a part of the report, and the reader is advised that acceptance of the report constitutes acceptance of all Assumptions and Limiting Conditions.

Standard Underlying Assumptions & Limiting Conditions

Standard Assumptions and Limiting Conditions include such issues as construction components of existing construction; adaptability of soils to development; existence of typical easements, etc. Additionally, since Idaho is a non-disclosure state, details of comparable property sales or leases are presumed to be accurately portrayed by the parties to the respective agreements; in lieu of cooperation by the parties (or in some cases, where parties have no recollection of such details), assumptions and/or reasonable approximations are sometimes necessitated. Such generic assumptions are provided for in the Standard (Generic) Underlying Assumptions and Limiting Conditions contained in the Addenda. The reader is encouraged to read this section of the report.

Special / Extraordinary Underlying Assumptions & Limiting Conditions

More Specific Assumptions & Limiting Conditions are sometimes required depending upon the individual nature of the appraisal problem, and are clearly disclosed in the following the Generic Limiting Conditions, and/or in the discussions within the report to which they pertain. These assumptions are of matters which we have no knowledge, expertise, or timely ability to clarify.

Standard Rule 2-1c of the Uniform Standards of Professional Appraisal Practice require, as applicable to the appraisal problem, clear and accurate disclosure of, and an indication of any impact on value of, a third classification of assumption: "extraordinary assumptions and limiting conditions" that directly affect the outcome of appraisal. In the event any specific and/or extraordinary assumptions and limiting conditions are deemed relevant to the subject and its valuation, they will be set forth immediately following, and/or in the discussions within the report to which they pertain.

Enumeration of Special Assumptions or Extraordinary Limiting Conditions

- I specifically assume that my estimates of site and building area are reasonably accurate and similar to what a buyer would rely on in contemplating a purchase of the subject property.
- I specifically assume my conclusions of rezone potential to be credible, with no significant cost involved.

Recommendations

- There is some discrepancy as to the subject's net usable acreage. Prior to sale, it would be to the client's advantage to commission an ALTA survey of the property.
- Should the client elect to sell, it is my opinion that the maximal value in the minimal amount of marketing time would be realized by removing the existing improvements, and removing the associated uncertainty of environmental materials disposal for a potential buyer.

Contingencies

- If any special assumption or limiting condition is found to be erroneous, I reserve the right to revise my value conclusions accordingly.

Limitations of Scope

- None.

Certificate of Appraiser

I certify that, to the best of my knowledge and belief:

1. All representations of factual information contained in this appraisal report are true and correct.
2. The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions and is my personal, unbiased professional analyses, opinions, and conclusions.
3. I have no present or prospective interest in the property that is the subject of this report, and I have no personal interest or bias with respect to the parties involved.
4. My compensation is not contingent upon the reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value estimate, the attainment of a stipulated result, or the occurrence of a subsequent event. The appraisal assignment was not based on a requested minimum valuation, a specific valuation, or the approval of a loan.
5. My analyses, opinions, and conclusions were developed, and this report has been prepared, in conformity with the requirements of the Code of Professional Ethics of the Appraisal Institute, and the Uniform Standards of Professional Appraisal Practice.
6. The use of this report is subject to the requirements of the Appraisal Institute relating to review by its duly authorized representatives.
7. I have made a personal inspection of the property that is the subject of this report.
8. No one provided significant professional assistance or contribution to the signatory to this report.
9. I have the necessary level of knowledge and experience to credibly estimate the value of the subject property, or have taken reasonable steps to achieve such competency and to provide a professional appraisal of the subject property, in accordance with the Uniform Standards of Professional Appraisal Practice.
10. I am an MAI Designated Member of the Appraisal Institute (No. 10992), and an ARA Designated Member of the American Society of Farm Managers & Rural Appraisers, and have met the continuing education requirements of those organizations. I am a CCIM Designated Member of the Commercial Investment Real Estate Institute (No. 7213), and a retired CRE Designated Member of The Counselors of Real Estate.
11. I am a State Certified General Appraiser in Idaho (No. CGA-000117), and have met the continuing education requirements for real estate appraisers practicing in this state.

INTEGRA REALTY RESOURCES - BOISE



Bradford T. Kripe, MAI, ARA, CCIM
Commercial Real Estate Analyst, Consultant & Agent
Idaho Certified General Appraiser No. 117

Part I: Introduction & Executive Summary

Summary of Important Facts & Conclusions

Identification	East Junior High School
Property Type	Public Junior High School
Location	415 E. Warm Springs Avenue Boise, Ada County, Idaho
Owner of Record	Independent School District of Boise City c/o Boise School District 8169 W. Victory Road Boise, Idaho 83709
Legal Description	None provided; please see Assessor's legal description in Property Taxes & Assessments section of this report.
Property Rights Appraised	Fee simple estate
Appraisal / Report Classification	Complete / Summary
Limitations of Scope	None
Values Estimated	Market value "as is"
Date of the Report	May 12, 2006
Effective Date of Valuation	May 10, 2006
Neighborhood	
Identification	Downtown Boise East Periphery
Neighborhood Type	Heavily built-up, older residential district, with arterial-fronting office and retail developments
Assessment & Taxation Data	See Taxes & Assessments Section
Zoning	Boise A (Open Space) and R-3 (Multifamily) districts
Parcel Size	653,400± SF (15.0± AC)
Building Improvements	
Gross	79,174± SF
Rentable	79,174± SF
Land-to-Building Ratio	8.25:1
Stories	Portions 2-story, others 1-story
Construction	Steel frame
Exterior	Concrete masonry units
Roof	Flat

Site Improvements	Asphalt paving, concrete curbing, concrete sidewalks, and landscaping including sprinklered planter beds, irrigated lawn, shrubs, mature trees, playground area, fencing.
Highest & Best Use	
As If Vacant	Mixed-use development (office and multi-family components most likely)
As Is	Demolition of existing school to make land available to its highest & best use as vacant

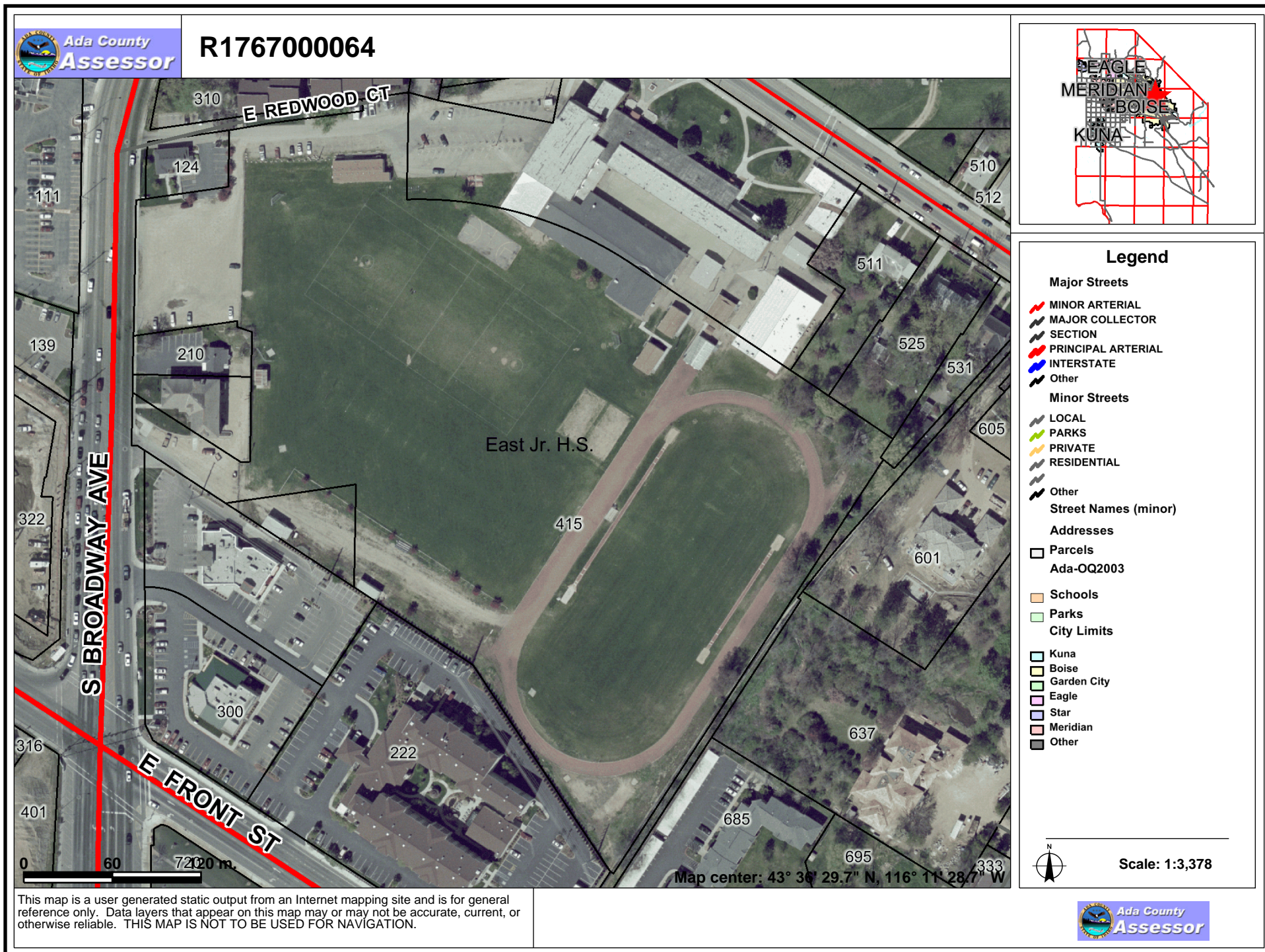
Summary of Value Estimates

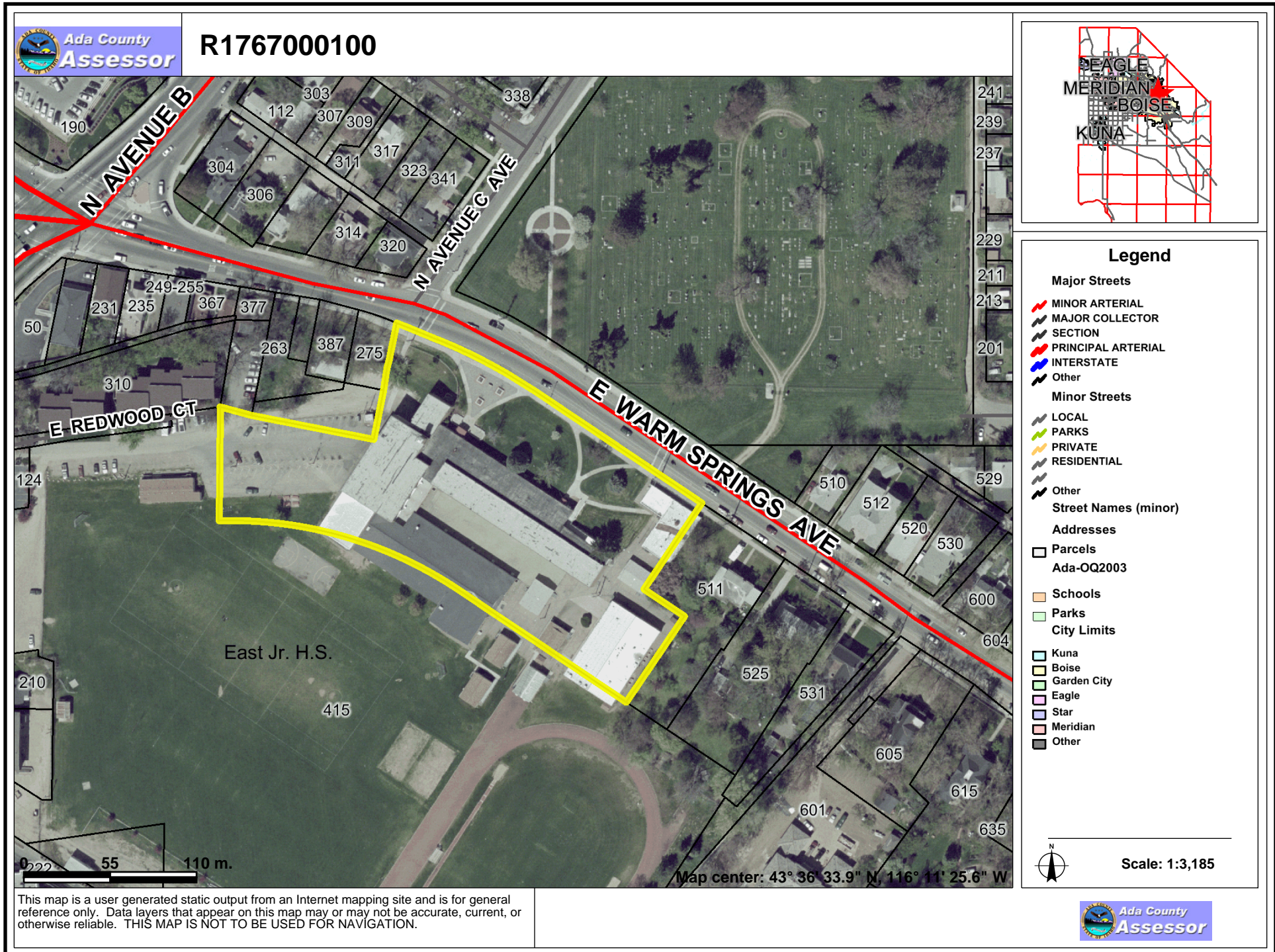
Land, Fee Simple

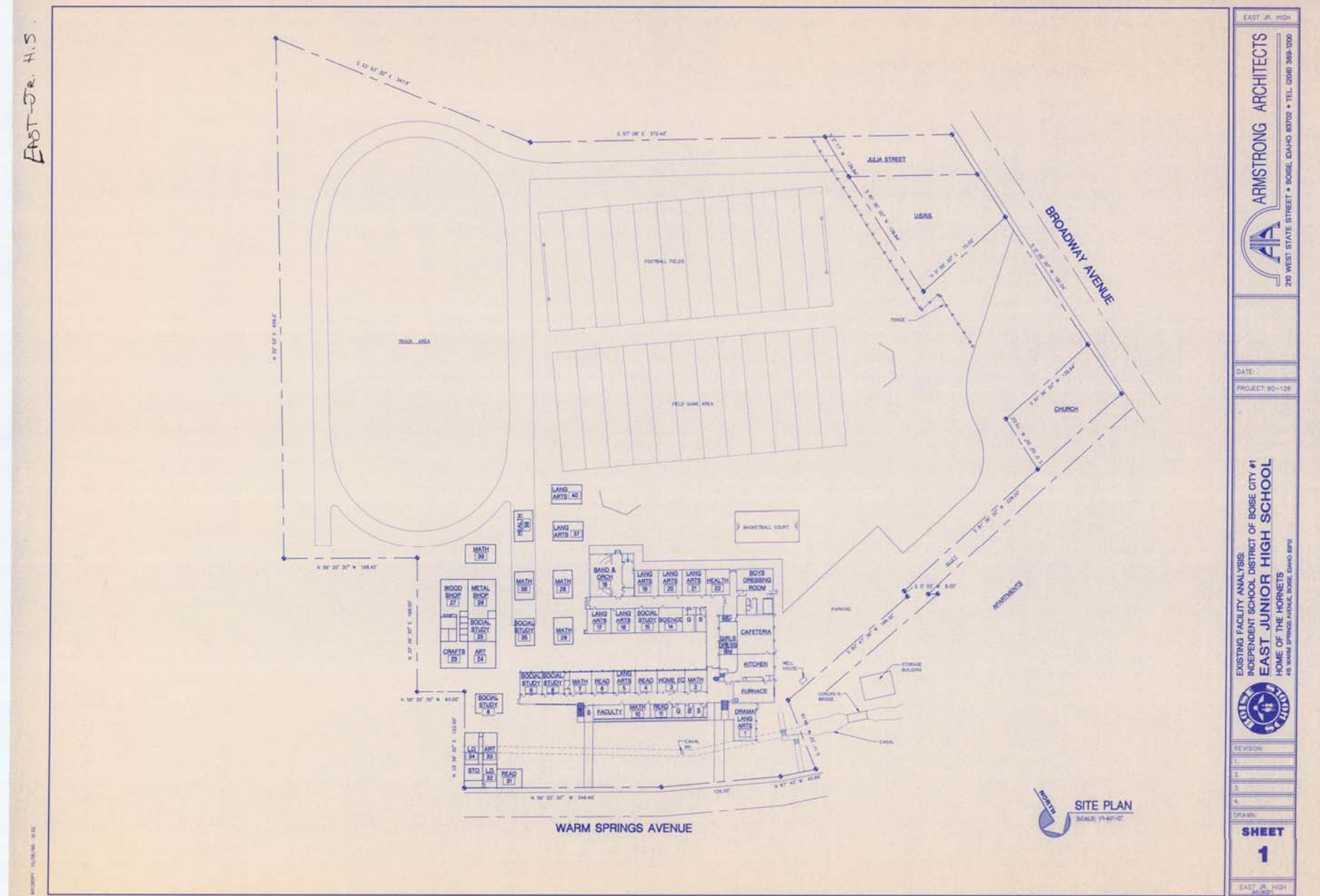
Value of Defined Site, If Vacant	\$6,860,000
Per Square Foot	\$10.50±
Value of Defined Site, As Is	\$6,065,000 (net of demolition)
Per Square Foot	\$9.30±

Marketing Period	Sale within 12-24 months, if professionally marketed at concluded as is market value.
Sale History	No sale history available, or relevant.
Comments	As is value assumes discounts for buyer's demolition of the existing improvements. If seller were to demolish prior to sale, the value as vacant would then apply.

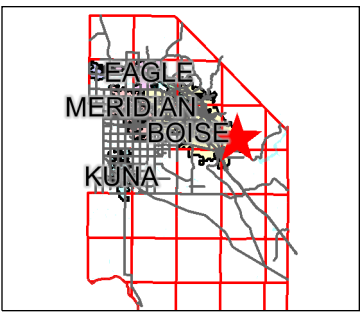
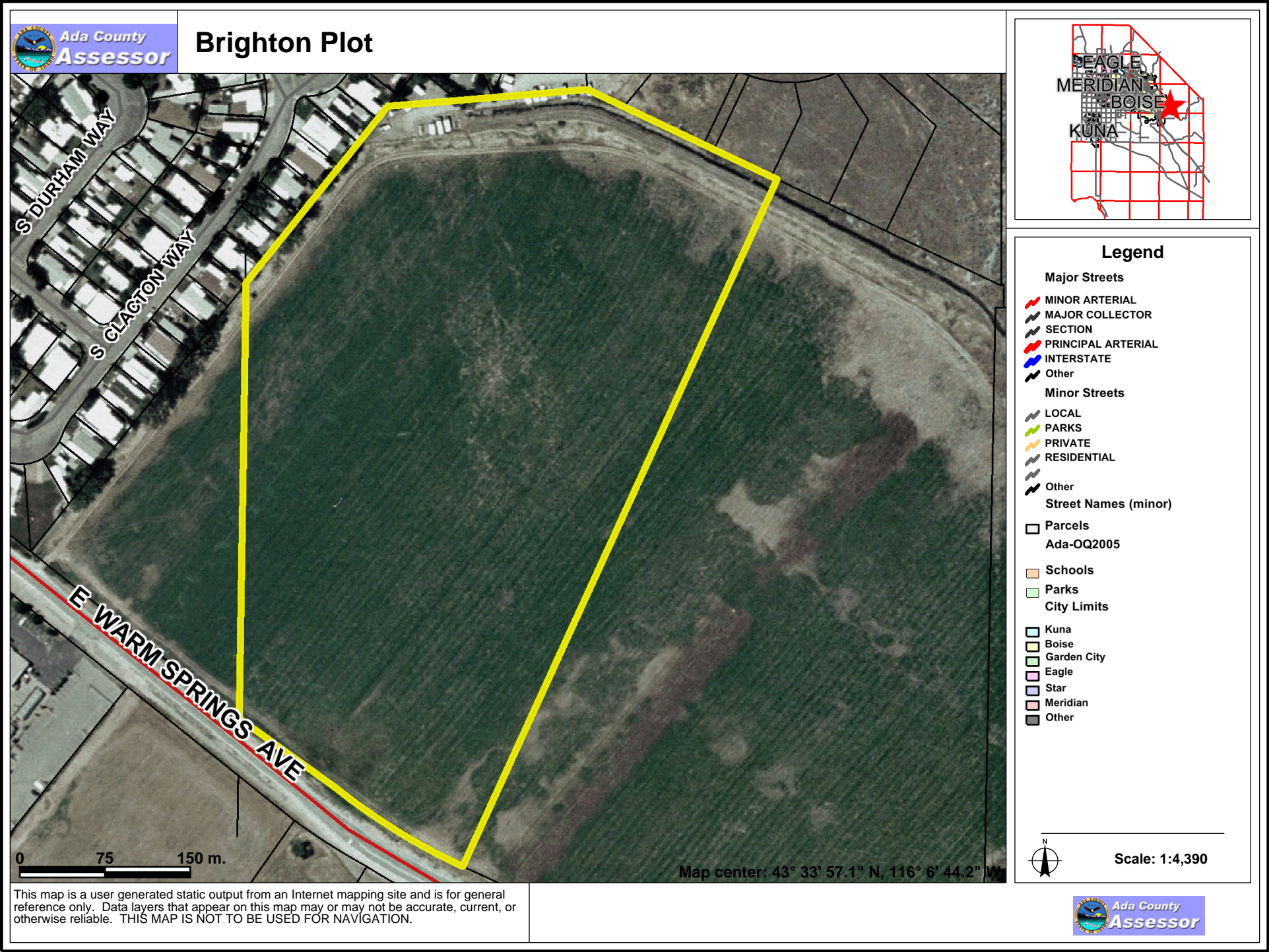
THIS PAGE INTENTIONALLY LEFT BLANK







THIS PAGE INTENTIONALLY LEFT BLANK



THIS PAGE INTENTIONALLY LEFT BLANK

CONTRACT OF SALE

THIS CONTRACT OF SALE is made as of the date last written below the signatures of the parties (the "Effective Date") by and between State of Idaho, by and through the State Board of Education as Board of Trustees of Boise State University ("Buyer") and Brighton Investments, LLC or assigns ("Seller").

RECITALS:

Whereas, the Buyer and Seller have agreed that the Buyer will purchase from the Seller an undivided interest in approximately twenty (20) acres of real estate located in Ada County, Idaho; and,

Whereas, the Buyer and Seller acknowledge that the sole purpose for the buyer purchasing the real estate is to transfer such real estate to the Boise Independent School District ("School District") for the location of a new junior high school; and,

Whereas, the real estate must meet the needs of the School District to accomplish the purpose of this transaction; and,

Whereas, the parties wish to memorialize their agreement with this agreement,

AGREEMENT

NOW THEREFORE, In and for the consideration of the payment of purchase price as hereinafter set forth, Buyer and Seller hereby agree as follows:

1. Purchase. Seller hereby agrees to sell and Buyer hereby agrees to purchase an undivided portion of the real property including all improvements, if any, located in the City of Boise, County of Ada, State of Idaho, as more particularly described on Exhibit A, attached hereto and incorporated herein, together with, and subject to, all easements and other rights appurtenant to said real property ("the School

Parcel”), in accordance with the terms and conditions hereinafter set forth. The percentage portion of the School Parcel to be conveyed (the “Subject Property”) is to be calculated based on the purchase price of Three Million Five Hundred Thousand Dollars (\$3,500,000) relative to the value of the School Parcel as determined by an appraisal to be obtained prior to closing (the “Appraised Value”). For example, if the Appraised Value is Five Million Dollars (\$5,000,000), the Subject Property will be a seventy percent (70%) undivided interest in the School Parcel ($3,500,000 / 5,000,000$).

2. Purchase Price. The purchase price for the Subject Property is the sum of Three Million Five Hundred Thousand Dollars (\$3,500,000) payable as follows:

a. One Hundred Seventy Five Thousand Dollars (\$175,000) cash down payment from Buyer to Seller at closing;

b. The remainder sum of Three Million Three Hundred Twenty Five Thousand Dollars (\$3,325,000) shall be payable by a non-negotiable private placement bond from Buyer as maker to Seller as payee with monthly interest only payments for three years (with no pre-payment penalties), bearing interest at the variable rate of the London Interbank Offered Rate (LIBOR) plus 2.35%, adjustably monthly, at which time the entire remaining sum shall be due and payable.

3. License. Seller hereby grants Buyer, its agents, employees and contractors, a limited license to enter the Subject Property beginning on the Effective Date and continuing until the Condition Expiration Date (as defined hereinafter) or the termination of this Contract, whichever is earlier, under the following terms and conditions (“License”):

a. This License is subject to the terms of any and all documents encumbering

the Subject Property.

b. Buyer's right to enter the Subject Property shall be for all purposes reasonably related to the full and adequate determination at Buyer's expense of the suitability of the physical condition of the Subject Property for Buyer's intended purpose, including, without limitation, the right to conduct surveys, soils tests, engineering studies and environmental studies. Buyer shall not engage in any invasive or intrusive testing without the prior written consent of Seller, which consent may be conditioned upon Buyer giving adequate assurances of Buyer's ability to meet its obligations in this Section 3.

c. Seller shall provide Buyer with copies of all surveys and reports in Seller's possession regarding the Subject Property and relevant to the condition of the Property. Seller shall provide a boundary survey of the Subject Property. Seller shall have all boundaries of the Subject Property identified, pinned and staked prior to Closing. Buyer shall reimburse Seller for its cost of having the Subject Property pinned and staked.

d. Buyer agrees to indemnify, defend and save Seller harmless from any and all claims, damages, liability, causes of action, judgments, expenses (including reasonable attorney's fees and reasonable attorneys' fees on appeal) arising out of or in any way connected with Buyer's exercise of this License. Buyer agrees to repair any and all damage to Subject Property arising out of Buyer's exercise of this License and to restore Subject Property to as good a condition as on the date immediately preceding

the date of this Contract. All indemnifications and obligations created hereunder shall survive the Closing or any termination of this contract and are subject to the Limits of the Idaho Tort Claims Act.

4. Warranties. The provisions of this Section 4 shall survive closing.

a. Property As-Is. Except as expressly set forth herein, Buyer is relying solely upon Buyer's inspections as to the condition of Subject Property. Seller and Seller's agents are not making, have not made and expressly disclaim any representations or warranties, express or implied, with respect to any aspect, feature or condition of the Subject Property. Buyer shall independently verify all information and reports regarding any aspect or feature of the Subject Property provided by Seller. Seller does not guaranty the accuracy of any information or reports provided by Seller, its agents or consultants. Buyer is purchasing the Subject Property in "As Is" condition with all faults including both latent and patent defects.

b. Hazardous Waste. Notwithstanding anything contained herein to the contrary, Seller hereby represents and warrants that Seller has not deposited any hazardous waste on the Subject Property, nor does Seller have any knowledge of any hazardous waste on the Subject Property. As used herein "hazardous waste" shall mean any hazardous waste or pollutants, contaminants or hazardous waste as defined by the Federal Water Pollutions Control Act, the Comprehensive Environmental Response, Compensation and Liability Act of 1990 ("CERCLA") and any amendments thereto, the Resource Conservation and Recovery Act ("RCRA") and any amendments thereto or any similar state, local or federal law, rule or regulation, including, without

limitation, asbestos or asbestos containing materials, PCBs, petroleum and petroleum products and urea-formaldehyde. This warranty shall survive closing.

c. Seller's Warranties. Seller hereby represents and warrants to Buyer that Seller is duly formed and validly existing under the laws of the state of Idaho. The individuals entering into this Contract on behalf of Seller have the authority to bind Seller. Execution of this Contract and the consummation of the transactions contemplated herein have been duly authorized by all necessary action by the company and do not violate Seller's constituent documents or any other agreement to which Seller is a party.

5. Buyer's Conditions. Notwithstanding the execution of this Contract, Buyer may terminate this Contract as set forth below unless each of the following conditions have been met or Buyer has waived the conditions on or before expiration of the Condition Expiration Date, except for title conditions that shall be satisfied at Closing:

a. Condition of Title. Title to the Subject Property shall be conveyed by Special Warranty Deed in the form attached hereto as Exhibit "B" (the "Deed") and shall be free and clear of all liens, encumbrances, easements, assessments, restrictions, and tenancies, whether recorded or unrecorded, and exceptions to title caused or suffered by Seller or anyone claiming by or through Seller except (i) the lien of taxes not yet due and payable; (ii) the title insurer's standard printed exceptions; (iii) easements of record or appearing upon the Property, including the easement for the Penitentiary Canal along the northerly portion of the Property; (iv) the residential development restriction described in subsection (2) below; and (v) those exceptions

which are approved or deemed approved by Buyer as set forth in this Section 5.a (collectively, the "Permitted Exceptions").

(1) Buyer shall obtain from the Escrow Holder a commitment for title insurance ("Title Report"). Buyer shall have until April 13, 2007 to deliver notice to Seller in writing of any objections Buyer may have, with reasons specified, of anything contained in the Title Report ("Buyer's Title Notice"). Any such item which Buyer shall not object to within the time period set forth above shall be conclusively deemed as approved by Buyer as Permitted Exceptions except for monetary encumbrances and rights of parties in possession. If Buyer objects to any item contained in the Title Report, Seller shall have the option, but not the obligation, to satisfy such objection prior to closing. In the event Seller is unable or unwilling to satisfy such objections, for any reason, Seller shall give Buyer notice of such inability or unwillingness ("Seller's Title Notice"). Failure of Seller to give Seller's Title Notice within **seven (7)** business days after receipt of Buyer's Title Notice shall be deemed Seller's election not to satisfy such objections. Buyer may either waive such objections or terminate this Contract by delivering written notice to Seller within **three (3)** business days after receipt of Seller's Title Notice or the date Seller is deemed to have elected not to satisfy such objections. Failure of Buyer to deliver such notice to Seller within such **three (3)** business day period shall be conclusively deemed Buyer's waiver of such objections and all such items shall be Permitted Exceptions.

(2) On or before Closing, Seller shall record a restriction against the Property prohibiting its development for single or multi family residential purposes

for a period of thirty five (35) years from Closing. The form and content of such restriction is to be reviewed and approved by Buyer in advance of recording.

b. Title Insurance. The Escrow Holder shall be prepared to issue, upon closing, an ALTA Standard coverage owner's policy of title insurance, in the amount of the purchase price, insuring fee simple title to Subject Property to be vested in Buyer, subject only to Permitted Exceptions (the "Title Policy").

c. Buyer's Feasibility. Buyer shall have determined its acquisition of the Subject Property is feasible in Buyer's sole and absolute discretion. Specifically, Buyer has the right to determine whether the Subject Property is suitable for a junior high school sight as determined by the School District. This includes that the property is eligible and not under a legal impediment to being properly zoned for such use by the City of Boise.

d. Waiver. All conditions set forth in this Section (except the conditions set forth in Section 5.b hereof) shall be conclusively deemed satisfied or waived by Buyer unless Buyer has given Seller a written termination notice prior to Closing ("Condition Expiration Date") stating with particularity the condition(s) which Buyer reasonably believes will not be satisfied prior to the Closing Date ("Buyers Termination Notice"). In the event this Contract is terminated as set forth in this Section, neither Buyer nor Seller shall have any further obligations to the other arising under the terms of this Contract other than the obligations of under Sections 3.d. and 12 hereof.

e. Historical/Archeological Issues. Buyer shall, at its cost, conduct reasonable investigation prior to expiration of the Condition Expiration Period to ensure

that there are no historical or archaeological sites or items on the subject property that would inhibit, delay or interfere with the development of the Subject Property. Buyer shall provide Seller with a written assurance prior to closing in conformance with this paragraph.

f. Soils/Watertable. Buyer may, at its cost, obtain such studies prior to expiration of the Condition Expiration Date to determine that the state of the soil condition and the watertable will not inhibit, delay or interfere with the development of the Subject Property. Buyer reserves the right to refuse, prior to the Condition Expiration Date, to purchase the Subject Property, in its sole and absolute discretion, if examination determines that the soil conditions or watertable will create extraordinary construction expense in the development of the Subject Property.

g. Physical Encumbrances. Seller shall disclose to the Buyer the location of all roads, common pathways, utilities, overhead or buried power lines, natural gas lines, telecommunications lines that are known to the Seller.

h. State Board of Education. This Contract is subject to the approval of the State Board of Education, acting as the governing Board of Trustees of Boise State University.

6. Infrastructure.

a. Sewer Main Construction. Seller shall design and construct a new sewer main from the existing main to the west of the School Parcel along Warm Springs Avenue to the western boundary of the School Parcel at Seller's expense. Seller also shall design and construct an extension of the sewer main across the frontage of the School Parcel along Warm Spring Ave from the western boundary of the School Parcel

to eastern boundary (the "Sewer Main Extension"). Seller will coordinate with the School District in the design, location and construction of the Sewer Main Extension. The School District shall reimburse Seller on a unit cost basis for Seller's cost in designing and constructing the Sewer Main Extension within ____ days after Seller provides the School District with a notice itemizing the costs of construction and requesting reimbursement. The parties currently estimate a unit cost of \$100 to \$120 per linier foot for the Sewer Main Extension. Seller shall complete construction of the Sewer Main Extension by no later than November 25, 2007.

b. Water Main Construction. Seller shall design and construct a new water main from the existing main to the west of the School Parcel along Warm Springs Avenue to the western boundary of the School Parcel at Seller's expense. Seller also shall design and construct an extension of the water main across the frontage of the School Parcel along Warm Spring Ave from the western boundary of the School Parcel to eastern boundary (the "Water Main Extension"). Seller will coordinate with the School District in the design, location and construction of the Water Main Extension. The School District shall reimburse Seller on a unit cost basis for Seller's cost in designing and constructing the Water Main Extension within ____ days after Seller provides the School District with a notice itemizing the costs of construction and requesting reimbursement. The parties currently estimate a unit cost of \$80 to \$100 per linier foot for the Water Main Extension. Seller shall complete construction of the Water Main Extension by no later than November 25, 2007.

c. Water Rights. Seller and School District agree that it is of mutual interest to obtain and develop irrigation water rights for the School District through both

surface and ground water to the Subject Property. Seller is currently negotiating with Harris Family Ltd. Partnership regarding irrigation rights for Seller's property in the Barber Valley, including the School Parcel. To the extent Seller obtains water rights or entitlement to delivery of water for its property, Seller will convey a portion to the Buyer to use for irrigation on the School Parcel in an amount as determined by Seller in its sole discretion.

d. The terms of this section "6. Infrastructure" shall survive Closing.

7. Closing.

a. Within five (5) business days after the date of this Contract, Buyer shall open escrow with TitleOne Corporation, whose address is 1101 West River Street, Boise, Idaho 83702 ("Escrow Holder"). Closing shall occur on or before May 1, 2007 or such earlier date as may be mutually agreeable to Buyer and Seller ("Closing" or "Closing Date").

b. On or before the Closing Date, Seller shall deposit with Escrow Holder the following:

(1) A duly executed and acknowledged Deed conveying Subject Property to Buyer;

(2) An affidavit of non-foreign status pursuant to Section 1445 of the Internal Revenue Code;

(3) If required by Escrow Holder, evidence of the authority of the person(s) executing documents necessary to consummate the transaction contemplated under this Contract on behalf of Seller; and

(4) Such other and further closing documents, statements, or instructions as may be reasonably requested in order to consummate the transactions contemplated herein.

c. On or before the Closing Date, Buyer shall deposit with Escrow Holder the balance of the cash portion of the purchase price and such closing documents, statements, or instructions as may be reasonably requested in order to consummate the transactions contemplated herein. and such information and documentation as Grantor may reasonably request, evidencing the authority of Grantee to enter into this Agreement.

d. Seller shall instruct Escrow Holder to record the Deed when Escrow Holder is in a position to disburse the entire purchase price to Seller. Buyer shall instruct Escrow Holder to disburse the entire purchase price to Seller upon recordation of the Deed and when Escrow Holder is in a position to issue the Title Policy required by Section 5.b.

e. Costs. Seller shall pay the costs of recording the deed conveying Subject Property to Buyer. Any escrow fees shall be paid equally by both parties. Notwithstanding the tax exempt status of the Buyer, taxes, assessments, utilities and other items capable of proration shall be prorated as of the Closing Date as a final proration. For the purposes of prorations, Buyer shall be deemed to have owned the Subject Property for the entire Closing Date. Seller shall pay the cost of the Title Policy referred to in Section 5.b and Buyer shall pay any surcharge or additional premium for any extended title insurance coverage, and the cost of any additional survey or other items required by the title company to issue such extended title insurance coverage. All

other costs including all other recording fees, any state documentary stamps, transfer taxes, sales taxes and excise taxes shall be paid by Buyer. Buyer shall pay for the cost of the appraisal.

8. Conditions to Close. The following conditions must be met prior to the Closing Date as a precondition to Seller's duty to convey the property or Buyer's duty to purchase:

a. The School Parcel must appraise at a value that exceeds Five Million Dollars (\$5,000,000).

9. Attorneys' Fees. If a suit, action, or other proceeding (including, without limitation, any arbitration, mediation, or alternative dispute resolution proceeding) arising out of or related to this Contract is instituted by any party to this Contract, the prevailing party shall be entitled to recover its reasonable attorney fees, expert witness fees, and costs (1) incurred in any settlement negotiations, (2) incurred in preparing for, prosecuting, or defending any suit, action, or other proceeding including, but not limited to, any arbitration, mediation or alternative dispute resolution proceeding, and (3) incurred in preparing for, prosecuting or defending any appeal or any suit, action, or other proceeding. For purposes of this section, "Attorney Fees" shall mean and include attorney fees and any paralegal fees. This section shall survive closing and shall survive and remain enforceable notwithstanding any termination or rescission of this Contract or any determination by a court of competent jurisdiction that all or any portion of the remainder of this Contract is void, illegal, or against public policy.

10. Default. Time is of the essence of this Contract. Upon the expiration of 10 days' written notice from either party stating the other party has failed to perform its

obligations hereunder, such party shall be deemed to be in default, unless such failure is cured within the ten (10) days. Upon a default occurring, the non-defaulting party may at its election:

a. If the defaulting party is Seller, Buyer may either seek specific performance of this Contract or terminate this Contract; provided, however, in either event, the remedy elected by Buyer shall be Buyer's sole and exclusive remedy;

b. If the defaulting party is Buyer, Seller may terminate this Contract and retain all Earnest Money deposited hereunder as liquidated damages as its sole and exclusive remedy.

11. Notices. All notices given pursuant to this Contract shall be in writing and shall be given by personal service, U.S. Mail, certified, return receipt requested, or other reliable delivery service such as Federal Express or UPS, postage or delivery charges prepaid, addressed to the appropriate party at the address set forth below:

To Buyer:	Stacy Pearson Vice President Finance and Administration Office of the President 1910 University Drive Boise Idaho 83725
AND:	Kevin Satterlee Associate Vice President and General Counsel Office of the President 1910 University Drive Boise Idaho 83725
To Seller:	Mr. David Turnbull President Brighton Corporation 12601 W. Explorer Drive, Suite 200 Boise, Idaho 83713

With copy to: Christopher J. Beeson
Givens Pursley LLP
601 W. Bannock
Boise, Idaho 83701

All notices given pursuant to this Contract shall be deemed given upon receipt. For the purpose of this Contract, the term "receipt" shall mean the earlier of any of the following: (a) the date of delivery of the notice or other document as shown on the return receipt; (b) the date of receipt of the notice or other document by the person or entity to whom it was addressed; or (c) in the case of refusal to accept delivery or inability to deliver the notice or other document on a business day upon the earlier of (i) the date of the attempted delivery or refusal to accept delivery, (ii) the date of the postmark on the return receipt, or (iii) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

12. Commission. Buyer and Seller each represent and warrant that it has neither employed nor associated with any broker or agent in connection with this transaction and have not agreed to pay any commissions or finders fees to any other broker. Buyer and Seller each hereby agrees to indemnify and defend the other against any and all commissions, finder's fees or other fee or any claim therefore by any broker in connection with this transaction claiming through the indemnifying party.

13. General.

a. Successors. This Contract shall be binding upon the heirs, successors, assigns and personal representatives of the parties hereto.

b. Headings. Section headings are for convenience only and shall not be deemed to not define, limit or construe the contents of any terms, consents or conditions in this Contract.

c. Assignment. Buyer may not assign its interest in this Contract to any third party without the prior written consent of Seller, which may be granted or withheld in Seller's sole and absolute discretion. No assignment of this Contract shall release either party from any duties, obligations or liabilities hereunder.

d. Entire Agreement. This Contract, together with the exhibits attached hereto, contains the entire agreement between the parties hereto and supersedes all prior understandings and agreements, oral or written, with respect to the subject matter hereof. The provisions of this Contract shall be construed as a whole and not strictly for or against any party, and may not be modified or amended in any manner except by an instrument in writing signed by both Buyer and Seller.

14. Cooperation with 1031 Exchange. Seller may elect to effect an exchange which shall qualify for tax deferral under Internal Revenue Code Section 1031 and, in such event, both Buyer and Seller agree to reasonably cooperate with facilitating such exchange, provided that no additional costs shall be unreasonably incurred by either party toward the other in effecting such exchange. Neither party is required to acquire any real property other than the real property that is the subject of the Agreement.

a. Governing Law. This Contract shall be governed by and construed in accordance with the laws of the State of Idaho.

b. Joint and Several Obligations. In the event any party hereto is composed of more than one (1) person, the obligations of such party shall be joint and several.

EXECUTED as of the date written below.

BUYER:

State of Idaho, by and through the State
Board of Education acting as Board of
Trustees of Boise State University

By: Stacy Pearson
Its: Vice President of Finance and
Administration

DATED: _____

SELLER:

Brighton Investments LLC, an Idaho limited
liability company

By: _____
Its: _____

DATED: _____

Accepted and Approved by:

The Boise Independent School District

By: _____
Its: _____

DATED: _____

EXHIBIT A

[Subject Property]

EXHIBIT "B"

When recorded, return to

SPECIAL WARRANTY DEED

THIS DEED Is made and delivered by _____(collectively "Grantor")
to _____("Grantee")

WITNESSETH: That the Grantor, for good and valuable consideration, and the mutual agreements, covenants and conditions by and between Grantor and Grantee, does hereby grant, bargain, sell and convey to Grantee, its heirs and assigns, Grantor's right, title and interest, as described below, in and to that certain parcel of land situate in Ada County, Idaho, and particularly described as follows, to-wit:

See Attached

Together with all and singular the tenements, hereditaments, and appurtenances thereunto belonging or in anywise appertaining, and the reversion and reversions, remainder and remainders, rents, issues, and profits thereof, and does warrant all of the same except those encumbrances made, suffered or done by Grantee, and except the matters set forth on Exhibit B to this Special Warranty Deed [which shall be exceptions to title identified in Section 5.a. to this Contract for Sale]

EXECUTED this _____ day of _____, 2007

On this ____ day of March, 2007, before me, a Notary Public in and for said State, personally appeared David W. Turnbull, known or identified to me to be the Managing Member of Brighton Investments, LLC, an Idaho limited liability company, the member who subscribed said limited liability company name to the foregoing instrument, and acknowledged to me he executed the same in said limited liability company name.

Notary Public for Idaho
Residing at _____
My Commission expires _____

THIS PAGE INTENTIONALLY LEFT BLANK

REAL ESTATE NON-CASH CHARITABLE CONTRIBUTION AGREEMENT

THIS REAL ESTATE NON-CASH CHARITABLE CONTRIBUTION AGREEMENT (this "Agreement") is made as of the date last written below the signatures of the parties ("Effective Date") by and between Brighton Investments, LLC ("Grantor") and the State of Idaho, by and through the State Board of Education as Board of Trustees of Boise State University ("Grantee").

RECITALS

Whereas, Grantor owns that certain real property in Canyon County, Idaho legally described as on the attached Exhibit A (the "School Parcel"):

Whereas, Grantor desires to give, assign and convey to Grantee, and Grantee desires to receive from Grantor, an undivided portion of Grantor's right, title and interest in and to the School Parcel according to the provisions hereinafter set forth. The percentage portion of the School Parcel to be conveyed will be that portion that exceeds a value of Three Million Five Hundred Dollars (\$3,500,000) based on an appraisal of the value of the School Parcel (the "Property") to be obtained by the Parties prior to Closing. For example, if the School Parcel appraises for Five Million Dollars (\$5,000,000), the Property will be a thirty percent (30%) undivided interest in the School Parcel ($5,000,000 - 3,500,00 / 5,000,000$).

NOW, THEREFORE, in consideration of the above recitals, which are incorporated below, the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Agreement Of Contribution. Grantor agrees to give, assign and convey, and Grantee agrees to receive and accept title to the Property including all improvements, if any, on the terms and conditions set forth in this Agreement (the "Transaction").

2. Purchase Price. There is no purchase price, payment terms, or dollars associated with this Transaction. Grantor is conveying the Property without consideration to Grantee in order to further Grantee's exempt purposes and with detached and disinterested generosity.

3. Grantee's Feasibility Study.

a. Review of Documents. Grantor shall provide Grantee with copies of all surveys and reports in Grantor's possession regarding the School Parcel and relevant to the condition of the School Parcel. Seller shall provide a boundary survey of the School Parcel. Seller shall have all boundaries of the School Parcel identified, pinned and staked prior to Closing. Buyer shall reimburse Seller for its cost of having the boundaries of the School Parcel pinned and staked.

b. Feasibility Period. Grantee's obligation to accept the Property is subject to Grantee's completion of its due diligence review prior to Closing ("Feasibility Period"). At any time during the Feasibility Period, if Grantee determines the Property does not suit Grantee's intended purposes, then Grantee may terminate this Agreement without any further liability existing between the Parties. Grantee shall indemnify, defend and hold Grantor harmless from and against any and all claims, damages, liability, causes of action, judgments, expenses (including reasonable attorneys' fees and reasonable attorneys' fees on appeal) arising out of or in any way connected with

Grantee's inspection of the Property. Grantee shall repair any and all damage to the Property arising out of Grantee's inspection of the Property and shall restore the Property to as good a condition as existed on the date immediately prior to the occurrence of any such damage. The obligations set forth in this Section shall survive the Closing or the termination of this Agreement. In the event this Agreement is terminated as set forth in this Section, neither Grantee nor Grantor shall have any further obligations to the other arising under the terms of this Agreement other than the obligations of under this Section 3 and Section 11.

4. Warranties. The provisions of this Section 4 shall survive closing.

a. Property As-Is. Except as expressly set forth herein, Grantee is relying solely upon Grantee's inspections as to the condition of Property. Grantor and Grantor's agents are not making, have not made and expressly disclaim any representations or warranties, express or implied, with respect to any aspect, feature or condition of the Property. Grantee shall independently verify all information and reports regarding any aspect or feature of the Property provided by Grantor. Grantor does not guaranty the accuracy of any information or reports provided by Grantor, it agents or consultants. Grantee is purchasing the Property in "As Is" condition with all faults including both latent and patent defects.

b. Hazardous Waste. Notwithstanding anything contained herein to the contrary, Grantor hereby represents and warrants that Grantor has not deposited any hazardous waste on the Property, nor does Grantor have any knowledge of any hazardous waste on the Property. As used herein "hazardous waste" shall mean any hazardous waste or pollutants, contaminants or hazardous waste as defined by the

Federal Water Pollutions Control Act, the Comprehensive Environmental Response, Compensation and Liability Act of 1990 ("CERCLA") and any amendments thereto, the Resource Conservation and Recovery Act ("RCRA") and any amendments thereto or any similar state, local or federal law, rule or regulation, including, without limitation, asbestos or asbestos containing materials, PCBs, petroleum and petroleum products and urea-formaldehyde. This warranty shall survive Closing for a period of one year.

c. Grantor's Warranties. Grantor hereby represents and warrants to Grantee that Grantor is duly formed and validly existing under the laws of the state of Idaho. The individuals entering into this Agreement on behalf of Grantor have the authority to bind Grantor. Execution of this Agreement and the consummation of the transactions contemplated herein have been duly authorized by all necessary action by the company and do not violate Grantor's constituent documents or any other agreement to which Grantor is a party.

5. Title. Title to the Property shall be conveyed by a Gift Deed in the form attached hereto as Exhibit "B" (the "Deed") and shall be free and clear of all liens, encumbrances, easements, assessments, restrictions, and tenancies, whether recorded or unrecorded, and exceptions to title caused or suffered by Grantor or anyone claiming by or through Grantor except (i) the lien of taxes not yet due and payable; (ii) the title insurer's standard printed exceptions; (iii) easements of record or appearing upon the Property, including the easement for the Penitentiary Canal along the northerly portion of the Property; (iv) the residential development restriction described in subsection 5.b below; and (v) those exceptions which are approved or deemed approved by Grantee as set forth in this Section 5 (collectively, the "Permitted Exceptions").

a. Grantee shall obtain from the Escrow Holder a commitment for title insurance ("Title Report"). Grantee shall have until April 13, 2007 to deliver notice to Grantor in writing of any objections Grantee may have, with reasons specified, of anything contained in the Title Report ("Grantee's Title Notice"). Any such item which Grantee shall not object to within the time period set forth above shall be conclusively deemed as approved by Grantee as Permitted Exceptions except for monetary encumbrances and rights of parties in possession. If Grantee objects to any item contained in the Title Report, Grantor shall have the option, but not the obligation, to satisfy such objection prior to closing. In the event Grantor is unable or unwilling to satisfy such objections, for any reason, Grantor shall give Grantee notice of such inability or unwillingness ("Grantor's Title Notice"). Failure of Grantor to give Grantor's Title Notice within **seven (7)** business days after receipt of Grantee's Title Notice shall be deemed Grantor's election not to satisfy such objections. Grantee may either waive such objections or terminate this Agreement by delivering written notice to Grantor within **three (3)** business days after receipt of Grantor's Title Notice or the date Grantor is deemed to have elected not to satisfy such objections. Failure of Grantee to deliver such notice to Grantor within such **three (3)** business day period shall be conclusively deemed Grantee's waiver of such objections and all such items shall be Permitted Exceptions.

b. On or before Closing, Grantor shall record a restriction against the Property prohibiting its development for single or multi-family residential purposes for a period of thirty five (35) years from Closing. The form and content of such restriction is to be reviewed and approved by Grantee in advance of recording.

6. Conditions. The following conditions must be met prior to the Closing Date as a precondition to Seller's duty to convey the Property or to Buyer's duty to accept the Property:

a. State Board of Education. This Agreement is subject to the approval of the State Board of Education, acting as the governing Board of Trustees of Boise State University.

b. The School Parcel must appraise at a value that exceeds Five Million Dollars.

7. Closing. Within five (5) business days after the date of this Agreement, Grantee shall open escrow with TitleOne Corporation, whose address is 1101 West River Street, Boise, Idaho 83702 ("Escrow Holder"). Closing shall occur on or before May 1, 2007 or such earlier date as may be mutually agreeable to Grantee and Grantor (the "Closing" or "Closing Date").

a. On or before the Closing Date, Grantor shall deposit with Escrow Holder the following:

(i) A duly executed and acknowledged Deed conveying Property to Grantee;

(ii) An affidavit of non-foreign status pursuant to Section 1445 of the Internal Revenue Code;

(iii) If required by Escrow Holder, evidence of the authority of the person(s) executing documents necessary to consummate the transaction contemplated under this Agreement on behalf of Grantor; and

(iv) Such other and further closing documents, statements, or instructions as may be reasonably requested in order to consummate the transactions contemplated herein.

b. On or before the Closing Date, Grantee shall deposit with Escrow Holder (i) a properly completed IRS Form 8283, Non/cash Charitable Contribution ("Form 8283") to acknowledge receipt of the Property, and (ii) such information and documentation as Grantor may reasonably request, evidencing the authority of Grantee to enter into this Agreement.

8. Costs. Grantee shall pay the costs of recording the deed conveying Property to Grantee. Any escrow fees shall be paid equally by both parties. Notwithstanding the tax exempt status of the Grantee, taxes, assessments, utilities and other items capable of proration shall be prorated as of the Closing Date as a final proration. For the purposes of prorations, Grantee shall be deemed to have owned the Property for the entire Closing Date. All other costs including all other recording fees, any state documentary stamps, transfer taxes, sales taxes and excise taxes shall be paid by Grantee. Grantee shall pay the cost of the appraisal.

9. Default. Time is of the essence of this Agreement. Upon the expiration of 10 days' written notice from either party stating the other party has failed to perform its obligations hereunder, such party shall be deemed to be in default, unless such failure is cured within the ten (10) days. Upon a default occurring, the non-defaulting party may at its election:

a. If the defaulting party is Grantor, Grantee may terminate this Agreement, which shall be Grantee's sole and exclusive remedy;

b. If the defaulting party is Grantee, Grantor may terminate this Agreement as its sole and exclusive remedy.

10. Notices. All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, U.S. Mail, certified, return receipt requested, or other reliable delivery service such as Federal Express or UPS, postage or delivery charges prepaid, addressed to the appropriate party at the address set forth below:

To Grantee: Stacy Pearson
Vice President Finance and Administration
Office of the President
1910 University Drive
Boise Idaho 83725

With copy to: Kevin Satterlee
Associate Vice President and General Counsel
Office of the President
1910 University Drive
Boise Idaho 83725

To Grantor: Mr. David Turnbull
President
Brighton Corporation
12601 W. Explorer Drive, Suite 200
Boise, Idaho 83713

With copy to: Christopher J. Beeson
Givens Pursley LLP
601 W. Bannock
Boise, Idaho 83701

All notices given pursuant to this Agreement shall be deemed given upon receipt. For the purpose of this Agreement, the term "receipt" shall mean the earlier of any of the following: (a) the date of delivery of the notice or other document as shown on the return receipt; (b) the date of receipt of the notice or other document by the person or entity to whom it was addressed; or (c) in the case of refusal to accept delivery or inability to deliver the notice or other document on a business day upon the

earlier of (i) the date of the attempted delivery or refusal to accept delivery, (ii) the date of the postmark on the return receipt, or (iii) the date of receipt of notice of refusal or notice of nondelivery by the sending party.

11. Commission. Grantee and Grantor each represent and warrant that it has neither employed nor associated with any broker or agent in connection with this transaction and have not agreed to pay any commissions or finders fees to any other broker. Grantee and Grantor each hereby agrees to indemnify and defend the other against any and all commissions, finder's fees or other fee or any claim therefore by any broker in connection with this transaction claiming through the indemnifying party.

12. General.

a. Successors. This Agreement shall be binding upon the heirs, successors, assigns and personal representatives of the parties hereto.

b. Headings. Section headings are for convenience only and shall not be deemed to not define, limit or construe the contents of any terms, consents or conditions in this Agreement.

c. Assignment. Grantee may not assign its interest in this Agreement to any third party without the prior written consent of Grantor, which may be granted or withheld in Grantor's sole and absolute discretion. No assignment of this Agreement shall release either party from any duties, obligations or liabilities hereunder.

d. Entire Agreement. This Agreement, together with the exhibits attached hereto, contains the entire agreement between the parties hereto and supersedes all prior understandings and agreements, oral or written, with respect to the subject matter hereof. The provisions of this Agreement shall be construed as a whole

and not strictly for or against any party, and may not be modified or amended in any manner except by an instrument in writing signed by both Grantee and Grantor.

e. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Idaho.

f. Joint and Several Obligations. In the event any party hereto is composed of more than one (1) person, the obligations of such party shall be joint and several.

EXECUTED as of the date written below.

GRANTEE:

State of Idaho, by and through the State
Board of Education acting as Board of
Trustees of Boise State University

By: Stacy Pearson
Its: Vice President of Finance and
Administration

DATED: _____

GRANTOR:

Brighton Investments LLC, an Idaho limited
liability company

By: _____
Its: _____

DATED: _____

EXHIBIT A

[Property]

EXHIBIT B

DEED OF GIFT

THIS DEED OF GIFT made this _____ day of March, 2007, between BRIGHTON INVESTMENTS, LLC, an Idaho limited liability company ("Grantor") and the State of Idaho, by and through the State Board of Education as Board of Trustees of Boise State University ("State"), whose current address is _____, Boise, Idaho 83____ ("Grantee").

WITNESSETH:

AS A GIFT to Grantee, Grantor does hereby grant and convey to Grantee all of the real property located in the County of Ada, State of Idaho, described on "Exhibit A" attached hereto and made a part hereof (the "Property").

TOGETHER with all and singular the tenements, hereditaments and appurtenances thereunto belonging or in anywise appertaining.

This conveyance by Grantor to Grantee is made subject to the following exceptions: those encumbrances made, suffered or done by Grantee, and those matters set forth on Exhibit B to this Special Warranty Deed [which shall be exceptions to title identified in Section 5 to this Agreement]:

BRIGHTON INVESTMENTS, LLC, an Idaho
limited liability company

By: _____
David W. Turnbull, Member

State of Idaho)
 : ss.
County of Ada)

On this _____ day of March, 2007, before me, a Notary Public in and for said State, personally appeared David W. Turnbull, known or identified to me to be the Managing Member of Brighton Investments, LLC, an Idaho limited liability company, the member who subscribed said limited liability company name to the foregoing instrument, and acknowledged to me he executed the same in said limited liability company name.

Notary Public for Idaho
Residing at _____
My Commission expires _____

EXHIBIT A
(Description of Property)

THIS PAGE INTENTIONALLY LEFT BLANK

**Outline of Land Exchange and Facility Use Agreement
Between Boise State University and the Boise School District
regarding East Junior High**

Boise State University and the Boise School District have, subject to State Board of Education approval, agreed in principle to develop the current site of East Junior High as an athletic complex usable for intercollegiate and high school track and field and high school football. The plan is in two parts.

First, Boise State University will acquire the Brighton parcel that is the subject of this agenda item. That property will then be exchanged with the School District for the East Junior High site. During the construction of the new junior high, the University will lease the existing East Junior High (then under University ownership) to the District for nominal consideration.

Second, once the District vacates the existing East Junior High site, the University will develop the site into the athletic complex. The School District will have use rights to that new facility instead of the current situation where the District annually rents time in Bronco Stadium for Treasure Valley area high school football games, track meets and band competitions.

Valuation Issues

East Junior High is appraised at approximately \$6,100,000 as-is. The appraiser noted that the land would be worth \$6,800,000 if the buildings were cleared. Thus, the buildings are considered a detriment to the value of the site. The University will take the site as-is since the building can be used for temporary purposes of the University post possession and pre-demolition.

The land that is the subject of the agenda item is expected to appraise at a value of \$5,000,000 (the appraisal will be available at the meeting). Thus the University is giving a parcel worth approximately \$1,100,000 less than East Junior High. As such, the value of the lease-back to the District, and the value/cost of the use rights of the District, will be factored in to the use agreement to equate value for both entities.

Both the District and the University agree that, as two public entities, both parties should give equal value as part of this transaction.

Facility Development and Use

As will be presented in more detail at the meeting, the facilities to be developed on the site will be designed to meet the needs of the University and the District. The University will construct the facilities. However, where the needs of the District are in excess of the needs of the University, the District will need to make a value adjustment for those

needs. This agreement will be brought to the Board in June for approval. Some of the details of the physical development include:

- The track stadium will be designed to hold approximately 6,000 for University needs and 8,000 for District needs.
- Parking requirements will need to be met.
- Artificial turf will be used on the football infield.
- Lighting will be installed for night football games.
- Rest rooms and team meeting room facilities (potentially full locker rooms) for the competitors.
- Concession stands, public announcement system, media and coaches facilities, rest rooms for spectators, equipment storage areas, fences, and other similar necessary facilities common to track and football.

The terms of the use agreement are still being worked out but include the following:

- The University will own the physical asset.
- The District will have delineated use rights to the facilities.
- The agreement is intended for a long term relationship. It will likely have a fixed initial term (20 to 25 years) with a series of renewals (5 to 10 year basis).
- Some length of use time may be utilized to equate value in the underlying land exchange.
- Use costs and maintenance costs will be addressed and allocated between the District and the University.
- Decisions regarding facilities that impact the District will involve the District in the decision making process.
- Since the area was the original location of the Boise athletic fields, the Warm Springs entrance will be re-done with the historic entrance.
- The University and District will agree to a scheduling process for allocating time in the facilities.
- The University will manage and maintain the facilities.
- Maintenance schedules will be worked out between the District and the University to account for the scheduled uses.
- A mutual indemnification agreement for liability for use of the facilities will be included.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

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

April 2002

I. Real and Personal Property and Services

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the executive director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- f. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- g. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

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.
- b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

4. Hold of Personal Property

a. Inventory

An inventory of all items of chattel property valued at two thousand dollars (\$2,000) or limits established by Department of Administration owned or leased by any agency, school or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

b. Insurance

Each agency, school and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

c. Vehicle Use

Vehicles owned or leased by an institution, school or agency must be used solely for institutional, school or agency purposes. Employees may not, with certain exceptions, keep institutional vehicles at their personal residences. Exceptions to this policy include the chief executive officers and other employees who have received specific written approval from the chief executive officer of the institution, school or agency.

5. Disposal of Real Property

a. Temporary Permits

Permits to make a temporary and limited use of real property under the control of an institution, school or agency may be issued by the institution, school or agency without prior Board approval.

b. Board approval of other transfers

(1) Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).

(2) Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.

(3) The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

6. Disposal of Personal Property

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

a. First Refusal

When the property has a value greater than five thousand dollars (\$5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

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.

c. Inter-agency Transfer

Transfer of property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars (\$250,000) require prior Board approval.

7. Litigation

The chief executive officer may negotiate settlement regarding litigation matters, or any claims made that may result in litigation, for up to \$25,000. All such settlements must be reported to the Board in executive session at the next regularly scheduled meeting.

8. Intellectual Property

The chief executive officer may license intellectual property rights of their respective institutions, school and agencies up to (to be developed as the intellectual property policy is finalized).

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho Statutes

TITLE 33
EDUCATION
CHAPTER 1

GENERAL POWERS AND DUTIES OF THE STATE BOARD

33-107. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;

TITLE 33
EDUCATION
CHAPTER 37

MISCELLANEOUS PROVISIONS RELATING TO STATE INSTITUTIONS OF LEARNING

33-3714. ACCEPTANCE OF GIFTS, LEGACIES AND DEVISES. The board of regents of the University of Idaho and the state board of education are hereby authorized in the name of any state educational institution and on behalf of the state, to accept gifts, legacies and devises of property to the state for the use and benefit of any of the state educational institutions.

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:

- (a) To have a corporate seal and alter the same at pleasure;
- (b) To sue and be sued;
- (c) To acquire by purchase, gift or the exercise of the right of eminent domain and hold and dispose of real or personal property or rights or interests therein and water rights;
- (d) To make contracts and to execute all instruments necessary or convenient;
- (e) To acquire any project or projects, and to own, operate, and maintain such project;
- (f) To accept grants of money or materials or property of any kind from a federal agency, upon such terms and conditions as such federal agency may impose;
- (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;

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- (h) To perform all acts and do all things necessary or convenient to carry out the powers herein granted, to obtain loans or grants or both from any federal agency, and to accomplish the purposes of sections 33-3801--33-3813, Idaho Code, and secure the benefits of the Recovery Act;
- (i) To issue refunding bonds, for the purpose of paying, redeeming, or refunding any outstanding bonds theretofore issued under authority of this chapter. Refunding bonds so issued shall have such details, shall bear such rate or rates of interest and shall be otherwise issued and secured as provided by the board authorizing the issuance of such bonds and as otherwise provided in this chapter, provided, however, that such changes in the security and revenues pledged to the payment thereof may be made by such board as may be provided by it in the proceedings authorizing such bonds, but in no event shall such refunding bonds ever be secured by revenues not authorized by this chapter to be pledged to the payment of bonds issued for other than refunding purposes. Refunding bonds issued hereunder may be exchanged for a like principal amount of the bonds to be refunded, may be sold in the manner provided in this chapter for the sale of other bonds, or may be exchanged in part and sold in part. If sold, the proceeds of such bonds may be deposited in escrow for the payment of the bonds to be refunded, provided such bonds mature or are callable for redemption under their terms within six (6) months from the date of the delivery of the refunding bonds. No refunding bonds may be issued hereunder in a principal amount in excess of the principal amount of the bonds to be refunded nor may any bonds not maturing or callable for redemption under their terms as above provided be refunded hereunder without the consent of the holders thereof. Refunding bonds so authorized and issued may in the discretion of the board be combined with other bonds to be authorized and issued under this chapter, and a single issue of bonds may be so authorized in part for improvement and in part for refunding purposes.
- (j) In connection with borrowing without the issuance of bonds, to fix fees, rents or other charges for utilization of any facility or project being financed by said borrowing and to pledge the same, together with any other revenue from such project or facility, as collateral for repayment of principal and interest in the same manner and to the same extent as provided in this chapter for securing the payment of bonds issued pursuant to this chapter.

33-3805. Authorization, issuance, maturity, interest and sale of bonds. When the board shall find the proposed project or projects to be necessary for the proper operation of the institution and economically feasible and such finding is recorded in its minutes, the bonds therefor shall be authorized by resolution of the board. The bonds may be issued in one or more series, may bear such date or dates, may be in such denomination or denominations, may mature at such time or times, not exceeding forty (40) years from the respective dates thereof, may mature in such amount or amounts, may bear interest, at such rate or rates to be determined by the board, may be in such form, either coupon or registered, may carry such registration and such conversion privileges, may be executed in such manner, may be payable in such medium of payment, at such place or places, may be subject to such terms of redemption, with or without premium, as such resolution or other resolutions may provide. The bonds may be sold at a public or private sale at not less than par and accrued interest, in a manner to be provided by the board. The

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

bonds shall be fully negotiable within the meaning and for all purposes of the Uniform Commercial Code.

33-3805A. Procedure prior to authorization. Notwithstanding any other provisions of this chapter, the board shall not enter into lease-purchase agreements for, acquire, build or take possession of any building or facility which requires state general account appropriated funds for construction, operation or maintenance unless prior approval by the legislature has been given by concurrent resolution authorizing the board to proceed with the project or projects.

TITLE 33
EDUCATION
CHAPTER 48
IDAHO EDUCATIONAL TECHNOLOGY INITIATIVE

33-4805. RESPONSIBILITIES OF THE COUNCIL -- COUNCIL STAFF. (1) Staff support for the council shall be drawn from the educational segments as recommended by the council and approved by the state board of education. The legislative intent is to provide broad representation of the various educational segments with the council staff.

- (2) The council shall have the following responsibilities:
 - (a) Develop and maintain a statewide education technology plan to provide seamless education in Idaho. Such plan shall be subject to annual review and approval by the state board of education.
 - (b) Make recommendations to the state board of education on educational technology and telecommunications plans, policies, programs and activities for all educational segments.
 - (c) Subject to the approval of the state board of education, administer and develop standards and criteria for the public school technology grants program provided for in section 33-4806, Idaho Code.
 - (d) Ensure that the policies set by the information technology resource management council are followed in accordance with sections 67-5745B and 67-5745C, Idaho Code, in implementing educational technology programs pursuant to this chapter.
 - (e) Collaborate with all educational segments, as well as with professional education associations and businesses, in recommending priorities for funding and in identifying needs for technology use in education.
 - (f) Recommend to the state board of education, standards and procedures for the administration of this act, including, but not limited to, standards for technology-based resources, projects, programs, practices or products to be adopted or adapted, and standards and criteria by which to evaluate the technology-based programs. In addition, the council shall recommend exemplary programs, practices, or products based on the criteria established in this subsection.
 - (g) Recommend priorities for uses of educational technology.
 - (h) Work with representatives of the governing bodies of the educational segments to develop recommendations or strategies for the coordination, administration, and evaluation of educational technology programs and resources.
 - (i) Work with representatives of the governing bodies of the educational segments to identify strategies to coordinate statewide voice, video, and data telecommunications systems that may be accessed by the educational segments.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- (j) To review, evaluate and build upon the educational technology projects in public schools funded through other state initiatives.
- (k) To form such subcommittees or task forces as it deems necessary to review matters pertaining to a particular educational segment or to any other issues before the council.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY

SUBJECT

Boise State University requests that the Board delegate authority to the Executive Director to approve a contract creating an educational partnership between Micron and Boise State University.

REFERENCE

Idaho State Board of Education Governing Policies & Procedures, Section V.R.1.b.(6)

BACKGROUND

In order to be responsive to the needs of industry, State Board Policy V.R.1.b.(6) allows the University to enter into special fee agreements with private industry as approved by the Board. Boise State University, in response to a Request for Proposals issue by Micron, proposed an educational partnership in which some courses delivered on-site at Micron would receive a special fee rate, subject to Board approval.

This partnership will give Micron employees the opportunity to enroll in select lower division, upper division, and graduate level courses in Micron classrooms. All Micron on-site courses will be formatted to be shift-friendly, minimizing time constraints that may currently be a barrier to education for Micron employees. Because Boise State will not incur the overhead and supply costs associated with offering on-campus courses, the University would like to offer lower division courses at a reduced per credit rate.

Boise State received notice of the contract award on March 14, 2007. Since that time, Boise State and Micron staff have been working together to determine what classes will be offered and when. Micron representatives have indicated that they will not finalize the agreement until the Board approves the special fee arrangement. If Boise State does not get Board approval for the fee arrangement by the end of May, Micron will likely reject the bid. Therefore, Boise State requests that the Board approve the terms of the proposed agreement and authorize the Executive Director to approve the final contract at a later date, subject to Board legal counsel review. Terms of this agreement are outlined in the attached RFP and response.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

DISCUSSION

Boise State University is committed to partnering with Micron to offer a comprehensive educational program that emphasizes quality, convenience, and affordability. Delivering a full complement of courses to Micron allows Boise State University to commit a greater level of resources to the partnership, including full time, on-site, math and electronic instructors, as well as an on-site program coordinator. This strong, consistent presence at Micron will enhance the University's ability to interact directly with Micron personnel and anticipate the educational needs at Micron to ensure a quality program.

Because Micron will bear much of the overhead and supply costs associated with offering on-site courses, Boise State can offer lower-division courses at a reduced rate of \$120 per credit hour while still covering the cost of the program. All upper-division courses and graduate courses, and all courses taught on-campus, will be at the standard rates per credit hour, \$211 for undergraduate and \$254 for graduate courses. A projected FY08 budget utilizing this cost structure is attached.

IMPACT

Boise State's bid to provide courses and services to Micron is consistent with its strategic plan, which places emphasis on linking the institution's academic mission with community partners to address issues of mutual benefit. The plan specifically states the University's strong desire to be known for partnerships that contribute to regional growth and development. Boise State believes that such a partnership is in the best interests of Micron, the University, taxpayers, the local economy, and Idaho public education.

This partnership also leaves the door open for involvement with the College of Western Idaho, should the proposed community college begin delivering courses in the next three years. Local workforce training is a hallmark of a community college, and the new institution will undoubtedly want to be involved in meeting Micron's needs. Boise State University will be able to discuss with Micron staff which courses (such as electronics and developmental math) could be delivered by the College of Western Idaho.

ATTACHMENTS

Attachment 1 – Micron RFP and Boise State's Response	Page 5-18
Attachment 2 – Lower Division Price Worksheet	Page 19
Attachment 3 – FY08 Budget for Educational Program at Micron	Page 21

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
BOISE STATE UNIVERSITY – continued

STAFF AND COMMENTS AND RECOMMENDATIONS

Staff engaged in significant discussion with BSU officials regarding this agenda item as it relates to relevant Board policy. It was determined that BSU's request to the Board must first be for approval of the proposed contract with Micron Technology.

Because that contract has not been finalized, staff recommends the Board delegate to the Executive Director the authority to review and approve the contract.

BOARD ACTION

A motion to approve the terms of Boise State University's proposed partnership with Micron and authorize the Executive Director to approve the final contract, subject to Board legal review.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

RFX Info

**1.0 Section 1 - Contact Details****Ariba Contact Information - Project Manager**

- 1.1 **Name:** Stacy Rich
Phone: 412-297-8163
E-mail: AS34880@ariba.com

Ariba Contact Information - Product Support

- 1.2 **Phone:** 800-316-5670 or 412-297-8539
E-mail: as_support@ariba.com

Project Timeline:

- 1.3 **RFP Walkthrough Call:** By January 25, 2007
Question Deadline: **February 9, 2007**
All Responses Posted to Q&A Board: February 14, 2007
RFP Pricing Due: **February 21, 2007 at 12:00 PM MST**

2.0 Section 2 - Project Details

- 2.1 **Program Up for Bid:** Approximately \$500,000 of Micron's annual spend for Education Services will be sourced through Ariba. These education services will be for the Boise, ID location.

Payment Terms:

- 2.2 - Payable upon full reconciliation of invoice
- Depending on size of bill, this may take 2-3 weeks to process
- Any discrepancies will result in Micron contacting the school and could change the total amount paid

Refunds:

- 2.3 Micron bears no responsibility to act upon behalf of a student appealing for refund. The student has sole responsibility to negotiate any refund amount.

Currency:

Currency for this project is USD.

Service Contract Length:

3 years.

Course Delivery:

- 2.6 Micron expects courses to be delivered with the degree of care, skill, and judgment which is commensurate with that which is normally exercised by predominate colleges and universities of national reputation and accreditation, but in no event less than reasonable care.

Program Metrics:

- 2.7 Micron expects the selected college or university to provide program metrics (i.e. percentage of students earning an A in each course, a B in each course, etc., percentage of courses being offered by "X" means, etc.)

Service Level Requirements:

- 2.8 - Provide a single level of contact for all inquiries, questions, issues, etc.
- Provide quarterly update meetings to be held at Micron's Boise site to discuss program

metrics, issues, resolutions, etc.

- Institution(s) will have the flexibility to offer courses designed to fit the schedules of Micron's workforce, which includes courses offered at the beginning and ending of the week and in the earlier morning or later afternoon (i.e. class days Monday & Tuesday or Thursday & Friday and class times at 8:00 a.m. or 4:00 p.m., etc.)

Site Visits:

- 2.9** Prospective providers may be granted a site visit with Micron as part of the award process, as determined by the Micron team.

Effective Date of Pricing:

- 2.10** Pricing will be effective beginning Fall Semester 2007.

Course Trends:

- Micron anticipates 1,200 students for the upcoming academic year. Based on historical trends as well as potential industry growth opportunities, Micron estimates an increase in participation in future years. However, due to the uncertainty in the Micron's business demand, this estimate of needs does not constitute a commitment by Micron. Each provider acknowledges that this is not a take-or-pay arrangement and that no agreement to provide any minimum enrollment is expressed or implied.
- 2.11**

Billing Process Expectations:

- Micron's Approved University Tuition form accepted as Payment Voucher for student's listed class(es)
 - School to credit amount to student account and add to invoice
 - Micron to understand school policy regarding late registration/late payment/late fees, based on known issues with Micron population.
- 2.12**
- Single invoice sent after school refund deadline has passed will list:
- Invoice #
 - Distinct students
 - Distinct classes per student
 - Amount billed per student

2.13 RFP Related Information:

Describe the partnering model you would implement with Micron to provide credit-bearing courses.

- Boise State University proposes a new level of partnership that offers Micron and its employees the full complement of lower division, upper division and graduate level courses listed in the RFP – all on-site, all in shift-friendly formats. The result for Micron will be a comprehensive, seamless educational program that emphasizes quality, convenience and affordability. Delivering all levels of courses to Micron allows Boise State University to commit a greater level of resources to the partnership, including fulltime onsite math and electronic instructors as well as an on-site program coordinator. This strong, consistent presence at Micron will enhance the University's ability to interact directly with Micron personnel, to ensure quality programming, and to better anticipate the educational needs at Micron.
- 2.14**

Aspects of this new partnership include the following:

- Boise State will deliver onsite all courses listed in the RFP that Micron is able to accommodate with classrooms and equipped lab space. All of these onsite courses will be formatted to be “shift-friendly.” For courses that Micron cannot accommodate onsite (such as chemistry, physics and other specialized labs), Boise State offers the full list of courses and labs at its Boise campus (just seven miles away.) Additionally, Micron employees can choose to take many courses at a variety of other sites that might be convenient for them, including Gowen Field (five miles from Micron), Mountain Home, in Canyon County at our West Campus and Canyon County Center, and via distance education. Micron employees have to date utilized this educational network extensively, amassing over 25,000 registrations across all of these BSU sites since 2000.

- Boise State is offering Micron a contract rate of \$120 per credit hour for lower division courses delivered onsite, pending State Board of Education approval. This rate is planned to begin Fall 2007 and will result in considerable cost savings for Micron over the three-year term of this contract. While the existing rate of \$211 per credit is certainly reasonable, Boise State University is working with the State Board to deliver some lower division credits at a rate similar to a community college. The University’s uniquely formatted Electronics courses, as well as other onsite courses delivered by the Seland College of Applied Technology, are included in the contract rate of \$120 per credit hour.

- For graduate level courses, the University is offering to deliver onsite its distinguished AACSB-accredited MBA program for the contract rate of \$465 per credit hour, pending State Board of Education approval.

- A Boise State coordinator will be onsite to 1) coordinate the University’s activities at Micron, 2) assist employees with questions, issues, and act as a liaison for all University issues, and 3) organize a team of Boise State and Micron personnel who will be charged with monitoring the educational program and shepherding its continual improvement. The coordinator will provide regular updates and status reports.

- Boise State will hire two to four fulltime instructors (depending on student demand) to deliver Micron courses as well as to provide the Boise State/Micron partnership with a strong faculty presence on-site. These faculty will be an integral part of the Boise State team that will plan offerings, advise and assist students, interact with Micron officials, and see to the overall quality of Boise State’s program at Micron. In the case of some Electronics courses, a fulltime faculty member will allow for the creation of an “open lab” environment that supports flexible, self-paced instruction and student entry points as frequent as every two weeks.

In summary, Boise State University is committed to a partnership with Micron

that we believe cannot be matched by any other provider in terms of scope, quality and affordability. Employees will benefit from having their credits on one transcript and not having to worry about transfer and articulation issues. Boise State University's accreditation by the Northwest Commission on Colleges and Universities, as well as additional accreditation in important areas like engineering (ABET), business (AACSB-International), and chemistry (ACS), assure all involved that University courses are designed to meet high standards and achieve industry-accepted outcomes.

Boise State University's bid to provide courses and services to Micron is not driven by a desire for revenue, but by the University's public mission. Boise State University, the largest educational provider in Idaho, seeks a strong, mutually beneficial relationship with Micron, the state's largest private employer. Boise State University firmly believes such a partnership is in the best interest of Micron, the University, taxpayers, the local economy, and Idaho public education.

2.15 Do you have a process to ensure key stakeholders are satisfied with the partnering model?

Yes

If yes, please provide a description of the process.

Boise State's coordinator at Micron will be dedicated to providing excellent service and communication to Micron and its employees. This includes 1) engaging in regular meetings with Micron officials to ensure an educational program that is responsive to Micron's needs, 2) being available to serve Micron employees and act as a liaison for all University functions, and 3) organizing a team – made up of both Micron and Boise State personnel - that will codify expectations, monitor the educational program, and see to its continual improvement. The coordinator will be responsible for providing Micron officials with reports that detail course offerings, enrollments, and student performance.

2.16 The University will share with Micron aggregated data concerning all courses offered to this contract including course grades, student surveys, and academic persistence to demonstrate the effectiveness of educational programming. These reports will inform quarterly meetings between Micron and Boise State officials and indicate which areas of the program may need improvement.

Boise State University prides itself in being a dynamic metropolitan university that is responsive to workforce and economic issues. Its College of Business, College of Engineering and College of Applied Technology all have external advisory boards comprised of local industry officials, including representatives from Micron. Programs are continually assessed to ensure they meet the needs of employers.

- 2.17** Please attach an example of what a common communication tool would be like for reporting between project team, sponsors, and key stakeholders.

See attached.

- 2.18** Would you be willing to collaborate with other colleges/universities to provide courses?

Yes

If yes, please provide any requirements/stipulations for collaboration.

- 2.19** It is Boise State University's strong belief that it can offer Micron the strongest educational program possible by providing it with the full complement of courses Micron has listed in the RFP. This allows the University to increase what it can invest in the partnership, such as fulltime instructors and an on-site coordinator. That said, the University is willing to explore partnerships with other institutions to offer Micron employees needed educational opportunities. Basic requirements for collaboration include ensuring that such agreements are conducive to Boise State University's mission, its accreditation, and its stated outcomes for graduates.

- 2.20** In the future, would you be able to, or interested in, expanding courses to our employees outside of the Treasure Valley location? (i.e. California, Texas, Minnesota, Virginia)

Yes

Describe your model for student success for lower division math courses (Math Skills, Beginning Algebra, and Intermediate Algebra).

- 2.21** Boise State University is committed to providing effective lower division math instruction – at Micron and in general. University officials have been actively involved in the State's plans to improve the attainment of math skills in grades K-12 as well as to intensify lower division math instruction in college. The University, from its own studies, recognizes performance in math courses as being a keystone to overall academic success and has recommitted itself to excellence in math instruction. Boise State also recognizes the importance of math to Micron's training program.

Micron employees taking Boise State courses perform better than students do generally in college math courses. This is partly because Micron employees tend to be keenly focused on career goals and approach courses more seriously. It is also because Boise State University has a strong tradition of meeting the needs of adult learners. Since Fall 2000, Micron employees have achieved the following grades in Boise State math courses at Micron:

- A 202 (38%)
- B 164 (31%)

C 91 (17%)
 D 8 (1%)
 F 59 (11%)
 W 13 (2%)

Despite this solid track record, Boise State is in the process of improving its delivery of developmental and lower division math instruction. The University has adopted MyMathLab (MML), which is a self-paced, web-based program that is complemented with face-to-face instruction and adaptable to each student's level of knowledge. From data collected nationally, pass rates in beginning and intermediate Algebra increased approximately 16% when using this model and the failure rate decreased by an average of 40% (Speckler, M. 2005). Since MML is a national model, not only do students have access to instructors face to face, they also can utilize the Math Tutor Center, which offers free math tutoring from qualified mathematics instructors via toll-free phone lines, e-mail, and real-time Internet sessions.

Boise State is using MML to deliver Math 025 and Math 108. It has found that adult learners are especially successful with – and appreciative of – this self-paced approach. The University is finding that traditional age students do not necessarily perform as well with this model and therefore it is developing mechanisms for increased interaction and, when necessary, interventions.

Boise State believes that it has structured for Micron a strong model for fostering success in lower division math courses. The University anticipates improvements in student success from utilizing some fulltime math instructors to consistently deliver and oversee math courses at Micron as well as incorporating the self-paced instruction and support offered through MML.

Another option Boise State University is willing to discuss with Micron is to have developmental math courses taught by its Selland College of Applied Technology. The Selland College has a strong reputation for applied learning, and it successfully utilizes a series of developmental courses for bringing students to the competency level necessary for College Algebra.

What processes do you employ to assess training effectiveness?

University course outcomes are developed by departmental faculty with input from advisory boards, employers, and academic and professional organizations. The assurance that student learning is occurring and resulting in the attainment of

2.22 these outcomes is the keystone to the University maintaining its many forms of accreditation.

The level to which students meet learning outcomes is measured through assignments, projects, tests, and assessments.

Instructors are carefully selected by the departments to teach particular subject areas. At the end of each semester student surveys and student performance statistics are scrutinized by departments to evaluate instructor performance.

Extensive program reviews and accreditation processes require that each area have effective plans for establishing learning outcomes and determining training effectiveness. As part of those processes, Boise State University and its departments rely on feedback from advisory boards and employers to gauge the effectiveness of its training. In the case of programs designed specifically for Micron employees, Boise State University will be seeking input and feedback from Micron officials.

2.23 Please attach documented history/statistics of student success.

As a metropolitan institution, Boise State is experienced at meeting the educational needs of nontraditional students, including working adults. Likewise, Micron employees tend to be focused on their career goals and serious about their academic pursuits. This has resulted in Micron employees demonstrating a strong record of academic success in Boise State University courses. Since Fall 2000, Micron employees have earned the following grades in Boise State courses offered at Micron:

A: 772 (43%)
 B: 479 (27%)
 C: 259 (15%)
 D: 39 (2%)
 F: 112 (6%)
 PASS: 45 (3%)
 W: 58 (3%)
 AUD 10 (1%)
 I: 2 (<1%)

It is harder to isolate the performance of Micron employees in courses located off the Micron site; it can only be done if Micron (and not the employee) paid for the course. However, such third-party payments account for the vast majority of Micron employee registrations, and, therefore, Boise State can use this method to isolate the vast majority of Micron employee registrations, regardless of location. An analysis of that data – including those grades earned offered at the Boise campus, at other sites, and via distance education – shows clearly that Micron employees perform well in all types of Boise State University courses:

A: 9,502 (43%)
 B: 5,723 (26%)
 C: 3,016 (14%)
 D: 686 (3%)
 F: 1,414 (6%)
 PASS: 1,016 (5%)

W: 827 (4%)
 AUD: 47 (<1%)
 I: 21 (<1%)

Clearly, Boise State University has been successful in providing an environment in which Micron employees thrive. Whether a course is held on or off the Micron site, 88% of Micron employees are deemed to have completed distinguished (A), superior (B) or satisfactory (C or Pass) work while achieving course outcomes.

What type of support do you provide outside the classroom?

Micron employees will find Boise State offers several options for support outside the classroom:

- Fulltime, onsite instructors in math and electronics will hold office hours, respond to e-mail inquiries, and in other ways be available to students to answer questions and provide advice;

- Access to extensive library collections totaling over 600,000 books and periodicals as well as 146 online databases.

2.24 -The majority of Boise State courses utilize Blackboard, an online course management system that provides students with access to course materials 24 x 7.

- Math 025 and Math 108 will utilize My Math Lab (MML), which offers free math tutoring from qualified mathematics instructors via toll-free phone lines, e-mail, and real-time Internet sessions.

- The onsite Boise State coordinator will act as an ombudsperson for Micron employees, helping them access and navigate a wealth of University resources.

- Boise Campus resources such as the Writing Center and Math Learning Center provide free assistance to students in important subject areas.

- Supplemental tutoring can be made available onsite to Micron employees on a cost recovery basis.

2.25 Please review the attached Micron course listing.

[AS34880-University Course Descriptions FINAL.pdf](#)

2.26 Please attach a description of the availability and qualifications of your instructors for the Micron course listing.

Boise State utilizes the expertise of approximately 600 full-time faculty and 500

adjunct faculty to deliver instruction. The qualifications of the faculty vary according to discipline and course, but all meet the high standards set by the University's accrediting bodies. This includes guidelines established by the Northwest Commission on Colleges and Universities, the Accrediting Board for Engineering and Technology, the Association to Advance Collegiate Schools of Business – International, and Idaho Division of Professional-Technical Education.

Boise State University will draw upon and expand its sizeable Boise-based pool of faculty to deliver instruction to Micron employees. The University already employs faculty to teach all the courses on the Micron Course List. Hiring additional full-time faculty in the areas of mathematics and electronics will allow the University to provide intensive onsite instruction in those areas. The University will utilize existing faculty as well as hire additional adjunct faculty to round out the course offerings.

At least 90% of MBA faculty members hold a Ph.D. and others have a Master's Degree with extensive business experience. Faculty in Chemistry, Physics, and other sciences typically hold a Ph.D. in their subject areas. Instructors in Engineering have a degree in engineering and either more than 5 years engineering experience or a graduate engineering degree. Electronics instructors meet the IPTE requirements listed at <http://www.pte.state.id.us/certif/pdf/psmanual.pdf>. Lower-division academic courses generally instructed by faculty members with a Ph. D. or Master's Degree in the subject area. Remedial and lower level math may taught by instructors with bachelor's degree in mathematics plus teaching experience.

The credentials of faculty in specific Boise State University departments can be viewed at the website: <http://www.boisestate.edu/departments/>.

What courses could be delivered onsite if space were available?

2.27 Boise State University is willing to provide onsite all courses that Micron is able to accommodate with classrooms and equipped lab space. Boise State is also willing to deliver courses to nearby leased buildings or modular units that Micron can make available for use.

Boise State is making it especially attractive for Micron to have onsite lower division math, applied technology and general education classes by offering the reduced rate of \$120 per credit. Due to Micron constraints, most labs will occur on the Boise campus.

2.28 Describe any special equipment that would be required in the delivery of the courses.

Most Boise State University courses to be delivered onsite require only traditional classroom setups, preferably with options for instructional technology such as data projectors and internet access. The availability of video-conferencing equipment creates additional opportunities for onsite instruction beyond face-to-face methods.

Laboratories require specialized space and equipment. Boise State University provides such space and equipment on its Boise campus. However, the University is willing to explore having laboratories onsite if Micron can help provide the necessary space and equipment. The University believes it might be possible to include some basic labs onsite whereas other labs will require equipment that will make it cost-prohibitive.

Electronics courses require test equipment such as power supplies, scopes, meters, generators, and computers with specialized software. CMOS courses require microfab lab equipment. Technical Physics requires gears, pulleys, weight scales, sensors, thermal equipment, light equipment, measurement instruments, etc. Some labs require higher-end computers and software. Chemistry requires availability of chemicals, ventilation hoods, and a variety of safety equipment. Labs on the Boise campus have this equipment.

What locations away from the Micron (Boise) site are available for classes? What courses will be offered at these locations?

2.29 All Boise State University courses – including 98% of those on Micron’s course list – are offered on the Boise campus, most at a variety of times – just seven miles from the Micron facility. Additionally, Boise State makes available over 500 class offerings at its sites at Gowen Field (five miles from Micron), Mountain Home, in Canyon County and via distance education. General education courses are especially abundant at the off-campus sites. Micron employees have made extensive use of the expansive Boise State course network, amassing over 25,000 registrations across all sites since 2000.

For RFP classes that Micron cannot host onsite, Boise State will offer them on its Boise campus in shift-friendly formats in the mornings, late afternoons, and evenings when access to parking and campus facilities is optimal. Boise State is also willing to discuss with Micron the possibility of offering specific courses at nearby facilities that Micron can make available for classrooms.

Describe available lab space for lab classes.

2.30 Boise State University features state-of-the-art labs at the Boise campus. This includes specialized laboratories for chemistry, physics, electronics, and microfab. For labs on the RFP Course List that Micron cannot accommodate onsite, Boise State will provide fully equipped labs on the Boise campus in shift-

friendly formats during the early mornings, late afternoons and evenings – when access to Boise State parking and facilities is optimal.

For those who find it convenient, many lab offerings can also be found at Boise State's sites in Canyon County and Mountain Home.

Describe which courses are offered via online or multimedia delivery.

Boise State provides online or multi-media options for about one-third of the courses on Micron's Course List. This includes courses that are delivered entirely via the internet, hybrid courses (courses that utilize technology to reduce but not eliminate classroom time), or through BSU's Knowledge Network. Students who prefer face-to-face instruction can typically choose from traditional formats.

- 2.31** RFP courses in which Boise State offers sections that are delivered online or with multimedia components include: English 101 and 102, Math 25 and Math 108, Math 143, Chemistry 111 and 122, and Physics 211 and 212, and all electronics courses. Presently, availability in some of these online sections does not meet student demand.

The University is growing its array of online courses every year. Boise State is one of the founding members of the newfound Interstate Course Exchange, a consortium of universities in 12 states that pledge to exchange and open access to distance education classes. As this consortium develops and online courses in the Exchange increase, Boise State University will be able to extend a higher number of online options to Micron employees who like the flexibility of distance education.

What is the minimum/maximum enrollment to hold classes?

Boise State University sees the need to provide Micron will flexibility concerning the minimum number of students in any particular class. The University simply needs a mechanism to make sure that there are enough students in Micron courses to cover overall program costs. Therefore, Boise State proposes the following for courses that are part of the RFP:

- 2.32**
- Lower division academic Micron courses must AVERAGE 12 enrollments per semester.
 - Lower division Electronics courses must AVERAGE 12 enrollments per semester.
 - Upper division Micron courses must AVERAGE 12 enrollments per semester.
 - Graduate level MBA courses must AVERAGE 12 enrollments per semester.

This arrangement provides Micron with considerable flexibility. For example, several lower division academic classes can proceed with as few as five or six students as long as other classes in that grouping have enough students to bring the average to 12. The Boise State coordinator will be responsible for calculating average enrollments across each category and keeping Micron officials informed.

Micron agrees to pay Boise State University the per-student per-credit-hour rate listed in the Pricing Worksheet, with the understanding that its bill will reflect at a minimum an average of 12 students per class in every category (lower division academic, lower division Electronics, upper division, and graduate MBA). Micron officials can work with the Boise State program coordinator to cancel a class they feel has too low of enrollment.

If Micron provides Boise State with classroom accommodations near the company but outside of its security perimeter, Boise State could open excess class seats to the public, reducing the possibility that classes would suffer from low enrollment. Boise State is receptive to such an arrangement.

Boise State is also receptive to negotiating with Micron per course prices that do not require any minimum enrollments. While the RFP asks for per-credit per-student prices, it should be noted that Boise State's Selland College has utilized its Workforce Training program to successfully provide Micron with college-credit opportunities that are structured on very affordable per-class rates. Boise State is willing to negotiate per-class rates for all programs.

As far as maximum enrollments, most courses included in the RFP have caps set between 25 and 45.

What distinguishes your training/education from other options?

Boise State University seeks to partner with Micron to provide its employees with a comprehensive, seamless educational program, ranging from developmental math, to applied electronics, to specialized upper division engineering classes, to an entire MBA. Boise State University can make this unique offer because it has over 2,200 faculty and staff and over 200 educational programs headquartered just seven miles from the Micron facility.

- 2.33** Boise State programs carry a level of accreditation that assures Micron that courses meet high standards and deliver on relevant, industry-accepted outcomes. For instance, the College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business, a distinction that less than 10% of business schools can claim. The College of Engineering is nationally ranked 12th on US News and World Report's list of best engineering colleges without Ph.D. programs.

Boise State's proposal to provide a number of fulltime, onsite instructors to

deliver courses is indicative of the University's commitment to provide effective educational programs to Micron. Additionally, an onsite coordinator will allow the University to respond quickly to Micron's needs and make adjustments as needed. And Boise State University, as Idaho's largest university, can provide Micron employees with an expansive array of options – offering courses onsite, at the Boise campus, at multiple other campus sites, and often with a choice of face-to-face delivery methods or through distance education.

Lastly, Boise State University is the only educational provider for which providing programs to Micron and the Treasure Valley is an integral part of its public role and mission. Forming partnerships that contribute to regional growth and development is an important part of the University's strategic plan. Boise State seeks a relationship with Micron that symbolizes this form of successful community partnership.

What flexibility does your institution have to create credit bearing courses around Micron's changing requirements?

2.34 Boise State University prides itself in being a dynamic metropolitan university that is responsive to the educational needs of the region. Its College of Business, College of Engineering and College of Applied Technology all have external advisory boards comprised of local industry officials, including representatives from Micron. Programs are continually assessed to ensure they meet the needs of employers. Each program's curriculum is updated to adapt to new technologies and new approaches in the field. Emerging topics, or courses that are tailored specifically to meet the needs of Micron, can be instituted quickly by utilizing Boise State's process for Special Topics courses.

3.0 **Section 3 – Pricing Details**

Award Decisions / Notifications:

3.1 Micron will make all award notifications. Each proposal submitted by a college/university shall constitute an offer to provide in accordance with this RFP. Micron alone will select the awarded college/university in this RFP process. All proposals submitted through this process shall remain valid, firm and subject to unconditional acceptance until award notifications are issued.

Pricing Worksheet:

3.2 Please refer to the attached Pricing Worksheet for course information. Pricing Worksheets are due by the date listed in the Timeline Section of this RFP. Participants who do not submit a Pricing Worksheet will not be considered for an award.

[34880 Pricing Worksheet FINAL.xls](#)

Upload Pricing Worksheet:

3.3 Please upload your completed Pricing Worksheet using the following naming convention:
AS34880-Micron-Pricing Worksheet-*Company Name*

THIS PAGE INTENTIONALLY LEFT BLANK

Item Number			Number of Credit Hours	Price for Fulltime Student
1	1	FULLTIME STUDENT:		NA
2			NA	NA
3			Price per Credit Hour for Individual Courses	
4			\$ 120.00	
5	Item Number	INDIVIDUAL COURSES:	Course Number	Number of Credit Hours
6		Math		Extended Price per Course
7	2	MATH CONCEPTS (PRE-ALGEBRA)	MATH 015	3 \$ 360.00
8	3	ELEMENTARY ALGEBRA	MATH 025	3 \$ 360.00
9	4	INTERMEDIATE ALGEBRA	MATH 108	4 \$ 480.00
10	5	COLLEGE ALGEBRA	MATH 143	3 \$ 360.00
11	6	ANALYTIC TRIGONOMETRY	MATH 144	2 \$ 240.00
12	7	PRECALCULUS	MATH 147	5 \$ 600.00
13	8	CALCULUS I (+ LAB)	MATH 170, 171	5 \$ 600.00
14	9	CALCULUS II	MATH 175	4 \$ 480.00
15	10	CALCULUS III	MATH 275	4 \$ 480.00
16	11	DIFFERENTIAL EQUATIONS WITH MATRIX THEORY		\$ -
17	12	ENGINEERING STATISTICS		\$ -
18	13	PROBABILITY AND STATISTICS I		\$ -
19	Electronics			
20	14	DC ELECTRONICS THEORY and LAB	ELCTEC 151 & 151L	5 \$ 600.00
21	15	AC ELECTRONIC THEORY and LAB	ELCTEC 152 & 152L	4 \$ 480.00
22	16	SOLID STATE DEVICES and LAB	ELCTEC 172 & 173	6 \$ 720.00
23	17	ELECTRONICS CALCULUS	ELCTEC 231	3 \$ 360.00
24	18	BASIC CAD FOR ELECTRONICS	ELCTEC 105	2 \$ 240.00
25	19	CMOS 1 (Complimentary Metal Oxide Silicone)	SEMITEC 181	4 \$ 480.00
26	20	CMOS 2	SEMITEC 181	\$ -
27	21	CMOS 3	SEMITEC 282	4 \$ 480.00
28	22	MICROELECTRONICS	SEMITEC 282	\$ -
29	English			
30	23	ENGLISH COMPOSITION I	ENGL 101	3 \$ 360.00
31	24	ENGLISH COMPOSITION II	ENGL 102	3 \$ 360.00
32	Communication			
33	25	FUNDAMENTALS OF SPEECH COMMUNICATION	COMM 101	3 \$ 360.00
34	Economics			
35	26	PRINCIPLES OF MACROECONOMICS	ECON 201	3 \$ 360.00
36	27	PRINCIPLES OF MICROECONOMICS	ECON 202	3 \$ 360.00
37	Chemistry			
38	28	GENERAL CHEMISTRY I	CHEM 111	4 \$ 480.00
39	29	GENERAL CHEMISTRY II	CHEM 112	5 \$ 600.00
40	Physics			
41	30	PHYSICS I WITH CALCULUS	PHYS 211& 211L	5 \$ 600.00
42	31	PHYSICS II WITH CALCULUS	PHYS 212 &212L	5 \$ 600.00
43	32	TECHNICAL PHYSICS	MFGTEC 231	4 \$ 480.00
44	AutoCAD			
45	33	AUTOCAD 1	DRFTEC 109	2 \$ 240.00
46	Engineering			
47	34	INTRODUCTION TO ENGINEERING	ENGR 120	3 \$ 360.00
48	General Business			
49	35	INTRODUCTION TO BUSINESS	GENBUS 101	3 \$ 360.00
50	36	LEGAL ENVIRONMENT OF BUSINESS	GENBUS 202	3 \$ 360.00
51	37	STATISTICAL TECHNIQUES FOR DECISION MAKING I	GENBUS 207	3 \$ 360.00
52	38	STATISTICAL TECHNIQUES FOR DECISION MAKING II	GENBUS 208	3 \$ 360.00
53	Psychology			
54	39	ORGANIZATIONAL PSYCHOLOGY		\$ -
55	Computer			
56	40	UNIX/LINUX	CNET 220	4 \$ 480.00
57	MBA (courses leading to MBA, but not limited to the following)			
58	41	EMPLOYMENT AND HUMAN RESOURCE LAW		\$ -
59	42	FINANCIAL MANAGEMENT		\$ -
60	43	HUMAN RESOURCE MANAGEMENT		\$ -
61	44	ORGANIZATIONAL COMMUNICATION		\$ -
62	45	ACCOUNTING FOR MANAGERS		\$ -
63	46	MANAGEMENT LAW		\$ -
64	47	MANAGEMENT INFORMATION SYSTEMS		\$ -
65	48	MANAGERIAL ECONOMICS		\$ -
66	49	MANAGING IN A GLOBAL ECONOMY		\$ -
67	50	OPERATIONS MANAGEMENT		\$ -
68	51	GLOBAL MARKETING MANAGEMENT		\$ -
69	52	DECISION-MAKING		\$ -
70	53	QUANTITATIVE METHODS		\$ -
71	54	LEADERSHIP DEVELOPMENT		\$ -
72	55	ETHICS IN MANAGEMENT		\$ -
73	56	STRATEGIC MANAGEMENT		\$ -

THIS PAGE INTENTIONALLY LEFT BLANK

FY08 Budget for Educational Program at Micron

Annual Revenues

	<i>Approximate # course credit hours requested</i>	<i>Estimated student credit hours that will be generated</i>	<i>Cost charged per credit</i>	<i>Estimated revenue</i>
Electronics courses onsite	80	1,200	\$120	\$144,000
Math courses onsite	92	1,380	\$120	\$165,600
Other lower division courses onsite	30	450	\$120	\$54,000
Upper division courses onsite	12	180	\$211	\$37,980
<i>Total</i>	<i>214</i>	<i>3,210</i>		<i>\$401,580</i>

Annual Expenditures

Fulltime Electronics Instructor (salary & ben)	\$88,500
2 Lab Aides, Electronics (salary & ben)	\$70,000
2 Fulltime Math Special Lecturers (salary & ben)	\$90,000
Adjunctive Faculty (salary & ben)	\$86,500
3/4-Time Program Coordinator (salary & ben)	\$39,000
Operating Expense (Compass testing; equipment, supplies)	\$4,000
Administrative Overhead (4% of revenues)	\$16,063
<i>Total</i>	<i>\$394,063</i>

**This worksheet does not reflect the Boise State courses Micron employees take at sites other than the Micron campus. Even prior to this partnership, Micron and its employees have accounted for about \$500,000 worth of Boise State courses each year. Boise State does not expect this new arrangement for onsite courses to come at the cost of activity at other BSU sites; instead, the University expects to see an increase in the number of students completing degrees through Boise State University.*

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: R. Establishment of Fees

June 2005

1. Definitions and Types of Fees

The following definitions are applicable to fees charged to students at all of the state colleges and universities, except where limited to a particular institution or institutions.

b. Local Fees

Local fees are both full-time and part-time student fees which are to be deposited into the local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

(6) Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University requests approval to purchase approximately one-third of a building in Meridian for \$5,200,000; to authorize the Division of Public Works to issue a Request for Proposal (RFP) for the design/cost to renovate this facility, and to accept a \$5,000,000 donation from a Foundation to apply toward the purchase price and expansion of an existing program in the Treasure Valley.

REFERENCES

- | | |
|---------------|--|
| October 2006 | ISU followed Board policy and procedures dealing with land acquisition. A discussion occurred in Executive Session. |
| February 2007 | At the direction of the Board, ISU provided an analysis of potential properties which included land available for development; constructing a building at Boise State University or at a hospital site; existing buildings, including the Meridian facility (previously referred to as the "Jabil" building). The Meridian facility being offered by the Meridian School District was described as the most viable property. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.1, Section V.I.1 and 2, and Section V.K.
Sections 33-3804 and 33-3805, Idaho Code

BACKGROUND

ISU has been providing educational services in the Treasure Valley for more than 25 years. In August 2006, President Vailas established a task force of ISU officials and Treasure Valley community leaders to evaluate ISU's facilities in the Treasure Valley. Its objective was to identify a location for a building to purchase or construct which would allow the consolidation of our existing leased spaces as well as accommodate planned enrollment growth. The criteria were identified as:

- Located in the center of the valley
- Proximity to a freeway with public transportation
- Expandable venue
- Ample and free patron parking
- Marketable to foundations/donors
- Provide a campus experience for students
- Availability with 12 to 18 months
- Economically feasible

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

The current classroom space leased in the Treasure Valley is approximately 50,000 square feet (sf) with an annual lease expense of approximately \$750,000. Total ISU leased space in the Treasure Valley is over 55,000 sf with a total annual lease expense of about \$920,000. The total includes a dental sciences center and facilities for two grants.

ISU requested the Division of Public Works (DPW) to assess the University's continued leasing versus owning in the Treasure Valley. Ms. Linda Miller, DPW Leasing Manager, attested to the advisability of owning as opposed to leasing in her memo to Darrell Buffaloe, ISU Associate Vice President for Facilities Services, dated January 12, 2007. DPW has been included in general discussions with ISU for their expertise in identifying available properties, building operating costs, building assessments, etc., over the past six months. DPW performed an initial building survey of the Meridian facility which was described in a memo from Tim Mason, Administrator DPW, to Darrell Buffaloe, dated March 12, 2007. Their analysis showed that a 100,000 sf building similar to the portion of the Meridian facility which ISU proposes to purchase and remodel "could cost a minimum of \$17,500,000 with no provisions for expansion."

The District is offering to sell approximately one-third of the Meridian facility, including both owned and shared parking spaces for \$5,200,000. The District purchased the entire property for \$19,400,000 according to a published announcement in August 2006.

A outside source has offered a donation in the amount of \$5,000,000 toward the purchase of this facility and to expand an existing program in the Treasure Valley.

DISCUSSION

The purchase of the facility being offered by the District satisfies the criteria for ISU's needs and the purchase price, as attested by DPW, makes the building economically practical. Approval of this purchase would enable ISU, upon completion of the interior, to vacate the leased spaces in the Treasure Valley and obtain significant space for further growth. The University considers itself very fortunate to have identified such an ideal facility and is appreciative of all those who have assisted in bringing this opportunity forward.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

IMPACT

There are three funding sources for the purchase, renovation, and occupancy costs associated with this facility: (1) Foundation donation, \$5,000,000; (2) bonding; and (3) current lease payments. The purchase of the facility and the cost of renovation will be financed by a general revenue bond, which ISU will likely present to the Board for their approval at the August, 2007 Board meeting. The Foundation dollars as well as the current leases ISU is paying will help support the bond.

The amount to be bonded will be determined after the Division of Public Works issues a Request for Proposal (RFP) for renovation design and costs. ISU will then return to the SBOE for approval to proceed and for approval of bond financing. It is anticipated that the bond debt service will be covered by the dollars currently being spent on the leases. ISU will request occupancy costs from the State during next year's legislative appropriation process.

STAFF COMMENTS AND RECOMMENDATIONS

In a letter from Meridian Joint School District No. 2 to ISU, (Attachment 2), the school district anticipates its faculty to be "approved as adjunct faculty by ISU to increase dual enrollment options for secondary students as well as providing community college services, e.g. remedial/developmental and lower division courses." Staff believes this comment relates to an existing health sciences charter school operated by the Meridian School District. The University indicated to staff that it has no intention of offering any lower division general education courses at this facility, unless requested by the State Board of Education.

Staff notes that ISU has provided a substantial amount of data related to the facility portion of this request, but data relating to enrollment-related information is minimal – a single page. There is no projection of new enrollment, for example, or which of the current students might or might not be housed in the proposed building. Although ISU has provided a schedule of when its other facility leases in the Treasure Valley expire, there is no listing of when programs might be moved from those locations to the proposed building.

The proposed gift is conditioned upon ISU purchasing the specific facility from Joint School District Number 2. Additional funds for this purchase will come from the proceeds of a bond issuance, most likely to be requested by ISU at the August 2007 Board meeting. In addition, Idaho State University intends to return to the Board at some time in the future to request a naming opportunity related to this gift and building.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

Once the outside gift is received, a portion of that \$5.0 million will be used to pay for selection of a firm, chosen by the State Division of Public Works (DPW), to create the design and cost estimate components of the renovation project. No construction will be authorized by the DPW at that time.

After the bond issue has been approved by the Board, proceeds from that sale, coupled with the remaining amount from the gift, will be used for renovation of the purchased facility.

Staff has reviewed the request and offers the following comments:

Centralization of instructional and administrative facilities is conducive to efficient and effective delivery and support of services – in this case instruction. Financing of the proposed purchase appears to be prudent, in light of the cost of leasing facilities in the Treasure Valley. Staff believes that ISU has researched alternative locations and facilities in the Treasure Valley, but is not qualified to determine if other identified locations would be more or less advantageous to the University.

Staff offers no additional recommendation.

BOARD ACTION

A motion to approve the request by Idaho State University to begin the initial process of purchasing an approximate one-third share of a building currently owned by Joint School District Number 2, in the amount of \$5,200,000. The Board delegates authority to the ISU Vice President for Financial Services to sign the purchase agreement on behalf of the Board. Funds for this purchase will come from an expected gift to the University, and proceeds of a bond issuance, to be requested by ISU at the August 2007 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
IDAHO STATE UNIVERSITY - continued

A motion to approve the request by Idaho State University to authorize the State Division of Public Works to issue a Request for Proposal for the design and creation of a cost estimate to renovate the building as purchased from Joint School District Number 2. No construction activity is being approved with this motion.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

A motion to approve the request by Idaho State University to accept a gift in the amount of \$5,000,000, from _____, to be used for creation of the design and resulting construction cost estimate for purchase of a building owned by the Joint School District Number 2, to be used for academic purposes and administrative offices.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



ATTACHMENT 1

Joint School District No. 2

911 Meridian Road • Meridian, Idaho 83642 • (208) 855-4500 • Fax (208) 888-6700

SUPERINTENDENT
Dr. Linda Clark

September 29, 2006

Dr. Arthur Vailas
President
Idaho State University
Pocatello, Idaho 83209

RE: Meridian School Board/Idaho State University

Dear President Vailas,

This letter is the consequence of a recent meeting of the Meridian School Board and their desire to initiate a joint working agreement with Idaho State University for the purpose of developing a shared physical space in Meridian. The Board has requested that this office take action to initiate a dialog with the University on a partnership that would involve the joint purchase of the Jabil building, Meridian, Idaho.

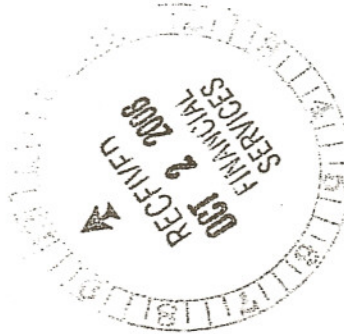
The Board and this office are pleased at the potential of a joint agreement in the behalf of our district, our students, faculty, staff, and the Treasure Valley, with impact state wide. Our Board welcomes these discussions and is keenly aware of the rich educational opportunities that this brings to the District and to the entire State.

To this end we would desire to begin such cooperative effort as soon as the Idaho State Board of Education can direct the University to enter into the discussions and negotiations with the Meridian School Board.

If you have questions, or desire additional information, do not hesitate to contact me.

Sincerely,

Dr. Linda Clark
Superintendent
Meridian School District



RECEIVED

OCT 02 2006

OFFICE OF THE PRESIDENT
I.S.U.

THIS PAGE INTENTIONALLY LEFT BLANK



SUPERINTENDENT
Dr. Linda Clark

ATTACHMENT 2

Joint School District No. 2

911 Meridian Road • Meridian, Idaho 83642 • (208) 855-4500 • Fax (208) 888-6700

February 20, 2007

Dr. Arthur Vailas, President
Idaho State University
Pocatello, Idaho

Dear President Vailas;

It is with a great deal of enthusiasm and excitement that I write this letter in support of the proposed partnership between Idaho State University and Joint School District No. 2 in the facility previously known as the Jabil Circuits Building in Meridian. This large facility provides a unique opportunity for the expansion of opportunities for students in the district as we bring our students onto the site through a variety of programs.

There is strong support on the part of the district administration and Board of Trustees for this unique partnership between Joint School District No. 2 (Jt. SD 2) and Idaho State University (ISU) as we believe it will provide students with the opportunity for an integrated career pathway and a seamless transition between secondary and postsecondary education, as well as community college functions/services.

This innovative collaboration will serve as an educational model not only for Idaho, but also for the region and the nation. In this partnership, Idaho's largest school district (and one of the fastest growing school districts per capita in the nation) will bring high school students focused on academic, professional/technical, and medical arts charter school programs of study to join with a Carnegie Doctoral Research University assigned the health science mission by the Idaho State Board of Education as it offers certificate, associate, bachelors, masters, doctorate, post-doctoral, and career mobility opportunities for Treasure Valley.

The collaboration will provide access to ISU health care clinics (e.g. Speech Language Clinic, Counseling, and Dental Residency Clinic) that will facilitate a

multi-disciplinary teaching environment and student internships as well as access for disadvantaged and under insured citizens in the Valley.

Jt. SD 2 and ISU will share space at the facility as mutually agreed upon in the legal documents and day-to-day governance of the site will be accomplished through a Joint Operations Committee that will promote strategic planning. Joint operations oversight will include, but not be limited to, the usage of common areas, the opportunity for exchanged use of classrooms and laboratories/clinics.

Jt. SD 2 high school faculty with the appropriate credentials may be approved as adjunct faculty by ISU to increase dual enrollment options for secondary students as well as providing community college services e.g. remedial/developmental and lower division courses. ISU's investment in e-University provides expanded on-line courses and programs to enhance accessibility, affordability and flexibility for Jt SD 2 and ISU students.

Jt. SD 2 is amenable to a shared parking regime beyond the "deeded" parking for ISU's portion of the building which will result in expanding parking to meet ISU's needs. These and other details will be worked out once the university receives approval for the purchase.

This is a unique opportunity for our district, Treasure Valley, ISU and the State of Idaho. It will be a "cutting edge" partnership that will be beneficial to the parties involved, but beyond that will provide a model of education that breaks many of the traditional barriers between high school, college, the work force, etc.

We strongly support the proposed partnership and encourage the State Board to grant approval to Idaho State University for purchase of the identified portion of the former Jabil Circuits Building. We pledge the full cooperation and support of Joint School District No. 2 to this exciting project.

Sincerely,



Dr. Linda Clark
Superintendent



C. I. "BUTCH" OTTER
Governor
KEITH JOHNSON
Director
TIM MASON
Administrator

State of Idaho

Department of Administration
Division of Public Works

502 N. 4th Street
P.O. Box 83720
Boise, ID 83720-0072

Design and Construction (208) 332-1900
Facilities Management (208) 332-1933
Fax (208) 334-4031
www.adm.idaho.gov

January 12, 2007

Mr. Darrell Buffaloe
Idaho State University
Facilities Services
921 South 8th Avenue, Stop 8137
Pocatello, ID 83209-8137

Dear Darrell:

I have reviewed the two lease purchase evaluations enclosed with your December 13, 2006 memo. The variance between the two Cost Ratios in the evaluations is due to uncertainty as to the actual cost of construction. Both evaluations have a Cost Ratio below 1.00. Cost Ratios below 1.00 generally indicate it is less expensive to build a new facility than to lease. Owning a facility would allow ISU to control its occupancy cost in the future.

Numerous factors should be taken into account when options concerning facility ownership are being considered. Please let me know how I can provide you with any assistance you may require.

Sincerely,


Linda S. Miller
Leasing Manager

"Serving Idaho citizens through effective services to their governmental agencies"

THIS PAGE INTENTIONALLY LEFT BLANK



C. L. "BUTCH" OTTER
Governor
KEITH JOHNSON
Director
TIM MASON
Administrator

State of Idaho

Department of Administration
Division of Public Works

ATTACHMENT 4

502 N. 4th Street
P.O. Box 83720
Boise, ID 83720-0072

Design and Construction (208) 332-1900
Facilities Management (208) 332-1933
Fax (208) 334-4031
www.adm.idaho.gov

Memorandum

March 12, 2007

To: Darrell Buffaloe
Associate VP Facilities Services
Idaho State University
Pocatello, Idaho

From: Tim Mason, Administrator
Division of Public Works

RE: Initial Building Survey
Jabil Building
1303 Central Drive
Meridian, Idaho

Dear Darrell:

Per your request, one of our DPW Architect/Project Managers, along with a DPW Field Representative performed an initial building survey of the Jabil Industrial/Office Building on Friday, March 9. The purpose was to ascertain the viability of Idaho State University acquiring a portion of the vacant Jabil building for remodeling into classroom and lab space.

Building / Site Features

Total building area – 322,040 Square Feet
Building area offered for purchase – 100,000 Square Feet, plus or minus
Purchase price - \$5,000,000
Tilt-up concrete wall, steel frame and block construction
30 Foot clear ceiling height
20,000 Amp power system that is sub-dividable

"Serving Idaho citizens through effective services to their governmental agencies"

1,600 shared on-site parking spaces
Situating along I-84 freeway at Meridian Exit
1,144 Ton HVAC system capability
Multiple loading docks and service space

The building is a state of the art two story structure with a 30 foot open, clear height space. The building structural system is tilt-up exterior concrete walls 8" thick and concrete block walls separating interior spaces in core areas. Clear space areas are supported by steel column and open web steel roof joists. Roof is a built-up bitumen roof system. The building structure and roof system are in excellent condition. The space being offered is approximately 100,000 square feet of open area that could be easily renovated into class room / lab spaces. The 30 foot clear ceiling heights offer the additional opportunity to construct a second floor mezzanine area, thereby nearly doubling the usable space potential. The open space area would allow economical phased expansion as program needs changed and expanded. The existing infrastructure services, sewer, water, fire sprinkling, and power are all available and can easily be modified for separate owner occupancies. The Division of Building Safety has also inspected the site and found no serious issues with the building. They recommended that the building could be revamped using a "Mall Occupancy" rating classification. The highly visible site is immediately adjacent and parallel to I-84 and approximately ½ mile from the Meridian Exit making for easy access. There is 1,600 paved, shared parking spaces on-site with ample security lighting.

New construction costs for new similar "shelled space" in the Boise metro area is between \$175 and \$200 per square foot. This estimated cost would include the cost of land which is constantly fluctuating upwards. Therefore, a 100,000 square foot building similar to the Jabil Building could cost a minimum of \$17,500,000 with no provisions for expansion.

Use of Permanent Building Funds for the acquisition and subsequent redevelopment of this space would represent a good value for tax dollars.

cc: Darrell Buffalo, ISU
John Julian, DPW Architect / Project Manager
Ken Gardener, DPW Field Representative
File



Meridian Building

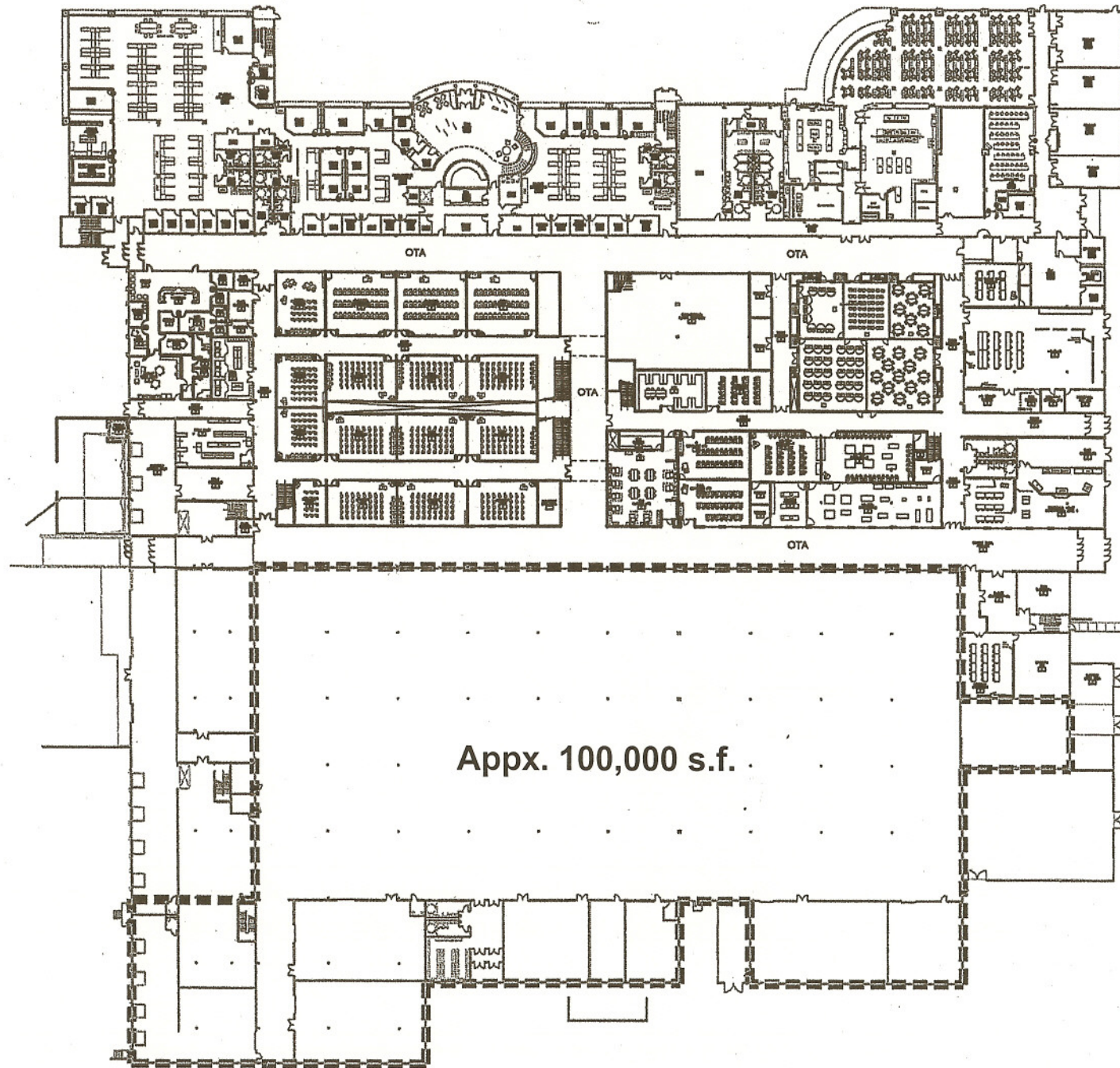


View from the south on Interstate 15

ATTACHMENT 5-A



Meridian Building Interior



FIRST FLOOR PLAN SCALE: 1" = 30'

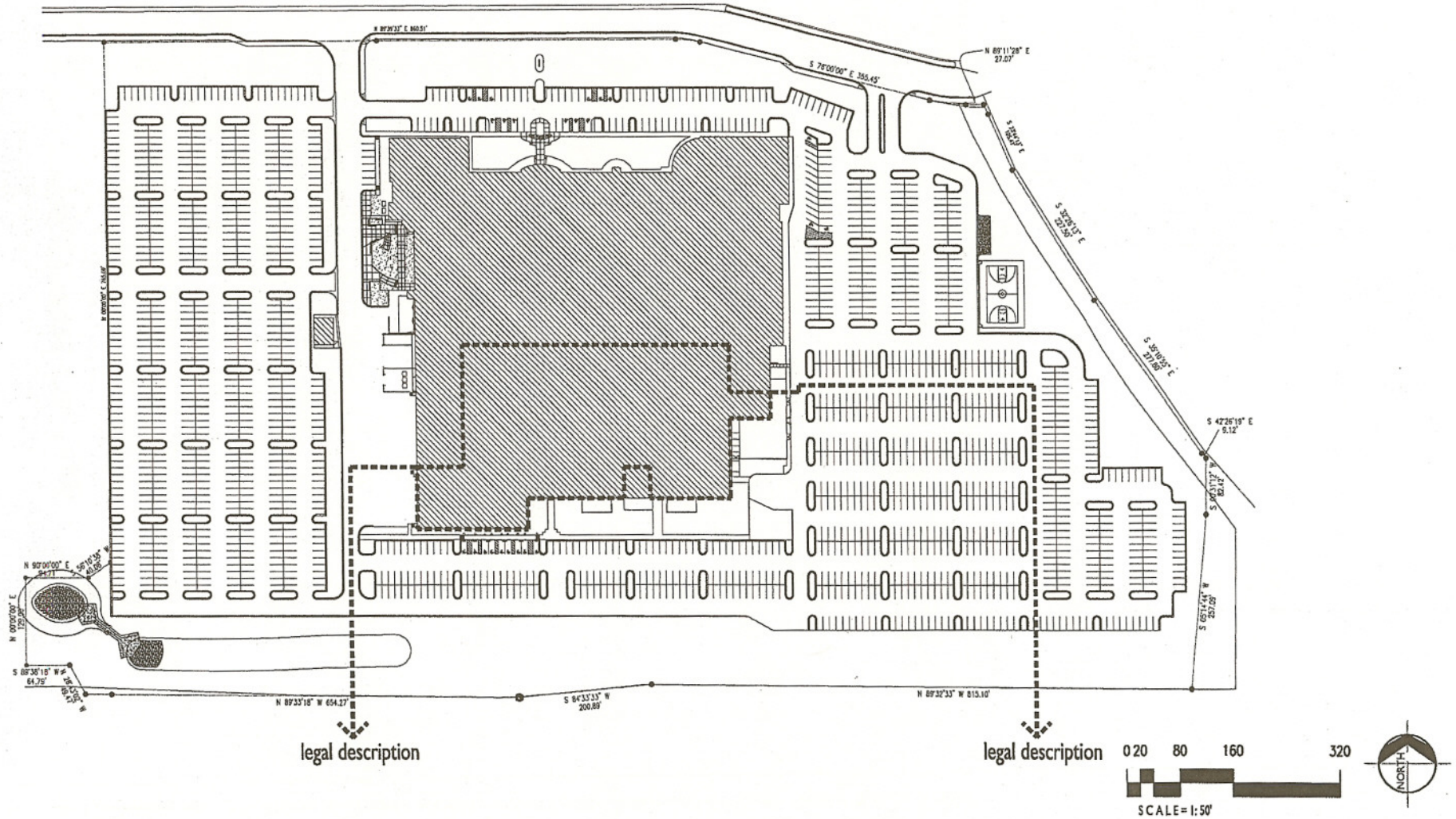
DECEMBER 20th, 2006

JOINT SCHOOL DISTRICT - MASTER FLOOR PLAN

JOINT SCHOOL DISTRICT NO. 2
MERIDIAN, IDAHO

SCHEMATIC DESIGN

HUMMEL
ARCHITECTS



SITE PLAN

JAN. 17th, 2007

JOINT SCHOOL DISTRICT - MASTER SITE PLAN

JOINT SCHOOL DISTRICT NO. 2
MERIDIAN, IDAHO

SCHEMATIC DESIGN

HUMMEL
ARCHITECTS PLLC



THIS PAGE INTENTIONALLY LEFT BLANK

**ISU-Boise
Programs & Enrollment
January 2007**

	Program	Enrollment	Average Credits Per Semester	Program Length	Year Started
2	<u>Associate of Science</u>				
3	Paramedic	8	14	1 Year (3 semesters)	2002
4	Sign Language Studies	2	3-7	Varies	2006
5	<u>Bachelor of Science</u>				
6	Speech Pathology & Audiology	30	16	2 Years	2000
7	(includes Pre-Professional SLP)			(1 for Pre-Professional)	
8	Nursing Fast Track Program	41	16-19	15 Months	2002
9	Clinical Laboratory Science	14	13-19	1 Year	2003
10	<u>Master of Science</u>				
11	Nursing	15	6-8	2 1/2 - 3 Years	1983
12	Speech-Language Pathology	37	12-13	2 Years + 1 Summer	1989
13	Clinical Laboratory Science	1	6	2-3 Years	2003
14	Geology / GIS	5	3-6	Varies -Cooperative Program	2002
15	Dental Hygiene	13	3-9	2 Years +	2005
16	<u>Master of Counseling</u>				
17	Mental Health	14	9	3 Years	1980
18	Marriage and Family	8	9	3 Years	2003
19	<u>Other Degrees</u>				
20	Geomatics Technology - AAS	1	3-9	Varies	2006
21	Master of Physical Education/ Athletic Administration	22	3-9	1 1/2 - 4 Years	1991
23	Master of Public Health	9	6	3+ Years	1995
24	Master of Health Education	1	3-6	2-4 Years	2003
25	Dietetic Internship	5	15	1 Year	2002
26	Pharmacy - 4th year students	45	14-21	1-2 Years	1970
27	Pharmacy - 3rd year students		14-21	2 Years	2004
28	Audiology - 3rd & 4th year students	3	5-14	1-2 Years	2006
29	Idaho Advanced General Dentistry	4		1 Year	2005
30	<u>Miscellaneous</u>				
31	Undecided Arts & Sciences	271	1-8		
32	(Includes dual enrollment, tech prep, & professional development)				
34	No Major	1	1-3		
35	Total Enrollment:	550			

36 * Master of Nursing moved to complete online program Fall 2006, which resulted in decrease in enrollment; the
37 15 on-line students are included in this spring 10th day enrollment report increasing the total from 535 to 550.

38 **Decrease from 2006 was due to enrollment of all pharmacy students in previous spring semesters;

39 Pocatello students were included in the prior two years' counts and should not have been.

THIS PAGE INTENTIONALLY LEFT BLANK

Idaho State University Boise Leases

1	Building	Address		Start Date	End Date	SQ Feet	SQ Ft \$	Annual Cost
2	Hoff Building	802 W Bannock Ste 203	Boise	11/1/2005	10/31/2008	909	17.00	15,453.00
3	Health Science Center-Boise	12301 W Explorer Dr	Boise	1/12/2004	7/31/2007	29,126	16.50	480,579.00
4	Idaho Water Center	322 E Front St	Boise	7/1/2005	6/30/2010	2,197	22.00	48,334.00
5	Dental Sciences	2033 Summersweet Dr	Boise	6/15/2005	10/31/2010	5,150	16.80	86,520.00
6	Health Science Center-Boise	12438 W Bridger St	Boise	3/1/2005	8/31/2007	16,731	15.25	255,147.75
7	Family Practice Residency	777 N Raymond	Boise	12/1/2004	1/31/2006	150	16.00	2,400.00
8	Idaho Center for Disabilities Evaluation	4401 Flamingo Rd	Nampa	3/15/2007	3/14/2011	1,500	20.50	30,750.00

THIS PAGE INTENTIONALLY LEFT BLANK

IN THE HOUSE OF REPRESENTATIVES

HOUSE CONCURRENT RESOLUTION NO. _____

BY _____

1 A CONCURRENT RESOLUTION
2 STATING FINDINGS OF THE LEGISLATURE AND AUTHORIZING IDAHO STATE UNIVERSITY TO
3 PURCHASE SPACE IN A FACILITY FOR HEALTH SCIENCES EDUCATIONAL OFFERINGS IN
4 THE TREASURE VALLEY.

5 Be It Resolved by the Legislature of the State of Idaho:

6 WHEREAS, Idaho State University currently leases approximately 55,600
7 square feet among seven different facilities throughout the Treasure Valley at
8 an annual cost of over \$920,400; and

9 WHEREAS, a private foundation has pledged a \$5 million grant to assist
10 Idaho State University with the purchase of space in the Treasure Valley to be
11 used for health sciences education; and

12 WHEREAS, the purchase of said real estate will also enable Idaho State
13 University to consolidate its current leaseholds and to accommodate planned
14 enrollment growth; and

15 WHEREAS, a unique opportunity exists for Idaho State University to pur-
16 chase 102,000 square feet of unfinished space in the former Jabil Circuit
17 Building located in Meridian, Idaho, and now owned by Joint School District
18 #2; and

19 WHEREAS, co-ownership of this facility with Joint School District #2 will
20 also provide a unique venue for Idaho State University to offer concurrent
21 enrollment opportunities, and to utilize school district space during
22 evenings, weekends and summers; and

23 WHEREAS, academic use space is a recognized criteria to make a new higher
24 education facility eligible to receive state moneys for the costs associated
25 with occupancy, operation and maintenance.

26 NOW, THEREFORE, BE IT RESOLVED by the members of the First Regular Session
27 of the Fifty-ninth Idaho Legislature, the House of Representatives and the
28 Senate concurring therein, that pursuant to Section 33-3805A, Idaho Code,
29 approval is hereby granted to the State Board of Education, acting as trustees
30 for Idaho State University, to purchase 102,000 square feet of unfinished
31 space in the former Jabil Circuit Building located in Meridian, Idaho, and now
32 owned by Joint School District #2, to be used as a health sciences building.

THIS PAGE INTENTIONALLY LEFT BLANK

PURCHASE AGREEMENT

THIS PURCHASE AGREEMENT (the "Agreement"), made and entered into this ____ day of _____, 2007, by and between the Joint School District No. 2, Ada and Canyon Counties, State of Idaho, 911 Meridian Road, Meridian, Idaho 83642, hereinafter referred to as the "Seller", and The Board of Trustees of Idaho State University, hereinafter referred to as the "Purchaser".

WHEREAS, Seller is the owner of certain real property situated in the City of Meridian, County of Ada, State of Idaho, more particularly described on Exhibit "A" attached hereto and incorporated herein by reference, containing thereon a building and surrounding parking and grounds, hereinafter described as the "District Property"; and

WHEREAS, the Seller has agreed to sell a portion of the District Property as further described on Exhibit "B", attached hereto and incorporated herein by reference consisting of approximately 102,550 square feet of a building commonly known as the "District Services Center", along with all building fixtures and all easements and other rights appurtenant to said real property (hereinafter referred to as the "Subject Property") to the Purchaser, and the Purchaser has agreed to purchase the same upon the terms, conditions, and contingencies herein contained.

NOW, THEREFORE, the parties hereto agree as follows:

1. **Sale.** The Seller has agreed, and by the presents does hereby agree to sell to the Purchaser all of the rights, title and interests of the Seller in and to the Subject Property, under and subject to all easements, covenants, conditions and deed restrictions now recorded or apparent from an inspection of the Subject Property, and

the Purchaser hereby agrees to purchase the same upon the terms, conditions, and contingencies herein contained and hereinafter set forth.

2. **Price and Terms of Payment.** Subject to the conditions set forth herein, the Purchaser agrees to pay to the Seller, and the Seller agrees to accept as full and complete consideration for the sale of the Subject Property, the sum of five million two hundred thousand (\$5,200,000.00) dollars (the "Purchase Price"), to be paid at closing, in immediately available funds.

3. **Condition of Property.** Subject to the warranties and contingencies expressed herein, the Purchaser agrees that it is purchasing the Subject Property in its AS IS," "WHERE IS" and "WITH ALL FAULTS AND DEFECTS" condition and Purchaser will at its own expense inspect the Property prior to closing, including, at its discretion, conduct an environmental assessment, if it so desires.

4. **License.** From execution of this Agreement until the Closing Date, (as defined herein) or the date this Agreement is terminated, whichever is earlier, Seller hereby grants Purchaser, its agents, employees and contractors, a license to enter the Subject Property to perform, at Purchaser's sole expense, a physical, structural and mechanical inspection of the land, the buildings, fixtures and other improvements under the following terms and conditions ("**License**"). Purchaser shall not engage in any invasive or intrusive testing without the prior written consent of Seller.

a) **Indemnity.** Purchaser agrees to indemnify, defend and save Seller (and Seller's affiliates) harmless from any and all claims, damages, liability, causes of action, judgments, expenses (including reasonable attorneys' fees and reasonable attorneys'

fees on appeal) arising out of or in any way connected with Purchaser's exercise of this License (other than the mere discovery of existing conditions). Purchaser agrees to repair any and all damage to Subject Property arising out of Purchaser's exercise of this License (other than the mere discovery of existing conditions) and to restore Subject Property to as good a condition as on the date immediately preceding the exercise of the License.

b) **Reports.** Purchaser agrees to immediately deliver to Seller all originals and copies of all reports and surveys prepared, written or assembled in connection with Purchaser's review of the Subject Property pursuant to this License to Seller upon receipt and to keep strictly confidential, to the extent allowed by law, the existence and content of any such surveys or reports unless required to disclose such information by any federal, state or local law, rule or regulation in which case Purchaser shall give Seller at least ten (10) days' prior written notice of such disclosure. The foregoing obligations shall survive the termination of this Agreement.

5. **Seller's Warranties.** Seller hereby warrants and represents that, to the best of Seller's knowledge, for the benefit of Buyer the following, both as of the date hereof and as of the Closing Date:

a) **Authority.** Seller is a political subdivision of the State of Idaho, duly formed and validly existing under the laws of the State of Idaho. The individual entering into this Agreement on behalf of Seller has the authority to bind the Seller. Entering into this Agreement and the consummation of the transaction contemplated hereby has

been duly authorized by all necessary action of Seller's Board and does not violate Seller's statutes, rules, bylaws or any other agreement to which Seller is a party.

b) **Litigation.** To the current actual knowledge of Dr. Linda Clark, Superintendent of Seller, there are not presently pending any special assessments or condemnation actions against the District Property or any part thereof, nor has Seller received any written notice of any special assessments or condemnation action being contemplated. To the current actual knowledge of Dr. Linda Clark, Superintendent of Seller, there is no litigation or other proceeding pending or threatened against Seller, which would adversely affect the District Property or its operation.

c) **Environmental Concerns.** Except as expressly set forth in this Agreement, Purchaser is relying solely upon Purchaser's inspections as to the condition of Subject Property. Seller and Seller's agents are not making, have not made and expressly disclaim any representations or warranties, express or implied, with respect to any aspect, feature or condition of the Subject Property including, without limitation, the existence of hazardous waste, or the suitability of Subject Property for Purchaser's intended use. Purchaser shall independently verify all information and reports regarding any aspect or feature of the Subject Property provided by Seller. Seller does not guaranty the accuracy of any information or reports provided by Seller, its agents, employees or contractors. Purchaser is purchasing the Subject Property in "As Is" condition with all faults including both latent and patent defects and except as expressly set forth in this Agreement and in the documents to be executed and delivered by Seller upon the closing, Purchaser releases Seller from any and all liability relating to any aspect or condition of the Subject Property, known or unknown, foreseeable or

unforeseeable, actual or contingent, arising by statute, common law or otherwise. As used herein “**hazardous waste**” shall mean any hazardous waste or pollutants, contaminants or hazardous waste as defined by the Environmental Laws (as defined below). Notwithstanding the foregoing, Seller has no current actual knowledge of any hazardous waste being used, produced, released, stored, transported, disposed of, generated, deposited or otherwise existing in, over, under or upon the District Property by Seller in violation of any “Environmental Laws” (as hereinafter defined). The term “Environmental Laws” shall collectively refer to the Comprehensive Environmental Response, Compensation and Liability Act of 1980, the Toxic Substances Control Act, the Clean Water Act 33 U.S.C. § 1251-1387, the Resource Conservation and Recovery Act as amended, or any other similar federal, state or local law, rule or regulation respecting hazardous materials together with all rules and regulations promulgated thereunder and all amendments thereto. To the current actual knowledge of Dr. Linda Clarks, Superintendent of Seller, no notice of violation of any Environmental Laws (and no complaint, order, directive, claim, citation or notice relating to any Environment Law) has been issued with respect to the District Property. This provision shall survive closing.

d) **Indemnity.** The representation and warranties set forth in this Agreement and in any document or agreement delivered pursuant to this Agreement shall constitute continuing representations and warranties and shall be deemed to be true and correct as of the Closing Date. Seller agrees to indemnify, defend and hold harmless Purchaser from and against any and all liabilities, claims, suits, judgments, damages, expenses, losses, diminution in value, fees, penalties, fines and costs

(including, without limitation, reasonable attorneys' fees and reasonable attorneys' fees on any appeal), judgments, proceedings and cause of action of any kind whatsoever, arising out of or in any way connected with Seller's breach of the representation and warranties set forth in this Agreement and in any document or agreement delivered pursuant to this Agreement. The representations, warranties and indemnities of this Agreement and in any document or agreement delivered pursuant to this Agreement shall survive closing.

e) **Governmental Approvals.** Seller has received, or will by the Closing Date use commercially reasonable efforts to receive, any and all necessary governmental approvals necessary to convey fee simple title to the Subject Property to Purchaser and in the form described in this Agreement. In the event the Seller has not obtained all governmental approvals necessary to convey fee simple title to the Subject Property to the Purchaser, the parties agree that Seller shall use reasonable efforts to obtain such approvals as quickly as possible and the parties shall extend the Closing Date to a mutually agreeable Closing Date.

6. **Maintenance of Property.** Until the Closing, Seller shall continue all regular and necessary maintenance, repair and service of the Subject Property.

7. **Apportionments and Taxes.** All real estate taxes, if any, assessments, if any, utilities and other items capable of being prorated shall be prorated as of the Closing Date (as defined below). As public entities, the parties will cooperate and coordinate their efforts to have the District Property and the Subject Property exempted from real property taxes. Purchaser shall pay the costs of recording the Deed (as defined below).

Any escrow fees shall be paid equally by both parties. For the purposes of prorations, Purchaser shall be deemed to have owned the Subject Property for the entire Closing Date. All other recording fees shall be split equally among the parties. All other costs shall be paid by Purchaser.

8. **Closing and Transfer of Title.** The Closing and delivery of deed and possession of the Subject Property from the Seller to the Purchaser shall occur on or before the 12th day of September, 2007, at (the "Closing Date"), at Transnation/Land America Title Company at 950 W. Bannock Street; Suite 250, Boise, Idaho 83702, Attention: Nancilee Boslau ("Escrow Holder").

a) **Seller's Deposit.** On or before the Closing Date, Seller shall deposit with Escrow Holder the following:

- (i) The duly executed and acknowledged Deed conveying the Subject Property to Purchaser;
- (ii) A duly executed Master Declaration Agreement (as defined in Section 12);
- (iii) A duly executed Joint Operations and Maintenance Agreement (as defined in Section 12);

b) **Purchaser's Deposit.** On or before the Closing Date, Buyer shall deposit with Escrow Holder the following:

- (i) The entire Purchase Price;
- (ii) The duly executed Master Declaration Agreement;
- (iii) A duly executed Joint Operations Maintenance Agreement.

c) **Closing Procedure.** Seller shall instruct Escrow Holder to record the Deed when Escrow Holder is in a position to disburse the Purchase Price to Seller.

Purchaser shall instruct Escrow Holder to disburse the Purchase Price to Seller upon recordation of the Deed and when Escrow Holder is in a position to issue the title policy required by Section 10 hereof and the other conditions as set forth herein are satisfied.

9. Risk of Loss and Insurance. Risk of loss to the Subject Property resulting from fire or other casualty shall remain with the Seller until the date of Closing. In the event that the Subject Property shall be damaged or destroyed by fire or other casualty prior to the Closing, to the extent that the Subject Property is not entirely repaired within sixty (60) days, then and in such event this Agreement shall terminate forthwith and the Seller and the Purchaser shall be relieved of any obligations to each other under this Agreement.

10. Default. In the event that the Purchaser fails to close within ten (10) days of the Closing Date, as a result of the inability of the Purchaser to obtain required approvals and financing, this Agreement shall be null and void. In the event that the Purchaser otherwise fails to close within ten (10) days of The Closing Date, either party shall have the right to declare this Agreement to be null and void upon ten (10) days advance written notice to the other, and if the default is not cured within the ten (10) day period, this Agreement shall be null and void and each party shall be released from any further obligation or liability to the other except for any provisions which expressly survive this Agreement.

11. Purchaser's Condition and Contingencies. Notwithstanding the execution of this Agreement, Purchaser may terminate this Agreement as set forth below unless each of the following conditions have been met or Purchaser has waived the conditions:

a) **Conditions of Title.**

Title to the Subject Property shall be conveyed by a special warranty deed in the form attached hereto as Exhibit "C", (the "Deed"), and shall be free and clear of all liens, encumbrances, assessments, restrictions, and tenancies, whether recorded or unrecorded except (i) the lien of taxes and assessments, if any, not yet due and payable; (ii) any and all encumbrances, conditions, restrictions, limitations and easements encumbering the Subject Property approved in writing by Purchaser, (iii) the title insurer's standard printed exceptions; (iv) the Master Declaration and Joint Operations and Maintenance Agreement (as defined herein); and (v) those exceptions which are approved or deemed approved by Buyer as set forth in this Section 10(a) (collectively, the "**Permitted Exceptions**").

Upon execution of this Agreement, Seller shall obtain or cause the Escrow Holder (as defined above) to obtain a commitment for title insurance ("**Title Report**") with instructions that the original Title Report together with copies of documents creating exceptions thereon be delivered to Purchaser with copy to Seller. Purchaser shall have fifteen (15) days after receipt of the Title Report and copies of documents creating exceptions thereon, to review the condition of title set forth in the Title Report and to deliver notice to Seller in writing of any objections Purchaser may have, with reasons specified, of anything contained in the Title Report ("**Purchaser's Title Notice**"). Any such item which Purchaser shall not object to within the time period set forth above shall be conclusively deemed as approved by Purchaser as Permitted Exceptions. If Purchaser objects to any item contained in the Title Report, Purchaser shall have the option, but not the obligation, to satisfy such objection prior to closing. Unless Seller

gives Purchaser written notice that Seller is willing to satisfy Purchaser's written objections to the Title Report within ten (10) days after receipt of Purchaser's objections ("**Seller's Title Notice**"), Seller shall be deemed to be unwilling or unable to satisfy such objections and Buyer may either waive such objections or terminate this Agreement by delivering written notice to Seller within ten (10) days after Seller's Title Notice is received or the time has expired for Seller to deliver Seller's Title Notice, whichever is earlier. Failure of Purchaser to deliver such notice to Seller within such ten (10) day period shall be conclusively deemed Purchaser's waiver of such objections and all such items shall be Permitted Exceptions.

b) **Title Insurance.** At closing Seller shall provide, at its expense, Purchaser with an ATLA standard coverage owner's policy of title insurance, in the amount of the purchase price, insuring fee simple title to District Property to be vested in Purchaser, subject only to the Permitted Exceptions. Purchaser shall pay any surcharge or additional premium for any extended title insurance coverage, and the cost of any additional survey or other items required by the title company to issue such extended title insurance coverage

c) **Financing Contingencies.** Purchaser's obligation to close is contingent upon the Purchaser obtaining financing from a commercial bonding institution, the State of Idaho, or donations, or any combination thereof, and approval of its Board of Trustees, in such amounts and on such terms as shall be acceptable to the Purchaser.

d) **Joint Use/Common Space.** The Parties will at closing, enter into a Master Declaration Agreement in the form attached hereto as Exhibit "D" ("Master Declaration Agreement") and a Joint Operations and Maintenance Agreement in the

form attached hereto as Exhibit “E” (“Joint Operations and Maintenance Agreement”). The Master Declaration Agreement is subject to approval by the appropriate governmental agencies and is subject to change in order to obtain the necessary approvals. All changes will be approved by the parties.

12. Notices. Any notices to be given or made hereunder shall be in writing and shall be deemed to be delivered when properly addressed and posted by registered or certified mail, postage prepaid, to the party being given such notice at the last known address of such party. The address of the parties set forth herein shall be considered the last known address of each unless said party notifies the other in writing pursuant to the provisions of this paragraph.

To Purchaser: Vice President for Financial Services
Idaho State University
Campus Stop 8219
Pocatello, ID 83209
Phone: (208)
282-3234

With copy to: General Counsel
Idaho State University
Campus Stop 8410
Pocatello, ID 83209
Phone: (208) 282-3234

To Seller: Joint School District No. 2, Ada and Canyon Counties
911 Meridian Road
Meridian, ID 83642
Attention: Dr. Linda Clark
Phone: (208) 855-4500

With copy to: Hawley Troxell Ennis & Hawley LLP
877 Main Street, Suite 1000
P.O. Box 1617
Boise, ID 83701
Attention: Paula Landholm Kluksdal
Phone (208) 388-4884

13. Integration. This Agreement constitutes the entire agreement between the parties pertaining to the subject matter hereof and supersedes all prior and contemporaneous agreements and understandings of such parties in connection herewith. Any amendment or supplement hereto, including the joint use/common space agreement referred to in section 14 above, shall also be in writing.

14. Headings. The headings in this Agreements are inserted for convenience and identification only, and are in no way intended to describe, interpret, define or limit the scope, extent or intent of this Agreement or any of the provisions hereof.

15. Cumulative Rights and Remedies. The rights and remedies provided by this Agreement are cumulative and the use of any one right or remedy shall not preclude or waive the right of such party to use any or all other remedies available to such party.

16. Assignment. This Agreement may not be assigned nor may any interest in Subject Property, be sublet, in whole or in part, without the prior written consent of the Seller.

17. Compliance with Law. Seller has complied with all applicable laws of the State of Idaho, including ordinances, regulations, statutes, rules and restrictions relating to the Property or any part thereof.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound hereby, have hereunto set their hands and seals this day and year first above written.

**Joint School District No. 2, Ada and
Canyon Counties**

By: _____
Dr. Linda Clark
Superintendent

Dated: _____

**BOARD OF TRUSTEES AND STATE BOARD OF
EDUCATION OF IDAHO STATE UNIVERSITY**

By: _____

Name: _____

Its: _____

Dated: _____

EXHIBIT "A"

LEGAL DESCRIPTION OF SCHOOL DISTRICT PROPERTY

EXHIBIT "B"

LEGAL DESCRIPTION OF THE ISU PROPERTY

EXHIBIT "C"

SPECIAL WARRANTY DEED

When recorded, return to:

Attachment 9 – EXHIBIT C

Paula L. Kluksdal
Hawley Troxell Ennis and Hawley LLP
877 Main Street
Boise, Idaho 83702

SPECIAL WARRANTY DEED

For good and valuable consideration, JOINT SCHOOL DISTRICT NO. 2, Ada and Canyon Counties, Idaho, an Idaho school district ("Grantor"), does hereby grant, bargain, sell and convey unto Board of Trustees and State Board of Education of Idaho State University ("Grantee"), whose address is, Campus Stop 8219, Pocatello, Idaho, 83209, all of Grantors' right, title and interest in and to the real property located in Ada County, Idaho, legally described on the attached Exhibit A, which exhibit is made a part hereof, together with all appurtenances thereto (the "Property").

Reserving unto Grantor any and all rights and easements of record which benefit any of Grantor's other property.

To have and to hold said Property, unto Grantee and to Grantee's heirs, successors and assigns forever.

Grantee is not relying on representations of Grantor, whether oral or written, and Grantee is purchasing the Property "AS IS," "WHERE IS" and "WITH ALL FAULTS AND DEFECTS" and Grantee acknowledges and agrees that Grantor has not made, does not make and specifically disclaims any representations, warranties, promises, covenants, agreements or guaranties whatsoever, whether express or implied, oral or written, Grantee acknowledges that it has been afforded the opportunity to inspect the Property.

Grantor, for itself and its heirs, does hereby covenant to and with Grantee and its heirs, successors and assigns that (i) Grantor has not conveyed the same estate, or any right, title or interest therein, to any person or entity other than Grantee; (ii) the Property is free from all encumbrances, charges and liens done, made or suffered by Grantor, or any person claiming under Grantor, except easements, restrictions, agreements and encumbrances of record as of the date of this instrument, and general taxes and assessments, including irrigation assessments (if any) for the current year, which are not yet due and payable, unless approved in writing by Grantee; and (iii) Grantor will warrant and defend, including attorneys' fees, the same forever from all other lawful claims arising by or through the Grantor.

IN WITNESS WHEREOF, Grantor has caused its name to be hereunto subscribed this _____ day of _____, 2007.

GRANTOR:

JOINT SCHOOL DISTRICT NO. 2

By: _____
Dr. Linda Clark
Its: Superintendent

I certify that I know or have satisfactory evidence that the person appearing before me and making this acknowledgment is the person whose true signature appears on this document.

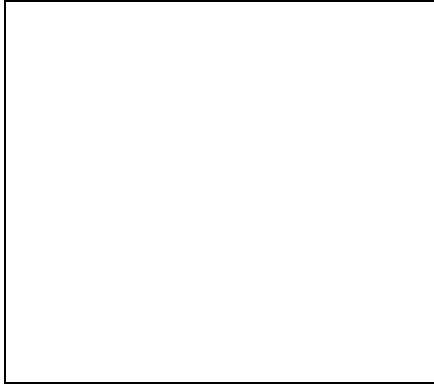
STATE OF IDAHO)
) ss.
County of Ada)

On this _____ day of March, 2007, before me, _____, a Notary Public in and for said State, personally appeared Dr. Linda Clark, known or identified to me to be the Superintendent of JOINT SCHOOL DISTRICT NO. 2, the entity that executed the within instrument or the person who executed the instrument on behalf of said entity, and acknowledged to me that such entity executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____
My commission expires _____

WITNESS my hand and official seal hereto affixed the day and year first above written.



(Use This Space for Notarial Seal Stamp)

Notary Public in and for the State of Idaho,
residing at _____
My commission expires: _____

EXHIBIT A

Legal Description of the Property

EXHIBIT "D"

MASTER DECLARATION AGREEMENT

See Attachment 11

EXHIBIT "E"

JOINT OPERATIONS AND MAINTENANCE AGREEMENT

See Attachment 10

JOINT OPERATIONS AND MAINTENANCE AGREEMENT

THIS JOINT OPERATIONS AND MAINTENANCE AGREEMENT is made on _____, 2007, by the BOARD OF TRUSTEES AND STATE BOARD OF EDUCATION OF IDAHO STATE UNIVERSITY ("ISU") and JOINT SCHOOL DISTRICT NO. 2, Ada and Canyon Counties, Idaho, an Idaho school district ("School District").

PREAMBLE:

A. The School District is the owner of certain real property located in the City of Meridian, County of Ada, State of Idaho, described in Exhibit "A" attached hereto and by this reference incorporated herein (the "School District Property"). ISU is the owner of certain real property located in the City of Meridian, County of Ada, State of Idaho, described in Exhibit "B" attached hereto and by this reference incorporated herein (the "ISU Property"; the ISU Property and the School District Property are herein collectively called the "Property").

B. Concurrently with the recording of this Agreement, School District has conveyed the ISU Property to ISU. The parties have determined that it is desirable and necessary, for the efficient preservation of the values of the Property and for the maintenance and preservation of the Building (as defined below) and the Common Areas (as defined below) to enter into this Agreement for the purpose of maintaining and administering the Common Areas and enforcing the covenants, conditions and restrictions herein contained, and collecting and disbursing the assessments and charges hereinafter created.

C. ISU and the School District have entered into that certain "Master Declaration Agreement" which encumbers the Property and is recorded concurrently herewith ("**Declaration**"). Pursuant to the Declaration the Owners have imposed certain restrictions on their Parcels and have executed reciprocal easements each in favor of the other covering the Common Area (defined below).

D. ISU and the School District hereby declare that they desire to enter into an agreement which governs the joint use and maintenance of the Property and provides for the common operation, cleaning, maintenance, repair, replacement and insurance of the Common Area. The rights, duties and obligations set forth herein shall inure to the benefit of each Owner, and shall be binding on any Owners successors and assigns, and may be enforced by any Owner.

ARTICLE 1 DEFINITIONS

The following words, when used in this Agreement and in any amendment to this Agreement, unless otherwise provided, shall have the following meanings:

Section 1.1. “Agreement” shall mean this Joint Operations and Maintenance Agreement, as it may be amended from time to time as provided herein.

Section 1.2. “Building” means the building located on the Property known as the District Services Center.

Section 1.3. “Capital Improvement Assessment” shall mean a charge against each Owner and its Parcel, representing a portion of the cost to the Owners for installation or construction of any capital improvements on any of the Common Areas, including landscaping, which the Owners may from time to time authorize in accordance with Section 2.6 this Agreement.

Section 1.4. “Common Areas” shall mean any portion of the Property, including the Improvements thereon, which are used in common by the Owners or maintained in common by the Owners, including, but not limited to (a) all roadways within the Property, (b) any landscaping located within the Property, (c) all parking areas within the Property, (d) outside and parking lot lighting and signage within the Property, (e) sidewalks within the Property, (f) the exterior of the Building and the roof, and (g) any Improvements which are restricted to a use or uses beneficial to the Owners in common by reason of requirements imposed upon the Property by governmental entities, including but not limited to the mechanical room, as depicted on Exhibit “C” attached hereto, regardless of whether such Improvement are located within the Building.

Section 1.5. “Common Assessments” shall mean the annual charge against each Owner and its Parcel, representing a portion of the total ordinary costs of maintaining, operating, improving, repairing, replacing and managing the Common Areas, and reasonable reserves therefor, which charge shall be paid by each Owner to satisfy Common Expenses as further provided herein.

Section 1.6. “Common Expenses” shall mean the actual and estimated costs of maintenance, management, operation, repair and replacement of the Common Areas (including unpaid Special Assessments and Capital Improvement Assessments) including, but not limited to, reasonable compensation paid by the School District to building supervisors, managers, accountants, attorneys and employees engaged in maintaining, managing, operating, repairing and replacing the Common Areas; the costs of all commonly metered charges for the Property, including but not limited to the costs associated with the lighting in the parking lot; the costs of maintaining, repairing and replacing the Fire Safety Systems (as defined below); the costs of all services benefiting the Common Areas; taxes and assessments, if any, for any of the Common Areas which is not taxed directly to an Owner; and the costs of any other item or items for the benefit of all of the Owners.

Section 1.7. “Fire Safety Systems” shall mean all fire alarm systems, smoke control systems, standby power systems, emergency voice/alarm communication systems, and sprinkler systems, and any other system or device connected to the fire alarm system for the in Building.

Section 1.8. “Improvement” shall mean the exterior of all structures and appurtenances thereto of every kind, whether above or below the land surface, including, but not limited to, the exterior of the Building, utility systems, drainage systems, walkways, driveways, parking areas, standby power systems, fire alarm and control systems, emergency voice and alarm communication systems, smoke control systems, landscaping items, fences, landscaping vegetation, wetland improvements and improvements to wetland buffer areas, irrigation systems, signs, exterior fixtures and any structure of any kind.

Section 1.9. “Occupant” shall mean a lessee or licensee of an Owner, or any other Person other than an Owner in lawful possession of a Parcel, or a portion of a Parcel, with the permission of the Owner.

Section 1.10. “Owner” shall mean the Person, including ISU and the School District, holding fee simple title of record to a Parcel, including purchasers under executory contracts of sale. “Owners” shall mean all of the owners of Parcels within the Property.

Section 1.11. “Owners Committee” shall mean a committee composed of representatives of the Owners who shall meet and decide certain matters related to the Common Areas set forth in these Articles. The Owners Committee will be comprised of two representatives designated by each Owner, for a total of four (4) members. Matters requiring Owners Committee approval will be decided by consensus or unanimous vote. If the event there is not a consensus or unanimous vote, the Owners Committee will be deemed to have rejected or denied the request or proposal.

Section 1.12. “Parcel” shall mean each of the ISU Property and the School District Property or any portion therein.

Section 1.13. “Person” shall mean a natural individual, corporation or any other entity with the legal right to hold title to real property.

Section 1.14. “Property” shall mean all of the Parcels.

Section 1.15. “Reconstruction Assessment” shall mean a charge against each Owner and its Parcel, representing a portion of the cost for repair or replacement of any portion of damaged or lost Improvements in the Common Areas, as provided for in this Agreement.

Section 1.16. “Service Facilities” shall mean loading docks, trash enclosures and compactors, exterior coolers, electrical and refrigeration facilities and other similar service facilities.

Section 1.17. “Signs” shall mean any structure, device or contrivance, electric or non-electric, upon or within which any poster, bill, bulletin, printing, lettering,

painting, device or other advertising of any kind whatsoever is used, placed, posted, tacked, nailed, pasted or otherwise fastened or affixed.

Section 1.18. “Special Assessment” shall mean a charge against a particular Owner and its Parcel, directly attributable to, or reimbursable by, said Owner, equal to the cost incurred by the other Owner for corrective action performed pursuant to the provisions of this Agreement, plus interest and other charges thereon, as provided for in this Agreement.

Section 1.19. “Street” shall mean any street, driveway, lane, place or other thoroughfare either within or adjacent to the Property or as so used as a part of the Common Areas.

Section 1.20. “Visible from the Street” shall mean, with respect to any given object on a Parcel, that such object is or would be visible to a person six (6) feet tall, standing at ground level on a Street.

ARTICLE 2 REPAIR AND MAINTENANCE DUTIES; COVENANTS FOR MAINTENANCE ASSESSMENTS

Section 2.1. Repair and Maintenance Duties of the School District. Subject to its receipt of ISU's share of Capital Improvement Assessments, Common Assessments, Reconstruction Assessments and Special Assessments, the School District shall maintain, repair, replace, resurface and make necessary improvements to the Common Areas and perform all items of common or shared maintenance required under the Declaration, to assure the maintenance of the Common Areas and perform all items of common or shared maintenance required under the Declaration, including, without limitation, all Improvements thereon, in a first class, sanitary and attractive condition. The School district shall have the right to perform such duties through the use of its own employees or shall contract for such maintenance, repair and improvements. Such maintenance, repairs and improvements shall include, without limitation (a) maintenance and replacement of shrubs, trees, vegetation, irrigation systems and other landscaping Improvements located on the Common Areas, mechanical and electrical equipment in the Common Areas; (b) repair and maintenance of all recreational areas, walks and other means of ingress and egress within the Common Areas; (c) maintenance of a central trash collection facility or facilities; (d) mechanical and electrical equipment; (e) repaving, resurfacing and re-striping of the parking lot; and (f) maintenance, repair and improvement of all Fire Safety Systems for the Building together with any other mechanical or other system providing common service or required to be maintained in common.

Section 2.2. Payment for Common Maintenance. All such maintenance, repairs and improvements to the Common Areas shall be paid for as Common Expenses. Subject to applicable bidding laws, and with the advice and input of the Owners Committee, the School District may enter into a management service contract to perform said services, but not for a term in excess of one (1) year; provided, however, before entering into such a management service contract the School District shall first offer to ISU the right to perform said services; provided, further, however, that

ISU must have the same or better experience as a management service provider and must be able to perform said services at a price which is competitive with a management service provider. In the event the School District, or its successors and assigns, should desire to not perform the foregoing obligations and ISU, or its successors and assigns is willing to perform said obligations, the parties shall execute and record an amendment to this Agreement which shall provide for ISU or its successor and assigns to perform said obligations.

Section 2.3. Fire Equipment. The School District shall be responsible for insuring that the necessary equipment is accessible for the Meridian Fire Department for the entire Building. ISU shall reimburse the School District, as part of the Common Assessment, for any and all costs associated therewith, including but not limited to any costs incurred as a result of the School District's inability to properly access the Building in order to maintain the necessary fire equipment. ISU hereby agrees to insure that the fire equipment is in no way obstructed or that the School District's ability to maintain the fire equipment for the Meridian Fire Department.

Section 2.4. Creation of the Lien and Personal Obligations of Assessments. ISU and the School District hereby covenant and agree to pay, and each successor Owner, by acceptance of a deed to a Parcel, whether or not it shall be so expressed in any such deed, is deemed to covenant and agree to pay, to the School District all Common Assessments for Common Expenses and all applicable Special Assessments, Reconstruction Assessments and Capital Improvement Assessments. All such assessments, together with interest, costs and reasonable attorneys fees, shall be a charge and a continuing lien against the Parcel against which each such assessment is made and shall also be a separate, distinct and personal obligation of the Owner at the time the assessments fall due, and shall bind his heirs, successors in interest, devisees, personal representatives and assigns. This personal obligation cannot be avoided by abandonment of the Parcel or Improvements thereon or by an offer to waive use of the Common Areas.

Section 2.5. Purpose of Assessments. The assessments levied pursuant to this Agreement shall be used to promote the health, safety, welfare and general benefit of the Owners and their employees and for the operation, replacement, improvement and maintenance of the Common Areas. All assessments must be used solely for the common benefit of the Owners for purposes authorized by this Agreement, as it may be amended from time to time. Disbursements by the School District Property Owner shall be made for such purposes as may be necessary for the discharge of its responsibilities herein for the common benefit of the Owners.

Section 2.6. Determination of Common Assessments. No later than October 1 of each calendar year, the School District shall prepare and provide to ISU an estimate of the Common Assessments for the following calendar year, broken down by Parcel, including a reasonable provision for contingencies and reserves for infrequently recurring expenditures. Without first receiving the approval of ISU, the School District may increase the annual Common Assessment against each Owner and the interest of such Owner in its Parcel in any calendar year by an amount not in excess of twenty percent (20%) of the annual Common Assessment levied in the preceding calendar

year. Any increase in excess of twenty percent (20%) shall require the prior approval of both Owners. Not later than ninety (90) days after the end of each calendar year, the School District shall prepare and distribute to ISU an annual report, including a balance sheet and an income statement reflecting the total income and Common Expenses during such calendar year in performing its functions under this Agreement. Common Assessments relating to Common Expenses shall be borne by the Owners and their Parcels proportionately by dividing the amount of the square footage of the Building owned by such Owner by the total square footage of the Building. Such proportionate share shall be reallocated monthly based upon any improvements or additions made to the Building. ISU shall pay to the School District its annual Common Assessment in installments at monthly intervals, or at such frequency and in such amounts as may hereafter be agreed upon by the Owners. In the event that the School District shall determine that the estimate of total charges for the current year is, or will become, inadequate to meet all Common Expenses for any reason, it shall immediately determine the approximate amount of such inadequacy and inform ISU. The School District shall have the authority to levy at any time a supplemental Common Assessment reflecting a revision of the total charges to be assessed against each Owner and the interest of such Owner in its Parcel, which supplemental Common Assessment shall not exceed: (1) twenty percent (20%) of the then current Common Assessment, if the current Common Assessment has been previously approved by the Owners, or (2) if the current Common Assessment has not been so approved, twenty percent (20%) of the previous year's Common Assessment. To the extent that any supplemental Common Assessment or the aggregate of any supplemental Common Assessments in any calendar year exceeds the foregoing, such excess shall require the prior approval of the Owners. Written notice of any change in the amount of Common Assessments shall be given to ISU not less than thirty (30) days prior to the effective date of such change.

Section 2.7. Collection of Common Assessments. Within thirty (30) days of execution of this Agreement, the School District shall fix and collect from each Owner its pro-rata share of the Common Assessments. Each Owner shall make payment of its pro-rata share of the Common Assessments on the first day of the month thereafter. Common Assessments for fractions of any period involved shall be prorated. At the end of any calendar year, the Owners may determine that all excess assessment funds be returned to the Owners proportionately or be retained by the School District and used to reduce the following year's Common Assessments. In any voluntary or involuntary conveyance of a Parcel, the new Owner ("Purchaser") shall be jointly and severally liable with the previous Owner ("Seller") for all unpaid installments of assessments levied by the School District against the Seller for its share of the Common Expenses up to the date of Close of Escrow of the conveyance, without prejudice to the right of the Purchaser to collect from the Seller therefor. However, any such Purchaser shall be entitled to a statement from the School District setting forth the amount of the unpaid assessments against the Seller due the School District as of the date the School District receives the request by such Purchaser, provided, however, that the Purchaser shall be personally liable for any and all installments of assessments and other charges becoming due after the Close of Escrow for the conveyance.

Section 2.8. Capital Improvement Assessments. Should the Owners determine the need for a capital improvement or replacement expenditure, the cost of

which is in excess of Fifty Thousand and No/100 Dollars (\$50,000.00), or which will materially affect, reduce or impede the use of the Common Area, then approval by both Owners shall be required to approve and render effective a Capital Improvement Assessment to cover the cost of such expenditure. Such Capital Improvement Assessment shall be prorated based on the same proportionate share as the Common Area Assessment.

ARTICLE 3 NONPAYMENT OF ASSESSMENTS

Section 3.1. Delinquency. Any installment of an assessment provided for in this Agreement shall become delinquent if not paid on the due date. With respect to each installment of an assessment not paid within ten (10) days after its due date, the non-delinquent Owner may, at its election, require the delinquent Owner to pay a "late charge" in a sum equal to six percent (6%) of such delinquent installment, together with interest on such delinquent sums at a rate equal to fifteen percent (15%) per annum, calculated from the date of delinquency to and including the date full payment is received by the non-delinquent Owner. If any installment of an assessment is not paid within thirty (30) days after its due date, the non-delinquent Owner may mail a notice to the delinquent Owner. The notice shall specify: (1) the fact that the installment is delinquent; (2) the action required to cure the default; (3) a date not less than three (3) days from the date the notice is mailed to the delinquent Owner by which date such default must be cured; and (4) that failure to cure the default on or before the date specified in the notice may result in acceleration of the balance of the installments of the assessments for the then current fiscal year and sale of the Owner's interest in its Parcel. The notice shall further inform the delinquent Owner of its right, if any, to cure after acceleration. If the delinquent installments of the assessments and any charges thereon are not paid in full on or before the date specified in the notice, the non-delinquent Owner, at its option, may declare all of the unpaid balance of the assessments for the then current fiscal year attributable to the delinquent Owner and its Parcel or interest therein to be immediately due and payable without further demand and may enforce the collection of the assessments and all charges thereon in any manner authorized by law or by this Agreement.

Section 3.2. Lien and Notice of Lien. Each Owner vests in the other Owner the right and power to bring all actions at law or to foreclose the non-delinquent Owner's lien provided for in Section 3.1 above against an Owner and such Owner's Parcel for the collection of delinquent assessments. No action shall be brought to foreclose said delinquent assessment lien or to proceed under the power of sale herein provided sooner than thirty (30) days after the date a notice of claim of lien is recorded by the non-delinquent Owner in the Office of the Real Property Records, Ada County, Idaho, and a copy thereof is deposited in the United States mails, certified or registered, postage prepaid, to the Owner of said Parcel at said Owner's last known address. Said notice of claim of lien must contain a sufficient legal description of said Parcel, the record owner or reputed owner thereof and the amount claimed, including the cost of preparing and recording the notice of claim of lien, late charges and interest on said unpaid assessments and costs of collections, including reasonable attorneys fee.

Section 3.3. Foreclosure and Sale. Any such foreclosure and sale provided for above shall be conducted in accordance with the laws of the State of Idaho applicable to the exercise of powers of foreclosure and sale of mortgages. The non-delinquent Owner, through its duly authorized agents, shall have the power to bid on the Parcel at the foreclosure sale and to acquire and hold, lease, mortgage and convey the same.

Section 3.4. Curing the Default. Upon the timely curing of any default for which a notice of claim of lien was recorded by the non-delinquent Owner, the non-delinquent Owner shall record an appropriate release of such notice, upon payment by the defaulting Owner of all fees to cover the cost of preparing and recording such release, together with the payment of such other costs, interest and fees as shall have been incurred by the non-delinquent Owner by reason of such default. Any purchaser or encumbrancer who has acted in good faith and extended value may rely upon such release as conclusive evidence of the full satisfaction of the sums stated in the notice of claim of lien.

Section 3.5. Cumulative Remedies. The assessment lien and right of foreclosure and sale thereunder shall be in addition to, and not in substitution for, all other rights and remedies which the non-delinquent Owner may have hereunder and by law, including a suit to recover a money judgment for unpaid assessments, but any institution of a suit to recover a money judgment shall not constitute an affirmation of the adequacy of money damages.

Section 3.6. Subordination of Assessment Liens. All sums assessed in accordance with the provisions of this Agreement shall constitute a lien on the respective Parcel prior and superior to all other liens, except (1) all taxes, bonds, assessments and other levies or liens which, by law, would be superior thereto, and (2) the lien or charge of any Mortgage of Record made in good faith and for value and recorded prior to the date on which the notice of claim of lien is recorded. Upon the foreclosure of, or the acceptance of a deed in lieu of foreclosure of, a Mortgage described above, the foreclosure-purchaser or deed-in-lieu-grantee shall take title free of the lien for unpaid assessments for all said charges that have accrued up to the time of the foreclosure or deed given in lieu of foreclosure, but subject to the lien hereof for all said charges that shall accrue subsequent to the foreclosure or deed-in-lieu-of-foreclosure.

ARTICLE 4

COMMON AREA, UTILITIES, CONSTRUCTION AND RIGHT'S OF ENTRY

Section 4.1. Easements for Maintenance, Access and Parking.

(a) Easement for Bus Circulation. ISU hereby agrees to maintain the Common Area on the ISU Property so as to not interfere or obstruct the flow the School District's busing route and use of the Common Area by the School District's buses. The parties agree that the intended busing routes will be as set forth on Exhibit "D" attached hereto and incorporated herein by reference.

(b) Easement for Signage. The School District hereby grants and conveys to ISU a perpetual non-exclusive easement for the right to construct Signs, which are approved in writing by the School District, at the locations as set forth on Exhibit "E" attached hereto and incorporated herein by reference.

(c) Easement for Maintenance and Repair. Each Owner grants to the other Owner perpetual nonexclusive easements over the Common Areas and the Parcels as necessary to maintain and repair the Common Areas and to perform all tasks in accordance with the provisions of this Agreement.

(d) Easement for Parking. ISU and the School District hereby grant and convey to the other a perpetual, non-exclusive easement to use all parking areas presently existing or which may exist in the future on the Property. No Owner may reduce the number of parking stalls on its Parcel if such reduction would impair or affect the use of the other Parcel. Any parking immediately adjacent to an Owner's primary entrance into the Building on that Owner's Parcel shall be primarily for the use of that Owner. The Owners Committee will review parking needs of the Owners, and will agree upon parking rules, as necessary, including but not limited to, reserved and/or priority parking for the respective Owners during specified hours and use of the parking lot during special events.

(e) Walkways and Driveways. There shall be no obstruction of any streets, entranceways, walkways or driveways located within the Property which would interfere with the free circulation of foot, bicycle, automobile or truck traffic, except such obstruction as may be reasonably required in connection with repairs of such streets, walkways or driveways. Free use of the entranceways, walkways and driveways and free circulation of foot, bicycle and vehicular traffic are essential elements of the Property.

Section 4.2. Utilities and HVAC System. Except for the cost associated with maintaining the lighting in the parking lot, all utilities must be separately metered to each Parcel. Each Parcel shall own, maintain and repair its own HVAC units and systems.

Section 4.3. Rights of Entry. Each Owner shall have a limited right of entry in and upon the exterior of all Improvements located on any Parcel for the purpose of inspecting the same and taking whatever corrective action may be deemed

necessary or proper, as may be authorized by the provisions of this Agreement. However, nothing herein shall be construed to impose any obligation upon an Owner to maintain or repair any portion of a Parcel or any Improvement thereon which is to be maintained or repaired by the other Owner. Nothing in this Article shall in any manner limit the right of any Owner to the occupancy and control over the interior of the portion of the Building located upon its Parcel. However, each Owner shall permit access to such Owner's Parcel or Improvements thereon by the other Owner as reasonably necessary, such as in case of any emergency originating on or threatening such Parcel or Improvements, whether or not such Owner is present.

Section 4.4. Parking Lot Lighting. The Owner of the School District Property shall maintain the lighting in the parking lot. Such lighting shall remain on during the hours that the Owner of the School District Property deems necessary. The cost of the maintaining, repairing and replacing the parking lot lighting shall be a Common Area Expense and shall be a Common Expense.

Section 4.5. Individual Maintenance Obligations. Each Owner is responsible for all Service Facilities on its Parcel and shall insure that all outdoor refuse collection areas shall be visually screened so as not to be Visible from the Street and no refuse collection area shall be permitted between a street and the front of each Owner's portion of the Building.

(a) Security. Each Owner shall be responsible to provide any, if at all, security for its Parcel. Providing security shall not be the responsibility of the Owner of the School District Property and shall not be a Common Expense.

ARTICLE 5 SHARED USE OF THE FACILITIES

The parties hereby agree that the Owners have an interest in sharing the use of the Building. Except as specifically set forth herein or in the Master Declaration Agreement recorded against the Property, an Owner shall be allowed to use the other Owner's portion of the Building by obtaining written approval of the other Owner as to the dates and times of the use and the type of use. The Owner using the other Owner's portion of the Building shall pay to such other Owner the amounts as set forth on Exhibit "F" hereto for the use of the Building. This Exhibit may be amended as agreed to by the Owners.

ARTICLE 6 DAMAGE OR LOSS TO IMPROVEMENTS

Section 6.1. Insurance. The School District shall be responsible for maintaining the necessary commercial general liability and casualty insurance for the Property. The limits of liability of all such insurance shall be a combined single limit (covering personal injury, bodily injury and property damage) of \$_____ per occurrence. The School District shall provide ISU with a certificate evidencing such insurance. ISU shall reimburse the School District for its pro-rata share of the premium and deductibles related to the insurance, within fifteen (15) days of the School District

providing a receipt for such insurance to ISU. Such pro-rata share shall be based on the same proportionate share as the Common Area Assessment. In the event the premium for such insurance is increased due to a claim(s) against an Owner, such Owner shall be solely responsible for the increase in the premium due to the claim(s). Each Owner shall be responsible for maintaining any and all insurance for its personal property.

Section 6.2. Restoration of Common Areas. Except as otherwise provided in this Agreement, in the event of any destruction of any portion of the Common Areas other than any portion of the Building, it shall be the duty of the School District Property Owner to restore and repair the same to its former condition, as promptly as practical. The proceeds of any insurance shall be used for such purpose. The Common Areas and all other Improvements located within the Common Areas shall be reconstructed or rebuilt substantially in accordance with the original construction plans if they are available, with such changes as are approved by the Owners. In the event that the amount available from the proceeds of such insurance policies for such restoration and repair shall be less than the estimated cost of restoration and repair, a Reconstruction Assessment shall be levied by the School District Property Owner upon the Owners and their Parcels in order to provide the necessary funds for such reconstruction over and above the amount of any insurance proceeds available for such purpose. Reconstruction Assessments shall be borne by the Owners in the same proportions as Common Assessments.

Section 6.3. Restoration Obligations of Owners. In the event of the damage or destruction of any portion of a Parcel or the portion of the Building thereon, then it shall be the duty of the Owner of such Parcel, as soon as may be practical, to repair and replace the damage or destruction, or such portion thereof as will render such damage or destruction indiscernible from the exterior of the Parcel.

Section 6.4. Condemnation. In the event the whole, or any part, of the Common Areas shall be taken or condemned by any authority exercising the power of eminent domain, the Owners shall appear and defend such proceedings; provided, that if a Parcel is encumbered by a Mortgage or Mortgages which has or have a provision relating to condemnation, then in lieu of distributing the award to the Owner of said Parcel, that Owner's portion of the award shall be paid to the Mortgagee of the Mortgage with the highest priority and seniority for distribution and payment in accordance with the terms and conditions of said Mortgage's Mortgage.

ARTICLE 7 DURATION AND AMENDMENT

Section 7.1. Future Additions to the Building. In the Event an Owner desires to increase the square footage of the Building owned by it, it must provide written notice to the other Owner of such addition thirty (30) days prior to the commencement of such construction. In the event such additions are likely to materially affect, reduce, or impede the use of the Common Areas, the Owner proposing to construct the additional square footage will first obtain the review and approval of the Owners Committee, and such approval will not be unreasonably withheld. All

construction must be completed as quickly as possible and must comply with all applicable local, state and federal regulations, rules and ordinances and laws, including but not limited to parking requirements. All staging must be on the Owner's own Parcel and must not inhibit access to the Property and must not unreasonably interfere with the other Owner's use of the Common Area. Any improvements or remodeling to the Building which requires additions, changes or improvements to the Common Area of the Fire Safety System shall be the sole responsibility and cost of the Owner making such additions or improvements. Any and all remodeling, additions or changes made to the Building by an Owner shall comply with all applicable laws, rules and regulations

Section 7.2. Building Improvements.

(a) The Building may not be changed in anyway (including, without limitation, signs and color) without first providing prior written notice to the Owners as to the exterior elevations (including, without limitation, signs and color) of modification. All modifications to the Building must comply with all applicable rules, laws, regulations and ordinances.

Section 7.3. Construction Requirements.

(a) All work performed in the construction, maintenance, repair, replacement, alteration or expansion of the Building or Common Area improvements located on the Property shall be effected as expeditiously as possible and in such a manner as not to unreasonably interfere, obstruct or delay (i) access to or from the Building, or any part thereof, to or from any public right-of-way, (ii) vehicular parking in that portion of the improved Common Area located in from of the Building, or (iii) the busing route or delivery of receiving of merchandise by any business on the Property including, without limitation, access to Building. All staging for the construction, maintenance, repair, replacement, alteration or expansion of the Building or Common Area improvements located on the Property including, without limitation, the location of any temporary buildings or construction sheds, the storage of building materials, and the parking of construction vehicles and equipment shall be limited to that portion of the Property approved in writing by the Owners. Unless otherwise specifically state herein, the person contracting for the performance of such work ("Contracting Party") shall, at its sole cost and expense, promptly repair and restore or cause to be promptly repaired and restored to its prior condition all buildings, improvements, signs, utility lines and Common Area damaged or destroyed in the performance of such work. Any improvements or remodeling to the Building which requires additions, changes or improvements to the Common Area of the Fire Safety System shall be the sole responsibility and cost of the Owner making such additions or improvements.

(b) The Contracting Party shall not permit any liens to stand against any Parcel for any work done or materials furnished in connection with the performance of the work described in subparagraph (a) above; provided, however, that the Contracting Party shall, within thirty (30) days after receipt of written notice from the Owner or Occupant of any Parcel encumbered by any such lien or claim of lien, cause any such outstanding lien or claim of lien to be released of record or transferred to bond

in accordance with applicable law, failing which the Owner or Occupant of said Parcel shall have the right, at the Contracting Party's expense, to transfer said lien to bond.

(c) (c) The parties acknowledge and agree that incidental encroachments upon the Common Area may occur as a result of the use of ladders, scaffolds and similar facilities in connection with the construction, maintenance, repair, replacement, alteration or expansion of the Building, improvements and Common Area located on the Property, all of which are permitted hereunder so long as all activities requiring the use of such facilities are expeditiously pursued to completion and are performed in such a manner as to minimize any interference with the use of the improved Common Area or with the normal operation of any Business in the Building.

ARTICLE 8 GENERAL PROVISIONS

Section 8.1. Duration. This Agreement shall continue in full force until December 31, 2057, and thereafter in ten (10) year intervals unless a Termination of Joint Operations and Maintenance is recorded meeting the requirements of an amendment to this Agreement as set forth in Section 8.2. Notwithstanding any termination of this Agreement, in no event shall the easements granted in Section 4 be terminated, but shall remain in full force and effect.

Section 8.2. Amendment. Notice of the subject matter of a proposed amendment to this Agreement in reasonably detailed form shall be included in the notice of any meeting of the Owners at which a proposed amendment is to be considered. The amendment shall be adopted by the vote, in person or by proxy, or written consent of all Owners.

Section 8.3. Governmental Regulation. All valid governmental enactments, ordinances and regulations are deemed to be part of this Agreement and to the extent that they conflict with any provision, covenant, condition or restriction hereof, said conflicting governmental enactment, ordinance and regulation shall control and the provision, covenant, condition or restriction hereof in conflict therewith shall be deemed (i) amended to the extent necessary to bring it into conformity with said enactment, ordinance and regulation while still preserving the intent and spirit of the provision, covenant, condition or restriction or (ii) stricken herefrom should no amendment conforming to the governmental enactment, ordinance or restriction be capable of preserving the intent and spirit of said provision, covenant, condition or restriction

ARTICLE 9 GENERAL PROVISIONS

Section 9.1. Waiver of Use. No Owner may exempt himself from personal liability for assessments duly levied under this Agreement, nor release its Parcel from the liens and charges hereof, by waiver of the use and enjoyment of the Common Areas or by abandonment of its Parcel.

Section 9.2. Leasing of Property. Every lease or other agreement for the hire or occupation ("lease") of any portion of the Property which is executed after the

recording of this Agreement shall be subject to the provisions of this Agreement, and every Occupant of a Parcel or a portion thereof shall in all applicable respects comply with the provisions of this Agreement. Every Owner shall:

(a) Include in any agreement for the lease of all or any portion of its Parcel a specific provision that said lease is subject to this Agreement, that the Occupant of the Parcel will comply with the provisions of this Agreement, and that such provisions are an integral part of the lease; and

Not execute a lease to any portion of the Property without complying with the provisions of Section 9.2(a) above; provided, however, that an Owner's failure to do so shall not diminish the effect of this Agreement with respect to any such lease. The lease shall not become effective until an Occupant has executed a lease containing the provision required in Section 9.2(a) above.

Section 9.3. Legal Proceedings. Failure to comply with any of the terms of this Agreement by an Owner or Occupant, his guests, employees, invitees or tenants, shall be grounds for relief which may include, without limitation, an action to recover sums due for damages, injunctive relief, foreclosure of lien, or any combination thereof, which relief may be sought by an aggrieved Owner. Failure to enforce any provision hereof shall not constitute a waiver of the right to enforce said provision, or any other provision hereof. Any Owner (not at the time in default hereunder) shall be entitled to bring an action for damages against any defaulting Owner and, in addition, may enjoin any violation of this Agreement. Any judgment rendered in any action or proceeding pursuant thereto shall include a sum for attorneys' fees, including appeals, in such amount as the Court may deem reasonable, in favor of the prevailing party, as well as the amount of any delinquent payment, together with interest, costs of collection and court costs. Each remedy provided for in this Agreement shall be cumulative and not exclusive or exhaustive.

Section 9.4. Severability. The provisions hereof shall be deemed independent and severable, and a determination of invalidity or partial invalidity or enforceability of any one provision or portion hereof by a court of competent jurisdiction shall not affect the validity or enforceability of any other provisions hereof.

Section 9.5. Interpretation. The provisions of this Agreement shall be liberally construed to effectuate its purpose of creating a uniform plan for the operation of the Property and for the maintenance of the Common Areas, and any violation of this Agreement shall be deemed to be a nuisance. The article and section headings, titles and captions have been inserted for convenience only, and shall not be considered or referred to in resolving questions of interpretation or construction. Unless the context otherwise requires, as used herein the singular and the plural shall each include the other and the masculine, feminine or neuter shall each include the masculine, feminine and neuter.

Section 9.6. Hold Harmless and Indemnification; Insurance. To the extent permitted by the Idaho Tort Claims Act, Idaho Code § 6-901 et seq., each Owner shall indemnify, defend, protect and hold each other harmless from and against any and all claims of liability for any injury or damage to any person or property arising from School

District's or School District's agents and representatives or ISU's or ISU's agents and representatives use of the Building and Property, or from any activity, work or thing done, permitted or suffered by, in or about the Property and Building. The School District and ISU shall further indemnify, defend, protect and hold each other harmless from and against any and all claims arising from any negligent or intentional act or omission by each's respective agents, contractors or employees, and from and against all costs, attorney's fees, expenses and liabilities incurred in the defense of any such action or proceeding brought thereon. In the event any action or proceeding is brought against the School District or ISU, by reason of any such claim, the entity from whose conduct the claim arose shall, upon notice from the School District or ISU, defend it or them at that entity's expense by counsel satisfactory to the entity to whom indemnification is owed.

Section 9.7. Limitation on Liability and Remedies. The School District and ISU, as a material part of the consideration to each other and in recognition of the cooperative relationship of the parties and their desire to provide for continued public use and enjoyment of the Property, do hereby agree to the following limitations on each other's liability arising from and as well as the use of the Building and the Property. To the fullest extent permitted by law, both the School District and ISU, on each other's behalf and on behalf of all persons or entities claiming by and through either, agree to limit the liability of the School District and ISU for any claims, losses, costs, damages of any nature whatsoever or claims or expenses from any cause or causes, so that the total aggregate liability of a claim against either the School District or ISU shall not exceed the amount of collectible liability insurance that the School District and ISU are separately required to maintain hereunder be liable to the other Owner for any injury to any person or damage to the Common Areas or any equipment thereon which may be sustained by reason of the negligence of said Owner or of his guests, employees, invitees or tenants, to the extent that any such damage shall not be covered by insurance. The costs incurred by the other Owner as a result of such damage shall be deemed a Special Assessment of such Owner and its Parcel, and shall be subject to levy, enforcement and collection by the other Owner in accordance with the assessment lien procedure provided in this Agreement.

Section 9.8. No Public Right or Dedication. Nothing contained in this Agreement shall be deemed to be a gift or dedication of all or any part of the Property to the public, or for any public use.

Section 9.9. Nonliability. No Person shall be liable to any party for injuries or damage resulting from such Person's acts or omissions within what such Person reasonably believed to be the scope of his duties under this Agreement ("Official Acts"), except to the extent that such injuries or damages result from such Person's malicious or criminal misconduct.

Section 9.10. Notices. Except as otherwise provided in this Agreement, in each instance in which notice is to be given to an Owner, the same shall be in writing and may be delivered personally to the Owner, in which case personal delivery of such notice to one or more co-owners of a Parcel or to any general partner of a partnership owning a Parcel shall be deemed delivery to all co-owners or to the partnership, as the

case may be. Personal delivery of such notice to any officer or agent for the service of process on a corporation or limited liability company shall be deemed delivery to the corporation or limited liability company, as the case may be. In lieu of the foregoing, such notice may be delivered by certified or registered United States mail, postage prepaid, return receipt required, addressed to the Owner at the most recent address furnished by such Owner to the other Owner or, if no such address shall have been furnished, to the street address of such Parcel. Such notice shall be deemed delivered forty-eight (48) hours after the time of such mailing.

THIS Agreement has been executed on the date first written above and may be executed in any number of original counterparts, each of which shall be deemed an original, but all of which when taken together shall constitute one and the same instrument. The signature and notary acknowledgement pages of any counterpart may be detached therefrom without impairing the legal effect of the signature(s) thereon provided such signature and notary pages are attached to any other counterpart identical thereto except having additional signature and notary pages executed by other parties to this Agreement attached thereto.

**BOARD OF TRUSTEES AND STATE BOARD OF
EDUCATION OF IDAHO STATE UNIVERSITY**

By: _____

Name; _____

Title: _____

**JOINT SCHOOL DISTRICT NO. 2, ADA
AND CANYON COUNTIES, IDAHO**

By: _____

Name: Linda Clark

Title: Superintendent

EXHIBIT "A"

LEGAL DESCRIPTION OF SCHOOL DISTRICT PROPERTY

EXHIBIT "B"

LEGAL DESCRIPTION OF THE ISU PROPERTY

EXHIBIT "C"
MECHANICAL ROOM

EXHIBIT "D"
BUS ROUTES

EXHIBIT "E"

SIGNAGE

EXHIBIT "F"

SHARED USE OF THE FACILITIES

After recording, return to:

Recording Requested By and
When Recorded Return to:
Paula Landholm Kluksdal
HAWLEY TROXELL ENNIS & HAWLEY LLP
P.O. Box 1617
Boise, Idaho 83701

SPACE ABOVE THIS LINE FOR RECORDER'S USE ONLY

(Space Above Provided for Recorder's Office)

MASTER DECLARATION AGREEMENT

THIS MASTER DECLARATION AGREEMENT is made on _____, 2007, by the BOARD OF TRUSTEES AND STATE BOARD OF EDUCATION OF IDAHO STATE UNIVERSITY ("ISU") and JOINT SCHOOL DISTRICT NO. 2, Ada and Canyon Counties, Idaho, an Idaho school district ("School District").

PREAMBLE:

A. The School District is the owner of certain real property located in the City of Meridian, County of Ada, State of Idaho, described in Exhibit "A" attached hereto and by this reference incorporated herein (the "School District Property"). ISU is the owner of certain real property located in the City of Meridian, County of Ada, State of Idaho, described in Exhibit "B" attached hereto and by this reference incorporated herein (the "ISU Property"; the ISU Property and the School District Property are herein collectively called the "Property").

B. Concurrently with the recording of this Agreement, School District has conveyed the ISU Property to ISU. The parties have determined that it is desirable and necessary, for the efficient preservation of the values of the Property and for the maintenance and preservation of the Building (as defined below) and the Common Areas (as defined below) to enter into this Agreement for the purpose of maintaining and administering the Building and Common Areas and insuring the Building complies with the necessary code provisions and regulations.

C. ISU and the School District hereby declare that all of the Property shall be held, leased, occupied, sold and conveyed subject to the following covenants, conditions, restrictions and easements, all and each of which are for the purpose of enhancing and perfecting the value, desirability and attractiveness of the Property and for the protection of the Property. All and each of these covenants, conditions,

restrictions and easements are hereby imposed as equitable servitudes upon the Property. The covenants, conditions, restrictions, reservations, easements and equitable servitudes set forth herein shall run with the Property, and every portion thereof, shall be binding on all parties having or acquiring any right, title or interest in the Property or in any part thereof, and their successors and assigns, shall inure to the benefit of every portion of the Property and any interest therein, shall inure to the benefit of each Owner, and his successors and assigns, and may be enforced by any Owner.

ARTICLE 2 DEFINITIONS

The following words, when used in this Agreement and in any amendment to this Agreement, unless otherwise provided, shall have the following meanings:

Section 2.1. “Agreement” shall mean this Master Declaration Agreement, as it may be amended from time to time as provided herein.

Section 2.2. “Building” shall mean the building located on the Property known as the District Services Center.

Section 2.3. “Common Areas” shall mean any portion of the Property, including the Improvements thereon, which are used in common by the Owners or maintained in common by the Owners, including, but not limited to (a) all roadways within the Property, (b) any landscaping located within the Property, (c) all parking areas within the Property as depicted on Exhibit “C” attached hereto, (d) outside and parking lot lighting and signage within the Property, (e) sidewalks within the Property, (f) the roof, and (g) any Improvements which are restricted to a use or uses beneficial to the Owners in common by reason of requirements imposed upon the Property by governmental entities, including but not limited to the mechanical room, as depicted on Exhibit “C” attached hereto, regardless of whether such Improvements are in the Building.

Section 2.4. “Improvement” shall mean all structures, systems and appurtenances thereto of every kind, whether above or below the land surface, including, but not limited to, the Building, utility systems, drainage systems, walkways, driveways, parking areas, landscaping items, fences, landscaping vegetation, wetland improvements and improvements to wetland buffer areas, irrigation systems, signs, exterior fixtures and any structure of any kind.

Section 2.5. “Joint Operations and Maintenance Agreement” shall mean the document executed contemporaneously herewith governing the common maintenance of the Property.

Section 2.6. “Mortgage” - “Mortgagee” - “Mortgagor” shall mean any mortgage, deed of trust or other conveyance of a Parcel to secure the performance of an obligation that will be void and reconveyed upon completion of such performance. Reference in this Agreement to a Mortgagee shall be deemed to include the mortgagee of a mortgage, a beneficiary of a deed of trust or the secured party of any other conveyance

for security purposes; reference to a Mortgagor shall be deemed to include the mortgagor of a mortgage, trustor or grantor of a deed of trust, or the debtor of any other conveyance for security purposes.

Section 2.7. “Notice of Interest” shall mean written notice from an Owner to another Owner of such Owner’s intent to purchase the other Owner’s Parcel pursuant to the terms and conditions of the right of first refusal set forth herein in Article 6.

Section 2.8. “Occupant” shall mean a lessee or licensee of an Owner, or any other Person other than an Owner in lawful possession of a Parcel, or a portion of a Parcel, with the permission of the Owner.

Section 2.9. “Owner” shall mean the Person, including ISU and the School District, holding fee simple title of record to a Parcel, including purchasers under executory contracts of sale. “Owners” shall mean all of the owners of Parcels within the Property.

Section 2.10. “Parcel” shall mean each of the ISU Property and the School District Property or any portion therein.

Section 2.11. “Person” shall mean a natural individual, corporation or any other entity with the legal right to hold title to real property.

Section 2.12. “Property” shall mean all of the Parcels.

Section 2.13. “Reconstruction Assessment” shall mean a charge against each Owner and its Parcel, representing a portion of the cost for repair or replacement of any portion of damaged or lost Improvements in the Common Areas, as provided for in this Agreement.

Section 2.14. “Service Facilities” shall mean loading docks, trash enclosures and compactors, exterior coolers, electrical and refrigeration facilities and other similar service facilities.

Section 2.15. “Transfer Notice” shall mean written notice from an Owner to another Owner of such Owner’s intent to sell its Parcel pursuant to the terms and conditions of the right of first refusal set forth herein in Article 6.

Section 2.16. “Street” shall mean any street, drive, way, lane, place or other thoroughfare either within or adjacent to the Property or as so used as a part of the Common Areas, whether private or public.

ARTICLE 3 COMMON AREA, EASEMENT’S AND RIGHT’S OF ENTRY

Section 3.1. Easements.

(a) Access and Parking. The School District hereby grants and conveys to ISU a perpetual non-exclusive easement to use all Streets located upon the School District Property for ingress, egress and access between ISU and East Central Drive. ISU hereby grants and conveys to the School District a perpetual non-exclusive easement to use all Streets located upon the ISU Property for ingress, egress and access between the ISU Property and East Central Drive. In addition, the School District and ISU each hereby grant and convey to the other perpetual, non-exclusive easements to use all parking areas presently existing or which may exist in the future on the Property.

(b) Maintenance and Repair. Each Owner grants to the other Owner perpetual nonexclusive easements over the Common Areas and the Parcels as necessary to maintain and repair the Common Areas and to perform all tasks in accordance with the provisions of this Agreement and the Joint Operations and Maintenance Agreement.

(c) Utility Easements. Each Owner grants to the other Owner perpetual easements over the Parcels and the Common Areas for utility services and laterals, and repairs, replacement and maintenance of the same, over all of the Common Areas serving the individual Parcels as necessary in accordance with the locations of the utilities as initially installed or in accordance with alterations of the Building. Such easements shall not be used in a manner that would unreasonably interfere with the use and enjoyment by the Owners of their Parcels and the Common Areas. Any damage to another Owner's Property due to any repairs, replacement and maintenance shall be the responsibility of the Owner making such repairs, replacement and maintenance. All such easements shall be appurtenant to and shall pass with the title to each Parcel when conveyed. The utilities to the Building shall be separately metered to each Parcel.

(d) Encroachment. ISU and the School District each grant to the other perpetual easements appurtenant to each of the Parcels over the other Parcel and the Common Areas for the purposes of (1) maintaining the Common Areas and accommodating authorized construction, reconstruction, repair, shifting, movement or natural settling of the Improvements, or any portion thereof, and (2) maintaining drainage in accordance with the drainage pattern existing at the time of the recording of this Agreement or in accordance with such drainage pattern as altered with the prior consent of the Owners.

(e) Easements for City and County Use. In addition to the foregoing easements over the Common Areas, there shall be, and the Owners hereby reserve and covenant for themselves and all future Owners within the Property, easements for public services and utilities, including, without limitation, the right of the city, county, or other recognized governmental entity to install, maintain and repair public sanitary sewer and public water systems and the right of the police to enter upon any part of the Common Areas for the purpose of enforcing the law. Such representation and covenant shall not constitute any dedication to the public except to the extent such easements are depicted and set forth on record any plat for the Property.

Section 3.2. Rights of Entry. Each Owner shall have a limited right of entry in and upon the exterior of all Improvements located on any Parcel for the purpose of inspecting the same and taking whatever corrective action may be deemed necessary or proper, as may be authorized by the provisions of this Agreement. However, nothing herein shall be construed to impose any obligation upon an Owner to maintain or repair any portion of a Parcel or any Improvement thereon which is to be maintained or repaired by the other Owner. Nothing in this Article shall in any manner limit the right of any Owner to the exclusive occupancy and control over the interior of the portion of the Building located upon its Parcel. However, each Owner shall permit access to such Owner's Parcel or Improvements thereon by the other Owner as reasonably necessary, such as in case of any emergency originating on or threatening such Parcel or Improvements, whether or not such Owner is present.

Section 3.3. Leasing of Property. Every lease or other agreement for the hire or occupation ("lease") of any portion of the Property which is executed after the recording of this Agreement shall be subject to the provisions of this Agreement, and every Occupant of a Parcel or a portion thereof shall in all applicable respects comply with the provisions of this Agreement. Every Owner shall:

(a) Include in any agreement for the lease of all or any portion of its Parcel a specific provision that said lease is subject to this Agreement and the Joint Operations and Maintenance Agreement, that the Occupant of the Parcel will comply with the provisions of this Agreement, and that such provisions are an integral part of the lease; and

(b) Not execute a lease to any portion of the Property without complying with the provisions of Section 2.3(a) above; provided, however, that an Owner's failure to do so shall not diminish the effect of this Agreement with respect to any such lease. The lease shall not become effective until an Occupant has executed a lease containing the provision required in Section 2.3(a) above.

Section 3.4. Common Area.

(a) The Common Area is hereby reserved for the sole and exclusive use of all Owners of the Property, their tenants, contractors, employees, agents, customers, licensees and invitees and the subtenants, contractors, employees, agents, customers, licensees and invitees of such tenants. The Common Area may be used for vehicular driving, parking (except that there shall be no multi-level parking), pedestrian traffic, directional signs, sidewalks, walkways, landscaping, perimeter walls and fences, parking lot lighting, utility lines and Service Facilities and for no other purpose unless otherwise specifically provided in this Agreement or Section 1.3 hereof. No buildings or structures not approved in writing by the Owners shall be placed or constructed in the Common Area designated for vehicular traffic or parking except directional signs, paving bumper guards or curbs, landscape planters, lighting standards, perimeter walls and fences, utility pads and equipment, sidewalks and, to the extent that they are located, and do not impede access, to the rear or sides of the Building.

(b) The Common Area shall be maintained pursuant to the Joint Operations and Maintenance Agreement subject to the specific maintenance duties and obligations set forth herein. Expenses incurred for such maintenance shall be assessed pursuant to the Joint Operations and Maintenance Agreement, shall run with the land and shall be a continuing lien against the Property. The expenses incurred shall be allocated proportionately by dividing the amount of the square footage of the Building owned by such Owner by the total square footage of the Building unless otherwise agreed to in the Joint Operations and Maintenance Agreement. The parties hereto expressly vest in the other Owner the right and power to bring all actions at law or to foreclose on an Owner's lien against such Owner and such Owner's Parcel for the collection of delinquent assessments, pursuant to the terms and conditions as set forth in the Joint Operations and Maintenance Agreement. Each Owner gives the other Owner the right, pursuant to the terms of the Joint Operations and Maintenance Agreement, to record a notice of claim of lien against an Owner and said Owner's Parcel for any delinquent assessments in the Office of the Real Property Records, Ada County, Idaho, and a copy thereof is deposited in the United States mails, certified or registered, postage prepaid, to the Owner of said Parcel at said Owner's last known address. Said notice of claim of lien must contain a sufficient legal description of said Parcel, the record owner or reputed owner thereof and the amount claimed, including the cost of preparing and recording the notice of claim of lien, late charges and interest on said unpaid assessments and costs of collections, including reasonable attorneys fees.

Section 3.5. Building Improvements.

(a) Any alterations to the Building must be of Type I, II, III or IV as defined in the 2003 International Building Code Section 602. All modifications and plans to improve the Building comply with the 2003 International Building Code and have been approved by the Division of Building Safety. All modifications to the Building must comply with all applicable governmental rules, laws, regulations and ordinances.

(b) The Building shall not be modified in such a manner as to adversely affect the structural integrity of the Building.

(c) All Service Facilities shall be attractively screened from view from the parking areas.

(d) An open yard of at least sixty (60) feet shall be maintained around the perimeter of the Building at all times; provided, however, the Building may be expanded as long as a sixty (60) foot open yard is maintained around the perimeter. Such open yard shall not limit the ability of an Owner to place landscaping parking areas, sidewalks, roadways, lighting and signage in such open yard.

ARTICLE 4 REGULATION OF OPERATIONS AND USES

Section 4.1. Prohibited Uses. The following operations and uses shall not be permitted on any portion of the Property subject to this Agreement:

- (a) Trailer courts or recreation vehicle campgrounds;
- (b) Junk yards or recycling facilities;
- (c) Drilling for and removing oil, gas or other hydrocarbon substances;
- (d) Refining of petroleum or of its products;
- (e) Commercial petroleum storage yards;
- (f) Commercial excavation of building or construction materials provided that this prohibition shall not be construed to prohibit any excavation necessary in the course of construction of new Improvements on a Parcel or the Common Areas;
- (g) A theater, bowling alley, skating rink, gym, health spa or studio, dance hall, billiard or pool hall, massage parlor, game parlor or video arcade; provided, however, a workout or recreational area for use by the employees and/or students of the Owners is not prohibited hereby;
- (h) A bar;
- (i) Distillation of bones;
- (j) Dumping, disposal, incineration or reduction of garbage, sewage, offal, dead animals or other refuse;
- (k) Fat rendering;
- (l) Stockyard or slaughter of animals;
- (m) Smelting of iron, tin, zinc or any other ore or ores;
- (n) Cemeteries;
- (o) Jail or honor farms; or
- (p) Any use that is not appropriate for a first class property and any use which is in violation of this Agreement, or any statute, law, ordinance, regulation or ruling of any public authority having jurisdiction or could produce adverse effects upon the Property in terms of health, safety or welfare of persons.

Section 4.2. Permitted Uses. Any use or business permitted by the City of Meridian and permitted by current ordinances of the City of Meridian and by the 2003

International Building Code Section 402.2 that is not specifically prohibited in Section 5.1 above and that would not adversely affect the Property or adversely affect any uses to which either of the Parcels is then being put will be permitted. Such uses shall be performed or carried out entirely within the Building such that the enclosed operations and uses do not cause or produce a nuisance to other Parcel, such as, but not limited to, vibration, sound, electro-mechanical disturbances, radiation, air or water pollution, dust or the emission of odorous toxic or nontoxic matter including steam. Certain activities which cannot be carried on within a building may be permitted, provided the other Owner specifically consents to such activity in writing, and further provided such activity is screened so as not to be Visible from the Street. The Owners hereby agree that the intended uses of ISU and the School District comply with the 2003 International Building Code Section 402.2.

Section 4.3. Intentionally Omitted.

Section 4.4. Nuisances. No nuisance shall be permitted to exist or operate upon any Parcel so as to be offensive or detrimental to any other Parcel or to its Occupants or the Owner thereof. A “nuisance” shall include, but not be limited to, any of the following conditions:

(a) Any use, including reasonable construction activity, of the Parcel which emits dust, sweepings, dirt or cinders into the atmosphere, or discharges liquid, solid wastes or other matter into any stream, river or other waterway which may adversely affect the health, safety, comfort of, or intended use of their property by persons within the area. No waste nor any substance or materials of any kind shall be discharged into any public sewer serving the Property or any part thereof in violation of any regulation of any public body having jurisdiction over such public sewer.

(b) The escape or discharge of any fumes, odors, gases, vapors, steam, acids or other substance into the atmosphere which discharge may be detrimental to the health, safety or welfare of any Person or may interfere with the comfort of persons within the area or which may be harmful to property or vegetation.

(c) The radiation or discharge of intense glare or heat, or atomic, electromagnetic, microwave, ultrasonic, laser or other radiation. Any operation producing intense glare or heat or such other radiation shall be performed only within an enclosed or screened area and then only in such manner that the glare, heat or radiation emitted will not be noticeable from the street or other Parcels.

(d) Any use which creates a sound pressure level in violation of any regulation of any public body having jurisdiction or which creates a ground vibration that is perceptible, without instruments, at any point along any of the property lines of a Parcel.

(e) Visible emissions of smoke or steam will not be permitted outside the Building that exceed Ringlemann No. 1 on the Ringlemann Chart of the United States Bureau of Mines. This requirement shall also be applied to the disposal of trash and

waste materials. Windborne dust, sprays and mists originating in plants are not permitted.

Section 4.5. Condition of Property. No Owner shall allow the portion of the Building located on its Parcel or any other structure upon its Parcel to fall into disrepair, and such portion of the Building and other structures shall at all times be kept in good condition and repair. The Owner or Occupant of any Parcel shall at all times keep its portion of the Building and appurtenances in a safe, clean and wholesome condition and comply, at its own expense, in all respects with applicable governmental, health, fire and safety ordinances, regulations, requirements and directives, and the Owner or Occupant shall at regular and frequent intervals remove at its own expense any rubbish of any character whatsoever that may accumulate within such portion of the Building to a trash collection facility or facilities.

Section 4.6. Remedies for Failure to Maintain and Repair.

(a) Remedies. If any Owner shall fail to perform the maintenance and repair required by Section 3.5, then the other Owner, after fifteen (15) days prior written notice to such delinquent Owner, shall have the right, but not the obligation, to perform such maintenance and repair and to charge the delinquent Owner and its Parcel with the cost of such work, together with interest thereon at the rate of fifteen percent (15%) per annum from the date of the advancement of funds for such work to the date of reimbursement by such Owner. If the delinquent Owner shall fail to reimburse the other Owner for such cost within ten (10) days after demand therefor, the non-delinquent Owner may, at any time within six (6) months after such advance, record a claim of lien signed by an authorized agent of the non-delinquent Owner for the amount of such charge, together with interest thereon and enforce the lien in accordance with the provisions of this Agreement.

(b) Nonexclusive Remedy. The foregoing lien and the rights to foreclose thereunder shall be in addition to, and not in substitution for, all other rights and remedies which the non-delinquent Owner may have hereunder and by law, including any suit for specific performance or to recover a money judgment for unpaid assessments.

Section 4.7. Utility Lines and Antennas. No sewer, drainage or utility lines or wires or other devices for the communication or transmission of electric current, power or signals, including telephone, television, microwave or radio signals, shall be constructed, placed or maintained anywhere in or upon any portion of a Parcel, other than within buildings or structures, unless the same shall be contained in conduits or cables constructed, placed or maintained underground or concealed in or under the Building or other structures. Antenna or satellite dishes for the transmission or reception of telephone, television, microwave or radio signals may be placed on any Parcel, but only on the roof of the Building and appropriately screened so as to have minimal visual impact on surrounding streets, public spaces and the Common Areas. The final location and configuration of such antenna or dish must be approved in writing by the other Owner. Nothing contained herein shall be deemed to forbid the erection or

use of temporary power or telephone facilities by an Owner incidental to the construction or repair of the portion of the Building located on such Owner's Parcel.

Section 4.8. Fire and Safety Systems. All fire alarms, automatic sprinkler systems, smoke control systems, standby power and emergency voice/alarm communication systems required by the building officials for the operation and treatment of the Building (collectively the "Fire and Safety Systems") shall be maintained as if the Building was owned by one Owner. The School District Property Owner shall be responsible for the control and maintenance of the Fire and Safety Systems for the entire Building pursuant to the Joint Operations and Maintenance Agreement. The ISU Property Owner shall be responsible to reimburse the School District Property Owner for such maintenance and control pursuant to the Joint Operations and Maintenance Agreement. Both Owners shall insure that the fire department has proper access to the equipment required by the fire department to be maintained on the Property.

Section 4.9. Mechanical Equipment. All mechanical equipment, utility meters, storage tanks, air conditioning equipment and similar items shall be screened with landscaping or attractive architectural features integrated into the structure itself.

Section 4.10. Mineral Exploration. No portion of the Property shall be used in any manner to explore for or to remove any steam, heat, oil or other hydrocarbons, gravel, earth, or any earth substances or other minerals of any kind; provided, however, that this shall not prevent the excavation of earth in connection with the grading or construction of Improvements within a Parcel. Water may be extracted to the extent permitted by the appropriate governmental agency.

ARTICLE 5

DAMAGE OR LOSS TO IMPROVEMENTS

Section 5.1. Restoration of Common Areas. Except as otherwise provided in this Agreement, in the event of any destruction of any portion of the Common Areas other than any portion of the Building, it shall be the duty of the School District Property Owner to restore and repair the same to its former condition, as promptly as practical. The proceeds of any insurance shall be used for such purpose. The Common Areas and all other Improvements located within the Common Areas shall be reconstructed or rebuilt substantially in accordance with the original construction plans if they are available, with such changes as are approved by the Owners. In the event that the amount available from the proceeds of such insurance policies for such restoration and repair shall be less than the estimated cost of restoration and repair, a Reconstruction Assessment shall be levied by the School District Property Owner upon the Owners and their Parcels in order to provide the necessary funds for such reconstruction over and above the amount of any insurance proceeds available for such purpose. Reconstruction Assessments shall be borne by the Owners in the same proportions as Common Assessments as set forth in the Joint Operations and Maintenance Agreement.

Section 5.2. Restoration Obligations of Owners. In the event of the damage or destruction of any portion of a Parcel or the portion of the Building thereon, then it shall be the duty of the Owner of such Parcel, as soon as may be practical, to repair and replace the damage or destruction, or such portion thereof as will render such damage or destruction indiscernible from the exterior of the Parcel.

Section 5.3. Condemnation. In the event the whole, or any part, of the Common Areas shall be taken or condemned by any authority exercising the power of eminent domain, the Owners shall appear and defend such proceedings; provided, that if a Parcel is encumbered by a Mortgage or Mortgages which has or have a provision relating to condemnation, then in lieu of distributing the award to the Owner of said Parcel, that Owner's portion of the award shall be paid to the Mortgagee of the Mortgage with the highest priority and seniority for distribution and payment in accordance with the terms and conditions of said Mortgagee's Mortgage.

ARTICLE 6 DURATION AND AMENDMENT

Section 6.1. Duration. This Agreement shall be recorded against the Parcels, shall run with the Parcels and shall be perpetual.

Section 6.2. Amendment. This Agreement may not be amended without written consent of all Owners. Notwithstanding the foregoing, any of the following amendments, to be effective, must be approved in writing by the record holders of one hundred percent (100%) of the aggregate value of Mortgages encumbering the Property at the time of such amendment and all necessary building officials.

Section 6.3. Governmental Regulation. All valid governmental enactments, ordinances and regulations are deemed to be part of this Agreement and to the extent that they conflict with any provision, covenant, condition or restriction hereof, said conflicting governmental enactment, ordinance and regulation shall control and the provision, covenant, condition or restriction hereof in conflict therewith shall be deemed (i) amended to the extent necessary to bring it into conformity with said enactment, ordinance and regulation while still preserving the intent and spirit of the provision, covenant, condition or restriction or (ii) stricken herefrom should no amendment conforming to the governmental enactment, ordinance or restriction be capable of preserving the intent and spirit of said provision, covenant, condition or restriction.

ARTICLE 7 RIGHT OF FIRST REFUSAL

Section 7.1. Right of First Refusal Granted. ISU hereby grants to the School District and the School District hereby grants to ISU the right of first refusal to purchase such Owner's Parcel, upon the terms and conditions hereinafter set forth.

Section 7.2. Notice of Interest to Purchase. In the event an Owner determines that it is going to sell, convey or otherwise transfer its Parcel to a third party pursuant to

an offer or bid, said Owner shall provide the other Owner a Transfer Notice which Transfer Notice must set forth the terms and conditions of the third party offer or bid, with a copy of such third party offer or bid attached to the Transfer Notice. Upon receipt of the Transfer Notice, the Owner receiving the Transfer Notice shall have thirty (30) days in which to provide the Owner delivering the Transfer Notice a Notice of Interest, subject to such Owner completing its due diligence and being satisfied, in its discretion, as set forth below. If an Owner fails to timely deliver a Notice of Interest, or if an Owner notifies the other Owner in writing that it declines to purchase the Parcel, the Owner selling the Parcel may proceed with its sale or transfer to the third party so long as such sale or transfer is at a price not less than and on terms not more favorable than the price and terms stated in the third party offer or bid attached to the Transfer Notice. In the event the sale or transfer attached to the Transfer Notice, the right of first refusal set forth herein shall remain in effect.

Section 7.3. Due Diligence Period. If an Owner wishes to purchase the Parcel and sends the Notice of Interest to the other Owner, then the purchasing Owner shall have thirty (30) days in which to perform its due diligence following the selling Owner's receipt of the Notice of Interest. Upon delivery of the Notice of Interest, such Owner shall proceed to conduct any surveys, soils tests, engineering studies, title reviews, and environmental tests and audits which such Owner deems necessary for such Owner to determine the suitability of the Parcel, in such Owner's sole and absolute discretion. If such Owner is satisfied with the results of the due diligence and elects to purchase the Parcel, such Owner shall notify the other Owner in writing, and the parties shall then use their good faith diligent efforts to close on the purchase of the Parcel, but in any event within three (3) months of completion of the due diligence period or otherwise agreed to in writing by the parties, unless such Owner needs to conduct a bond election to generate the funds for the purchase price and then within nine (9) months of completion of the due diligence period or otherwise agreed to in writing by the Owners. At the closing for the Parcel, the Owner selling the Parcel shall convey fee simple title to the Parcel to the Owner purchasing the Parcel, subject only to the following matters: (i) real property taxes, if any, not then delinquent; (ii) all easements, restrictions and covenants of record and/or shown on the final plat or contained in the Joint Operations and Maintenance Agreement entered into between the Owners; and (iii) zoning ordinances, easements and rights of way of record or visible upon the Parcel.

Section 7.4. Purchase Price. The purchase price for purchase of the Parcel shall be the lesser of the appraised value of the Parcel, as appraised by an appraiser selected by the Owner selling the Parcel and certified in the State of Idaho and agreed to by the parties, or the amount to be paid by the third party as set forth in the Transfer Notice.

Section 7.5. Closing Costs, Payment of Purchase Price. The Owner purchasing the Parcel shall pay the cost of recording the deed conveying the Parcel. Any escrow fees, and all fees charged by the closing agent, shall be paid equally by ISU and the School District. Taxes, if any, rentals, if any, and utilities shall be prorated as of the time of closing. The Owner selling the Parcel shall pay the premium which would be charged for a standard Owner's policy of title insurance in the amount of the purchase price.

The Owner purchasing the Parcel shall pay the amount of any additional premium charged for extended coverage required or desired by the Owner purchasing the Parcel. The Owner selling the Parcel shall pay all other costs including, without limitation, all other recording fees, state documentary stamps, transfer taxes, excise taxes, and assessments for improvements completed prior to the date hereof, whether levied or not. At closing, the Owner purchasing the Parcel shall pay the purchase price, and other amounts owed hereunder, in immediately available funds to an escrow agent established among the parties, and shall instruct such escrow agent to release the same when the deed conveying the Parcel is recorded in compliance herewith.

ARTICLE 8 GENERAL PROVISIONS

Section 8.1. Legal Proceedings. Failure to comply with any of the terms of this Agreement by an Owner or Occupant, his guests, employees, invitees or tenants, shall be grounds for relief which may include, without limitation, an action to recover sums due for damages, injunctive relief, foreclosure of lien, or any combination thereof, which relief may be sought by an aggrieved Owner. Failure to enforce any provision hereof shall not constitute a waiver of the right to enforce said provision, or any other provision hereof. Any Owner (not at the time in default hereunder) shall be entitled to bring an action for damages against any defaulting Owner and, in addition, may enjoin any violation of this Agreement. Any judgment rendered in any action or proceeding pursuant thereto shall include a sum for attorneys' fees, including appeals, in such amount as the Court may deem reasonable, in favor of the prevailing party, as well as the amount of any delinquent payment, together with interest, costs of collection and court costs. Each remedy provided for in this Agreement shall be cumulative and not exclusive or exhaustive.

Section 8.2. Severability. The provisions hereof shall be deemed independent and severable, and a determination of invalidity or partial invalidity or enforceability of any one provision or portion hereof by a court of competent jurisdiction shall not affect the validity or enforceability of any other provisions hereof.

Section 8.3. Interpretation. The provisions of this Agreement shall be liberally construed to effectuate its purpose of creating a uniform plan for the operation of the Property and for the maintenance of the Common Areas, and any violation of this Agreement shall be deemed to be a nuisance. The article and section headings, titles and captions have been inserted for convenience only, and shall not be considered or referred to in resolving questions of interpretation or construction. Unless the context otherwise requires, as used herein the singular and the plural shall each include the other and the masculine, feminine or neuter shall each include the masculine, feminine and neuter.

Section 8.4. Hold Harmless and Indemnification; Insurance. To the extent permitted by the Idaho Tort Claims Act, Idaho Code § 6-901 et seq., each Owner shall indemnify, defend, protect and hold each other harmless from and against any and all claims of liability for any injury or damage to any person or property arising from School

District's or School District's agents and representatives or ISU's or ISU's agents and representatives, use of the Building, Common Area and Property, or from any activity, work or thing done, permitted or suffered by, in or about the Property and Building. The School District and ISU shall further indemnify, defend, protect and hold each other harmless from and against any and all claims arising from any negligent or intentional act or omission by each's respective agents, contractors or employees, and from and against all costs, attorney's fees, expenses and liabilities incurred in the defense of any such action or proceeding brought thereon. In the event any action or proceeding is brought against the School District or ISU, by reason of any such claim, the entity from whose conduct the claim arose shall, upon notice from the School District or ISU, defend it or them at that entity's expense by counsel satisfactory to the entity to whom indemnification is owed.

Section 8.5. Limitation on Liability and Remedies. The School District and ISU, as a material part of the consideration to each other and in recognition of the cooperative relationship of the parties and their desire to provide for continued public use and enjoyment of the Property, do hereby agree to the following limitations on each other's liability arising from and as well as the use of the Building and the Property. To the fullest extent permitted by law, both the School District and ISU, on each other's behalf and on behalf of all persons or entities claiming by and through either, agree to limit the liability of the School District and ISU for any claims, losses, costs, damages of any nature whatsoever or claims or expenses from any cause or causes, so that the total aggregate liability of a claim against either the School District or ISU shall not exceed the amount of collectible liability insurance that the School District and ISU are separately required to maintain hereunder be liable to the other Owner for any injury to any person or damage to the Common Areas or any equipment thereon which may be sustained by reason of the negligence of said Owner or of his guests, employees, invitees or tenants, to the extent that any such damage shall not be covered by insurance. The costs incurred by the other Owner as a result of such damage shall be deemed a Special Assessment of such Owner and its Parcel, and shall be subject to levy, enforcement and collection by the other Owner in accordance with the assessment lien procedure provided in this Agreement.

Section 8.6. No Public Right or Dedication. Nothing contained in this Agreement shall be deemed to be a gift or dedication of all or any part of the Property to the public, or for any public use.

Section 8.7. Nonliability. No Person shall be liable to any party for injuries or damage resulting from such Person's acts or omissions within what such Person reasonably believed to be the scope of his duties under this Agreement ("Official Acts"), except to the extent that such injuries or damages result from such Person's malicious or criminal misconduct.

Section 8.8. Notices. Except as otherwise provided in this Agreement, in each instance in which notice is to be given to an Owner, the same shall be in writing and may be delivered personally to the Owner, in which case personal delivery of such notice to one or more co-owners of a Parcel or to any general partner of a partnership

owning a Parcel shall be deemed delivery to all co-owners or to the partnership, as the case may be. Personal delivery of such notice to any officer or agent for the service of process on a corporation or limited liability company shall be deemed delivery to the corporation or limited liability company, as the case may be. In lieu of the foregoing, such notice may be delivered by certified or registered United States mail, postage prepaid, return receipt required, addressed to the Owner at the most recent address furnished by such Owner to the other Owner or, if no such address shall have been furnished, to the street address of such Parcel. Such notice shall be deemed delivered forty-eight (48) hours after the time of such mailing.

THIS Agreement has been executed on the date first written above and may be executed in any number of original counterparts, each of which shall be deemed an original, but all of which when taken together shall constitute one and the same instrument. The signature and notary acknowledgement pages of any counterpart may be detached therefrom without impairing the legal effect of the signature(s) thereon provided such signature and notary pages are attached to any other counterpart identical thereto except having additional signature and notary pages executed by other parties to this Agreement attached thereto.

BOARD OF TRUSTEES AND STATE BOARD OF
EDUCATION OF IDAHO STATE UNIVERSITY

By: _____

Name: _____

Title: _____

JOINT SCHOOL DISTRICT NO. 2, ADA
AND CANYON COUNTIES, IDAHO

By: _____

Name: Linda Clark

Title: Superintendent

STATE OF IDAHO)
) ss.
County of Ada)

On this _____ day of April, 2007, before me,
_____, a Notary Public in and for said State,
personally appeared _____, known or identified to me to be the
_____ of BOARD OF TRUSTEES AND STATE BOARD OF
EDUCATION OF IDAHO STATE UNIVERSITY, the entity that executed the within
instrument or the person who executed the instrument on behalf of said entity, and
acknowledged to me that such entity executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official
seal the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____
My commission expires _____

STATE OF IDAHO)
) ss.
County of Ada)

On this _____ day of April, 2007, before me,
_____, a Notary Public in and for said State,
personally appeared Linda Clark, known or identified to me to be the Superintendent of
JOINT SCHOOL DISTRICT NO. 2, ADA AND CANYON, COUNTIES, IDAHO, the entity
that executed the within instrument or the person who executed the instrument on
behalf of said entity, and acknowledged to me that such entity executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official
seal the day and year in this certificate first above written.

Notary Public for Idaho
Residing at _____
My commission expires _____

EXHIBIT "A"
LEGAL DESCRIPTION OF SCHOOL DISTRICT PROPERTY

EXHIBIT "B"

LEGAL DESCRIPTION OF THE ISU PROPERTY

EXHIBIT "C"

PARKING LOT AND MECHANICAL ROOM

REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY

IDAHO STATE BOARD OF EDUCATION
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: E. GIFTS AND AFFILIATED FOUNDATIONS

JULY 2008

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- (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.
- 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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY - continued

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

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the executive director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

- f. Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

- g. Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY - continued

**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.

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

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:

- (a) To have a corporate seal and alter the same at pleasure;
- (b) To sue and be sued;
- (c) To acquire by purchase, gift or the exercise of the right of eminent domain and hold and dispose of real or personal property or rights or interests therein and water rights;
- (d) To make contracts and to execute all instruments necessary or convenient;
- (e) To acquire any project or projects, and to own, operate, and maintain such project;
- (f) To accept grants of money or materials or property of any kind from a federal agency, upon such terms and conditions as such federal agency may impose;
- (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;
- (h) To perform all acts and do all things necessary or convenient to carry out the powers herein granted, to obtain loans or grants or both from any federal agency, and to accomplish the purposes of sections 33-3801--33-3813, Idaho Code, and secure the benefits of the Recovery Act;
- (i) To issue refunding bonds, for the purpose of paying, redeeming, or refunding any outstanding bonds theretofore issued under authority of this chapter. Refunding bonds so issued shall have such details, shall bear such rate or rates of interest and shall be otherwise issued and secured as provided by the board authorizing the issuance of such bonds and as otherwise provided in this chapter, provided, however, that such changes in the security and revenues pledged to the payment thereof may be made by such board as may be provided by it in the proceedings authorizing such bonds, but in no event shall such refunding bonds ever be secured by revenues not authorized by this chapter to be pledged to the payment of bonds issued for other than refunding purposes. Refunding bonds issued hereunder may be exchanged for a like principal amount of the bonds to be refunded, may be sold in the manner provided in this chapter for the sale of other bonds, or may be exchanged in part and sold in part. If sold, the proceeds of such bonds may be deposited in escrow for the payment of the bonds to be refunded, provided such bonds mature or are callable for redemption under their terms within six (6) months from the date of the delivery of the refunding bonds. No refunding bonds may be issued hereunder in a principal amount in excess of the principal amount of the bonds to be refunded nor may any bonds not maturing or callable for redemption

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

under their terms as above provided be refunded hereunder without the consent of the holders thereof. Refunding bonds so authorized and issued may in the discretion of the board be combined with other bonds to be authorized and issued under this chapter, and a single issue of bonds may be so authorized in part for improvement and in part for refunding purposes.

- (j) In connection with borrowing without the issuance of bonds, to fix fees, rents or other charges for utilization of any facility or project being financed by said borrowing and to pledge the same, together with any other revenue from such project or facility, as collateral for repayment of principal and interest in the same manner and to the same extent as provided in this chapter for securing the payment of bonds issued pursuant to this chapter.

33-3805. Authorization, issuance, maturity, interest and sale of bonds. When the board shall find the proposed project or projects to be necessary for the proper operation of the institution and economically feasible and such finding is recorded in its minutes, the bonds therefor shall be authorized by resolution of the board. The bonds may be issued in one or more series, may bear such date or dates, may be in such denomination or denominations, may mature at such time or times, not exceeding forty (40) years from the respective dates thereof, may mature in such amount or amounts, may bear interest, at such rate or rates to be determined by the board, may be in such form, either coupon or registered, may carry such registration and such conversion privileges, may be executed in such manner, may be payable in such medium of payment, at such place or places, may be subject to such terms of redemption, with or without premium, as such resolution or other resolutions may provide. The bonds may be sold at a public or private sale at not less than par and accrued interest, in a manner to be provided by the board. The bonds shall be fully negotiable within the meaning and for all purposes of the Uniform Commercial Code.

33-3805A. Procedure prior to authorization. Notwithstanding any other provisions of this chapter, the board shall not enter into lease-purchase agreements for, acquire, build or take possession of any building or facility which requires state general account appropriated funds for construction, operation or maintenance unless prior approval by the legislature has been given by concurrent resolution authorizing the board to proceed with the project or projects.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Information item by University of Idaho (UI) regarding future financing plans under single bond system.

REFERENCE

December 2004	Information item to discuss intent to issue tax-exempt revenue bonds, to refund bonds, and to initiate a single bond system.
January 2005	SBOE approval of single bond system.
August 2006	Information item to present Events Pavilion Feasibility Study.
February 2007	Information item to present update on Events Pavilion Feasibility Study and notification of immediate code compliance issues with Kibbie Dome.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F. and V.K.
Section 33-3804, Idaho Code

BACKGROUND

The Board's approval will be requested at the June board meeting to issue tax-exempt refunding bonds of approximately \$80,000,000.

The University also anticipates issuing a significant amount of debt during the next two years. The amount will depend on further identification of various projects to address energy savings, safety, and deferred maintenance. This aggressive effort is being undertaken to renew and renovate the UI campus consistent with its Strategic Plan. The amount of donations, grants, and/or state funds secured could impact the amount of the borrowing.

DISCUSSION

Refunding:

The University periodically reviews outstanding bond issues to assess whether or not it is advisable to refinance bonds to take advantage of savings that may be available due to lower interest rates. Preliminary analysis suggests UI could realize a total cash savings of approximately \$2,800,000 with the refunding. This savings will enable UI to pursue future bond financed projects. The University will develop a refunding, with the assistance of bond underwriter, to take advantage of 30 year lows in the tax-exempt bond market. In the event market conditions at

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

the time of the June meeting do not result in substantial savings, the University will not issue the refunding bonds.

Projects:

The University has been reviewing potential projects to improve facilities consistent with the President's "A Plan for Renewal of People, Programs and Place" and the University's Strategic Plan. The first of these efforts included UI's Technical Audit to achieve significant energy savings and the Events Pavilion Feasibility Study. These efforts have identified further needs for safety and deferred maintenance based projects. This has prompted a further review of critical facility needs by the University. This review is in progress now and UI anticipates seeking Board approval in June for formal planning of these projects. UI anticipates requesting approval within the next two years to proceed with construction, subject to approval of financing.

Please see Attachment 1 on page 3 for details related to viability of financing potential projects in the range of \$100,000,000 over the next two years.

IMPACT

It is expected that the refunding will not impact the University's credit rating of A1/A+. UI believes that borrowing is necessary to address safety and deferred maintenance in order to grow enrollments and research consistent with the University's Strategic Plan.

ATTACHMENTS

Attachment 1 - Ten Year Debt Projection

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

At staff's request, the University provided a 10-year debt projection similar to what the Board has seen with respect to similar requests from other institutions. This allows Board members to review the UI information in a format they are familiar with.

Staff has reviewed the information and will work with the University when they bring their request to the June 2007 Board meeting. The University is aware that more detailed information will be necessary for the next presentation.

BOARD ACTION

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

**University of Idaho
Ten Year Debt Projection
April 18, 2007**

				FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	Total
1	Potential Projects	Cost	Est Debt Financed	Terms	Annual Debt Service									
2	Potential Safety Project	\$14,000,000	\$7,000,000	30, 5%		\$433,700	\$433,700	\$433,700	\$433,700	\$433,700	\$433,700	\$433,700	\$433,700	\$3,903,300
3	Potential Energy Savings Project	\$35,000,000	\$35,000,000	30, 5%			\$2,169,400	\$2,169,400	\$2,169,400	\$2,169,400	\$2,169,400	\$2,169,400	\$2,169,400	\$17,355,200
4	Various Projects in Review	\$60,000,000	\$60,000,000	30, 5%			\$3,717,000	\$3,717,000	\$3,717,000	\$3,717,000	\$3,717,000	\$3,717,000	\$3,717,000	\$29,736,000
5	New Debt Financing		\$102,000,000		\$0	\$433,700	\$6,320,100	\$6,320,100	\$6,320,100	\$6,320,100	\$6,320,100	\$6,320,100	\$6,320,100	\$50,994,500
6	Beginning Facilities Fee Reserve - New Debt				\$0	\$695,000	\$2,618,300	\$477,200	\$195,600	\$1,811,075	\$3,900,279	\$7,302,948	\$11,019,905	\$15,058,065
7	Debt Service				\$0	-\$433,700	-\$6,320,100	-\$6,320,100	-\$6,320,100	-\$6,320,100	-\$6,320,100	-\$6,320,100	-\$6,320,100	-\$50,994,500
8	SFF Revenue				\$695,000	\$1,757,000	\$3,549,000	\$5,377,000	\$7,241,000	\$7,680,000	\$8,957,000	\$9,233,000	\$9,514,000	\$63,802,000
9	Energy Savings				\$0	\$600,000	\$630,000	\$661,500	\$694,575	\$729,304	\$765,769	\$804,057	\$844,260	\$6,615,939
10	Ending Facilities Fee Reserve - New Debt				\$695,000	\$2,618,300	\$477,200	\$195,600	\$1,811,075	\$3,900,279	\$7,302,948	\$11,019,905	\$15,058,065	\$19,423,439
11	Total Projected Debt Service				\$11,234,075	\$11,871,137	\$18,067,625	\$17,506,653	\$16,907,374	\$16,974,472	\$18,078,658	\$18,061,728	\$16,883,843	\$14,743,140
12	Operating Budget				\$351,530,078	\$358,560,679	\$365,731,893	\$373,046,531	\$380,507,461	\$388,117,610	\$395,879,963	\$403,797,562	\$411,873,513	\$420,110,983
13	Debt Service as % of Perating Budget				3.20%	3.31%	4.94%	4.69%	4.44%	4.37%	4.57%	4.47%	4.10%	3.51%
14	Assumptions:													
15	1. Average annual operating budget growth of 2%													
16	2. No new state funding for academic buildings													
17	3. Student enrollment growth of 1% annually													
18	4. New SFF fee of \$40 in FY08, \$60 in FY09, \$100 in FY10, \$100 in FY11, \$100 in FY12													

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.

2. Attorney General's Opinion

The Board or the institution may request the Attorney General of Idaho to review and pass upon the validity of a proposed bond issue. If found valid, the bond is an incontestable, binding obligation on the institution.

3. Private Sale

A private sale of bonds is permitted only with the prior approval of the Board as the governing body of the institution. The chief executive officer of the institution must justify why a public sale is not desirable and explain the benefits of a private sale of bonds.

4. Responsibility of the Chief Executive Officer

The chief executive officer of the institution is responsible for compliance with state law and these provisions when any indebtedness is incurred.

5. Expenditure of Excess Revenue

Expenditure of project revenues over and above that pledged or otherwise encumbered to meet the indebtedness is limited to expenditures for projects identified in the bond's Official Statement. Expenditure of excess revenue for other projects requires prior Board approval. Expenditures between two hundred fifty thousand dollars (\$250,000) and five hundred thousand dollars (\$500,000) require prior approval from the executive director and expenditures greater than five hundred thousand dollars (\$500,000) require prior Board approval.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

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.

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.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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
APRIL 18-20, 2007

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

GENERAL LAWS
TITLE 33. EDUCATION
CHAPTER 38. STATE INSTITUTIONS OF HIGHER EDUCATION BOND ACT
Idaho Code § 33-3804 (2006)

§ 33-3804. Powers and duties of state institutions

Every institution shall have power in its proper name as aforesaid:

- (a) To have a corporate seal and alter the same at pleasure;
- (b) To sue and be sued;
- (c) To acquire by purchase, gift or the exercise of the right of eminent domain and hold and dispose of real or personal property or rights or interests therein and water rights;
- (d) To make contracts and to execute all instruments necessary or convenient;
- (e) To acquire any project or projects, and to own, operate, and maintain such project;
- (f) To accept grants of money or materials or property of any kind from a federal agency, upon such terms and conditions as such federal agency may impose;
- (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;
- (h) To perform all acts and do all things necessary or convenient to carry out the powers herein granted, to obtain loans or grants or both from any federal agency, and to accomplish the purposes of *sections 33-3801 -- 33-3813, Idaho Code*, and secure the benefits of the Recovery Act;
- (i) To issue refunding bonds, for the purpose of paying, redeeming, or refunding any outstanding bonds theretofore issued under authority of this chapter. Refunding bonds so issued shall have such details, shall bear such rate or rates of interest and shall be otherwise issued and secured as provided by the board authorizing the issuance of such bonds and as otherwise provided in this chapter, provided, however, that such changes in the security and revenues pledged to the payment thereof may be made by such board as may be provided by it in the proceedings authorizing such bonds, but in no event shall such refunding bonds ever be secured by revenues not authorized by this chapter to be pledged to the payment of bonds issued for other than refunding purposes. Refunding bonds issued hereunder may be exchanged for a like principal amount of the bonds to be refunded, may be sold in the manner provided in this chapter for the sale of other bonds, or may be exchanged in part and sold in part. If sold, the proceeds of such bonds may be deposited in escrow for the payment of the bonds to be refunded, provided such bonds mature or are callable for redemption under their terms within six (6) months from the date of the delivery of the refunding bonds. No

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

refunding bonds may be issued hereunder in a principal amount in excess of the principal amount of the bonds to be refunded nor may any bonds not maturing or callable for redemption under their terms as above provided be refunded hereunder without the consent of the holders thereof. Refunding bonds so authorized and issued may in the discretion of the board be combined with other bonds to be authorized and issued under this chapter, and a single issue of bonds may be so authorized in part for improvement and in part for refunding purposes.

(j) In connection with borrowing without the issuance of bonds, to fix fees, rents or other charges for utilization of any facility or project being financed by said borrowing and to pledge the same, together with any other revenue from such project or facility, as collateral for repayment of principal and interest in the same manner and to the same extent as provided in this chapter for securing the payment of bonds issued pursuant to this chapter.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Transfer of gifted real property to the Regents of the University of Idaho from the University of Idaho Foundation, Inc.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.2.h. and Section V.I.2.

BACKGROUND

The University of Idaho Foundation Inc. (Foundation) received a gift of real property in December, 1996, which, at the time was subject to a life estate in favor of the husband and wife Grantors. The property consists of a 42 acre scenic preserve approximately 5 miles north and east of Moscow on Moscow Mountain which includes a residence. In 2004, the wife died and the husband elected to deed the balance of fee title in the property to the Foundation and terminate the underlying life estate agreement. The Grantors desired that the property be utilized by the University as a preserve and a retreat center. The University wishes to do so, but needs to have the property titled in the University in order to invest the funds necessary to modify the residence accordingly and to then utilize it.

DISCUSSION

The property is located on the side of Moscow Mountain offering stunning views of the Palouse and a natural setting for small meetings, seminars or classes. The property was the donors' personal residence and will require some renovations to make it suitable for group meetings and retreats.

The University has set aside internal funds in the amount of \$100,000 to accomplish needed renovations to initially set the property up as a sanctuary and retreat center for use by the University as well as surrounding institutions and agencies. Students and Faculty from the College of Business and Economics have prepared a business plan for funding the center through use fees charged internally to University colleges and departments as well as fees for use of the property by local and regional institutions and entities.

The University needs to hold title to the property to be in the best position to accomplish the necessary renovations and to implement the business plan for the facility. The University seeks approval from the Regents to accept title from the Foundation for this purpose.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

IMPACT

The University intends to use internally allocated funds for the initial renovations and proceeds from the operations of the facility. The University may seek additional donated funds for the facility, but will not seek any additional state funding for renovations or operations of the facility.

ATTACHMENTS

Attachment 1	Proposed Deed	Page 3
Attachment 2a	Aerial Map	Page 6
Attachment 2b	Aerial View	Page 7
Attachment 3	Area Map	Page 8
Attachment 4	Plat Map	Page 9
Attachment 5	Survey Map	Page 10

STAFF COMMENTS AND RECOMMENDATIONS

University officials indicated the anticipated cost of renovations (\$100,000) will be funded either by Auxiliary Services or unrestricted funds or interest payments. Staff asked the University why the university vs. the Foundation should shoulder the cost of renovations. The basic reason is that the UI Foundation was an intermediary to the initial acquisition of the property due to a life tenancy arrangement, and the donor wishes for the property to be managed by a high-level university committee.

Staff has reviewed the request and recommends approval.

BOARD ACTION

A motion to authorize the University of Idaho to accept a deed to the subject property from the University of Idaho Foundation in substantial conformance to the form submitted to the Regents. The University of Idaho Vice President for Finance and Administration is authorized to sign, on behalf of the State Board of Education, any legal documents relating to this transaction.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1. Proposed Deed

*****Space above for recorder*****

TAB 8 Page 3

BUSINESS AFFAIRS AND HUMAN RESOURCES

APRIL 18-20, 2007

On this _____ day of _____, 2007, before me, a Notary Public in and for said State, personally appeared _____, known to me to be the _____ of **The University of Idaho Foundation, Inc.**, an Idaho nonprofit corporation that executed the same instrument and acknowledged to me that such corporation executed same.

IN WITNESS WHEREOF, I have hereunto set my hand and seal on the day and year written above.

NOTARY PUBLIC for Idaho
Residing at _____, Idaho
My Commission expires: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Exhibit A
To
Bargain and Sale Deed

A parcel of land situated in Sections 23 & 24, Township 40 North, Range 5 West Boise Meridian, Latah County, Idaho, and being more particularly described as follows:

In Section 23, beginning at the northeast corner of the Southeast Quarter of the Southeast Quarter of said Section 23;

Thence North $00^{\circ}11'47''$ East, 2797.90 feet, along the section line;
Thence North $89^{\circ}48'13''$ West, 660.00 feet;
Thence South $00^{\circ}11'47''$ West, 660.00 feet;
Thence South $89^{\circ}48'13''$ East, 132.00 feet;
Thence South $00^{\circ}11'47''$ West, 828.55 feet, to the centerline of Section 23;
Thence South $02^{\circ}36'15''$ East, 1944.34 feet, to the centerline of the County Road;
Thence North $81^{\circ}25'34''$ East, 48.84 feet, along the centerline of the County Road;
Thence North $78^{\circ}46'40''$ East, 77.93 feet;
Thence North $74^{\circ}05'49''$ East, 71.30 feet;
Thence North $63^{\circ}12'12''$ East, 74.89 feet;
Thence North $52^{\circ}12'21''$ East, 72.91 feet;
Thence North $41^{\circ}34'33''$ East, 174.87 feet, to the intersection of the section line between
Section 23 & 24, and the centerline of the County Road;
Thence North $00^{\circ}11'47''$ East, 380.00 feet, along the section line to the point of
beginning.

In Section 24, all that land in the Southwest Quarter of the Southwest Quarter of Section 24, Township 40 North, Range 5 West Boise Meridian, lying north and west of the now existing county road.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Attachment 2a - Aerial Map

Google
Maps
Address Moscow Mountain Rd
ID



BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

ATTACHMENT 2b – Aerial View -



ATTACHMENT 3 – AREA MAP

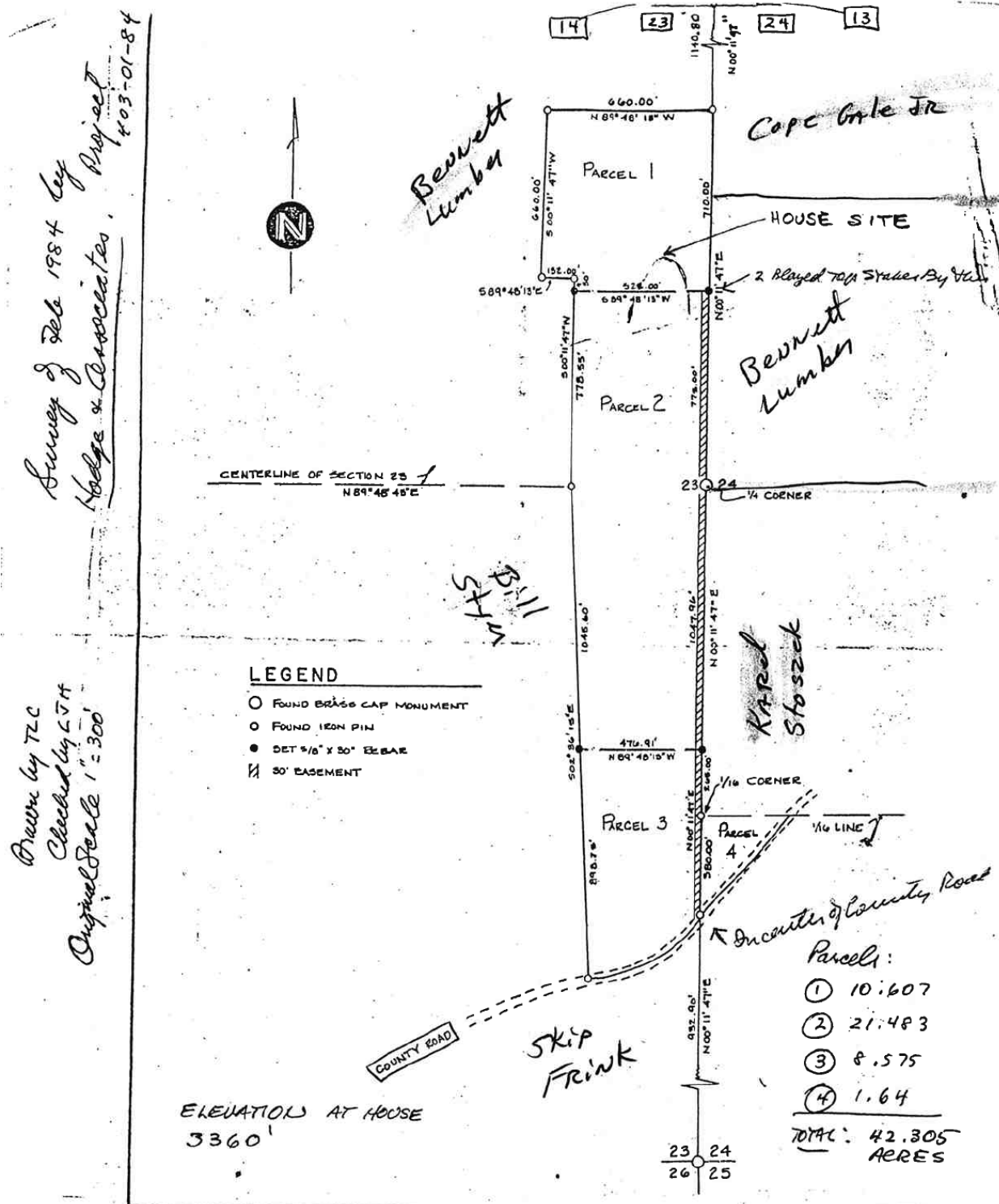


ATTACHMENT 4 - PLAT MAP



BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

ATTACHMENT 5 –Survey Map



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: E. Gifts and Affiliated Foundations

July, 2008

2. Institutional Foundations

h. Transfers from Foundations to Institutions

- (1) A formal procedure shall be established for institutions to accept gifts and donations transferred from the foundations. The institutions are not obligated to accept any gifts or donations from the foundations that are not consistent with the institutions' identified purposes and Board policies. In addition, the institutions shall not accept gifts or donations from the foundations if restrictive terms and conditions exist which do not comply with Board and institutional policies.
- (2) A procedure shall be established to authorize transfers from the foundations to the institutions. All foundation transfers to the institutions shall be documented and reported annually to the chief executive officer of the institutions and the Board. Where restrictions apply to transfers, the foundations shall be certain that the institutions have access to any relevant documentation concerning donor intent.
- (3) Transfers of real property from the foundations to the institutions are subject to all approvals required by Board policies for acceptance of gifts or real estate.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.
- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- f. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- g. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Replace Artificial Turf, ASUI Kibbie Activity Center

REFERENCE

August 2006	Information Item, Technical Assessment & Feasibility Study, Proposed University of Idaho Events Pavilion and ASUI Kibbie Activity Center Improvements
November 2006	Discussion, Replace Artificial Turf, ASUI Kibbie Activity Center
February 2007	Information Item, UPDATE: Technical Assessment & Feasibility Study, Proposed UI Events Pavilion and ASUI Kibbie Activity Center Improvements

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section, V.K.1 & V.K.2

BACKGROUND

This is an initial request for Regent's Authorization to purchase and install a Convertible Filled Turf System in replacement of the existing Artificial Turf Rolled Carpet System in the ASUI Kibbie Activity Center, University of Idaho, Moscow, Idaho. The existing Artificial Turf Rolled Carpet System is at the end of its service life and presents safety issues to recreational, intramural and varsity student athletes.

DISCUSSION

In the summer of 2006, The University of Idaho initiated a technical assessment feasibility study for a proposed University of Idaho Events Pavilion and proposed improvements to the ASUI Kibbie Activity Center.

The university presented an Information and Update Item summarizing the progress and findings of the feasibility study as apart of the regular Board Meting, February 22, 2007.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

One of the recommendations contained in the feasibility study was the replacement of the existing Artificial Turf Rolled Carpet System in the ASUI Kibbie Activity Center with a current, state of the art Convertible Filled Turf System. The existing Artificial Turf Rolled Carpet System is at the end of its services life, represents outdated technology, and is a safety hazard for recreational, intramural and varsity student athletes.

The university has experienced extremely positive results with a Filled Turf System installed at the Student Activity Fields just to the east of the ASUI Kibbie Activity Center in 2005. It is the recommendation of the feasibility study and the desire of the university to install a similar, convertible system indoors within the ASUI Kibbie Activity Center. Such a convertible system will retain the flexibility to transition the dome floor from a turf surface to a sports court surface that currently exists with the exiting system. The new system, however, will represent a marked improvement in comfort and safety for recreational, intramural and varsity student athletes.

This topic was preliminarily discussed with the Regents in the course of the November 30, 2006 Regular Board Meeting and was highlighted in the February 22, 2007 presentation of the Feasibility Study findings. Accordingly, the university has issued a Request for Proposal for a Convertible Filled Turf System to potential vendors. The university has also initiated Design and Construction documents for an associated small scope construction project necessary to modify the ASUI Kibbie Activity Center as required to accept the new Convertible Filled Turf System.

Scheduled milestones for delivery and implementation include:

Milestone	Date
Receipt of Proposals from Vendors Responding to RFP	April 12, 2007
RFP Response Evaluations Complete, Vendor Selected	April 27, 2007
Kibbie Modifications Construction Project Bids Due	May 1, 2007
Kibbie Modifications Construction Project Substantial Completion	July 13, 2007
Turf Installation Substantial Completion	August 10, 2007
First Home Varsity Football Game	Sep 8, 2007

The current total project estimate based upon the Architects estimate of purchase, construction, and installation costs for this effort is \$1,752,250.00. The university will report any variations or deviations from this project cost estimate based upon RFP response and bids received per the schedule noted above.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

The project is fully consistent with the university's strategic plan, the Long Range Campus Development Plan (LRCDP) and the February 2007 ASUI Kibbie Activity Center and Proposed Events Pavilion Feasibility Study.

IMPACT

Immediate fiscal impact of this effort is \$1,752,250.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$1,459,750
Federal (Grant):	0	A/E & Consultant Fees	80,000
Other (State & UI)	<u>1,752,250</u>	Contingency	<u>212,500</u>
Total	\$1,752,250	Total	\$1,752,250

ATTACHMENTS

Attachment 1: Project Acquisition Plan Page 4
Attachment 2: Capital Project Tracking Sheet Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The University intends to use unrestricted institutional funds to pay for the turf and installation, and repay those funds at a rate consistent with what the University might earn from investing the monies. The internal loan will be paid back in full over a period of nine years, at worst case through the University's current revenue account for turf repair and replacement. That account receives approximately \$200,000 per year, has a current fund balance of \$368,000, and by the time the turf and installation are paid for, another allocation will have been deposited, thereby reducing the internal loan amount.

This mechanism of internal loan and repayment allows the University rather than an outside banking institution to retain the interest payment, and use a fund stream that is currently in place for this purpose.

Staff has reviewed the request, and recommends approval.

BOARD ACTION

A motion to approve the University of Idaho's request to purchase and install a convertible filled turf system as a replacement for the existing turf in the Kibbie Activity Center, in the amount not to exceed \$1,800,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Project Acquisition Plan

Architectural & Engineering Services
Facilities

University of Idaho, Moscow, Idaho

1 **Project Title:** ASUI Kibbie Activity Center Replace Turf
 2 **UI Project Mgr:** Raymond Pankopf
 3 **UI Project No.:** CP070062
 4 **DPW Project No.:** N/A
 5 **Date Prepared:** 28 Feb 07, REVISED 3 Mar 07 per T.E. Input
 6 **Date Last Updated:** 8-Mar-07 67

T/M No.	Task/Milestone Description	Lead	Estimated Cal Days/ Event	Estimated Milestone Date	Actual Cal Days/ Event	Actual Milestone Date	+/-	Cum Days Ahead (+) or Behind (-)	Estimated Milestone Julian Date
10	1 Job Meeting 27 Feb 07	All	0	27-Feb-07	0	27-Feb-07	0	0	58
11	2 Identify Selection Committee	Ray / Athletics / SS	10	9-Mar-07					68
12	3 Draft Regents Item - UI Int Deadline	Ray Pankopf	0	9-Mar-07		8-Mar-07	1		68
13	4 Budget / Funding Source Identified to Allow Buck Sheets to Clear Process	Tyrone Brooks / Jana Stotler	5	14-Mar-07		6-Mar-07	8		73
14	5 Buck Sheet for Turf RFP Initiated	Carry Salonen	1	15-Mar-07					74
15	6 Advertisement Due to Paper for Turf RFP	UI Purchasing	5	20-Mar-07					79
16	7 Tech Spec for RFP Complete	Opsis / D.A. Hogan	1	21-Mar-07					80
17	8 Turf RFP Complete	UI Purchasing	2	23-Mar-07					82
18	9 RFP Period Opens	UI Purchasing	3	26-Mar-07					85
19	10 Buck Sheet for Const Project Initiated	Carry Salonen	3	29-Mar-07					88
20	11 Advertisement Due to Paper for Const Prjct	UI A & E Services	5	3-Apr-07					93
21	12 CD's for Const Project RTA	Opsis / MW Engine	3	6-Apr-07					96
22	13 Bid Period for Const Project Starts	UI A & E Services	3	9-Apr-07					99
23	14 RFP Responses DUE	Vendors / Proposei	3	12-Apr-07					102
24	15 Suspense Date for Ops Visit (to B.C. Place)	SSC / Athletics / AI	0	12-Apr-07					102
25	16 Regents Meeting	Regents	7	19-Apr-07					109
26	17 RFP Evaluations Complete	Selection Team	8	27-Apr-07					117
27	18 Bid Opening for Const Project	UI A & E Services	4	1-May-07					121
28	19 A & E Services Issues Letter of Intent to Award to Successful Contractor	UI A & E Services	3	4-May-07					124
29	20 Purchasing Awards and Issues NTP to Successful Turf Vendor	UI Purchasing	0	4-May-07					124
30	21 Existing Turf is Surplused Suspense Date	Athletics / Surplus	7	11-May-07					131
31	22 Commencement (no Dome Access)	SSC / Events	1	12-May-07					132
32	23 A & E Services Issues NTP to Successful Contractor	UI A & E Services	2	14-May-07					134
33	24 Moscow Elementary Track Meet (possibly moved to outdoor Student Activity Fields)	Events	18	1-Jun-07					152
34	25 MHS Graduation	Events	7	8-Jun-07					159
35	26 Vandal Football Camp Begins	Athletics	10	18-Jun-07					169
36	27 Vandal Football Camp Ends	Athletics	3	21-Jun-07					172
37	28 Shrine Circus (no Contract)	Events	3	24-Jun-07					175
38	29 NW Inland Modelers Begins	Events	12	6-Jul-07					187
39	30 NW Inland Modelers Ends	Events	4	10-Jul-07					191
40	31 Const Project Substantial Completion	Contractor	3	13-Jul-07					194
41	32 Volleyball Camp Starts (no Dome Access)	Athletics	2	15-Jul-07					196
42	33 Volleyball Camp Ends	Athletics	5	20-Jul-07					201
43	34 Turf Installation Begins in Dome	Turf Vendor	2	23-Jul-07					203
44	35 Varsity Football Camp Starts	Athletics	13	4-Aug-07					216
45	36 TURF Substantial Completion	Turf Vendor	6	10-Aug-07					222
46	37 PROJECT Substantial Completion	Everybody	0	10-Aug-07					222
47	38 First Available Varsity Football Use	Athletics	1	11-Aug-07					223
48	39 First Varsity Football Home Game	Athletics	28	8-Sep-07					251
49									
50	Total Estimated Calendar Days		164						
51	Total Actual Calendar Days to Date								
52	Actual Calendar Days Variance from Plan to Date							0	
53	Projected Completion Date:			10-Aug-07					
54	Job notes								

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of April 19, 2007

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Replace Artificial Turf, ASUI Kibbie Activity Center, University of Idaho, Moscow, Idaho
- 2 Project Description:** Purchase and install a Convertible Filled Turf System in replacement of the existing Artificial Turf Rolled Carpet System in the ASUI Kibbie Activity Center, University of Idaho, Moscow, Idaho.
- 3 Project Use:** Replacement of the existing Artificial Turf Rolled Carpet System in the ASUI Kibbie Activity Center with a current, state of the art Convertible Filled Turf System. The existing Artificial Turf Rolled Carpet System is at the end of its services life, represents outdated technology, and is a safety hazard for recreational, intramural and varsity student athletes.
- 4 Project Size:** N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds* Const	Other**	Total Uses
Initial Cost of Project	\$ -	\$ -	\$ 1,752,250	\$ 1,752,250	\$ 80,000	\$ 1,459,750	\$ 212,500	\$ 1,752,250
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 1,752,250	\$ 1,752,250	\$ 80,000	\$ 1,459,750	\$ 212,500	\$ 1,752,250

History of Funding:	* Other Sources of Funds-----						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other	Total Other	Total Funding
Original Authorization Request, Feb 07	\$ -		\$ 1,752,250			\$ 1,752,250	\$ 1,752,250
						-	-
						-	-
						-	-
Total	\$ -	\$ -	\$ 1,752,250	\$ -	\$ -	\$ 1,752,250	\$ 1,752,250

* Overall project cost estimate will be refined and improved as part of this planning process; UI will report back to the Board of Regents any resulting revisions to the project estimate and seek additional project authorization as may be required.

** Project Contingency

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

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
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Renovate and Improve Training Room,
ASUI Kibbie Activity Center

REFERENCE

August 9-11, 2006 Information Item, Technical Assessment & Feasibility
Study, Proposed University of Idaho Events Pavilion
and ASUI Kibbie Activity Center Improvements.

Feb 22, 2007 Information Item, UPDATE: Technical Assessment &
Feasibility Study, Proposed UI Events Pavilion and
ASUI Kibbie Activity Center Improvements.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1
& V.K.2

BACKGROUND

This is an initial request for Regent's Authorization to proceed with a design and construction effort to renovate and improve the Training facilities and associated spaces within the ASUI Kibbie Activity Center, University of Idaho, Moscow, Idaho.

DISCUSSION

In the summer of 2006, The University of Idaho initiated a technical assessment feasibility study for a proposed University of Idaho Events Pavilion and proposed improvements to the ASUI Kibbie Activity Center.

The university presented an Information and Update Item summarizing the progress and findings of the feasibility study as a part of the regular Board Meeting, February 22, 2007.

One of the recommendations contained in the feasibility study was to continue to make progress on the East End and Vandal Athletic Center Additions. Consistent with this recommendation, the university desires to embark upon a design and construction effort to renovate and improve the facilities associated with Athletic Training currently housed in the East End/Vandal Athletic Center. The scope of this project was initially defined in the April, 2004 Vandal Athletic Center Feasibility and Planning Study and was validated and confirmed in the February 2007 ASUI Kibbie Activity Center and Proposed Events Pavilion Technical Assessment & Feasibility Study.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO – continued

Project scope includes renovations and improvements to the Training and Treatment Areas, Equipment Room, Laundry, Storage and Restrooms. Life Safety elements such as extension of fire suppression systems into this area are included in the scope.

Source of funds for this effort are from gifts made to support improvements to athletic facilities. Gifts have been received by the University of Idaho Foundation and are currently available for this project.

The project is fully consistent with the university's strategic plan, the Long Range Campus Development Plan (LRCDP), the April 2004 Vandal Athletic Center Feasibility and Planning Study and the February 2007 ASUI Kibbie Activity Center and Proposed Events Pavilion technical Assessment & Feasibility Study.

IMPACT

Immediate fiscal impact of this effort is \$845,000.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 668,000
Federal (Grant):	0	A/E & Consultant Fees	100,000
Other (State & UI)	<u>845,000</u>	Contingency	<u>77,000</u>
Total	\$ 845,000	Total	\$ 845,000

ATTACHMENTS

Attachment 1 - Capital Project Tracking Sheet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the request, and has increased the dollar amount of the approval level from the amount requested, \$855,000, to \$900,000, to account for unforeseen cost increases.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to proceed with the design and construction of the renovation and improvement of the training facilities and associated spaces within the ASUI Kibbie Activity Center, at a cost not to exceed \$900,000. Funds will come from private gifts made to the University to support improvements to athletic facilities.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of April 19, 2007

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Renovate and Improve Training Room, ASUI Kibbie Activity Center, University of Idaho, Moscow, Idaho
- 2 **Project Description:** Design and construction effort to renovate and improve the Training facilities and associated spaces within the ASUI Kibbie Activity Center, University of Idaho, Moscow, Idaho.
- 3 **Project Use:** Project scope includes renovations and improvements to the Training and Treatment Areas, Equipment Room, Laundry, Storage and Restrooms. Life Safety elements such as extension of fire suppression systems into this area are included in the scope.
- 4 **Project Size:** N/A

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds* Const	Other**	Total Uses
Initial Cost of Project	\$ -	\$ -	\$ 845,000	\$ 845,000	\$ 100,000	\$ 668,000	\$ 77,000	\$ 845,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 845,000	\$ 845,000	\$ 100,000	\$ 668,000	\$ 77,000	\$ 845,000

History of Funding:	* Other Sources of Funds						
	PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other	Total Other	Total Funding
Original Authorization Request, Feb 07	\$ -		\$ 845,000			\$ 845,000	\$ 845,000
						-	-
						-	-
						-	-
Total	\$ -	\$ -	\$ 845,000	\$ -	\$ -	\$ 845,000	\$ 845,000

25 * Overall project cost estimate will be refined and improved as part of this planning process; UI will report back to the Board of Regents any resulting revisions to the project estimate and seek additional project authorization as may be required.

26 ** Project Contingency

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

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.

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
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Establishment of an independent trust for self-funded health benefits plan.

REFERENCE

December 2004 Transition to self-funded medical coverage program discussed as informational item.

April 2005 Board approved self-funded medical and dental contracts with any necessary changes to accommodate compliance with Title 41, Chapter 40, Idaho Code..

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.C.1.d.

Title 41, Chapter 40, Idaho Code

BACKGROUND

In December 2004, the University of Idaho discussed with the Board the option of transitioning its traditional health benefits plan to a self-funded plan. In April 2005, the Board approved the University's health benefits contracts with any necessary amendments to accommodate a transition to a self-funded plan that complies with Title 41, Chapter 40, Idaho Code. Title 41, Chapter 40, Idaho Code requires self-funded health care plans that fall within the scope of the statute to register with the Idaho Department of Insurance (IDI). In order to register, the self-funded health care plan must operate as an independent trust, under a trust agreement reviewed and approved by the IDI. The University has been working with the IDI to put together a complete application that satisfies all of the statutory requirements. The statutory requirements were modified by HB822, which became effective on July 1, 2006. The University submitted a draft application package to the IDI in September, 2006. Since then, the University has worked with the IDI to address its questions and modify its application accordingly, including modifications to the draft trust agreement. In addition, the draft trust agreement has been reviewed by independent legal counsel for the trustees. Once the trust agreement is approved and signed, the University will submit a final, complete application to the IDI.

DISCUSSION

This trust agreement establishes a separate, independent legal entity, the University of Idaho Health Benefits Trust (Trust). The Trust will hold and manage all funds intended for the University's health benefits plan.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

Under the trust agreement, the University remains the entity responsible for designing the health benefits for the participants in the health benefits plan, and, together with the Trust, will retain third party claim administrators to manage claims. All contributions to the plan will be held and managed by the Trust. Likewise, the Trust will be responsible for all distributions with respect to the plan, including claims administration fees, and payments for covered services. The Trust is required to establish a reserve and a surplus, the amounts of which are set by statute with Idaho Code § 41-4010 and Idaho Rule IDAPA 18.01.27.026. As a separate legal entity the Trust, among other powers, has the power to enter into legal proceedings, to obtain necessary professional services, to hire employees, and to invest the trust funds, subject to statutory limitations on investment vehicles. Accounting and reporting requirements for the Trust are set out in statute.

The Trust shall be governed by four trustees, who will be employees, excepting the President, the Vice President for Finance and Administration and the Assistant Vice President for Human Resources. The initial four trustees represent a cross section of employees, including faculty, finance staff, and administration. The trustees shall be covered by a bond or equivalent crime policy and likewise, will have the equivalent of directors and officers coverage.

IMPACT

The University's health care plan currently represents approximately 15% of the University's \$300 million budget, presently costing approximately \$20 million annually. This dollar amount represents contributions from the University, including from appropriated funds, and from plan participants.

Pending establishment of the trust and registration of the self-funded plan with the IDI, the University, since July 1, 2005, has operated its benefits program as a self-funded internal program. The University transitioned to a self-funded program based on the ability to reduce its projected health cost increase. The projected cost reductions have been realized in the past two years. In fiscal year 2006, the cost avoided through the self funded program was approximately \$1,920,000. For the current fiscal year the anticipated cost avoidance is approximately \$2,150,000. The cost avoidance, calculation for FY06 compares actual experience to fully insured quotes received for the same period. The FY07 projection uses the prior years fully insured cost trended forward based on the twelve percent average escalation rate for fully insured health care programs.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

With registration and establishment of the Trust under Title 41, Chapter 40, Idaho Code, the University will be required to pay annual fees associated with the registration of approximately \$1,500.00, one time fees of approximately \$1,000.00, and, the Trust likely will incur costs that otherwise were internal to the University, such as fees and expenses for professional services. Notwithstanding these additional expenditures, the University still will be able to realize significant cost containment by maintaining a self-funded health benefits program through a registered Trust.

While the transition to self-funding has allowed the University to realize significant cost avoidance, the rising cost of health care requires us to continually seek to improve our program. Even with the self-funded program, the University's health benefits costs were approximately \$18 million in FY06, and are projected to be approximately \$20 million in FY07.

In the next several months the University will be examining additional cost containment opportunities for its health benefits program, including the possibility of transferring to a cafeteria style program that would provide participants with an allocated annual contribution and allow them greater participation in deciding what benefits to elect to spend it on from a menu of possible options. The University intends to bring the cafeteria benefits plan model forward as an information item within the next few months.

ATTACHMENTS

Attachment 1 - University of Idaho Health Benefits Trust Agreement Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As noted by the University, the concept of registration has previously been discussed with the Board, and Board and University staff has had extensive conversations with the Idaho Department of Insurance. Board staff believes that registration of the plan provides significant benefits and protections to all parties involved. These benefits include:

- All contributions must be paid in advance and be deposited in, and disbursed from, a trust fund created using a trust agreement;
- All contributions by the employer must be in the form of regular payroll deductions;
- Each employee-beneficiary must be provided with a written statement or schedule outlining all benefits available;
- The plan is required to be actuarially sound;
- Funds in the trust are not available for use for any other purpose;
- Adequate reserves as necessary are required;

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO - continued

- Full and accurate records of financial transactions and annual financial reports are required;
- All individuals handling receipts and disbursements must be bonded.

Staff believes the University is attempting to properly manage its costs for health benefits, while providing a reasonable level of health benefits to its employees.

Staff has reviewed this request and recommends approval.

BOARD ACTION

A motion to approve the request by University of Idaho to enter into the University of Idaho Health Benefits Trust Agreement in substantially the same form as the draft attached hereto, and with any further edits requested by the Idaho Department of Insurance to satisfy Title 41, Chapter 40, Idaho Code, and to continually authorize the University of Idaho to transfer University funds to the Trust in a manner consistent with, and as required by, the Trust Agreement and Title 41, Chapter 40, Idaho Code.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**UNIVERSITY OF IDAHO HEALTH BENEFITS
TRUST AGREEMENT**

WHEREAS, the Board of Regents of the University of Idaho, (“University”) finds there is a need to provide healthcare coverage to its employees;

WHEREAS, University finds it prudent to self-fund such a healthcare plan;

WHEREAS, University has determined said plan should be funded through a trust that is tax-exempt under Section 501(c)(9) the Internal Revenue Code of 1986, as amended (the “Code”);

NOW THEREFORE, effective [insert date] (“Effective Date”), in order to accomplish the foregoing, University hereby establishes this trust (“Trust”) by entering into the agreement set forth below (“Agreement”).

1.0 DEFINITIONS.

1.1 BENEFICIARY.

As defined by the current medical, pharmacy, dental, and vision contracts contained in the Plan.

1.2 CLAIMS ADMINISTRATORS.

One or more third-party administrators retained by the Plan Sponsor that shall administer the health benefits under the Plan including medical, pharmacy, dental, and vision.

1.3 CONTRIBUTIONS.

The payments by University, employees, dependents and/or retirees to the Trust for the purposes of the Plan and Trust set out in Section 2. 3.

1.4 COVERED SERVICES.

Those services for medical, pharmacy, dental, and vision benefits set out in the Plan.

1.5 DEPENDENT.

As defined under the Plan.

1.6 FUND.

The Trust created by this Agreement, which shall consist of all bank accounts or savings accounts or certificates together with all investments made and held by or for the Trustees, all monies received by the Trustees and any other property

received and held by the Trustees for uses, purposes and trusts set forth in this Agreement.

1.7 PARTICIPANT.

Persons who participate in the Trust other than the University, by making contributions to the Fund.

1.8 PLAN.

The one or more documents under which the Plan Sponsor provides medical, pharmacy, dental, and vision benefits to Plan Participants, including without limitation the written agreements between the Plan Sponsor and the Claims Administrators identifying Plan terms and conditions, including general provisions, exclusions, limitations, schedule of benefits, endorsements, and application forms.

1.9 PLAN PARTICIPANTS.

Beneficiaries, enrolled employees, retirees, or families of employees or retirees who have met the eligibility requirements for medical, pharmacy, dental, and vision benefits as set out in the Plan, and who, in a timely manner, have made all required Contributions.

1.10 PLAN SPONSOR.

The University as the entity creating the Plan for the benefit of the Plan Participants is the Plan Sponsor.

1.11 PLAN YEAR.

The Plan Year means each twelve consecutive month period beginning July 1 and ending June 30, except for the first Plan Year beginning on the Effective Date and any shorter last Plan Year.

1.12 TRUSTEES.

The persons designated as Trustees in this Agreement together with their successors.

2.0 ESTABLISHMENT OF TRUST.

2.1 ESTABLISHMENT AND NAME OF TRUST.

University hereby establishes an employee benefit trust, referred to as the University of Idaho Health Benefits Trust ("Trust").

2.2 AGREEMENT BY TRUSTEES.

The undersigned Trustees, by the execution of this Agreement, (i) accept the trusteeship, and (ii) declare that they will receive and hold the Fund assets as

Trustees under this Agreement for the uses, purposes, and trusts set forth in this Agreement.

2.3 PURPOSES OF TRUST.

University has established a Plan to provide for the payment of covered services incurred by Plan Participants. The purposes of the Trust are:

- 2.3.1 To accumulate funds in a trust to pay Plan benefits for Plan Participants according to the Plan as a voluntary employees' beneficiary association under Code Section 501(c)(9);
- 2.3.2 To receive all contributions to the Plan;
- 2.3.3 To hold, manage, invest, and reinvest the Trust property and all income from the property, in accordance with the terms of this Trust; and
- 2.3.4 To make distributions from the Trust Fund in accordance with Section 3.3.
- 2.3.5 To qualify as a self-funded trust under Idaho state law.

2.4 IRREVOCABILITY OF THE TRUST.

University reserves no right or authority to revoke or terminate the Trust; provided, however, the Trust shall terminate if it no longer serves the purposes for which it is established and in accordance with Idaho law, including without limitation, Section 41-4018 of the Idaho Code and Article 6.0 herein.

2.5 NONDISCRIMINATION

No part of the net earnings of the Trust (other than through the payment of benefits in accordance with the Plan) shall inure to the benefit of any person.

2.6 NOTIFICATION.

The University will take such action and file such documents as are required under Section 505(c) of the Code to notify the Internal Revenue Service that the Trust is applying for recognition as an organization which is exempt from tax under Sections 501(a) and 501(c)(9) of the Code.

3.0 ADMINISTRATION AND DISPOSITION OF TRUST FUND.

3.1 CLAIMS.

3.1.1 Authority: The Plan Sponsor, or its designee, shall have full and complete authority, responsibility, discretion and control over the management, administration and operation of the Plan, including without limitation to make all determinations as to the right of any person to a benefit under the Plan and to delegate any responsibilities to another party. The Plan Sponsor shall generally

delegate the Plan administration to the Claims Administrators who shall have authority to control and manage the daily operation and administration of the Plan and shall apply rules in a nondiscriminatory manner so that persons entitled to benefits under the Plan are treated similarly. The Trustee shall have full and complete authority, responsibility, discretion and control with respect to all matters pertaining to the Trust and Fund.

3.1.2 Notice: The Plan Sponsor, on behalf of the Trustees, shall cause a written statement or schedule adequately and clearly stating all benefits currently allowable under the Plan, together with all applicable restrictions, limitations, and exclusions, and the procedure for filing a claim for benefits, to be furnished to each Plan Participant.

3.2 CONTRIBUTIONS.

3.2.1 Plan Sponsor Contributions: The Plan Sponsor shall make Contributions to the Trust as it in its sole discretion determines from time to time to provide health benefits under the Plan; provided that for each Plan Year in which the Plan and Trust continue the Plan Sponsor shall make Contributions to the Trust in an amount to be actuarially sound and consistent with statutory requirements, including but not limited to making Contributions in advance. However the Plan Sponsor does not hereby assume any contractual or other obligation as to the continuance of the Plan or the making of future Contributions with respect thereto.

3.2.2 Plan Participant Contributions: Any Contribution to the Trust by Plan Participants shall be by regular, periodic payroll deductions unless allowed otherwise under the Idaho Code.

3.2.3 Receipt of Contributions: The Trustee shall receive and hold as part of the Trust Fund any Contributions paid to the Trustee; provided, however, to the extent applicable law does not otherwise require, the Trustee shall not be required to determine that any Contributions are in compliance with the Plan, shall be accountable only for the funds actually received by it, and shall not be responsible for the adequacy of the Trust Fund to meet and discharge any or all liabilities under the Plan or for the proper application of distributions made upon the written direction of the Plan Sponsor.

3.3 PAYMENT

The Trustees shall make distributions from the Trust Fund in such amounts and to such person or persons as the Claims Administrators, by direction from the Plan Sponsor through the Plan, or by direction of such persons authorized in writing by the Plan Sponsor to give the direction to provide for the payment of (i) covered medical services, (ii) covered dental services, (iii) covered pharmacy services, (iv) covered vision plan services, (v) such administrative fees charged by the Claims Administrators, and (vi) other such costs and charges related to

Trust business. Trustees or their designees may authorize draws upon the Fund. The Trustees shall not be considered the agents of the Claims Administrators.

3.4 SEPARATE ACCOUNTS.

For investment and/or accounting purposes, the assets of the Trust Fund may be held in one or more separate accounts as may be determined by the Trustees, or as may be directed by the University for the sole purpose of complying with GASB or other accounting or legal requirements. All such separate accounts must be consistent with applicable accounting standards. At such time as any amounts shall be paid or delivered to the Trustees, the University shall, if separate accounts have been established, specify to which accounts such amounts shall be credited.

Assets credited to a separate account may be invested on a commingled basis, but if so invested, the separate account must be adjusted on at least a yearly basis to reflect its proportionate share of the appreciation, depreciation, income, expenses, gains, and losses of the Trust Fund for the period.

The accounting for the active employee medical plans shall be separate from the accounting for the retired employee medical plans.

3.5 EXPENSES, RESERVES, SURPLUS AND TAXES.

3.5.1 The Trustees may pay or provide for (i) the payment of all reasonable and necessary expense of collecting the employer and employee Contributions and administering the affairs of the Trust and Fund, including all expenses which may be incurred in connection with the establishment of the Trust and Fund, (ii) the employment of administrative, legal, expert and clerical assistance, (iii) the leasing of premises and the purchase or lease of materials, supplies and equipment which the Trustees, in their discretion, find necessary or appropriate in the performance of their duties, (iv) any cost associated with covered claims or administration of claims for benefits; and (v) any reasonable and necessary expenses of offering, communicating, documenting and maintaining health programs for the benefit of the Plan Participants.

3.5.2 The Trustees shall establish and accumulate as part of the Fund a reserve in an amount certified to by a member of the American Academy of Actuaries as being necessary for payment of claims against the Trust Fund for benefits, including both claims reported and not yet paid and claims incurred but not yet reported. If under the Plan, periodic Contributions of either the University or Plan Participants to the Trust Fund are payable less frequently than monthly, there shall be a reserve for unearned Contributions as computed pro rata on the basis of the unexpired portion of the period for which the Contribution has been paid.

3.5.3 The Trustees shall establish and maintain in the Trust Fund a surplus. For the first Plan Year, the surplus shall be not less than ten percent (10%) of the unpaid claims liability of the Plan. For the second Plan Year the surplus shall be not less than twenty percent (20%) of the unpaid claims liability. For the third Plan Year and every Plan Year thereafter, the surplus shall be not less than thirty percent (30%) of the unpaid claims liability of the Plan.

3.5.4 The Trustees may pay any federal, state or local tax which may be properly levied against the Fund.

3.6 INVESTMENTS.

3.6.1 All funds received by the Trustees under this Trust as part of the Fund shall be deposited by them, or their designees, in the bank or banks that the Trustees designate for that purpose. All withdrawals of funds from such bank or banks shall be made only by check signed by a person or persons authorized by the Trustees to sign or countersign. The Trustees may invest and reinvest (or direct same to a professional investment manager) any part of the Fund which, in their sole judgment, is not required for current expenditures, as provided herein.

3.6.2 In accordance with Section 41-4009 of the Idaho Code, the Trustees shall, at all times, invest and reinvest the Fund and keep the Fund invested, without distinction between principal and income, in the following kinds of investments only:

- (1) General obligations of the United States government, or of any state, district, commonwealth, or territory of the United States, or of any municipality, county, or other political subdivision or agency thereof.
- (2) Obligations the payment of principal and interest of which is guaranteed by any such government or agency.
- (3) Corporate bonds and similar obligations meeting the requirements specified for investment of funds of insurers under Section 41-711 of the Idaho Code.
- (4) Collateral loans payment of principal and interest of which is adequately secured by securities in which the Trust Fund could lawfully invest directly.
- (5) Deposits, savings accounts, and share accounts in established banks and savings and loan associations located in the United States. Such investment as to any one (1) such institution

shall not be in excess of the amount covered by applicable deposit, savings, and share account insurance.

(6) Investments as permitted by sections 41-714 (common stock of publicly traded domestic and foreign corporations) and 41-716 (securities of any open-ended management type investment company or investment trust) of the Idaho Code, provided that the combined amount of such investments shall not exceed ten percent (10%) of the total assets of the Trust Fund.

(7) And in any other property or securities that are legal for investment of trust funds under the laws of the State of Idaho.

3.6.3 The Trustees are expressly prohibited from investing Trust Fund assets in:

(1) Any loan to or security of the University, or to or of any officer, director, subsidiary or affiliate of the University.

(2) The security of any person in which the Trustees, Committee, or any consultant of the plan has a direct or indirect material pecuniary interest.

(3) Real estate or loans thereon, or any personal loan.

3.6.4 All investments shall be made and held in the name of the Trust Fund, and the interest and yield thereon shall inure to the account of the Fund. No investment shall be made unless authorized in writing by the Trustees and must be so shown in the records of the Fund. Any person who authorizes any investment of Fund assets in violation of Section 41-4009 of the Idaho Code shall, in addition to other penalty therefore, be liable for all loss suffered by the Fund on account of the investment. No investment made in violation of this Section shall constitute an "asset" in any determination of the financial condition of the Fund.

3.7 TITLE TO ASSETS AND TRUST OBLIGATIONS.

The Trustee is vested with title to all the assets of the Trust Fund and shall have full power and authority to do all acts necessary to carry out its duties hereunder. The interest of each Participant hereunder shall be deemed to be personalty only and no Participant shall have any individual ownership interest in any Trust asset. Conveyances, assignments, transfers and deliveries of Trust assets by the Trustee alone shall pass all titles, rights and interests held hereunder. The liability for any Plan benefits is specifically limited to the assets of the Fund, including any Contributions receivable from the University and Participants.

3.8 INTEREST.

The Trust shall not be required to pay interest on University or Participant Contributions to the Fund.

3.9 SPENDTHRIFT CLAUSE.

No Trust Funds shall be:

3.9.1 Assigned or encumbered by any Participant;

3.9.2 Attached by or subjected to the interference or control of any creditor of any Participant or University; or

3.9.3 Reached by any legal or equitable process in satisfaction of any debt or liability of any Participant other than provided by statute.

3.10 VALUATION OF ASSETS.

The Trustees shall determine the value of the assets of the Fund as of such dates as the Trustees may deem appropriate or upon the request of the University on a given date. . Assets shall be valued at their market values at the close of business on the date of valuation, or in the absence of readily ascertainable market values, at such values as the Trustees shall determine, in accordance with methods consistently followed and uniformly applied.

3.11 POWERS OF THE TRUSTEES.

In administering the Fund, the Trustees shall be authorized to exercise the following powers, all of which shall be exercised by the Trustees in a fiduciary capacity, and in the best interest of the Fund and the Beneficiaries thereof.

3.11.1 To vote in person or by proxy, or to refrain from voting, with respect to any securities held by the Fund, and to enter into any voting trust or similar agreement relating thereto;

3.11.2 To consent or object to any action or non-action of any corporation, or of the directors, officers or stockholders of any corporation, with respect to any investment;

3.11.3 To settle, compromise or submit to arbitration any claims, debts or damages due or owing to or from the Fund, provided, however, that the Trustees shall not be authorized to settle, compromise or submit to arbitration any claims for benefits submitted by or on behalf of any Plan Participant or beneficiary under the Plans;

3.11.4 To deposit any property with any protective, reorganization or similar committee; to delegate power thereto; and to pay, or agree to pay, part of its expenses and compensation and any assessments levied with respect to any property so deposited;

3.11.5 To deposit securities with custodians or securities clearing corporations or depositories or similar organizations, whether located within the State of Idaho or elsewhere in the United States or abroad, except that the indicia of ownership of any property shall not be maintained outside the jurisdiction of Idaho state courts;

3.11.6 To commence or defend suits or legal proceedings; and to represent the Fund in all suits or legal proceedings in any court or before any other body or tribunal (provided, however, that the Trustees shall have no obligation to take any legal action for the benefit of the Fund unless it shall be first indemnified for all expenses in connection therewith, including reasonable attorneys' fees);

3.11.7 To establish one or more bank accounts (of any type) in the name of the Trust and to keep all or a portion of the assets of the Fund in any such accounts;

3.11.8 To apply for, accept, hold and act as owner and policyholder of, and to administer insurance policies, from time to time for policies that they determine to be necessary or that the University request they obtain, provided such request is consistent with best business practices, , and to pay premiums or fees with respect to such policies as they become due;

3.11.9 To execute and deliver such instruments and to take any and all actions to the extent necessary or desirable to carry out any of the foregoing powers or as are otherwise in the best interests of the Fund;

3.11.11 To employ suitable agents, custodians and counsel and, as part of its reimbursable expenses under this Agreement, to pay their reasonable expenses and compensation;

3.11.12 To appoint ancillary trustees to hold any portion of the assets of the Trust and to pay their reasonable expenses and compensation;

3.11.13 To register any securities held by it hereunder in its own name, in the name of its nominee, in the name of its agent, or in the name of its agent's nominee, with or without the addition of words indicating that such securities are held in a fiduciary capacity, and to hold any securities in bearer form and to deposit any securities or other property in a depository or clearing corporation;

3.11.14 To make, execute and deliver, as Trustees, any and all deeds, leases, conveyances, waivers, releases or other instruments in writing necessary or desirable for the accomplishment of any of the foregoing powers;

3.11.15 To seek legal redress on behalf of the Fund as the Trustees deems necessary and appropriate; and

3.11.16 Generally, to do all acts, exclusive of acts delegated to investment managers,' which the Trustees may deem necessary or desirable for the protection of the Fund and administration of the Trust.

3.12 INVESTMENT MANAGERS.

The Trustees from time to time, may appoint one or more investment managers to manage the investment of any portion of the Trust Fund, with the written consent of the University, which shall not be unreasonably withheld. The Trustees shall have an investment management agreement with any and all investment managers employed to invest a portion of the Trust Fund. Any directions to an investment manager from the Trustees shall be in writing and shall be signed by both parties authorized to act on behalf of each party.

4.0 TRUSTEES.

4.1 TRUSTEES.

There shall be four Trustees. Any University employee may be a Trustee, except the President, the Vice President for Finance and Administration, and the Assistant Vice President for Human Resources. The initial four Trustees shall be those individuals who are signatories to this Agreement.

4.2 TERM.

Each Trustee shall continue to serve as Trustee until the Trustee's death, incapacity, resignation or removal as provided in this Agreement.

4.3 RESIGNATION.

A Trustee may resign from all further duty or responsibility under this Agreement upon giving thirty (30) days notice in writing to the President of the University, or such shorter notice as the University may accept as sufficient. The notice shall state a date when the Trustee's resignation shall take effect. The resignation shall take effect of the date specified in the notice unless a successor Trustee shall have been appointed at an earlier date, in which event the resignation shall take effect immediately upon the appointment of the successor Trustee.

4.4 REMOVAL.

A Trustee may be removed from office at any time by a written notice signed by the President and Vice President for Finance and Administration, which shall be sent by registered or certified mail and which shall state a date when the removal shall take effect. Trustees are subject to removal by a veto vote of a majority of Plan Participants if ten (10) Plan Participants request such a vote in writing within 90 days of the appointment of a Trustee.

4.5 SUCCESSOR TRUSTEE.

4.5.1 In case any of the Trustees shall die, become incapable of acting under this Agreement, resign, or be removed, a successor Trustee shall promptly be appointed by a written notice signed by the President of the University and the Vice President for Finance and Administration. Until the appointment of a successor Trustee, the remaining Trustees by majority vote shall have full power to act under this Agreement.

4.5.2 A successor Trustee shall become vested with all the property, rights, powers, and duties of a Trustee upon (i) appointment as a successor Trustee, and (ii) acceptance by such successor Trustee of the trusteeship in a writing filed with the Trustees.

4.6 MEETINGS.

4.6.1 The Trustees shall meet regularly, at least once each calendar quarter, and at other times as is necessary to carry out the business and responsibilities of the Plan and Trust. Any one of the Trustees may call a meeting of the Trustees at any time, in person, by telephone or by e-mail, by giving at least forty-eight (48) hours written or e-mailed notice of the time and place of the meeting to the remaining Trustees; however, such notice may be waived by agreement of the Trustees.

4.6.2 The Trustees may conduct ministerial and administrative duties (e.g. paying legitimately presented bills) by voting via e-mail, without notice, but a record of such action must be made and stored.

4.7 ACTIONS BY TRUSTEES.

The four (4) Trustees shall act by a majority vote needed of three (3). Any person serving as Trustee may take any action or execute any document in the name of and on behalf of the Trust Fund and the other persons serving as Trustee, once duly approved and authorized by the Trustees, and unless the University or the persons serving as Trustee provide otherwise. The decision of the Trustee in matters within its jurisdiction shall be final, binding, and conclusive upon all interested or concerned parties.

4.8 PERSONS DEALING WITH TRUSTEE.

No person contracting or in any way dealing with the Trustee shall be under any obligation to ascertain or inquire (i) into any powers of the Trustee, (ii) whether such powers have been properly exercised or (iii) about the source or application of any funds received from or paid to the Trustee, and such person may rely on the Trustee's exercise of any power or authority as conclusive evidence that he or she possesses such power and authority. This Section shall not apply to any person who is a fiduciary with respect to the Plan or Trust.

4.9 VOTING.

Each Trustee shall have one vote on all matters in any meeting of the Trustees.

4.10 ADDITIONAL POWERS.

4.10.1 In addition to the Powers set out in Section 3.11, the Trustees shall have all powers specified herein, and as further provided in the Idaho Uniform Trustees' Powers Act, as amended, and any other applicable statute or rule of law.

4.10.2 The Trustees, the University, and each investment manager shall discharge their respective duties provided for under this Agreement with respect to the Fund in a fiduciary capacity and solely in the interest of the Beneficiaries with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of like character and with like aims. The duties of the Trustees shall only be those specifically undertaken pursuant to this Agreement.

4.11 PROHIBITED POLITICAL OR PECUNIARY INTERESTS IN PLAN MANAGEMENT.

4.11.1 In accordance with Section 41-4015 of the Idaho Code, no Trustees, or other person having responsibility for the management of the Plan, or the investment or other handling of Trust Fund assets shall:

- (1) Receive directly or indirectly or be pecuniarily interested in any fee, commission, compensation, or emolument, other than salary or other similar compensation regularly fixed and allowed for services regularly rendered to the Plan, arising out of any transaction to which the Trust Fund is or is to be a party.
- (2) Receive compensation as a consultant to the Plan while also acting as a Trustee or administrator, or as an employee of either.
- (3) Have any direct or indirect material pecuniary interest in any loan or investment of the Trust Fund.

4.11.2 No consultant to the Plan or Fund shall directly or indirectly receive or have any pecuniary interest in any commission or other compensation arising out of any contract or transaction between the Trust Fund and any insurer, health care service corporation, health maintenance organization or other provider of health care services or of drugs or other health care needs and supplies.

4.11.3 No Trustee shall make or knowingly permit the making, directly or indirectly, of any political contribution by or from the Fund.

4.12 INTERPRETATION.

The Trustees shall have full and complete authority, discretion and power to construe the provisions of this Agreement. Any construction adopted by the Trustees that is not inconsistent with the provisions of the Plan shall be binding upon Plan Participants, Participants, University, the Claims Administrator and all others claiming by or through any of them by assignment, bequest or otherwise.

4.13 PAYMENT OF ADMINISTRATIVE EXPENSES.

4.13.1 All reasonable expenses incurred in administering the Plan and Trust, including but not limited to administrative fees and expenses owing to any third-party administrative service provider, actuary, consultant, accountant, specialist, or other person or organization that may be employed by the Trustees in connection with the administration of the Plan, insurance premiums, bond premiums for Trustees' coverage, or premiums for University self insurance, shall be paid out of the Fund. In the first twelve months of operation of the Fund, the University shall provide adequate contributions to cover initial administrative fees and expenses. In subsequent years, if the Fund is inadequate to cover administrative fees and expenses, Trustees may apply to the University for additional Fund contributions.

4.13.2 At the request of the Trustees, the University will provide administrative services and use of facilities and equipment to the Trustees. Services to be provided may include financial management, accounting services, investment management, information technology services, and other services as requested, provided such requests fall within permissible services to be provided to affiliated foundations under Section V.E. of the policies of the State Board of Education, as they are now and as they may be amended in the future, and provided that the Fund is at all times clearly segregated from all University accounts and established in separate accounts pursuant to this Agreement. After the first twelve months, for any and all services requested, University shall charge its cost for providing such services, through monthly detailed invoices. University shall not charge for services in the first year, and shall not charge for facilities and equipment used by the Trustees on behalf of the Trust.

4.14 RULES AND REGULATIONS.

The Trustees may adopt and promulgate such rules and regulations as may, in their discretion, be proper and necessary for the sound and efficient administration of the Trust

4.15 LIABILITY AND INDEMNITIES.

To the extent permitted by law, the Trustees shall not incur any liability for any acts or for failure to act except for willful misconduct or dishonesty, and the University or applicable insurance carrier hereby agrees to indemnify each Trustee for and to hold him or her harmless against any and all liabilities, losses, costs or expenses (including legal fees and expenses) of whatsoever kind and nature which may be imposed on, incurred by or asserted against him or her at

any time by reason of his or her service under the Plan if he or she did not act dishonestly or otherwise in willful violation of the law under which such liability, loss, cost or expense arises. This indemnity shall not preclude such other indemnities as may be available under insurance purchased or provided by the University or under any agreement with the University to the extent permitted by law. Payments under this Section shall not be made from Trust Fund assets. University or any applicable insurance carrier shall also supply counsel, and pay all attorney fees incurred by Trustees in defense of any action.

4.15 TRUSTEES RELIANCE.

The Trustees may rely upon any certificate, notice or direction of the University which the Trustees believe to be genuine and to have been signed by a duly authorized employee of the University. Communications from the University to the Trustees shall be sent to the Trustees' office as stated above or to such other address as the Trustees shall specify,.

4.16 RECORDS AND ACCOUNTS.

4.16.1 In accordance with Idaho Code § 41-4011, the Trustees shall keep accurate and detailed accounts of all investments, receipts, disbursements, earnings on contributions for each year in which the Trust is effective and all other transactions hereunder. The Trustees shall keep records indicating the amount contributed by the University, by Plan, and the amount and type of benefits paid by the Trust. All accounts, books and records relating thereto shall be open to inspection and audit at all reasonable times, with prior notice to the Trustees, by any persons designated by the University.

4.16.2 Within 90 days next following (i) the close of each fiscal year of this Trust, which shall be the 12-month period ending on June 30 of each year, (ii) the removal or resignation of a Trustee as provided in Section 9.3 hereof, (iii) the effective date of termination of the Trust, (iv) the withdrawal and transfer of a substantial portion of the Fund to another trust in accordance with the terms of the Trust, and (v) at such other times as shall be requested by the University, the Trustees shall file with the University and the State of Idaho Department of Insurance a written accounting setting forth all investments, receipts, disbursements, earnings on contributions with respect to the Plans funded, and in the aggregate, for each year in which the Trust is effective and all other transactions effected by the Trustees or reported to it by such investment managers as may be appointed hereunder during each fiscal year or during the period from the close of the last such fiscal year to the date of such removal or resignation. The accounting shall be certified by the accountant by whom such information was prepared or audited. In addition, the Trustees shall file quarterly unaudited financial reports in a form and at the time prescribed by the State of Idaho Department of Insurance, with copies to

the University. Within 30 days from the date of filing such annual or other accounting, the Trustees also will serve copies of such accounting upon any persons designated by the University as having administrative responsibility with respect to any Plan if requested by the University.

4.17 BONDING.

As required by Idaho state law, the Trustees shall cause all individuals handling receipts and disbursements for the Fund to be bonded or comparably covered by a crime policy at all times under a fidelity bond or other surety issued by a surety or other insurer authorized to transact such insurance in the State of Idaho. The bond or crime policy shall be in favor of the Fund and shall be in an amount equal to the greater of ten percent (10%) of the Contributions received by the Plan or ten percent (10%) of the benefits paid during the preceding year. For the first year, without operating information from the preceding year, the bond or crime policy shall be in an amount equal to ten percent (10%) of the contributions projected to be received by the Plan during its first year of operation. The amount of any bond or crime policy shall be not less than twenty-five thousand dollars (\$25,000) or more than five hundred thousand dollars (\$500,000). The bond or policy shall be non-cancellable except upon not less than thirty (30) days in advance notice in writing to the Trustees and the Department of Insurance. The cost of the bond or comparable crime policy shall be borne by the Fund.

5.0 AMENDMENTS.

5.1 ENTIRE AGREEMENT.

This Trust Agreement constitutes the entire agreement between University and the Trustees and shall not be deemed to be varied, altered or amended by any other statement representation or agreement by or between any person or persons whomsoever, whether written, oral or implied in any way, except as provided in this Agreement.

5.2 AMENDMENT.

The parties to this Agreement may, at any time and from time to time, by instrument in writing executed pursuant to appropriate authorizations amend in whole or in part any or all of the provisions of this Agreement, provided, however, that no amendment or modification may be made that would permit any part of the corpus or income of the Fund to be used for, or diverted to, purposes other than for the exclusive benefit of the Plan Participants, and/or for the payment of administrative expenses, to the extent permitted by applicable law. Any such amendment shall become effective upon receipt by the Trustees of the instrument of amendment and endorsement thereon by the Trustees of its consent thereto, if such consent is required.

5.3 NOTICE.

The Trustees shall (i) immediately notify University, the Claims Administrators and other interested parties of any amendment to this Agreement, and (ii) execute any instrument or instruments in connection with the amendment.

6.0 TERMINATION OR DISCONTINUANCE OF THE PLAN.

6.1 APPLICATION OF FUNDS.

In the event of termination or discontinuance of the Plan, the Trustees shall apply the Fund to the continuation of providing benefits and to provide for payment of reasonable and necessary expenses incurred in termination of the Fund, until the Fund is exhausted. In the event of termination or discontinuance, University and Participant contributions shall be used to carry out purposes of the Trust as provided in this Agreement.

6.2 DISSOLUTION.

Upon termination or discontinuance of the Plan, or termination of registration pursuant to Idaho Code section 41-4018, the University shall immediately notify Trustees, who shall continue as Trustees for the purposes of dissolution and liquidation and may take any action that may be appropriate or required.

6.2.1 If the Plan or registration thereof is terminated, or if the Plan is discontinued, then there shall be a plan of liquidation for the Trust, in writing, and filed with and approved by the State of Idaho Department of Insurance as required by state law. Any balance remaining in the Fund after payment or adequate provision for all claims and charges against the Fund shall be disposed of in such manner as is provided for in the plan of liquidation. Unless under the plan of liquidation, liability for all unpaid claims and obligations of the Fund has been assumed by other financially responsible person or persons, the existence of surplus funds for such disposition shall not be determined prior to expiration of two (2) years after termination or discontinuance. The plan of liquidation, after such plan has been approved by the Department of Insurance, if applicable, shall be binding upon all persons with pecuniary interest in the Fund. Pending the effectuation of the plan of liquidation, the Trustees may impose such prohibitions or restrictions upon disbursement or use of Trust assets as it deems advisable for the protection of all interested persons.

6.2.2 In the event of termination or discontinuance of the Plan, the assets of the Trust, to the extent not required to be addressed or covered under an approved plan of liquidation pursuant to Idaho Code section 41-4019, shall be held by the Trustees, in trust, and shall be directed to the payment of unpaid benefits, insurance premiums and/or administrative expenses under the Plan, and other duly incurred obligations of the Trust, in accordance with the provisions of this Agreement relating to such payments until such assets have been exhausted. In no event shall the assets of the Trust be returned to the University upon dissolution of the

Trust unless permitted by applicable law. Upon termination of the Plan and satisfaction of all liabilities to existing Plan Participants, any assets remaining in the Trust may be applied to provide other permissible benefits or as otherwise permitted by applicable law.

7.0 MISCELLANEOUS PROVISIONS.

7.1 PAYROLL INFORMATION.

University shall promptly furnish to the Trustees, on demand, such payroll information and data with respect to the individual employees benefiting from this Agreement that the Trustees may require in connection with the administration of the Trust and the Plan. Payroll information and data shall be limited in nature to matters such as name, classification, social security number, hours worked or other information necessary to affirm eligibility for benefits. The Trustees, or their authorized representatives, may examine the pertinent payroll records of the employer with respect to the individual employees benefiting from this Agreement whenever an examination is deemed necessary or advisable by the Trustees in connection with the proper administration of the Trust and the Plan. Such information shall be kept confidential to the extent required by the Idaho Public Records Law I.C. § 9-340C and 9-348, and any other applicable law.

7.2 THIRD PARTY INTEREST.

No Participant, nor any person claiming by or through a Participant, employer, person, partnership, corporation or association, nor any person entity claiming by or through any one of them by reason or assignment, bequest or any other means shall have any right, title or interest in the Fund or any part of the Fund. However, any Participant who is actually covered by the Plan is entitled, subject to the terms and condition of the Plan, to the benefits provided under the Plan in the amount and to the extent provided in the Plan.

7.3 THIRD PARTY RELIANCE.

No person, partnership, corporation or association dealing with the Trustees shall be required (i) to see to the application of any funds or property of the Trust, (ii) to see that the terms of the Trust have been complied with, or (iii) to inquire into the necessity or expediency of any act of the Trustees. Every instrument effected by the Trustees shall be conclusive in favor of any person, partnership, or corporation relying on such instrument that:

7.3.1 At the time of the delivery of the instrument the Trust was in full force and effect;

7.3.2 The instrument was effected in accordance with the terms and conditions of this Agreement; and

7.3.3 The Trustees were duly authorized and empowered to execute the instrument.

7.4 PARTIES TO AGREEMENT.

No person or entity other than the Trustees or their lawful successors and University shall be considered a party to this Trust Agreement.

7.5 CONFLICTS OF LAW.

Whenever conflicts between Idaho Code Title 41, Chapter 40, and any other statute occur as to the interpretation of this Agreement, Title 41, Chapter 40 shall control.

7.6 SEGREGATION OF ASSETS.

The University may, if it so determines, at any time and from time to time, designate any group or groups of the eligible Plan Participants a separate class and may direct the Trustees to segregate in a separate fund, to be held for the benefit of such class, the part of the Fund allocable to such class as determined by the University or by an actuary appointed by the University, or of some lesser amount than such allocable part if the University or such actuary shall determine that other equitable provision is made for the difference. The University shall cause the Trustees to effect such segregation by delivering to the Trustees a certified copy of the University's or such actuary's determination, together with a certified copy of an approved motion of the Board of Regents of the University directing such segregation. The Trustees may rely conclusively and without investigation upon any such certified copy of such determination and such resolution and shall segregate such assets as the University may direct. The Trustees' valuation of such assets for that purpose shall be conclusive. The Trustees shall hold all of the assets so segregated under this provision, together with such payments as shall thereafter be made to the Trust in behalf of such class, and the income therefrom, as a subpart of the Fund and subject to the terms of this Agreement, or shall dispose of the same as directed by the University pursuant to the terms of this Agreement. In the event that the Trust or any subpart thereof created by this Agreement shall be terminated as to such class, the University shall direct the disposition of the assets held by the for such class through transfer to a successor trust, the payment of insurance premiums, or other means permitted by applicable law, as the University shall determine, and thereafter such Plan Participants shall not have any rights in the Fund, or against the Trustees. University or any applicable insurance carrier shall defend and indemnify Trustees for any actions, claims, demands or lawsuits brought against Trustees for actions taken pursuant to this paragraph. University or any applicable insurance carrier shall also supply counsel, and pay all attorney fees incurred by Trustees in said defense.

7.7 NONDIVERSION OF THE FUND.

Except as may otherwise be expressly provided herein, at no time shall any part of the Fund be used for, or diverted to, any purposes other than the purpose of providing health care benefits under the Plan, or other permissible benefits

allowed under applicable law, to those eligible Plan Participants entitled to benefits under this Trust, and for defraying the reasonable expenses of the Plan and Trust in the manner and to the extent provided in this Agreement; provided, however, that to the extent permitted by applicable law, contributions made by the University to the Trust may be returned to the University under circumstances where (i) the Trust does not qualify under applicable law such as Code Section 501(c)(9) and the contribution is returned within one year after the Trust is found to not so qualify; or (ii) the contribution was made due to a mistake of fact and the contribution is returned within one year of the mistaken payment. In the case of a mistake of fact, the return of contributions is limited to that portion of the contribution as to which there actually was a mistake of fact. A returned contribution does not include the earnings attributable to the contribution but it is reduced by any losses attributable thereto.

7.8 PROHIBITION ON ASSIGNMENT OR ALIENATION OF EQUITABLE INTERESTS.

The interests of the Plan in the assets, earnings and profits of the Trust shall not be subject to garnishment, assignment, attachment, levy or execution of any kind for the debts, defaults, bankruptcies or escheats of any person, natural or legal, having, or claiming to have, an interest in the Trust or in the Plan. In accordance with Section 41-4008 of the Idaho Code, this Section shall not prohibit levy upon the Fund by any provider (or assignee) for health care services rendered to a beneficiary if the Fund has theretofore agreed in writing to pay the same directly to such provider.

7.9 TAX EXEMPTION.

Contributions into the Fund, the accumulation of interest or other earnings in the Fund, and payments from an account for qualified health care expenses are tax-exempt, as provided in Idaho State Law and under applicable federal laws and regulations, to the extent that the plan is qualified under Section 501(c)(9) of the Internal Revenue Code.

8.0 SITUS AND CONSTRUCTION OF TRUST.

8.1 SITUS.

The Trust Fund is situated in the State of Idaho.

8.2 GOVERNING LAW, JURISDICTION, AND VENUE.

This Agreement shall be construed and interpreted in accordance with the laws of the State of Idaho and the United States Internal Revenue Code. The parties agree that the state courts of Idaho shall have exclusive jurisdiction and agree that Latah County is the proper venue.

8.3 SEVERABILITY.

The invalidity of any portion of this Agreement, as determined by a court of competent jurisdiction, shall not affect the validity of any other portion of this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date indicated below.

DATED this _____ day of _____, 2006.

UNIVERSITY OF IDAHO

by: _____
Lloyd E. Mues, Vice President of
Finance and Administration

ATTEST:

TRUSTEES:

Bruce Pitman

Jeff Young

John Keats

Joy S. Fisher

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: C. Spending Authority

April 2002

1. Monies Subject to Appropriation

d. Board Authorization Always Required

Irrespective of any other spending authority, the institutions, school and agencies under the governance of the Board must not expend, encumber, or otherwise use monies under their direct control without the specific or general approval by the State Board of Education or the Board of Regents of the University of Idaho and only in such amounts and for such purposes as are so authorized.

THIS PAGE INTENTIONALLY LEFT BLANK

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY - continued

GENERAL LAWS
TITLE 41. INSURANCE
CHAPTER 40. SELF-FUNDED HEALTH CARE PLANS

Idaho Code § 41-4001 (2006)

§ 41-4001. Declaration of purpose

(1) It is the purpose of this chapter to recognize and provide reasonable public supervision of self-funded or partially self-funded plans for provision of health care service benefits to employees in connection with or as an alternative to insurance and other prepayment plans, to provide standards for financial soundness of such plans, to protect the interests of employees covered thereby and to provide for financially viable alternatives to traditional health care arrangements. The legislature of the state of Idaho declares that the existence and operation of such self-funded plans are matters of legislative concern, vitally affecting the rights and interests of the citizens of this state.

(2) The provisions of this chapter shall apply to any single employer or multiple employer arrangement to fully or partially self-fund a health benefit plan for beneficiaries residing in this state to the extent that state regulation of the arrangement or plan is not preempted by the employee retirement income security act of 1974.

HISTORY: 1974, ch. 248, § 1, p. 1624; am. 2006, ch. 414, § 1, p. 1257.

NOTES:

COMPILER'S NOTES. The 2006 amendment, by ch. 414, added the subsection (1) designation; in subsection (1), substituted "chapter" for "act", inserted "or partially self-funded", deleted "and" preceding "to protect the interests" and inserted "and to provide for financially viable alternatives to traditional health care arrangements"; and added subsection (2).

CROSS REF. Life and Health Insurance Guaranty Association Act, §§ 41-4301 -- 41-4319.

SEC. TO SEC. REF. This chapter is referred to in § 41-5204.

Idaho Code § 41-4002 (2006)

§ 41-4002. Definitions

For the purposes of this chapter unless context otherwise requires:

(1) "Administrator" is a person, if other than the trustee, appointed by the plan sponsor or employed by the trustee to provide administrative services to a self-funded plan.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(2) "Beneficiary" is any individual entitled, under the self-funded plan, to payment by the trust fund of any part of all of the cost of any health care service rendered him.

(3) "Claims liability" or "reserves" is the total of all incurred and unpaid claims, including incurred but not reported claims, for allowable benefits under a self-funded plan that are not reimbursed or reimbursable by stop-loss insurance provided by a carrier authorized to transact insurance in this state.

(4) "Contribution" is the amount paid or payable by the employer or employee into the trust fund.

(5) "Director" is the director of the department of insurance of this state.

(6) "Multiple employer welfare arrangement" shall have the same meaning as that given to such term by the employee retirement income security act of 1974.

(7) "Person" is any individual, corporation, association, firm, syndicate, organization, or other entity.

(8) "Plan sponsor" is any person who creates a plan for the benefit of any person.

(9) "Self-funded plan" or "plan" is any single or multiple employer welfare arrangement, or any other single or multiple employer plan, other than a plan providing only benefits under title 72, Idaho Code, under which payment for medical, surgical, hospital, and other services for prevention, diagnosis, or treatment of any disease, injury, or bodily condition of an employee is, or is to be, regularly provided for or promised from funds created or maintained in whole or in part by contributions or payments thereto by the employer or employers, or by the employer or employers and the employees, and not otherwise covered by insurance or contract with a health care service corporation or managed care organization authorized to transact business in this state.

(10) "Single employer" is any individual, sole proprietorship, business, partnership, corporation, limited liability company, firm or any other form of legally recognized entity or a group of two (2) or more employers under "common control" as defined in section 3(40)(B)(iii) of the employee retirement system act of 1974.

(11) "Surplus" is the excess of the assets of a self-funded plan minus the liabilities of the plan, provided the liabilities of a self-funded plan shall include the claims liability of the plan.

(12) "Trust fund" is a trust fund established in conjunction with a self-funded plan for receipt of contributions of employer and employees and payment of or with respect to health care service costs of beneficiaries.

(13) "Trustee" is the trustee, whether a single or multiple trustee, of the trust fund.

HISTORY: 1974, ch. 248, § 2, p. 1624; am. 2006, ch. 414, § 2, p. 1257.

NOTES:

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

COMPILER'S NOTES. The name of the commissioner of insurance has been changed to the director of the department of insurance on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, added present subsections (5) to (8), (10) and (11) and renumbered the remaining subsections accordingly; substituted "chapter" for "act" in the introductory language; in subsection (1), inserted "appointed by the plan sponsor or" and substituted "provide administrative services to" for "administer"; deleted former subsection (3), which read: "'Director' is the director of the department of insurance of this state"; in present subsection (9), substituted "single or multiple employer welfare arrangement, or any other single or multiple employer plan, other than a plan providing only benefits under title 72, Idaho Code, under which payment for" for "plan under which payment for any disability income benefits not otherwise provided for under title 72, Idaho Code, (workmen's compensation and related laws -- industrial commission)", inserted "or employers" twice following "employer", and substituted "or managed care organization authorized to transact business in this state" for "health maintenance organization, or similar other third party prepayment plan"; and substituted "in conjunction with" for "under" in present subsection (12).

Idaho Code § 41-4003 (2006)

§ 41-4003. Registration required -- Exemptions -- Not subject to insurance code

(1) No person shall offer or operate a self-funded plan in this state except while registered with the director as hereinafter provided.

(2) No registration shall be required of:

(a) Any self-funded plan established for the sole purpose of funding the dollar amount of a deductible clause contained in the provisions of an insurance contract issued by an insurer duly authorized to transact disability insurance in this state if the deductible does not exceed an amount applicable to each beneficiary of two thousand dollars (\$ 2,000) per annum and the total of all obligations to all beneficiaries insured under the plan arising out of the application of such a deductible does not exceed the aggregate amount of two hundred thousand dollars (\$ 200,000) in any one (1) year.

(b) Any plan established and maintained for the purpose of complying with any worker's compensation law or unemployment compensation disability insurance law.

(c) Any plan administered by or for the federal government or agency thereof or any county of this state.

(d) Any plan which is primarily for the purpose of providing first aid care and treatment, at a dispensary of an employer, for injury or sickness of employees while engaged in their employment.

(3) Plans while so registered shall not be deemed to be engaged in the business of insurance and shall not be subject to provisions of the Idaho insurance code except as expressly provided in this chapter. A plan that operates in this state without registering under this chapter shall be deemed to be engaged in the business of insurance and any

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

person offering or operating an unregistered plan shall be deemed to be transacting insurance without proper licensing.

(4) Any self-funded plan providing benefits to more than one (1) employer shall provide to each employer participant and to each prospective employer participant written notice that the plan is not insurance and does not participate in the state guaranty association. The notice shall also be included as part of all marketing materials used by or on behalf of the plan.

HISTORY: 1974, ch. 248, § 3, p. 1624; am. 2001, ch. 308, § 1, p. 1114; am. 2004, ch. 86, § 1, p. 321; am. 2006, ch. 414, § 3, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, rewrote subsection (1), which formerly read: "No self-funded plan shall operate in this state except while registered with the director as hereinafter provided. Self-funded plans already in operation at the effective date of this act shall so register within ninety (90) days after such effective date"; deleted former subsection (1)(e), which read: "Any employer's self-insured health plan or service established and maintained solely for its members and their immediate families, or to any self-insured health plan or service established, maintained, and insured jointly by any employer and any labor organization or organizations if such health plan or service has been in existence and operation for fifteen (15) years immediately preceding the effective date of this act"; substituted "this chapter. A plan that operates in this state without registering under this chapter shall be deemed to be engaged in the business of insurance and any person offering or operating an unregistered plan shall be deemed to be transacting insurance without proper licensing" for "this act" at the end of subsection (3); and added subsection (4).

Idaho Code § 41-4004 (2006)

§ 41-4004. Plan requirements

No self-funded plan shall register, and the director shall not register a self-funded plan, which does not meet the following requirements:

(1) The plan must require all contributions to be paid in advance and to be deposited in and disbursed from a trust fund duly created and existing under an adequate written irrevocable trust agreement between the employer or employers and the trustee that meets the terms of this chapter.

(2) The plan must have, or provide for, a trustworthy and responsible trustee, and for competent administration of the trust fund and plan.

(3) The plan must require that employers contribute to the trust fund, and that all contributions, if any, by employees shall be by regular periodic payroll deductions, except as to contributions made by an employee during his absence from such employment for such period as the plan may reasonably provide.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(4) The plan must provide that the administrator or trustee on behalf of the trust fund, as the case may be, shall furnish to each employee-beneficiary of the plan a written statement or schedule adequately and clearly stating all benefits currently allowable under the plan, together with all applicable restrictions, limitations, and exclusions, and the procedure for filing a claim for benefits.

(5) The plan must require that the trust fund be actuarially sound; that is, assets and income of the trust fund must be adequate under reasonable estimates for payment of all benefits promised to beneficiaries by the plan.

HISTORY: 1974, ch. 248, § 4, p. 1624; am. 1990, ch. 169, § 1, p. 366; am. 2006, ch. 414, § 4, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, rewrote the section heading, which formerly read: "Qualifications for registration"; substituted "does not meet the following requirements" for "is not qualified therefor as follows" in the introductory language; inserted "The plan" at the beginning of subsections (1) to (4); inserted "that meets the terms of this chapter" at the end of subsection (1); in subsection (3), deleted "all such" after "require that"; in subsection (5), substituted "plan must require that the trust fund be" for "the trust fund must be" and deleted the last sentence, which formerly read: "In determining actuarial soundness the director shall also give due consideration to"; and deleted former subsections (5) and (6) which read:

"(5)(a) Applicable stop-loss insurance provided or to be provided the plan by an insurer duly authorized to transact disability insurance in this state;

"(b) Contracts with health care service corporations or health maintenance organizations authorized to conduct such operations in this state, and covering certain of the promised benefits;

"(c) Other applicable insurance or guarantys; and

"(d) Plan factors or provisions for prevention or reduction of adverse selection against the plan by those otherwise eligible to become beneficiaries.

"(6) Must otherwise be in compliance with this act".

SEC. TO SEC. REF. This section is referred to in §§ 41-4006 and 41-4018.

Idaho Code § 41-4005 (2006)

§ 41-4005. Application for registration -- Fee

(1) Application for registration of a self-funded plan shall be made to the director, on forms furnished and designed by him for the purpose of eliciting information as to whether the plan is qualified for registration. The application shall be signed and verified by at least one (1) of the employers and one (1) of the trustees. If the employer or trustee is a corporation, the verification shall be by a duly authorized corporate officer.

(2) The application shall be accompanied by all plan documents including:

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(a) A copy of the trust agreement under which the trust fund is to exist and operate;

(b) A copy of the proposed written statement of benefits referred to in *section 41-4004(4), Idaho Code*;

(c) A financial statement of the trust fund, if already in existence and operating at the time of application, certified by an independent certified public accountant. If the trust fund is not in existence at the time of application, a pro forma balance sheet for the start of operation of the plan and a pro forma balance sheet for the end of the first twelve (12) months of operation of the plan shall accompany the application, provided the balance sheets shall include actuarially determined claims liabilities;

(d) A written statement of reasonably projected income and disbursements of the trust fund for the twelve (12) month period commencing with date of application and showing also the amount reserved as of the end of such period for claims incurred and not paid or incurred and not reported, certified by a qualified actuary;

(e) A copy of an actuarial study prepared by a qualified actuary determining adequate rates for the plan. The rates shall not be less than the sum of projected incurred claims for the year plus costs of operation, plus any prior year deficiency, less any excess surplus;

(f) If the plan is domiciled outside this state, a letter or other written evidence of good standing from the plan's regulator in the state of domicile;

(g) A copy of every contract between the plan and any administrator or service company;

(h) A copy of a stop-loss insurance agreement issued by an insurer authorized to do business in this state providing both specific and aggregate coverage in an amount as annually indicated in the actuarial opinion for the plan, provided the director may waive the requirements for aggregate stop-loss coverage if such coverage is not reasonably available or otherwise deemed appropriate;

(i) A copy of the policy, contract, certificate, summary plan description or other evidence of the benefits and coverages provided to beneficiaries, including a table of the rates charged or proposed to be charged for each form of such contract accompanied by a certification of a qualified actuary that:

(i) The rates are neither inadequate nor excessive nor unfairly discriminatory;

(ii) The rates are appropriate for the classes of risks for which they have been computed; and

(iii) An adequate description of the rating methodology has been filed with the director and the methodology follows consistent and equitable actuarial principles; and

(j) Such other relevant documentation and information as the director may reasonably require.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(3) If the applicant is a multiple employer welfare arrangement, the application shall be signed under oath by the plan sponsor or the trustee of the plan, and the application shall also include:

(a) A copy of any articles of incorporation and bylaws of any entity acting as a plan sponsor;

(b) A list of the names, addresses and official capacities with the plan of the individuals who will be responsible for the management and conduct of the affairs of the plan, including all trustees, officers and directors. Such individuals shall fully disclose the extent and nature of any contracts or arrangements between them and the plan, including any possible conflicts of interest; and

(c) A copy of the articles of incorporation, bylaws or trust agreement that governs the operation of the plan.

(4) At the time of filing the application the applicant shall pay to the director a nonrefundable filing fee as provided for by rule.

(5) The director shall transmit and account for all fees received by him hereunder as provided in *section 41-406, Idaho Code*.

(6) For purposes of this section, a qualified actuary is an actuary having experience in establishing rates for a self-funded plan and the health services being provided, and who is also a fellow of the society of actuaries, a member of the American academy of actuaries, or an enrolled actuary under the employee retirement income security act of 1974.

HISTORY: 1974, ch. 248, § 5, p. 1624; am. 1979, ch. 122, § 8, p. 375; am. 1984, ch. 23, § 12, p. 38; am. 2006, ch. 414, § 5, p. 1257.

NOTES:

COMPILER'S NOTES. Section 1 of S.L. 1979, ch. 122 is compiled as § 41-334, §§ 2-7 have been repealed.

Sections 11 and 13 of S.L. 1984, ch. 23 are compiled as §§ 41-3714 and 41-4011.

The 2006 amendment, by ch. 414, inserted "all plan documents including" at the end of the introductory language of subsection (2); substituted "41-4004(4)" for "41-4004(5)" in subsection (2)(b); rewrote subsection (2)(c), which formerly read: "A financial statement of the trust fund, if already in existence and operating on the effective date [July 1, 1974] of this act, as of a date not more than forty-five (45) days prior to the date of filing the application. The statement shall be certified by an independent accountant, or by an accountant whose certification is acceptable to the director"; inserted "certified by a qualified actuary" at the end of subsection (2)(d); rewrote subsection (2)(e), which formerly read: "A copy of any study made of the proposed self-funded plan by any consultant for the information or guidance of employer or employees; and"; added present subsections (2)(f) to (2)(i)(iii) and redesignated former subsection (2)(f) as present subsection (2)(j); added present subsections (3) to (3)(c) and redesignated former subsections (3) and (4) as present subsections (4) and (5); and added present subsection (6).

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Idaho Code § 41-4006 (2006)

§ 41-4006. Grant or denial of registration

The director shall act upon an application for registration of a self-funded plan with all reasonable promptness, but not less than ninety (90) days from the date of submission of a complete application to the director. Failure to act within the ninety (90) day time period shall be deemed to be the registration of such self-funded plan by the director. In the event the director refuses to register the plan, the applicant shall be entitled to challenge such refusal pursuant to chapter 2, title 41, Idaho Code, and to the contested case and judicial review provisions of chapter 52, title 67, Idaho Code. He may make such investigation of the proposal as he deems advisable. If the director finds that the application is complete and that the plan meets the qualifications stated in *section 41-4004, Idaho Code*, he shall issue and deliver a certificate of registration in appropriate form to the applicant; otherwise, the director shall refuse to register the plan and shall give written notice of such refusal to the applicant, stating the reasons therefor.

HISTORY: 1974, ch. 248, § 6, p. 1624; am. 2006, ch. 414, § 6, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, inserted "but not less than ninety (90) days from the date of submission of a complete application to the director. Failure to act within the ninety (90) day time period shall be deemed to be the registration of such self-funded plan by the director. In the event the director refuses to register the plan, the applicant shall be entitled to challenge such refusal pursuant to chapter 2, title 41, Idaho Code, and to the contested case and judicial review provisions of chapter 52, title 67, Idaho Code" at the end of the first sentence.

Idaho Code § 41-4007 (2006)

§ 41-4007. Trust fund -- Powers

The trust fund of a self-funded plan shall have power:

- (1) To have and use an appropriate descriptive name;
- (2) To sue and be sued in its own name;
- (3) To contract in its own name. All such contracts shall be in writing and shall be signed by the trustee of the fund, and if there is more than one (1) trustee, the contract may be so executed by one (1) trustee if so authorized by all trustees;
- (4) To borrow money and give security therefor; and
- (5) To engage exclusively in transactions authorized or required by this chapter, or reasonably incidental thereto.

HISTORY: 1974, ch. 248, § 7, p. 1624; am. 2006, ch. 414, § 7, p. 1257.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

NOTES:

COMPILER'S NOTES. The 2006 amendment, by ch. 414, inserted "shall be" in subsection (3) and substituted "this chapter" for "this act" in subsection (5).

Idaho Code § 41-4008 (2006)

§ 41-4008. Trust fund liability

(1) The trust fund of a self-funded plan shall be legally liable for payment of all applicable benefits stated in the statement or schedule of benefits in effect at the time a claim thereunder arises.

(2) Funds in the trust fund are fiduciary funds, and are not liable for any obligation of any employer participant in the plan, nor subject to garnishment or levy for the obligation of any beneficiary. This clause shall not be deemed to prohibit levy upon the trust fund by any provider thereof (or its assignee) for health care services rendered a beneficiary if the trust fund has theretofore agreed in writing to pay for the same direct to such provider.

HISTORY: 1974, ch. 248, § 8, p. 1624.

NOTES:

COMPILER'S NOTES. The words in parentheses so appeared in the law as enacted.

Idaho Code § 41-4009 (2006)

§ 41-4009. Investment of trust fund

(1) The trustee may invest reserves and other funds available for the purpose in the trust fund of a self-funded plan in the following kinds of investments only:

(a) General obligations of the United States government, or of any state, district, commonwealth, or territory of the United States, or of any municipality, county, or other political subdivision or agency thereof.

(b) Obligations the payment of principal and interest of which is guaranteed by any such government or agency.

(c) Corporate bonds and similar obligations meeting the requirements specified for investment of funds of insurers under *section 41-711, Idaho Code*.

(d) Collateral loans payment of principal and interest of which is adequately secured by securities in which the trust fund could lawfully invest direct.

(e) Deposits, savings accounts, and share accounts in established banks and savings and loan associations located in the United States. Such investment as to any one (1) such institution may be in excess of the amount covered by applicable deposit, savings, and share account insurance at the discretion of the director.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(f) Investments as permitted by *sections 41-714 and 41-716, Idaho Code*, provided the combined amount of such investments shall not exceed ten percent (10%) of the total assets of the trust fund.

(2) In addition to investments excluded under subsection (1) of this section, the trustee is expressly prohibited from investing trust fund moneys in:

(a) Any loan to or security of any employer participating in the plan, or to or of any officer, director, subsidiary or affiliate of any such employer.

(b) The security of any person in which the trustee, administrator, or any consultant of the plan has a direct or indirect material pecuniary interest.

(c) Real estate or loans thereon.

(d) Any personal loan, other than a collateral loan referred to in subsection (1)(d) of this section, but subject to paragraphs (a) and (b) of this subsection (2).

(3) All such investments shall be made and held in the name of the trust fund, and the interest and yield thereon shall inure to the account of the trust fund.

(4) No investment shall be made unless authorized in writing by the trustee and so shown in the records of the trust fund.

(5) Any person who authorizes any investment of trust fund moneys in violation of this section shall, in addition to other penalty therefor, be liable for all loss suffered by the trust fund on account of the investment.

(6) No investment made in violation of this section shall constitute an "asset" in any determination of the financial condition of the trust fund.

HISTORY: 1974, ch. 248, § 9, p. 1624; am. 2006, ch. 414, § 8, p. 1257.

NOTES:

COMPILER'S NOTES. The 2006 amendment, by ch. 414, in subsection (1)(e), substituted "may" for "shall not" and inserted "at the discretion of the director"; and added present subsection (1)(f)

Idaho Code § 41-4010 (2006)

§ 41-4010. Reserves and surplus

(1) A self-funded plan shall establish and maintain in the trust fund the following reserves:

(a) A reserve in an amount as certified by a member of the American academy of actuaries as being necessary for payment of claims against the trust fund for benefits, including both claims reported and not yet paid and claims incurred but not yet reported.

(b) If under the plan periodic contributions of either the employer(s) or employees to the trust fund are payable less frequently than monthly, there shall be a reserve for unearned contributions as computed pro rata on the basis of the unexpired portion of the period for which the contribution has been paid.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(2) In any determination of the financial condition of the trust fund the claims reserve and reserve for unearned contributions shall constitute liabilities.

(3) In addition to reserves required by this section, a self-funded plan shall establish and maintain in its trust fund surplus equal to at least thirty percent (30%) of the unpaid claims liability of the plan. A newly formed plan with no prior operating history shall maintain surplus of not less than ten percent (10%) of unpaid claims liability during its first year of operation, not less than twenty percent (20%) of unpaid claims liability during its second year of operation and not less than thirty percent (30%) of unpaid claims liability at all times thereafter.

(4) Up to one-third ($1/3$) of the surplus required by this section may be funded by a clean, irrevocable letter of credit, in a form acceptable to the director, issued in favor of the trust fund by a federally or state chartered bank having a branch office in Idaho. Such irrevocable letter of credit cannot be guaranteed by pledge of any of the plan assets.

HISTORY: 1974, ch. 248, § 10, p. 1624; am. 2006, ch. 414, § 9, p. 1257.

NOTES:

COMPILER'S NOTES. The 2006 amendment, by ch. 414, inserted "and surplus" to the end of the section heading; inserted "in the trust fund" in the introductory language of subsection (1); and added subsections (3) and (4).

Idaho Code § 41-4011 (2006)

§ 41-4011. Records and accounts -- Annual statement

(1) The trustees of a self-funded plan shall cause full and accurate records and accounts to be entered and maintained covering all financial transactions and affairs of the trust fund.

(2) Within ninety (90) days after close of a fiscal year of the plan, the trustee shall make an annual statement in writing summarizing the financial transactions of the trust fund for such fiscal year and its financial condition at the end of such year in accordance with this chapter and generally accepted and applicable accounting principles. The statement shall otherwise be in form and require information as prescribed by the director, and the financial information therein shall be certified by the accountant by whom such information was prepared or audited. The trustee shall promptly deliver a copy of the statement to each employer participating in the plan, and keep a copy thereof on file in the business office of the plan where it shall be available at all reasonable times for a period of not less than three (3) years for review by any beneficiary.

(3) On or before expiration of such ninety (90) day period the trustee shall cause an original of the annual statement to be filed with the director. The trustee shall pay a filing fee as provided for by rule. The director may grant a thirty (30) day extension of the time for filing the annual statement.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(4) The trustee shall also file quarterly supplemental unaudited financial reports in a form and at the times prescribed by the director.

(5) The director shall transmit and account for all fees received by him hereunder as provided in *section 41-406, Idaho Code*.

HISTORY: 1974, ch. 248, § 11, p. 1624; am. 1984, ch. 23, § 13, p. 38; am. 2006, ch. 414, § 10, p. 1257.

NOTES:

COMPILER'S NOTES. Section 12 of S.L. 1984, ch. 23 is compiled as § 41-4005.

The 2006 amendment, by ch. 414, substituted "ninety (90) days" for "sixty (60) days" in subsections (2) and (3); in subsection (2), substituted "this chapter" for "this act" in the first sentence; in subsection (3), substituted "trustee" for "trust fund" and added "The director may grant a thirty (30) day extension of the time for filing the annual statement" and added present subsection (4) and redesignated former subsection (4) as present subsection (5).

SEC. TO SEC. REF. This section is referred to in § 41-4018.

Idaho Code § 41-4012 (2006)

§ 41-4012. Taxes

(1) There is hereby levied upon self-funded plans the tax provided for in this section. Each registered self-funded plan and each formerly registered plan with respect to beneficiaries in this state while so registered, shall coincidentally with the filing of its annual statement with the director pay to the director a tax computed at the rate of four cents (4 cent(s)) per month per beneficiary covered by the plan during the fiscal year of the annual statement with respect to beneficiaries working or resident in this state.

(2) The state of Idaho hereby preempts the field of imposition of excise, privilege, franchise, income, license and similar taxes, licenses and fees upon self-funded plans and on the intangible property of their trust funds; and no county, city, municipality, district, school district, or other political subdivision or agency of Idaho shall levy upon such plans or trust funds any such tax, license or fee additional to such as are levied by the legislature of Idaho in this chapter.

(3) The tax herein levied, together with the fees provided for in this chapter, shall be in lieu of any and all income taxes and other excise taxes, licenses and fees payable to the state of Idaho and no self-funded plan shall be required to file any tax returns or comply with any provisions governing such income taxes and other excise taxes, licenses and fees payable to the state of Idaho.

(4) The director shall promptly remit all such tax payments received by him to the state treasurer for credit to the general fund of the state.

HISTORY: 1974, ch. 248, § 12, p. 1624; am. 1982, ch. 252, § 3, p. 643; am. 2006, ch. 414, § 11, p. 1257.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

NOTES:

COMPILER'S NOTES. Section 2 of S.L. 1982, ch. 252 is compiled as § 41-3922.

The 2006 amendment, by ch. 414, substituted "this chapter" for "this act" in subsections (2) and (3); and added "and no self-funded plan shall be required to file any tax returns or comply with any provisions governing such income taxes and other excise taxes, licenses and fees payable to the state of Idaho" at the end of subsection (3).

SEC. TO SEC. REF. This section is referred to in § 41-4018.

Idaho Code § 41-4013 (2006)

§ 41-4013. Examination of books, records and accounts

(1) The books, records, accounts and affairs of a self-funded plan shall be subject to examination by the director, by competent examiners duly authorized by him in writing, at such times or intervals as the director deems advisable. The purposes of the examination shall be to determine compliance of the plan with applicable laws, financial condition and actuarial adequacy of its trust fund, treatment accorded beneficiaries, and as to other factors materially related to the plan's management and operation.

(2) The trustee shall promptly make the books, records and accounts of the plan and trust fund available in Idaho to the examiner and otherwise facilitate the examination.

(3) The examiner shall conduct the examination expeditiously, make his report of the examination in writing, and deliver a copy thereof to the trustee and the director. The trustee shall have four (4) weeks after receipt of the report within which to recommend to the director such corrections or changes therein as the trustee may deem appropriate. After making such corrections or changes, if any, as he deems proper, the director shall file the report in his office as a document open to public inspection, and deliver to the trustee a copy of the report as so corrected or changed.

(4) At the direction of the director, the costs of the examination shall be borne by the trust fund of the plan, and shall be paid by the trustee in accordance with *section 41-228, Idaho Code*.

HISTORY: 1974, ch. 248, § 13, p. 1624; am. 2001, ch. 85, § 12, p. 211; am. 2006, ch. 414, § 12, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

Sections 11 and 13 of S.L. 2001, ch. 85 are compiled as §§ 41-3911 and 41-4935.

The 2006 amendment, by ch. 414, inserted "promptly" and "in Idaho" in subsection (2) and substituted "four (4) weeks" for "two (2) weeks" in subsection (3).

Idaho Code § 41-4014 (2006)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

§ 41-4014. Trustees -- Administrators -- Bonding

(1) Either an individual or a corporation may be a trustee of the trust fund. Either an individual, firm, or corporation may be an administrator of a plan.

(2) An employer participant in the plan shall be neither a trustee nor the administrator, but this provision shall not be deemed to prohibit an individual who is otherwise an employee of such an employer from being trustee or administrator.

(3) Any administrator that is retained by a self-funded plan must be licensed as an administrator pursuant to chapter 9, title 41, Idaho Code. The trustee shall cause to be issued a fidelity bond, or coverage deemed by the director to be equivalent to a fidelity bond, in the name of the self-funded plan protecting against acts of fraud and dishonesty by its trustees, directors, officers and employees responsible for servicing the plan. Such bond shall be in an amount equal to the greater of ten percent (10%) of the contributions received by the plan or ten percent (10%) of the benefits paid during the preceding calendar year. If the plan was not in operation during the preceding calendar year, the bond shall be in an amount equal to ten percent (10%) of the contributions projected to be received by the plan during its first year of operation. The amount of any bond required under this section shall be not less than twenty-five thousand dollars (\$ 25,000) or more than five hundred thousand dollars (\$ 500,000).

HISTORY: 1974, ch. 248, § 14, p. 1624; am. 2006, ch. 414, § 13, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, rewrote subsection (3), which formerly read: "The trustee shall cause all individuals handling receipts and disbursements for the trust fund to be bonded at all times under a fidelity bond issued by a surety insurer authorized to transact such insurance in this state. The bond shall be in favor of the trust fund and for such aggregate penalty amount, not less than twenty-five thousand dollars (\$25,000), as the director may deem reasonably advisable in relation to amount of funds to be so handled. The bond shall be noncancellable except upon not less than thirty (30) days advance notice in writing to the trustee and the director. The cost of the bond shall be borne by the trust fund."

Idaho Code § 41-4015 (2006)

§ 41-4015. Prohibited pecuniary interests in plan management

(1) No trustee, administrator, or other person having responsibility for the management of a self-funded plan or the investment or other handling of trust funds shall:

(a) Receive directly or indirectly or be pecuniarily interested in any fee, commission, compensation, or emolument, other than salary or other similar compensation regularly fixed and allowed for services regularly rendered to the plan, arising out of any transaction to which the trust fund is or is to be a party.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(b) Receive compensation as a consultant to the plan while also acting as a trustee or administrator, or as an employee of either.

(c) Have any direct or indirect material pecuniary interest in any loan or investment of the trust fund.

(2) No consultant to the plan or trust fund shall directly or indirectly receive or be pecuniarily interested in any commission or other compensation arising out of any contract or transaction between the plan or trust fund and any insurer, health care service corporation, health maintenance organization or other provider of health care services or of drugs or other health care needs and supplies.

(3) The director may, after reasonable notice and a hearing, require removal of a trustee or prohibit the trustee from employing or retaining or continuing to employ or retain any person in the administration of the trust fund or plan upon finding that continuation of the trustee or such employment or retention involves a conflict of interest not in the best interests of the plan or adversely affecting interests of beneficiaries.

HISTORY: 1974, ch. 248, § 15, p. 1624; am. 2006, ch. 414, § 14, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, inserted "plan or" in subsection (2).

Idaho Code § 41-4016 (2006)

§ 41-4016. Political contributions prohibited

No trustee shall make or knowingly permit the making, directly or indirectly, of any political contribution by or from any self-funded plan trust fund.

HISTORY: 1974, ch. 248, § 16, p. 1624.

Idaho Code § 41-4017 (2006)

§ 41-4017. Recovery of depleted funds

If after notice and hearing the director finds that any self-funded plan trust fund has been depleted by reason of any wrongful or negligent act or omission of a trustee or any other person, he shall transmit a copy of his findings to the attorney general of this state, who may bring an action in the name of the people of this state, or intervene in any action brought by or on behalf of an employer or beneficiary, for the recovery of the amount of such depletion, for the benefit of the trust fund.

HISTORY: 1974, ch. 248, § 17, p. 1624.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Idaho Code § 41-4018 (2006)

§ 41-4018. Termination of registration

(1) The director shall terminate the registration of a self-funded plan upon written request of the trustee, or if he finds, after an examination, that the trust fund is insolvent. For the purposes of this section, "insolvent" means the plan is unable to pay its obligations when they are due or that its assets do not exceed its liabilities. As used in this section, "assets" means all investments held in the name of the trust as permitted by *section 41-4009, Idaho Code*.

(2) The director may terminate the registration of a plan for violation of this chapter, or failure of the trustee to file the annual statement with the director and pay the tax within the time required under *sections 41-4011 and 41-4012, Idaho Code*, or if he finds, after an examination of the trust fund and the plan:

(a) That the plan no longer meets the qualifications required by *section 41-4004, Idaho Code*, and that the deficiency will not or cannot be remedied within a reasonable time;

(b) That as a matter of frequent practice the benefits promised by the plan are not being fairly and promptly paid;

(c) That the cost of administering the plan is excessive in relation to the character and volume of service being rendered in the administration; or

(d) That the trust fund has been subject to fraudulent or dishonest practices on the part of the trustee, administrator, consultant, any participating employer, or beneficiaries.

(3) The director shall so terminate the registration by his written order given to the trustee last of record and to each employer last of record a participant in the plan. The order shall state the grounds upon which made and its effective date. The order shall be subject to judicial review in the same manner as applies to official orders of the director in general.

HISTORY: 1974, ch. 248, § 18, p. 1624; am. 2006, ch. 414, § 15, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, added "For the purposes of this section, 'insolvent' means the plan is unable to pay its obligations when they are due or that its assets do not exceed its liabilities. As used in this section, 'assets' means all investments held in the name of the trust as permitted by *section 41-4009, Idaho Code*" at the end of subsection (1); and substituted "this chapter" for "this act" in subsection (2).

Idaho Code § 41-4019 (2006)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

§ 41-4019. Liquidation of trust fund

(1) Upon termination of registration the trust fund of a self-funded plan shall be liquidated.

(2) Liquidation of a solvent self-funded plan shall be conducted by its trustee under a plan of liquidation in writing filed with the director, found by the director to be fair and equitable to all persons having a pecuniary interest in the trust fund, and approved by him. Any balance remaining after payment or adequate provision for all claims and charges against the trust fund shall be disposed of in such manner as is provided for in the plan of liquidation. Unless under the plan of liquidation, liability for all unpaid claims and obligations of the trust fund has been assumed by other financially responsible person or persons, the existence of surplus funds for such disposition shall not be determined prior to expiration of two (2) years after termination of the registration.

(3) The liquidation of an insolvent self-funded plan shall be carried out by the director in accordance with chapter 33, title 41, Idaho Code (rehabilitation and liquidation), and for this purpose the self-funded plan shall be deemed to be an insolvent domestic insurer.

HISTORY: 1974, ch. 248, § 19, p. 1624; am. 2006, ch. 414, § 16, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The words in parentheses so appeared in the law as enacted.

The 2006 amendment, by ch. 414, substituted "registration" for "administration" in subsection (1); inserted "of a solvent self-funded plan" in subsection (2); rewrote subsection (3), which formerly read: "The plan of liquidation of an insolvent trust fund, after such plan has been approved by the director, shall be binding upon all persons pecuniarily interested in the trust fund. Pending the effectuation of the plan of liquidation of an insolvent trust fund the director may impose such prohibitions or restrictions upon disbursement or use of trust fund moneys as he deems advisable for the protection of all interested persons"; and deleted former subsection (4), which read: "If the trust fund is then insolvent and a plan of liquidation thereof satisfactory to the director as being fair and equitable is not filed with him within sixty (60) days after the effective date of termination of the plan's registration, or if liquidation of a solvent trust fund is not being carried out in accordance with the plan of liquidation theretofore approved by him, the director shall liquidate the trust fund under the applicable provisions of chapter 33, title 41, Idaho Code (rehabilitation and liquidation), and for the purpose the trust fund shall be deemed to be an insolvent domestic insurer."

Idaho Code § 41-4020 (2006)

§ 41-4020. Rules

(1) The director may make reasonable rules necessary for or as an aid to effectuation of any provision of this chapter. No such rule shall extend, modify, or conflict with any provision of this chapter and the reasonable implications thereof.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

(2) Such rules, or any amendment thereof, shall be made by the director in accordance with chapter 52, title 67, Idaho Code.

HISTORY: 1974, ch. 248, § 20, p. 1624; am. 2006, ch. 414, § 17, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

The 2006 amendment, by ch. 414, deleted "and regulations" following "rules" in the section heading and throughout the section; in subsection (1), substituted "this chapter" for "this act" twice in the second sentence; rewrote subsection (2), which formerly read: "Such rules and regulations, or any amendment thereof, shall be made by the director only after a public hearing thereon of which the director has given written notice not less than thirty (30) days in advance to the trustee of each plan then registered with him. If reasonably possible the director shall include with the notice a copy of the proposed rules and regulations or amendment, or a condensed summary of material proposed provisions".

Idaho Code § 41-4021 (2006)

§ 41-4021. Other provisions applicable

Chapter 2, title 41, Idaho Code, (the director of the department of insurance), chapter 13, title 41, Idaho Code, (trade practices and frauds), *sections 41-2141 and 41-2216, Idaho Code*, (coordination with social security benefits), and *section 41-2841, Idaho Code*, (borrowed surplus), to the extent applicable and not in conflict with the express provisions of this chapter, shall also apply with respect to self-funded plans, and for the purpose such plans shall be deemed to be "insurers."

HISTORY: 1974, ch. 248, § 21, p. 1624; am. 1978, ch. 10, § 6, p. 19; am. 2006, ch. 414, § 18, p. 1257.

NOTES:

COMPILER'S NOTES. The words in parentheses so appeared in the law as enacted.

The 2006 amendment, by ch. 414, inserted "and *41-2216, Idaho Code*," and "and *section 41-2841, Idaho Code*, (borrowed surplus)" and changed "this act" to "this chapter".

Idaho Code § 41-4022 (2006)

§ 41-4022. Penalties

(1) Any person who willfully violates or causes or induces violation of any provision of this chapter or any lawful rule of the director issued thereunder, shall be subject to an administrative penalty for each violation of not more than one thousand dollars (\$ 1,000) for an individual and not more than five thousand dollars (\$ 5,000) for any entity.

(2) Any person who makes a false statement or representation of a material fact, knowing it to be false, or who knowingly fails to disclose a material fact in any

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

application, examination, or statement required under this chapter or by lawful rule of the director thereunder, shall be subject to penalty as provided in subsection (4) of this section.

(3) Any person who makes a false entry in any book, record, statement, or report required by this chapter or lawful rule of the director thereunder to be kept by him for any self-funded plan, with intent to injure or defraud the trust fund or any beneficiary thereunder, or to deceive anyone authorized or entitled to examine the affairs of the plan, shall be subject to penalty as provided in subsection (4) of this section.

(4) For each such violation, act or omission referred to in subsections (2) and (3) of this section, unless greater penalty is provided therefor under any other applicable law, the offender shall upon conviction thereof be subject to a fine of not more than fifteen thousand dollars (\$ 15,000) and to imprisonment for not more than fifteen (15) years, or to both such fine and imprisonment.

HISTORY: 1974, ch. 248, § 22, p. 1624; am. 2006, ch. 414, § 19, p. 1257.

NOTES:

COMPILER'S NOTES. In this section "commissioner" has been changed to "director" on authority of S.L. 1974, ch. 286, § 1 and S.L. 1974, ch. 11, § 3 (§ 41-203).

Section 23 of S.L. 1974, ch. 248 provided as follows: "The provisions of this act are declared to be severable, and if any provision of this act in the application of such provision to any person or circumstance is declared invalid for any reason, such declaration shall not affect the validity of the remaining portions of this act."

Section 24 of S.L. 1974, ch. 248 provided the act take effect on and after July 1, 1974.

The 2006 amendment, by ch. 414, rewrote subsection (1), which formerly read: "Any person who wilfully violates or causes or induces violation of any provision of this act or any lawful rule or regulation of the director issued thereunder, shall be subject to penalty as provided in subsection (4) of this section"; substituted "this chapter or by lawful rule" for "this act or by lawful rule or regulation" in subsections (2) and (3); and, in subsection (4), inserted "subsections (2) and (3) of", substituted "fifteen thousand dollars (\$15,000)" for "one thousand dollars (\$1,000)" and "fifteen (15) years" for "one (1) year."

Idaho Code § 41-4023 (2006)

§ 41-4023. Coverage from moment of birth -- Complications of pregnancy

(1) Every self-funded plan issued in this state or providing coverage to any covered family residing within this state, shall contain a provision granting immediate accident and sickness coverage, from and after the moment of birth, to each newborn child or infant of any covered family covered, including a newborn child placed with the adoptive covered family within sixty (60) days of the adopted child's date of birth. Coverage under the self-funded plan for an adopted newborn child placed with the adoptive covered family more than sixty (60) days after the birth of the adopted child shall be from and after the date the child is so placed. Coverage provided in accordance with this section shall include, but not be limited to, coverage for congenital anomalies. For the purposes of this section, "child" means an individual who has not reached eighteen (18) years of

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

age as of the date of the adoption or placement for adoption. For the purposes of this section, "placed" shall mean physical placement in the care of the adoptive covered family, or in those circumstances in which such physical placement is prevented due to the medical needs of the child requiring placement in a medical facility, it shall mean when the adoptive covered family signs an agreement for adoption of such child and signs an agreement assuming financial responsibility for such child. Prior to legal finalization of adoption, the coverage required under the provisions of this subsection (1) as to a child placed for adoption with a covered family continues in the same manner as it would with respect to a naturally born child of the covered family until the first to occur of the following events:

(a) Date the child is removed permanently from that placement and the legal obligation terminates; or

(b) The date the covered family rescinds, in writing, the agreement of adoption or agreement assuming financial responsibility. No such plan may be issued or amended if it contains any disclaimer, waiver, or other limitation of coverage relative to the coverage or insurability of newborn or adopted children or infants of a covered family covered from and after the moment of birth that is inconsistent with the provisions of this section.

(2) Neither the plan trustee or employer nor an insurer shall restrict coverage under a self-funded plan of any dependent child adopted by a participant or beneficiary, or placed with a participant or beneficiary for adoption, solely on the basis of a preexisting condition of the child at the time the child would otherwise become eligible for coverage under the plan, if the adoption or placement for adoption occurs while the participant or beneficiary is eligible for coverage under the plan.

(3) No self-funded plan which provides maternity benefits for a person covered continuously from conception shall be issued, amended, delivered, or renewed in this state on or after January 1, 1977, if it contains any exclusion, reduction, or other limitations as to coverage, deductibles, or coinsurance provisions as to involuntary complications of pregnancy, unless such provisions apply generally to all benefits paid under the plan. If a fixed amount is specified in such plan for surgery, the fixed amounts for surgical procedures involving involuntary complications of pregnancy shall be commensurate with other fixed amounts payable for procedures of comparable difficulty and severity. In a case where a fixed amount is payable for maternity benefits, involuntary complications of pregnancy shall be deemed an illness and entitled to benefits otherwise provided by the plan. Where the plan contains a maternity deductible, the maternity deductible shall apply only to expenses resulting from normal delivery and cesarean section delivery; however, expenses for cesarean section delivery in excess of the deductible shall be treated as expenses for any other illness under the plan. This subsection shall apply to all self-funded plans except any such plan made subject to an applicable collective-bargaining agreement in effect before January 1, 1977.

For purposes of this subsection, involuntary complications of pregnancy shall include, but not be limited to, puerperal infection, eclampsia, cesarean section delivery, ectopic pregnancy, and toxemia.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

All plans subject to this subsection and issued, amended, delivered, or renewed in this state on or after January 1, 1977, shall be construed to be in compliance with this section, and any provision in any such plan which is in conflict with this section shall be of no force or effect.

(4) From and after January 1, 1998, no self-funded plan that provides maternity benefits shall restrict benefits for any hospital length of stay in connection with childbirth for the mother or newborn child in a manner that would be in conflict with the newborns' and mothers' health protection act of 1996.

HISTORY: I.C., § 41-4023, as added by 1976, ch. 113, § 5, p. 443; am. 1993, ch. 305, § 5, p. 1129; am. 1994, ch. 365, § 10, p. 1144; am. 2006, ch. 414, § 20, p. 1257.

NOTES:

COMPILER'S NOTES. Section 4 of S.L. 1976, ch. 113 is compiled as § 41-3923.

Section 4 of S.L. 1993, ch. 305 is compiled as § 41-3923.

Sections 9 and 11 of S.L. 1994, ch. 365 are compiled as §§ 41-3929 and 41-4026, respectively.

Section 6 of S.L. 1976, ch. 113 provided that the act should take effect on and after January 1, 1977.

The 2006 amendment, by ch. 414, added "Neither the plan trustee or employer nor" at the beginning of subsection (2); and added subsection (4).

Idaho Code § 41-4024 (2006)

§ 41-4024. Services provided by governmental entities

(1) From and after July 1, 1990, no self-funded plan shall be issued in Idaho which excludes from coverage services rendered the subscriber while a resident in an Idaho state institution, provided the services to the subscriber would be covered by the contract if rendered to him outside an Idaho state institution.

(2) From and after July 1, 1990, no self-funded plan may contain any provision denying or reducing benefits otherwise provided under the policy for the reason that the person insured is receiving health or mental health care or developmental services provided by the department of health and welfare, whether or not the department of health and welfare bases its charges for such services on the recipient's ability to pay. Provided, nothing in this section shall prevent the issuance of a contract which excludes or reduces benefits where the charge level or amount of the charge levied by a governmental entity for such services would vary or be affected in any way by the existence of coverage under a self-funded plan.

HISTORY: I.C., § 41-4024, as added by 1990, ch. 300, § 5, p. 827.

NOTES:

COMPILER'S NOTES. Section 4 of S.L. 1990, ch. 300 is compiled as § 41-3925.

Idaho Code § 41-4025 (2006)

§ 41-4025. Mammography coverage

(1) From and after July 1, 1992, all self-funded plans which provide coverage for the surgical procedure known as a mastectomy which are delivered, issued for delivery, continued or renewed in this state shall provide minimum mammography examination or equivalent examination coverage. Such coverage shall include at least the following benefits:

(a) One (1) baseline mammogram for any woman who is thirty-five (35) through thirty-nine (39) years of age.

(b) A mammogram every two (2) years for any woman who is forty (40) through forty-nine (49) years of age, or more frequently if recommended by the woman's physician.

(c) A mammogram every year for any woman who is fifty (50) years of age or older.

(d) A mammogram for any woman desiring a mammogram for medical cause.

Such coverage shall not exceed the cost of the examination.

(2) As used in this section, "mastectomy" means the removal of all or part of the breast for medically necessary reasons as determined by a licensed physician.

(3) Nothing in this section shall apply to specified accident, specified disease, hospital indemnity, medicare supplement, long-term care or other limited benefit health insurance policies.

HISTORY: I.C., § 41-4025, as added by 1992, ch. 132, § 5, p. 413; am. 1993, ch. 113, § 5, p. 288.

NOTES:

COMPILER'S NOTES. Section 4 of S.L. 1992, ch. 132 is compiled as § 41-3926.

Section 4 of S.L. 1993, ch. 113 is compiled as § 41-3936.

Section 6 of S.L. 1993, ch. 113 provided that the act shall be in full force and effect on July 1, 1993.

Idaho Code § 41-4026 (2006)

§ 41-4026. Health insurance coverage for dependent children. [Repealed.]

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

Discussion of proposed amendment to State Board of Education policy governing Grants and Contracts.

REFERENCE

June 15-16, 2005	Board motion directing staff to report regarding federal funds and to recommend a plan of action and delegation of authority.
------------------	---

April 20-21, 2006	Staff report and recommendations considered by Board. Board motion to draft a policy relating to oversight and administration of federal education funds in Idaho.
-------------------	--

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code

BACKGROUND

As the State Education Agency for Idaho, the State Board of Education (Board) has the responsibility to receive Federal funds and to monitor how these funds are used. There are methods of tracking formula grants, but additional discretionary grants for which the Agencies apply are more difficult to track because they go directly to the Agencies and not through the Board. There is an existing policy regarding notification about such grants, but the notification occurs after the grant has been received. The result has been a lack of coordination and, in some instances, a duplication of effort and misunderstanding.

Additionally, the Board needs to be better positioned to monitor Federal grants/contracts in the event that an agency or institution encounters difficulty in the administration of the Federally-funded program.

DISCUSSION

A sub paragraph is inserted at the beginning of Section V. Financial Affairs paragraph 1 to require early notification regarding an interest in applying for a discretionary grant. The requirement is added that the agency or school also file the required grant approval form with the Division of Financial Management. The list of required information is taken from the existing policy with the addition of the grant identification number from the Catalog of Federal Domestic Assistance (CFDA).

The sub paragraph about approval remains substantially the same with the addition of the reference to discretionary grants and a reference to the list of information required.

Paragraph 2 is amended to include notification of acceptance of both formula and discretionary grants. A requirement is inserted for quarterly financial reports after

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

the initial notification. The list of required information is amended to include the CFDA number for the grants.

A new paragraph entitled "Annual Reports and Program Reviews/Audits" is inserted and the remaining paragraphs are renumbered. The first sub paragraph requires major and annual reports be submitted in advance of deadline to the executive director for review and a final draft at time of submittal. The second sub paragraph requires a school or agency notify the executive director about any program review by a federal agency. It also requires information be provided to enable the executive director to appropriately participate in the review. The third sub paragraph requires that copies of federal documents describing the results of the review be provided to the executive director. The fourth and final sub paragraph requires responses prepared by the state school or agency be provided in advance of deadline to the executive director for review and a final copy at the time of submittal.

Remaining amendments correct spelling errors.

IMPACT

The proposed amendments to current Idaho State Board of Education Governing Policies & Procedures would provide information to the executive director that would allow tracking the spend down of grants, knowing and understanding the current status of various grants with the opportunity to evaluate for compatibility with Board priorities and strategic plans, providing input and intervention during program reviews, and giving informed account to the Board.

ATTACHMENTS

Proposed Amendment	Idaho State Board of Education Governing Policies & Procedures, Section V.N.	Page 3
--------------------	--	--------

STAFF COMMENTS AND RECOMMENDATIONS

This is an information item for Board consideration.

It is planned that first reading will be at the June meeting and second reading at the August meeting. Approval of the proposed amendment would provide more information and opportunity for the Board to fulfill its federal education grant responsibilities that are assigned by both state and federal law. While some responsibility is delegated to others in order to carry out necessary business, ultimate responsibility continues to rest in the Board.

BOARD ACTION

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

PROPOSED AMENDMENT

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS
Subsection: N. Grants and Contracts

~~April 2002~~ June 2007

Section V Financial Affairs

N. Grants and Contracts

1. Approval of Discretionary Grant and Contract Applications

a. Notificaton

Within five days after an {institution}, school or agency identifies an interest in applying for any discretionary grant, an initial notification of that interest must be made to the executive director. If no objection is noted after a reasonable period for review, the institution, school, or agency must proceed where required to file the grant approval form with the division of financial management. Notifications should include the following information:

1. Agency to which application is made, including CFDA number for grants.
2. Amount of the proposal.
3. Period of the grant or contract.
4. Purpose of the grant or contract.
5. Nature of obligations including amount of funds involved or facilities to be committed.

b. Approval

When there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution, school or agency or his or her designee. All applications for discretionary grants and contracts that require the institution, school or agency to dedicate current funds or facilities or will obligate the institution, school or agency or state to dedicate future funding or significant facilities require approval by the executive director. ~~Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments. If there is no dedicated funding or facilities obligation, the application shall be approved by the chief executive officer of the institution, school or agency or his or her designee.~~ When requests for approval of such applications are presented to the executive director, the ~~the following~~ information in section a. 1-5 must be included:

- ~~a. Agency to which application is made.~~
- ~~b. Amount of the proposal.~~

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

~~c. Period of the grant or contract.~~

~~d. Purpose of the grant or contract.~~

~~2.e. Nature of obligations including amount of funds involved or facilities to be committed.~~

~~2.~~ 2. Acceptance of Grants and Contracts

Grants, both formula and discretionary, and contracts accepted by the institution, school or agency must be reported to the executive director ~~quarterly~~ by the institution, school or agency of official notification, when the amount of the grant or contract award exceeds one hundred thousand dollars (\$100,000). Thereafter, quarterly financial reports in a form provided by the executive director are required. When grant or contract awards are initially presented to the executive director, the following information must be provided:

a. Name of grantor or contract, including CFDA number for grants.

b. Amount of the grant or contract.

c. Grant or contract period.

d. Purpose of the grant or contract.

e. Indicate nature of institution, school or agency's obligations in the form of dedicated funding or dedication of significant facilities. If there is none, the following statement should be included: "No future state obligation will be incurred with the acceptance of this grant or contract."

3. Annual Reports and Program Reviews/Audits

a. Major reports, including annual reports made to federal agencies, must be provided to the executive director at least one week in advance of submittal. A draft nearing completion is acceptable for this submission, and a final copy must be provided to the executive director at the same time as the final version is submitted to the awarding agency.

b. Upon notification from a federal agency that a program review is scheduled, an institution, school or agency must notify the executive director. Information to be provided includes name of program to be reviewed, a copy of any documents provided by the federal agency, time and place of the opening meeting, and a schedule of the events of the review. The executive director or designee will participate in at least opening and close out sessions.

c. Upon receipt, an institution, school or agency must provide to the executive director copies of federal documents describing the results of reviews as well as the cover letter outlining state obligations.

d. Responses of an institution, school or agency must be submitted to the executive director for review and comment at least one week before the responses are due to the federal agency. A copy of the final response should be provided to the executive director at the same time the document is submitted to the federal agency.

3.4. Facilities and Administrative Cost Recovery

a. The following cost recovery rates will be used by institutions, school and agencies under the governance of the Board for grant and contract services:

(1) For grants and contracts with the federal government, the cost recovery rates are those negotiated between the institution, school or agency and the federal government. The indirect cost rate may vary from one class of contract services to another, but institutions, school and agencies are encouraged to maximize indirect cost reimbursement rates.

(2) For grants and contracts with other state of Idaho departments, the cost recovery rate is twenty percent (20%) of the total direct cost.

(3) For grants and contracts with Idaho municipal, county, health district, joint planning, and other public non-profit agencies, the cost recovery rate is not less than twenty percent (20%) of total direct cost.

(4) For grants and contracts with private entities, whether profit or non-profit, cost ~~recoverys~~recoveries are charged at either the negotiated federal indirect cost rate for research projects or twenty-five percent (25%) of total direct costs, whichever rate will generate the greater amount of revenue for the institution, school or the agency.

b. Reduction or Waiver of Cost ~~Recoverys~~Recoveries

(1) For good cause, the chief executive officer or his or her designee of the institution, school or agency is authorized to reduce or waive cost ~~recoverys~~recoveries.

(2) Where cost ~~recoverys~~recoveries are anticipated to total more than ten thousand dollars (\$10,000) over the life of the contract, reduction, or waiver of indirect costs must be reported to the executive director on a quarterly basis.

4.5. Restrictions on Contract Services

a. Prior to the consideration of any contract for services that is required to be submitted to the Board for approval, all institutions, school or agencies shall include in the Business Affairs and Human Resources agenda an opinion from legal counsel stating the proposed contract obligation is consistent with applicable rules and policies of the State Board of Education. The opinion statement shall include the name, address, and phone number of legal counsel. Contracts presented to the Board for consideration which do not contain this information shall be determined disapproved. Grants and those educational agreements designed for articulation or affiliation shall not be construed to be within the jurisdiction of this subsection unless a fiscal liability is created for the Board, its agencies, school or institutions.

b. Research or consultant entities of agencies, institutions and the school under the governance of the Board may not bid on contract services when it appears that the contract services are reasonably available from the private sector.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

c. If the product of contract work is to be privileged or its dissemination restricted, the agency, school or institution may not undertake the contract work without the written approval of the chief executive officer of the agency, school or institution. The chief executive officer must report all such approvals to the Board at its next scheduled meeting.

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

Section 33-110, Idaho Code. AGENCY TO NEGOTIATE, AND ACCEPT, FEDERAL ASSISTANCE. The state board is designated as the state educational agency which is authorized to negotiate, and contract with, the federal government, and to accept financial or other assistance from the federal government or any agency thereof, under such terms and conditions as may be prescribed by congressional enactment designed to further the cause of education.

THIS PAGE INTENTIONALLY LEFT BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE

SUBJECT

Request Board approval to submit an application to acquire the Federal Building in Coeur d'Alene

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

A new Federal Building will be constructed in Coeur d'Alene, and the current facility will become surplus property, to be allocated to another potential user by the General Services Administration (GSA). Lewis-Clark State College (LCSC) has submitted inquiries to the GSA and other relevant departments in the U.S. government regarding procedures for the eventual transfer of the property. The current facility appears to be well-suited for an immediate walk-in by LCSC and its higher education partners. The facility would provide additional classroom, office, and conference space that would help meet the demand for higher education programs and support services in the area. Acquisition cost for the facility would be zero, and there appear to be no major construction costs needed to put the facility into immediate use to augment/complement current educational facilities in the area.

DISCUSSION

The Federal Building in Coeur d'Alene, located at 205 N. 4th Street, is a 24,490 square foot facility (three stories, plus basement) that was built in 1928. With a distinctive red brick and terra cotta exterior, it is one of only two federal buildings in Idaho listed on the National Register of Historic Places. It is comprised of typical offices, classrooms, and storage rooms, as well as a courtroom—all of which could be immediately utilized for delivery and support of college-level courses and support services.

The GSA is responsible for disposal of surplus federal government buildings, and in response to LCSC's inquiries on the feasibility of acquiring this facility, has provided the College with instructions on how to apply for the building. This is a competitive process, and other organizations have expressed interest in the Federal Building. Facilities that are taken over for educational purposes normally are conveyed free of cost, based on the acquiring agency's commitment to provide specified programs upon taking ownership of the facility.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

The appraised value for Federal Building (as of 2006) is \$659,522. If, within the next 30 years, the facility were no longer needed or useable by LCSC and its sister institutions, the building would revert to the GSA. If retained for 30 years, the facility could be sold by LCSC. There are no known major structural problems or pending repairs for the facility (an inspection would be conducted as a standard part of the application process, per GSA procedures). Operating costs for the facility are expected to be typical for a building of this size. The current (federal) tenants of the facilities utilize a dedicated custodian and a half-time maintenance person. Alteration or reconfiguration of the interior of the building is permissible, and would require coordination with the Idaho State Historic Preservation Office.

IMPACT

LCSC has been pressed to find additional office and classroom space to accommodate its growing programs since it began operation in the Coeur d'Alene area more than 25 years ago. LCSC operations currently take place at Harbor Center, with additional space rented across the street at the Harbor Plaza building. The College has been working with its partners (the University of Idaho, North Idaho College et. al.) to address current space needs and projected future growth, and has explored other opportunities to lease additional space to complement its current facilities—these reconnaissance efforts led to the discovery of the potential Federal Building option, which appears to offer dramatic cost advantages over other purchase or lease options.

If LCSC were successful in acquiring the Federal Building, some staff members would be relocated to provide more suitable office space for staff and permanent and transient faculty at that building as well as at LCSC's current location. Classrooms and meeting spaces in the new facility would be available for all current LCSC programs as well as for sister institutions. LCSC would consult closely with its educational partners before developing a joint plan for submission to the Board on proposed utilization of the new building and any cost-sharing arrangements.

LCSC envisions that, if the Board were to approve submission of an application, and if the GSA subsequently were to convey the Federal Building to the College at no cost, the facility would be shared with LCSC's sister institutions, on behalf of the Board, to support the Board's higher education mission in the area. The College does not envision that acquisition of the building would obviate the need for other facilities currently in operation, nor would it, in isolation, suffice to accommodate all future higher education space needs in the area. LCSC believes that the present configuration of the building (virtually a "turn key"

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
LEWIS-CLARK STATE COLLEGE - continued

operation) and the acquisition cost (essentially zero) warrant submission of an application that could eventually result in this asset being provided for the use of the Board's institutions, as one component of its mid- and long-term infrastructure plans for the Coeur d'Alene area.

ATTACHMENTS

Attachment 1 – External Photos	Page 5
Attachment 2 – Satellite Imagery	Page 7
Attachment 3 – Floor Plans	Page 9
Attachment 4 – Application Package	Page 15
Attachment 5 – Resolution	Page 43

STAFF COMMENTS AND RECOMMENDATIONS

Staff has reviewed the material provided by Lewis-Clark State College and recommends approval for the College to proceed with submitting an application, as requested.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to submit an application to the federal General Services Administration for the intention of acquiring the Federal Building in Coeur d'Alene.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK







Blackwell Island

Coeur d'Alene

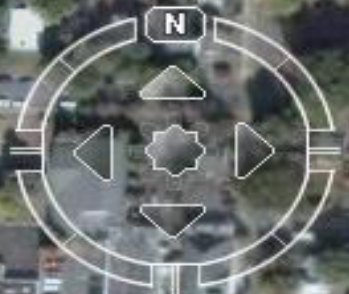
United States Government: Public Building Service



© 2007 Europa Technologies
Image © 2007 DigitalGlobe

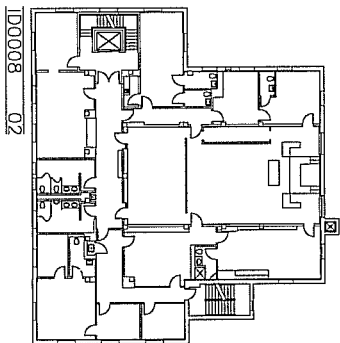
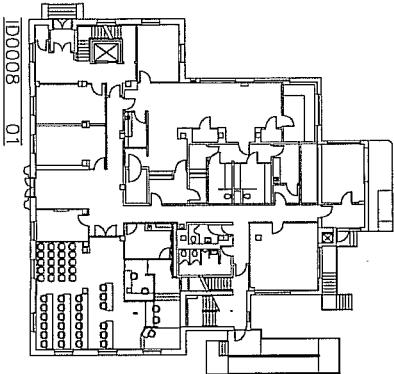
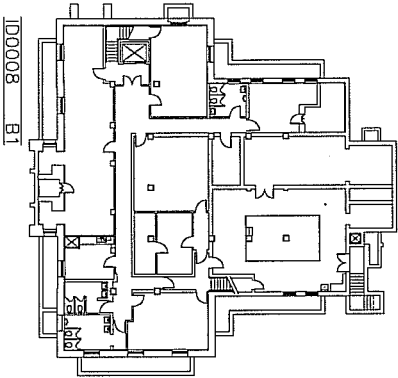
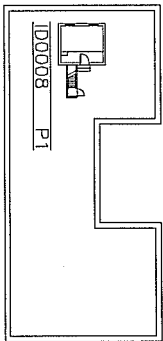
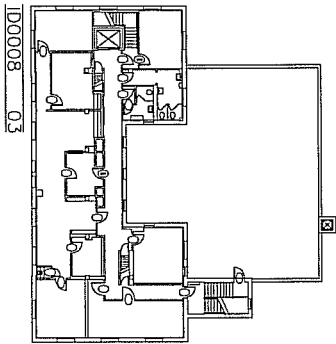
TAB 13 Page 7

United States Government: Public Building Service

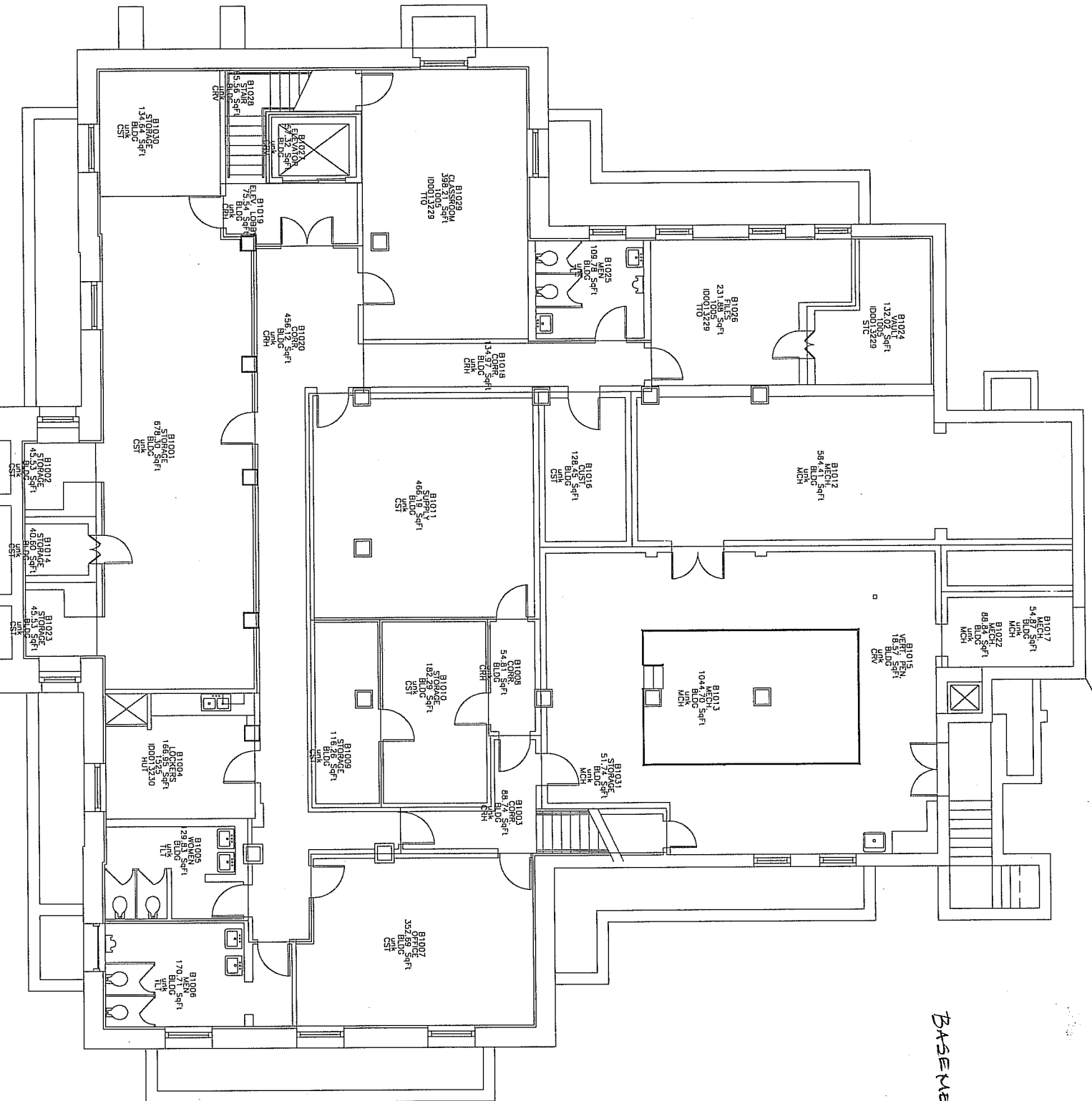


© 2007 Europa Technologies
Image © 2007 DigitalGlobe

LEGEND



ID0008
Federal Building
Couer D'Alene, Id.

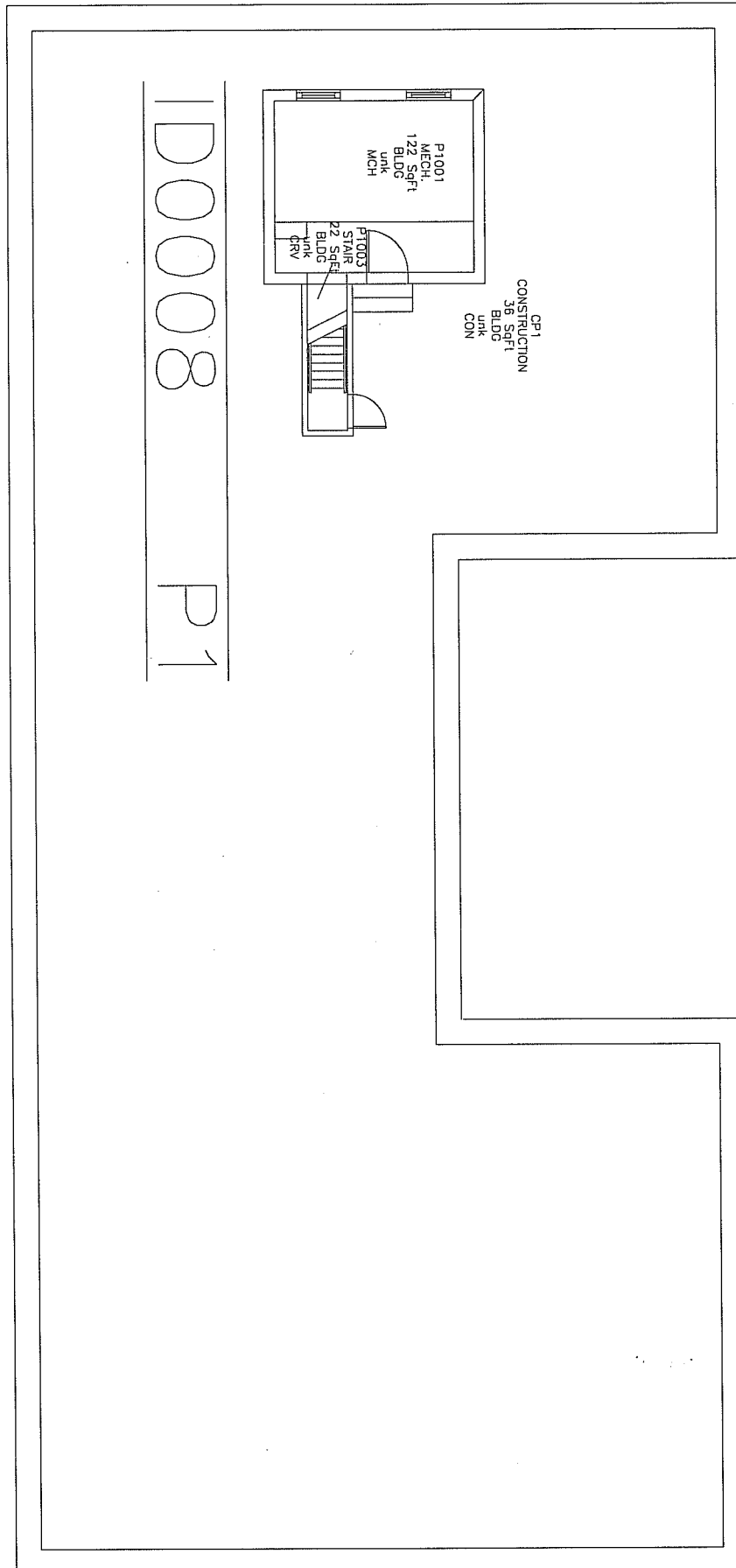


BASEMENT (B1)









PENTHOUSE ()

**UNITED STATES DEPARTMENT OF EDUCATION**

OFFICE OF MANAGEMENT

E-mail: Barbara.Shawyer@ed.gov

March 16, 2007

Cyndie Hammond, Ph.D.
Coeur d'Alene Regional Director
Lewis-Clark State College
1000 W. Hubbard, Suite 144
Coeur d'Alene, ID 83814

Dear Dr. Hammond:

Thank you for advising me of Lewis-Clark State College's possible interest in acquiring the former Coeur d'Alene Federal Building property in Coeur d'Alene, Idaho.

Enclosed are copies of the materials that will be required to prepare an application to acquire the former Coeur d'Alene Federal Building property at Public Benefit Allowance discount for educational purposes through the U.S. Department of Education.

Please recognize that the application process is competitive in nature. Other organizations may also have expressed interest in acquiring this property through the U.S. Department of Education or through similar programs conducted by other Federal government agencies. Your proposal must therefore convincingly demonstrate that the highest and best use of the former Coeur d'Alene Federal Building property will be achieved through implementation of the educational programs set forth in your application.

If your application is approved, it will comprise a contractual obligation that will be binding upon Lewis-Clark State College for a period of thirty (30) years. In order to avoid the possibility of future misunderstanding, your proposed program of use should be as specific as possible and provide a clear, unambiguous commitment to conduct certain education programs throughout the entire facility and should demonstrate that you have an immediate need and ability to use all of the property requested.

It would be advisable to additionally note that the nature and content of the programs proposed in your application determine the exact amount of the Public Benefit Allowance discount. Instructional programs are usually eligible for a full 100 percent discount while other activities may qualify at lesser discounts; thereby requiring that the applicant pay at least some percentage of the acquisition price of the property. It should be noted that outdoor education programs qualify for a maximum 70 percent discount under educational Public Benefit Conveyance regulations.

Page 2 – Cyndie Hammond, Ph.D.

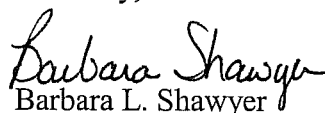
Since the application process is governed by fairly stringent time limitations that have been established under Federal regulations, ***your completed application must be received by 5 p.m. ET on Monday, April 23, 2007, at the Washington, D.C. office.*** I realize that this deadline may be difficult to meet, but I encourage you to try to submit an application within the time allotted under Federal regulations if you remain interested in the property.

If you have not already done so, I'd like to suggest that you make arrangements to tour the property prior to submitting your application. Please contact Mr. Fred Zderic with the General Services Administration at (253) 931-7541 to make those arrangements.

Please note that this building has been determined suitable for use for facilities to assist the homeless. Please understand that homeless organizations have priority to acquire surplus Federal property under Federal law. If an application is submitted and approved by the U.S. Department of Health and Human Services, it will have priority over other public benefit uses, including education. This building is currently listed on the National Register of Historic Places and it is likely that preservation restrictions will be included in any property conveyance. Additionally, it is our understanding that the existing tenants will continue to occupy 100 percent of the building for up to two (2) years until their new facility is constructed.

If you have any questions regarding the application process or would like electronic files of the application, or have questions about the former Coeur d'Alene Federal Building property, I encourage you to feel free to contact me at your convenience. I look forward to receiving your application by April 23rd.

Sincerely,



Barbara L. Shawyer

Federal Real Property Assistance Program

Enclosures

K:\SHARED\FRPA\Barbara\FRPA\2007\Lewis-Clark State College ID application ltr.doc

**GENERAL INFORMATION REGARDING TERMS AND CONDITIONS IMPOSED UPON THE
CONVEYANCE OF SUPPLUS FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES**

Although Federal real property may be owned or held by many government agencies, only the United States Department of Education has authority under Federal law to award real property to educational institutions and organizations at substantial public benefit allowance discounts. In essence, the United States Department of Education acts as an agent and advocate for educational organizations in assisting them to acquire surplus Federal real property which is held by other federal agencies.

Approval of an application by the United States Department of Education to acquire property for educational purposes does not constitute the final decision of the Federal government since that authority by law is vested with the Federal agency which holds title to the property. In most cases, the General Services Administration makes final decisions. Under the military base closure acts, final decision-making authority rests with the Department of Defense agency which holds title to the military installation (i.e., Army, Navy or Air Force). Please note, however, that Federal holding agencies do not have authority to award property to educational organizations at public benefit allowance discounts themselves.

Since grants of Federal government real estate are legally accomplished in the form of a sale in return for the contractual commitment of the applicant to deliver educational programs and services upon the property rather than pay for acquisition with monetary consideration, all conveyances are made by deed subject to the following conditions to assure that the promised educational programs are in fact delivered:

1. The property must be utilized solely and continuously for a period of 30 years from the date of the deed for the educational programs set forth and approved in the application and for no other purposes.
2. The grantee may not sell, lease, mortgage, encumber or otherwise dispose of, or grant any right or interest in, the property to other parties without the advance written consent of the United States Department of Education.
3. The grantee must submit biennial utilization reports on its use of the property demonstrating that the terms and conditions of the deed are being fulfilled and that the agreed upon educational programs are being delivered.
4. The grantee must comply at all times with non-discrimination acts which govern its ownership of the property including Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and all requirements imposed by or pursuant to the regulations (34 C.F.R. Parts 12, 100, 104, and 106) issued pursuant to the Acts and now in effect; to the end that no person in the United States shall, on the ground of race, color, national origin, sex or handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under the educational program and plan set forth and approved in the application of the grantee.
5. During the 30 year period of restrictions required under the first condition of the deed, the grantee will at all times be and remain either a public, tax supported institution or organization or a private, non-profit organization held to be tax exempt under Section 501(c)(3) of the Internal Revenue Code.

Upon breach of the aforementioned terms and conditions, the United States Department of Education may revert ownership of the property to the Federal government. Other penalties are also provided in the deed for breach of conditions including the remittance of all revenues or benefits received directly or indirectly from any unauthorized arrangement, use or activity.

**APPLICATION FOR PUBLIC BENEFIT ALLOWANCE ACQUISITION OF SURPLUS
FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES**

Public Law 81-152

(Date of Application)

1) Identification of applicant

A. Legal name, address, telephone and facsimile numbers, and email address of the applicant organization.

B. Authorized representative – Name and title of the individual who has been authorized by resolution of your governing authority in the exhibit attached to this application to negotiate and accept acquisition of the requested Federal real property at public benefit allowance discount.

C. The applicant must be fully authorized under state statute or its operating charter to acquire and hold title to real property. Please cite and attach appropriate references confirming the specific authority of the applicant organization to acquire and hold title to real property.

Private, non-profit organizations must additionally provide copies of the Internal Revenue Service's tax-exempt status determination letter.

2) Description of property requested

A. Describe the property that is the subject of this application including details as to the approximate acreage, identity of buildings or improvements located thereon, and any easements that may also be necessary. Specific Federal building numbers and/or names should be used when available to identify improvements. A surveyor's description of the boundaries of the requested property is NOT necessary at this time but may be required later. Plot maps may be furnished as exhibits to your application.

B. The application must certify that the proposed program of usage will comply with all state and local planning and zoning regulations and building codes after acquisition of title since the property will pass out of Federal ownership during the acquisition process.

C. If related personal property is requested in conjunction with the real property, a detailed list of the requested personalty by item and number should be attached as an exhibit to your application together with a statement under this section confirming your desire to acquire the related personal property and agreement to utilize such property only upon the requested real property.

3) **Applicant's current facilities**

Please describe or summarize your present landholdings including the total acreage, location of different sites and number of buildings currently owned by your organization. Please identify any facilities that are leased to other organizations or not entirely used by your own organization.

4) **Proposed program and plan of use**

A. Describe in narrative form your proposed program and plan for utilization of the requested property after acquisition of title. Your description should contain a clear, unambiguous commitment to utilize the requested property for specific educational purposes.

(Please note: Since the application will be referenced in your deed, your proposed program and plan will comprise a contractually-binding obligation to utilize the requested property solely and continuously for the purposes described under this section. Care should be taken to assure that all components of the proposed program and plan of use are feasible and will actually be delivered or your organization may be subject to compliance penalties later; including but not limited to reversion of title to the Federal government.)

B. Estimate the approximate number of staff and students who will actually participate in programs upon the requested property on a regular basis.

C. Explain how frequently the property will be utilized in the proposed program and plan of use.

D. Indicate the time that will be required to bring the property into full educational utilization. *(Please note: Federal regulations require that the property be placed into utilization in the proposed program and plan within twelve (12) months from the date of acquisition of title unless approval has been granted in the application for major construction or renovation. If major construction or renovation has been approved, Federal regulations provide the applicant thirty-six (36) months in which to place the property into utilization in the proposed program and plan.)*

E. Describe any buildings proposed for demolition.

F. List the buildings and structures that will be required to implement your proposed program and plan and furnish the information indicated below in the manner illustrated in the following example:

<u>Bldg. #</u>	<u>Name/Description</u>	<u>Proposed Use</u>	<u>Date Use to Begin</u>	<u>Approximate Cost</u>
T-200	Admin Bldg.	Classrooms	Within 12 mos.	\$75,000
New	Gymnasium	Physical Ed.	Within 36 mos.	\$2.5 million

(Also describe major capital improvement projects proposed in the foreseeable future if they are to be considered in approval of your application.)

G. Fully describe the proposed utilization of all land requested. If any land will be utilized for research or experimentation purposes, your response to this section must include description of the proposed research projects, the number of staff and students who will actually visit the property in the performance of such studies, and the frequency of visitations to the site.

H. Sketches, floor plans, or plot maps may be attached as exhibits to clearly demonstrate how the requested property will be utilized or developed in your proposed program and plan.

I. Public benefit allowance regulations contain a formula which is utilized to rank competing applications and calculate the amount of discount to which your proposed program and plan is entitled. The following information must be provided to determine the discount applicable to your proposal:

(1) Is your organization accredited by any Federal, state or other oversight authority? If so, please identify the accrediting authority.

(2) Does your organization receive Federal financial assistance as the result of certain Federal activities upon the community (such as impact aid under Public Law 81-874)? Describe the sources of that assistance and the causes of the Federal impact.

(3) Will the property be utilized for public service training for ROTC or other personnel training contracts for Federal or state governments?

(4) Does the need for this property arise from a significant hardship such as fire, flood, disaster, condemnation or serious economic factors such as isolation or remote location?

(5) Will the property be utilized to introduce new instructional programs, which cannot be provided with existing facilities; such as vocational education, physical education, libraries, or other programs?

(6) Will the property be utilized to improve the health and welfare of students through such programs as cafeterias, clinics, infirmaries, bus loading shelters for students, or other activities which provide for the elimination of health or safety hazards?

(7) Will the property ***predominantly*** be used for research purposes?

(8) Is the property ***primarily*** being requested to develop, establish or improve facilities or programs for special education purposes or for the physically or mentally handicapped?

5) **Proof of need**

- A.** Under this section, your application should fully explain why additional property is needed. Your response should address both the need for additional property as well as the need to add to your existing programs.
- B.** Describe any inadequacies in your existing facilities that may limit your ability to provide necessary services or comply with minimum standards for funding, accreditation, licensing or Federal, state and local laws.
- C.** Specific data should be provided to demonstrate the inadequacy of existing facilities including such information as the maximum enrollment which can be accommodated in present facilities under state standards without double or night sessions, or the number of students who cannot be accepted because of inadequate facilities. Please provide such data for the past three years.
- D.** Federal regulations require that your application only request so much property as is immediately needed and can be placed into utilization within the time limits described under section 4.D. Full justification should be provided to demonstrate your need for all land requested.
- E.** Explain why the requested property is deemed to be particularly suitable for your proposed program and plan. Indicate whether other property is owned by your organization, which could meet the same needs described above.

6) **Financial information demonstrating the ability to implement the proposed program**

- A.** Estimate the total cost required to initially renovate or prepare the property for your proposed program and plan and the amount required thereafter to operate and maintain the property on an annual basis.
- B.** Before applications for surplus Federal property can be approved, Federal regulations require that applicants demonstrate that they have the necessary funding to carry out their proposed program and plan or have the ability to obtain such funds. Explain where the funding will be obtained to implement your approved program and plan. Copies of your most recent balance sheets and income statements should be attached as exhibits to the application.
- C.** If funding is to be obtained in part through bonds or loans, a letter of commitment should be provided from the prospective financing sources confirming that they are prepared to lend the sums needed.

(Please note: Mortgage financing or the granting of rights in the requested property to secure repayment of bonds or loans must be separately authorized after acquisition of title by special agreement.)

D. Please identify any income or revenues, which may be received or generated as a result of your proposed program and plan.

7) Period of use

The applicant must certify that the requested property is needed at the time of the application for the educational purposes described in its proposed program and plan and will be utilized for such purposes for a period of thirty (30) years. (The applicant may not modify its proposed program and plan during the thirty-year period without the prior written consent of the United States Department of Education.)

8) Assurance of compliance with nondiscrimination requirements

The applicant must state and agree that it will not discriminate because of race, color, national origin, sex or disability in the use of the property, in keeping with Section 606 of the Federal Property and Administrative Services Act of 1949, Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), and section 844 of the Education Amendments of 1974 (P.L. 93-380) (in relation to education), and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), Title II of the Americans with Disabilities Act of 1990, and the Department's Regulations issued pursuant to such Acts (34 CFR Parts 12, 80, 84, 86, 100, 104, and 106).

9) Insurance provision

If there are any buildings, structures, or improvements located upon the requested property which will be utilized in the proposed program and plan, the applicant shall protect the residual financial interest of the United States of America by insurance and must state the following:

"The applicant agrees, for itself, its successors and assigns, that if any conveyed improvements are insured against loss, damage, or destruction and if such loss, damage or destruction should occur during the period the grantee holds title to the requested property while under the period of restricted usage specified in the deed of transfer, said insurance and all moneys received therefrom by the Grantee, its successors or assigns shall be held in trust by the Grantee, its successor or assigns, and shall be promptly utilized by the Grantee for the purpose of repairing such improvements and restoring the same to their former condition and use, or for the purpose of replacing said improvements with equivalent or more suitable facilities; or, if not so used, shall be paid over to the Treasurer of the United States in an amount equal to the unamortized public benefit allowance of the buildings, structures, or improvements lost, damaged or destroyed."

10) Environmental analysis

Public benefit allowance transfers of Federal real property are subject to the requirements of the National Environmental Policy Act of 1969 (P.L. 91-190) and related environmental acts. Please analyze the environmental impact of your proposed program and plan by answering the questions in the enclosed Environmental Questionnaire. Identify the

Environmental Questionnaire and your responses as an exhibit to your application and provide the exhibit number here.

11) Protection and maintenance of the property

The applicant must state and agree for itself, its successors and assigns, that in the event Grantor exercises its option to revert all right, title and interest in the requested property to the Grantor, or the Grantee voluntarily returns title to the requested property in lieu of reverter, then the Grantee shall provide protection to and maintenance of the requested property at all times until such as the title is actually reverted and returned to and accepted by the Grantor. Such protection and maintenance shall, at a minimum, conform to the standards prescribed by the General Services Administration in Appendix A of the "GSA Customer Guide to Real Property Disposal" as referenced at 41 CFR 102-75.965, a copy of which is summarized and attached to the application and labeled as an exhibit to said application.

12) Exhibits

The applicant must list and identify all exhibits under this section and state that the exhibits are a part of this application. Please attach this application as one of the exhibits to your application to fully explain the questions that are being answered under each section.

13) Certification of signing official

The following statement should be inserted under this section and signed by the authorized representative of the applicant's organization:

"I/We certify by signature hereto, that I/we am/are duly authorized by the Governing body of this organization or institution to act on behalf of the governing body to do any and all things necessary to acquire the Federal surplus real property identified and requested herein, including the preparation of this application and payment of such sums as may be necessary toward the purchase price of the requested property, and that all information given herein, and in exhibits hereto, are true and correct to the best of my/our knowledge."

By: _____

Title: _____

Date: _____

K:\SHARED\FRPA\FRPA Forms\Application.doc

RESOLUTION

WHEREAS, certain real property owned by the United States of America, located in the County of _____, State of _____, has been declared surplus to the needs of the Federal government and is subject to assignment for disposal for educational purposes by the Secretary of Education, under the provisions of Section 203(k)(1)(a) of the Federal Property and Administrative Services Act of 1949 (63 Stat. 377) (Act), as amended, and rules and regulations promulgated pursuant thereto, more particularly described as follows:

(PLEASE INSERT A BRIEF DESCRIPTION OF THE PROPERTY REQUESTED)

WHEREAS, (insert legal name of applicant organization) needs and can utilize said property for educational purposes in accordance with the requirements of said Act and the rules and regulations promulgated thereunder of which this Board is fully informed, including commitments regarding use and time within such use shall commence.

NOW, THEREFORE, BE IT RESOLVED, that (insert legal name of applicant organization), shall make application to the Secretary of Education for, and secure the transfer to it of, the above-mentioned property for said use upon and subject to such exceptions, reservations, terms, covenants, agreements, conditions and restrictions as the Secretary of Education, or his authorized representative may require in connection with the disposal of said property under said Act and rules and regulations issued thereto; and

BE IT FURTHER RESOLVED, that (insert legal name of applicant organization) has legal authority and is willing and is in a position financially and otherwise to assume immediate care and maintenance of the property, and that (name of official(s) legally authorized herein), (title of authorized official(s)), is/are hereby authorized, for and on behalf of the (insert legal name of applicant organization) to do and perform any and all acts and things which may be necessary to carry out the foregoing resolution including the preparing, making and filing of plans, applications, reports and other documents; the execution, acceptance, delivery and recordation of agreements, deeds and other instruments pertaining to the transfer of said property; and the payment of any and all sums necessary on account of the purchase price

thereof including fees or costs incurred in connection with the transfer of said property for surveys, title searches, real estate appraisals, recordation of instruments or costs associated with escrow arrangements; together with any payments necessary by virtue of nonuse or deferral of use of the property. If the applicant is unable to place the property into use (or determines that a deferral of use should occur), IT IS UNDERSTOOD AND AGREED that (insert legal name of applicant organization) will pay to the United States Department of Education for each month of nonuse beginning twelve (12) months after the date of the deed, or thirty-six (36) months where construction or major renovation is contemplated, the sum of $1/360^{\text{th}}$ of the then current fair market value of the property for each month of nonuse.

If submission of the Application for Public Benefit Allowance Acquisition of Surplus Federal Real Property for Educational Purposes is approved, a copy of the application and standard deed conditions will be filed with the permanent minutes of the Board.

(Legal name of governing body of applicant)

(Street address of governing body of applicant)

(City, state, zip code of governing body of applicant)

I, (insert name of certifying officer), hereby certify that I am the (title of certifying officer), of the (legal name of the governing body of applicant) and that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of a majority of the members of said (legal name of the governing body of applicant) present at a meeting of said Board of the _____ day of _____, 19____, at which a quorum was present.

(Signature of certifying officer)



(Please note: The official certifying and attesting to the action taken by the governing board in this resolution must NOT be the same individual designated and authorized to represent the applicant organization in the body of the resolution.)

K:\SHARED\RPG\Forms\Resolution.doc

ENVIRONMENTAL QUESTIONNAIRE**I. Purpose of Applicant's Analysis**

The Federal assistance, which you have requested, is of a nature that requires submission of an analysis of the probable environmental effects of the proposed project. Authority for such action is derived from the National Environmental Policy Act (NEPA) of 1969 (P.L. 91-190). This analysis should conform in format with the outline described below as may be most applicable to the circumstances of your particular project. The analysis will be separately bound and accompany the applicant's formal request for assistance. Since required ED/NEPA assessment of the environmental impact of any particular project cannot be initiated without prior submission of such data by the applicant, the processing of such applications will be deferred by ED pending receipt of such an analysis.

In the event that the Department determines that preparation of an Environmental Impact Statement will be necessary, the applicant may be requested to furnish additional materials to facilitate the development of such a document by Regional Office officials.

Applicants are further cautioned that conformance with ED/NEPA procedures shall not obviate the need for applicant compliance with applicable state and local environmental use and review requirements.

Should you have any questions regarding the preparation of your analysis, contact your Federal program officer.

II. Suggested Outline for Applicant's Analysis**A. Objective of the Proposed Action**

Please describe the objective(s) of the proposed action as to what needs will such action attempt to meet, and the nature of the project (i.e., briefly identify the project as being an alteration or expansion to an existing facility, a new or additional facility by itself, or an initial or planned component part of a complex or facilities) and what will be the estimated duration and financial costs for construction of the planned facility.

B. Description of the Environment to be Affected

The environment should be considered as being that area which the proposed project would both impact upon and serve. The greatest detail should concern the probable environmental impact of the project on the particular site of construction and its surrounding community, both in the short and long term. This section should broadly and briefly discuss the geography of the area, wildlife, water and air quality, area population and potential users of the service to be provided, the economy of the area, and any present environmental concerns.

C. Probable Environmental Effects of the Proposed Action

Please provide a narrative explanation of the probable environmental effects occurring in each of the following 42 areas of importance:

1. Describe the property that will be directly affected by the construction. Is it in a rural, urban or suburban area? Is it directly associated with current facilities operated by the applicant? Please describe the specific piece of land upon which the construction will occur in terms of its current use by man. If the land is in a natural state, please provide a brief description with respect to plant and animal life.
2. Describe the surrounding area. Is it primarily residential, industrial, agricultural, etc.? Has the area been formally zoned for specific uses? Please provide a map of the immediate area covering approximately one square mile. (Street maps or line drawings for urban projects are sufficient.)
3. Will the construction occur in a flood plain, wetland area, desert, tundra, or some other type of unique geological/meteorological interest?
4. Will existing underground service systems (sewage, water, telephone cables, etc.) require more than alterations associated with routing connections or hookups? If so, please describe.
5. Please describe the composition of the sub-surface area. Are there mineral deposits? (Applicable only for all new complexes as well as new facilities in rural and suburban areas.)
6. Will the facility obtain water from a natural source, such as wells, rivers, lakes, catchment basins, etc.?
7. How high will the facility be from ground level? Are there any aircraft approach or departure patterns, TV or radio transmission facilities within three horizontal miles of the facility? If so, please describe.
8. Describe any new air pollution sources that will be introduced as part of the facility (heating, cooling, incineration, etc.) together with the emission rates expected. Provide the percent increase of emissions from the usage of existing sources. Please classify such sources as to short-term (construction) and long-term (operation) and describe methods for minimizing such effects if such remedies are known.
9. Approximately, how many vehicles will be introduced into the area on a daily basis as a result of the operation of the facility? What is the approximate percentage increase in daily traffic in the area?
10. How much additional water (runoff or otherwise) will be diverted into natural water systems? (Not applicable for modifications or alterations.) Through what channels will the water flow into such a system? Will the additional flow of water introduce or

increase the number of annual occurrences of flood conditions? (As necessary, describe steps that will be taken to prevent this.)

11. Will an identifiable increase in sedimentation occur in any natural water system during construction and/or operation?

12. Will the facility introduce or increase the occurrence of water systems, including sewage lines, outside the facility? If so, please describe in general terms. If traps, etc., are to be installed in the facility, please identify. Also, identify the ultimate fate of such wastes, including a sewage treatment plant or natural water system.

13. Describe the sound created by the facility which will be audible in the immediate area (external to the building) other than sounds associated with the normal functioning of a human population.

14. Describe the new electromagnetic wave sources that will be used in the facility and identify the extent to which they may be identifiable external to the structure. (Exclude light sources.)

15. Describe external light sources that will be introduced, if any, above and beyond street lighting.

16. To what extent will the facility alter existing wind patterns? (Generally applicable only in rural areas or highly developed urban areas when a wind tunnel would be created or the current wind velocity increased considerably.)

17. During the operation of the facility, will any materials be recycled and/or discarded which could reasonably be recycled? If so, please describe.

18. Will contaminants be stored at the facility? If so, please describe physical safeguards that will be used to guard against their introduction to the natural environment should they be accidentally released (fuel oil, large amounts of chemicals, etc.).

19. Approximately how many people now live in the immediate area? How many people can be expected to live in the immediate area as a result of the operation of the facility (or complex)?

20. Approximately how many temporary residents will be introduced to the area during construction? (Generally applicable only to rural projects.)

21. Approximately how many temporary residents will normally be associated with the operation of the facility (or complex)?

22. Approximately how many additional transients will be introduced to the area on a daily basis during operation (e.g., staff, students, etc.)?

- 23.** If the project will use agricultural land, parks, woods, forests, prairies, etc., list the types of animals that currently inhabit the area. Generally describe the site in terms of flora which will be destroyed or altered.
- 24.** Will the construction of the facility disrupt any of the following services to a human population for more than 24 hours (water, electrical power, natural gas, or sewage)?
- 25.** How much electricity will the facility (complex) utilize (peak load)? Provide the name and address of the source supplying the electricity.
- 26.** How much water will the facility (complex) use in a normal day? What is the system that provides the water (name and address of system)? What is the immediate source (reservoir, pumping station, water tower, etc.)?
- 27.** How much sewage will the facility generate on a daily basis? Will the sewage be handled by a sewage treatment facility? If so, provide the name and address of the system and identify the particular facility by name. What level of treatment (primary, secondary, tertiary) does the plant provide? What is the remaining capacity of the plant?
- 28.** How much solid waste will be generated by the facility (complex) on a daily basis? What is the ultimate disposal of this waste (landfill, incineration, recycle)? Please provide the name and address of any service organization that will be associated with the removal of wastes.
- 29.** Will any residences, hotels, rooming houses, etc., be destroyed or temporarily vacated as a result of the project? If so, please describe the facilities and the people that will be affected.
- 30.** Will any of the following existing services be altered through the construction of the facility: mentally retarded or handicapped, educational or day care? If so, please describe.
- 31.** Will the new facility contain (or increase the capacity) of any of the services listed above. If so, please describe.
- 32.** Please briefly identify those existing streets, freeways, etc., in the immediate area that will receive the increased traffic as a result of the operation of the facility and describe their ability to handle the increase.
- 33.** Will any other transportation system (e.g., subways, bus lines) be directly affected by the operation of the facility (new service lines, equipment, etc.)? Is there an identifiable percentage increase in the volume of traffic? If so, please describe its geographic relationship to the project.
- 34.** Is there a site in the area which is listed or proposed for listing on the national Register of Historic Places, the National Landmarks Registry or any state or local variation thereof? If so, please describe its geographic relationship to the project.

35. Did any historic activity of significance occur on the site or will a facility that is more than 50 years old be altered or destroyed? If so, please describe.

36. Will the activity destroy or decrease access to any known or potential archaeological sites? If so, please describe.

37. Are there any members of an endangered species in the immediate area (as defined by the Department of Interior's endangered species list or any state or local variation thereof)? If so, please identify.

38. Will the construction or operation of the facility violate or require a variance from any federal, state or local laws pertaining to the visual environment, odors, noise? If so, please identify.

39. Will the construction or operation of the facility violate or require a variance from any federal, state, or local laws pertaining to land, air or water pollution or land use? If so, please describe.

40. Will construction of the facility disrupt the cultural harmony of the community or neighborhood? Include any pertinent information as to the opinions of residents regarding the project impact on their life styles.

41. What are the dimensions (number of levels, gross square footage, net usable square footage) and architectural design features (e.g., brick, stucco, etc.) of the facility proposed for renovation or construction?

42. What is the planned disposition (e.g., demolition, renovation for other public use, etc.) of any facility(ies) being vacated as a result of the proposed project?

K:\SHARED\FRPA\FRPA Forms\environmental questionnaire.doc

Guidelines for Protection and Maintenance

(Pursuant to 41 CFR §102-75.965: GSA Customer Guide to Real Property Disposal)

Outline for Protection and Maintenance of Excess and Surplus Real Property.

A. General. In protecting and maintaining excess and surplus properties, the adoption of the principle of "calculated risk" is considered to be essential. In taking what is termed a "calculated risk," the expected losses and deteriorations in terms of realizable values are anticipated to be less in the overall than expenditures to minimize the risks. In determining the amount of protection to be supplied under this procedure, a number of factors should be considered; such as, the availability of, and the distance to, local, public, or private protection facilities; the size and value of the facility; general characteristics of structures; physical protection involving fencing, number of gates, etc.; the location and availability of communication facilities; and the amount and type of activity at the facility. Conditions at the various excess and surplus properties are so diverse that it is impracticable to establish a definite or fixed formula for determining the extent of protection and maintenance that should be applied. The standards or criteria set forth in B and C, below, are furnished as a guide in making such determinations.

B. Protection Standards. The following standards are furnished as a guide in determining the amount and limits of protection.

1. Properties not Requiring Protection Personnel. Fire protection or security personnel are not needed at:
 - (a) Facilities where there are no structures or related personal property;
 - (b) Facilities where the realizable or recoverable value of the improvements and related personal property subject to loss is less than the estimated cost of protection for a one-year period;
 - (c) Facilities of little value located within public fire and police department limits, which can be locked or boarded up;
 - (d) Facilities where the major buildings are equipped with automatic sprinklers, supervised by American District Telegraph Company or other central station service, which do not contain large quantities of readily removable personal property, and which are in an area patrolled regularly by local police; and
 - (e) Facilities where agreements can be made with a lessee of a portion of the property to protect the remaining portions at nominal, or without additional cost.
2. Properties Requiring a Resident Custodian. A resident custodian or guard only is required at facilities of the following classes:
 - (a) Facilities containing little removable personal property but having a considerable number of buildings to be sold for off-site use when (a) the buildings are of low realizable value and so spaced that loss of more than a few buildings in a single fire is improbable, or (b) the buildings are so located that water for firefighting purposes is available and municipal or other fire department services will respond promptly;
 - (b) Small, inactive industrial and commercial facilities which must be kept open for inspection and which are so located that public fire and police protection can be secured by telephone;
 - (c) Facilities where the highest and best use has been determined to be salvage; and
 - (d) Facilities of little, or salvage, value but potentially dangerous and attractive to children and curiosity seekers where the posting of signs is not sufficient to protect the public.
3. Properties Requiring Continuous Guard Service. One guard on duty at all times (a total of 5 guards required) is required at facilities of high market value which are fenced; require only one open gate which can be locked during patrols; all buildings of which can be locked; and where local police and fire protection can be secured by telephone.
4. Properties Requiring High Degree of Protection. More than one firefighter-guard will be required to be on duty at all times at facilities of the classes listed below. The number, and the assignment, of firefighter-guards in such cases should be determined by taking into consideration all pertinent factors.
 - (a) Facilities of high market value, which are distant from public assistance and require an on-the-site firefighting force adequate to hold fires in check until outside assistance can be obtained.
 - (b) Facilities of high market value, which can obtain no outside assistance and require an on-the-site firefighting force adequate to extinguish fires.
 - (c) Facilities of high market value at which the patrolling of large areas is necessary.
 - (d) Facilities of high market value not fenced and containing large quantities of personal property of a nature inviting pilferage.
 - (e) Facilities of high market value at which several gates must be kept open for operating purposes.

5. Standards for All Protected Properties.

- (a) All facilities within the range of municipal or other public protection, but outside the geographic limits of such public body, should be covered by advance arrangements with appropriate authorities for police and fire protection service, at a monthly or other service fee if necessary.
- (b) Patrolling of all facilities with large areas to be protected should be accomplished by use of automotive vehicles.
- (c) At fenced facilities, a minimum number of gates should be kept open.

6. Firefighter-Guards. Firefighters and guards are the normal means for carrying out the fire protection and security programs at excess and surplus real properties where both such programs are required. The duties of firefighters and guards should be combined to the maximum extent possible in the interest of both economy and efficiency. Such personnel would also be available in many cases for other miscellaneous services, such as, removing grass and weeds or other fire hazards, servicing fire extinguishers, and other activities related to general protection of property.

7. Operating Requirements of Protection Units. Firefighter-guards or guards, should be required to make periodic rounds of facilities requiring protection. The frequency of these rounds would be based upon a number of factors; such as, location and size of the facility, type of structures and physical barriers, and the amount and type of activity at the facility. There may be instances where some form of central station supervision, such as American District Telegraph Company, will effect reduction in costs by reducing the number of firefighter-guards, or guards, required to adequately protect the premises.

8. Watchman's Clock. To insure adequate coverage of the entire property by the guards, or firefighter-guards, an approved watchman's clock should be provided, with key stations strategically located so that, in passing from one to the other, the guards will cover all portions of the property.

9. Protection Alarm Equipment. Automatic fire detection devices and allied equipment and services may materially assist in minimizing protection costs. However, use of devices of this type, like guards, are purely secondary fire protection and are primarily a means of obtaining fire and police protection facilities at the property in an emergency. There are various types of devices, each of which can be considered separately or in combination as supplementing guard patrols, which may assist in reduction of costs and, in some instances, it may be possible to eliminate all guards.

10. Sentry Dogs. Frequently there are facilities of high market value, or which cover large areas, or are so isolated that they invite intrusion by curiosity seekers, hunters, vagrants, etc., which require extra or special protection measures. This has usually been taken care of by staffing with additional guards so that the "buddy system" of patrolling may be used. In such cases, the use of sentry dogs should be considered in arriving at the appropriate method of offsetting the need for additional guards, as well as possible reductions in personnel. If it is determined to be in the Government's interest to use this type of protection, advice should be obtained as to acquisition (lease, purchase, or donation), training, use, and care, from the nearest police department using sentry dogs. When sentry dogs are used, the property should be clearly posted "Warning—This Government Property Patrolled by Sentry Dogs."

C. Maintenance Standards. The following standards or criteria are furnished as a guide in connection with the upkeep of excess and surplus real properties:

1. Temporary Type Buildings and Structures. Temporary buildings housing personal property, which cannot be readily removed to permanent type storage, should be maintained only to the extent necessary to protect the personal property. Vacant temporary structures should not be maintained except in unusual circumstances.

2. Permanent Type Buildings and Structures.

- (a) No interior painting should be done. Where exterior wood or metal surfaces require treatment to prevent serious deterioration, spot painting only should be done when practicable.
- (b) Carpentry and glazing should be limited to: work necessary to close openings against weather and pilferage; making necessary repairs to floors, roofs, and sidewalls as a protection against further damage; shoring and bracing of structures to preclude structural failures; and similar operations.
- (c) Any necessary roofing and sheet metal repairs should, as a rule, be on a patch basis.
- (d) Masonry repairs, including brick, tile, and concrete construction, should be undertaken only to prevent leakage or disintegration, or to protect against imminent structural failure.
- (e) No buildings should be heated for maintenance purposes except in unusual circumstances.

3. Mechanical and Electrical Installations. These include plumbing, heating, ventilating, air conditioning, sprinkler systems, fire alarm systems, electrical equipment, elevators, and similar items.

(a) At facilities in inactive status, maintenance of mechanical and electrical installations should be limited to that which is necessary to prevent or arrest serious deterioration. In most cases, personnel should not be employed for this work except on a temporary basis at periodic intervals when it is determined by inspections that the work is necessary. Wherever possible electrical systems should be deenergized, water drained from all fixtures, heat turned off, and buildings secured against unauthorized entry. Sprinkler systems should be drained during freezing weather and reactivated when danger of freezing has passed.

(b) At facilities in active status, such as multiple-tenancy operations, equipment should be kept in reasonable operating condition. Operation of equipment to furnish services to private tenants, as well as the procurement of utility services for distribution to tenants, should be carried on only to the extent necessary to comply with lease or permit conditions, or in cases where it is impracticable for tenants to obtain such services directly from utility companies or other sources.

(c) At facilities where elevators and/or high-pressure boilers and related equipment are in operation, arrangements should be made for periodic inspections by qualified and licensed inspectors to insure that injury to personnel, loss of life, or damage to property does not occur.

(d) Individual heaters should be used, when practicable, in lieu of operating heating plants.

4. Grounds, Roads, Railroads, and Fencing.

(a) Maintenance of grounds should be confined largely to removal of vegetation where necessary to avoid fire hazards and to control poisonous and noxious plant growth in accordance with local and State laws and regulations; plowing of fire lanes where needed; and removal of snow from roads and other areas only to the extent necessary to provide access for maintenance, fire protection, and similar activities. Wherever practicable, hay crops should be sold to the highest bidders with the purchaser performing all labor in connection with cutting and removal. Also, agricultural and/or grazing leases may be resorted to, if practicable, as other means of reducing the cost of grounds maintenance. Any such leases shall be subject to the provisions of §101-47.203-9 or §101-47.312.

(b) Only that portion of the road network necessary for fire truck and other minimum traffic should be maintained. The degree to which such roads are to be maintained should be only that necessary to permit safe passage at a reasonable speed.

(c) Railroads should not be maintained except as might be required for protection and maintenance operations, or as required under the provisions of a lease or permit.

(d) Ditches and other drainage facilities should be kept sufficiently clear to permit surface water to run off.

(e) Fencing, or other physical barrier, should be kept in repair sufficiently to afford protection against unauthorized entry.

5. Utilities.

(a) At inactive properties, water systems, sewage disposal systems, electrical distribution systems, etc., should be maintained only to the extent necessary to provide the minimum services required. Buildings or areas not requiring electrical service or water should be deenergized electrically and the water valved off. Utilities not in use, or which are serving dismantled or abandoned structures, should not be maintained.

(b) At active properties, water supply, electrical power, and sewage disposal facilities frequently must be operated at rates much below designed capacities. Engineering studies should determine the structural and operating changes necessary for maximum economy. Where leakage is found in water distribution lines, such lines may be valved off rather than repaired, unless necessary for fire protection or other purposes.

(c) Where utilities are purchased by contract, such contracts should be reviewed to determine if costs can be reduced by revision of the contracts.

6. Properties to be Disposed of as Salvage. No funds should be expended for maintenance on properties where the highest and best use has been determined to be salvage.

D. Repairs. Repairs should be limited to those additions or changes that are necessary for the preservation and maintenance of the property to deter or prevent excessive, rapid, or dangerous deterioration or obsolescence and to restore property damaged by storm, flood, fire, accident, or earthquake only where it has been determined that restoration is required.

E. Improvements. No costs should be incurred to increase the sales value of a property, and no costs should be incurred to make a property disposable without the prior approval of GSA.

Office of the Secretary, Education

§ 12.2

(2) Request that the demand be stayed pending the employee's receipt of the Secretary's instructions.

(e) If the court or other authority declines the request for a stay, or rules that the employee must comply with the demand regardless of the Secretary's instructions, the employee or counsel for the employee shall respectfully decline to comply with the demand, citing *United States ex rel. Touhy v. Ragen*, 340 U.S. 462 (1951), and the regulations in this part.

(Authority: 5 U.S.C. 301; 5 U.S.C. 552; 20 U.S.C. 3474)

PART 12—DISPOSAL AND UTILIZATION OF SURPLUS FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES

Subpart A—General

Sec.

- 12.1 What is the scope of this part?
- 12.2 What definitions apply?
- 12.3 What other regulations apply to this program?

Subpart B—Distribution of Surplus Federal Real Property

- 12.4 How does the Secretary provide notice of availability of surplus Federal real property?
- 12.5 Who may apply for surplus Federal real property?
- 12.6 What must an application for surplus Federal real property contain?
- 12.7 How is surplus Federal real property disposed of when there is more than one applicant?
- 12.8 What transfer or lease instruments does the Secretary use?
- 12.9 What warranties does the Secretary give?
- 12.10 How is a Public Benefit Allowance (PBA) calculated?

Subpart C—Conditions Applicable to Transfers or Leases

- 12.11 What statutory provisions and Executive Orders apply to transfers of surplus Federal real property?
- 12.12 What are the terms and conditions of transfers or leases of surplus Federal real property?
- 12.13 When is use of the transferred surplus Federal real property by entities other than the transferee or lessee permissible?

Subpart D—Enforcement

- 12.14 What are the sanctions for noncompliance with a term or condition of a transfer or lease of surplus Federal real property?

Subpart E—Abrogation

- 12.15 What are the procedures for securing an abrogation of the conditions and restrictions contained in the conveyance instrument?

APPENDIX A TO PART 12—PUBLIC BENEFIT ALLOWANCE FOR TRANSFER OF SURPLUS FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES

AUTHORITY: 40 U.S.C. 471-488; 20 U.S.C. 3401 *et seq.*; 42 U.S.C. 2000d (1) *et seq.*; 20 U.S.C. 1681 *et seq.*; 29 U.S.C. 794 *et seq.*; 42 U.S.C. 4332.

SOURCE: 57 FR 60394, Dec. 18, 1992, unless otherwise noted.

Subpart A—General

§ 12.1 What is the scope of this part?

This part is applicable to surplus Federal real property located within any State that is appropriate for assignment to, or that has been assigned to, the Secretary by the Administrator for transfer for educational purposes, as provided for in section 203(k) of the Federal Property and Administrative Services Act of 1949, as amended, 63 Stat. 377 (40 U.S.C. 471 *et seq.*).

(Authority: 40 U.S.C. 484(k))

§ 12.2 What definitions apply?

(a) *Definitions in the Act.* The following terms used in this part are defined in section 472 of the Act:

Administrator
Surplus property

(b) *Definitions in the Education Department General Administrative Regulations (EDGAR).* The following terms used in this part are defined in 34 CFR 77.1:

Department
Secretary
State

(c) *Other definitions:* The following definitions also apply to this part:

Abrogation means the procedure the Secretary may use to release the transferee of surplus Federal real property from the covenants, conditions, reservations, and restrictions contained in

§ 12.3

the conveyance instrument before the term of the instrument expires.

Act means the Federal Property and Administrative Services Act of 1949, as amended, 63 Stat. 377 (40 U.S.C. 471 *et seq.*).

Applicant means an eligible entity as described in §12.5 that formally applies to be a transferee or lessee of surplus Federal real property, using a public benefit allowance (PBA) under the Act.

Lessee, except as used in §12.14(a)(5), means an entity that is given temporary possession, but not title, to surplus Federal real property by the Secretary for educational purposes.

Nonprofit institution means any institution, organization, or association, whether incorporated or unincorporated—

(1) The net earnings of which do not inure or may not lawfully inure to the benefit of any private shareholder or individual; and

(2) That has been determined by the Internal Revenue Service to be tax-exempt under section 501(c)(3) of title 26.

Off-site property means surplus buildings and improvements—including any related personal property—that are capable of being removed from the underlying land and that are transferred by the Secretary without transferring the underlying real property.

On-site property means surplus Federal real property, including any related personal property—other than off-site property.

Period of restriction means that period during which the surplus Federal real property transferred for educational purposes must be used by the transferee or lessee in accordance with covenants, conditions, and any other restrictions contained in the conveyance instrument.

Program and plan of use means the educational activities to be conducted by the transferee or lessee using the surplus Federal real property, as described in the application for that property.

Public benefit allowance ("PBA") means the credit, calculated in accordance with appendix A to this part, given to a transferee or lessee which is applied against the fair market value of the surplus Federal real property at the time of the transfer or lease of such

34 CFR Subtitle A (7-1-05 Edition)

property in exchange for the proposed educational use of the property by the transferee or lessee.

Related personal property means any personal property—

(1) That is located on and is an integral part of, or incidental to the operation of, the surplus Federal real property; or

(2) That is determined by the Administrator to be otherwise related to the surplus Federal real property.

Surplus Federal real property means the property assigned or suitable for assignment to the Secretary by the Administrator for disposal under the Act.

Transfer means to sell and convey title to surplus Federal real property for educational purposes as described in this part.

Transferee means that entity which has purchased and acquired title to the surplus Federal real property for educational purposes pursuant to section 203(k) of the Act.

(Authority: 40 U.S.C. 472 and 20 U.S.C. 3401 *et seq.*)

§ 12.3 What other regulations apply to this program?

The following regulations apply to this program:

- (a) 34 CFR parts 100, 104, and 106.
- (b) 41 CFR part 101-47.
- (c) 34 CFR part 85.

(Authority: 40 U.S.C. 484(k); 42 U.S.C. 2000d-1 *et seq.*; 29 U.S.C. 794 *et seq.*; 20 U.S.C. 1681 *et seq.*; Executive Order 12549; and 20 U.S.C. 3474)

Subpart B—Distribution of Surplus Federal Real Property

§ 12.4 How does the Secretary provide notice of availability of surplus Federal real property?

The Secretary notifies potential applicants of the availability of surplus Federal real property for transfer for educational uses in accordance with 41 CFR 101-47.308-4.

(Authority: 40 U.S.C. 484(k)(1))

§ 12.5 Who may apply for surplus Federal real property?

The following entities may apply for surplus Federal real property:

- (a) A State.

Office of the Secretary, Education

§ 12.7

- (b) A political subdivision or instrumentality of a State.
- (c) A tax-supported institution.
- (d) A nonprofit institution.
- (e) Any combination of these entities.

(Authority: 40 U.S.C. 484(k)(1)(A))

§ 12.6 What must an application for surplus Federal real property contain?

An application for surplus Federal real property must—

- (a) Contain a program and plan of use;
- (b) Contain a certification from the applicant that the proposed program is not in conflict with State or local zoning restrictions, building codes, or similar limitations;
- (c) Demonstrate that the proposed program and plan of use of the surplus Federal real property is for a purpose that the applicant is authorized to carry out;
- (d) Demonstrate that the applicant is able, willing, and authorized to assume immediate custody, use, care, and maintenance of the surplus Federal real property;
- (e) Demonstrate that the applicant is able, willing, and authorized to pay the administrative expenses incident to the transfer or lease;
- (f) Demonstrate that the applicant has the necessary funds, or the ability to obtain those funds immediately upon transfer or lease, to carry out the proposed program and plan of use for the surplus Federal real property;
- (g) Demonstrate that the applicant has an immediate need and ability to use all of the surplus Federal real property for which it is applying;
- (h) Demonstrate that the surplus Federal real property is needed for educational purposes at the time of application and that it is so needed for the duration of the period of restriction;
- (i) Demonstrate that the surplus Federal real property is suitable or adaptable to the proposed program and plan of use; and
- (j) Provide information requested by the Secretary in the notice of availability, including information of the

effect of the proposed program and plan of use on the environment.

(Approved by the Office of Management and Budget under control number 1880-0524)

(Authority: 40 U.S.C. 484(k))

§ 12.7 How is surplus Federal real property disposed of when there is more than one applicant?

(a) If there is more than one applicant for the same surplus Federal real property, the Secretary transfers or leases the property to the applicant whose proposed program and plan of use the Secretary determines provides the greatest public benefit, using the criteria contained in appendix A to this part that broadly address the weight given to each type of entity applying and its proposed program and plan of use. (See example in § 12.10(d)).

(b) If, after applying the criteria described in paragraph (a) of this section, two or more applicants are rated equally, the Secretary transfers or leases the property to one of the applicants after—

(1) Determining the need for each applicant's proposed educational use at the site of the surplus Federal real property;

(2) Considering the quality of each applicant's proposed program and plan of use; and

(3) Considering each applicant's ability to carry out its proposed program and plan of use.

(c) If the Secretary determines that the surplus Federal real property is capable of serving more than one applicant, the Secretary may apportion it to fit the needs of as many applicants as is practicable.

(d)(1) The Secretary generally transfers surplus Federal real property to a selected applicant that meets the requirements of this part.

(2) Alternatively, the Secretary may lease surplus Federal real property to a selected applicant that meets the requirements of this part if the Secretary determines that a lease will promote the most effective use of the property consistent with the purposes of this part or if having a lease is otherwise in the best interest of the United States, as determined by the Secretary.

(Authority: 40 U.S.C. 484(k))

§ 12.8

34 CFR Subtitle A (7-1-05 Edition)

§ 12.8 What transfer or lease instruments does the Secretary use?

(a) The Secretary transfers or leases surplus Federal real property using transfer or lease instruments that the Secretary prescribes.

(b) The transfer or lease instrument contains the applicable terms and conditions described in this part and any other terms and conditions the Secretary or Administrator determines are appropriate or necessary.

(Authority: 40 U.S.C. 484(c))

§ 12.9 What warranties does the Secretary give?

The Secretary transfers or leases surplus Federal real property on an "as is, where is," basis without warranty of any kind.

(Authority: 40 U.S.C. 484(k)(1))

§ 12.10 How is a Public Benefit Allowance (PBA) calculated?

(a) The Secretary calculates a PBA in accordance with the provisions of appendix A to this part taking into account the nature of the applicant, and the need for, impact of, and type of program and plan of use for the property, as described in that appendix.

(b) The following are illustrative examples of how a PBA would be calculated and applied under appendix A:

(1) Entity A is a specialized school that has had a building destroyed by fire, and that has existing facilities determined by the Secretary to be between 26 and 50% inadequate. It is proposing to use the surplus Federal real property to add a new physical education program. Entity A would receive a basic PBA of 70%, a 10% hardship organization allowance, a 20% allowance for inadequacy of existing school plant facilities, and a 10% utilization allowance for introduction of new instructional programs. Entity A would have a total PBA of 110%. If Entity A is awarded the surplus Federal real property, it would not be required to pay any cash for the surplus Federal real property, since the total PBA exceeds 100%.

(2) Entity B proposes to use the surplus Federal real property for nature walks. Because this qualifies as an outdoor educational program, Entity B

would receive a basic PBA of 40%. If Entity B is awarded the surplus Federal real property, it would be required to pay 60% of the fair market value of the surplus Federal real property in cash at the time of the transfer.

(3) Entity C is an accredited university, has an ROTC unit, and proposes to use the surplus Federal real property for a school health clinic and for special education of the physically handicapped. Entity C would receive a basic PBA of 50% (as a college or university), a 20% accreditation organization allowance (accredited college or university), a 10% public service training organization allowance (ROTC), a 10% student health and welfare utilization allowance (school health clinic), and a 10% service to the handicapped utilization allowance (education of the physically handicapped). Entity C would have a total PBA of 100%. If Entity C is awarded the surplus Federal real property, it would not be required to pay any cash for the surplus Federal real property, since the total PBA is 100%.

(4) Entities A, B, and C all submit applications for the same surplus Federal real property. Unless the Secretary decides to apportion it, the Secretary transfers or leases the surplus Federal real property to Entity A, since its proposed program and plan of use has the highest total PBA.

(Authority: 40 U.S.C. 484(k)(1)(c))

Subpart C—Conditions Applicable to Transfers or Leases**§ 12.11 What statutory provisions and Executive Orders apply to transfers of surplus Federal real property?**

The Secretary directs the transferee or lessee to comply with applicable provisions of the following statutes and Executive Orders prior to, or immediately upon, transfer or lease, as applicable:

(a) National Environmental Policy Act of 1969, 42 U.S.C. 4332.

(b) National Historic Preservation Act of 1966, 16 U.S.C. 470.

(c) National Flood Insurance Act of 1968, 42 U.S.C. 4001 *et seq.*

(d) Floodplain Management, Exec. Order No. 11988, 42 FR 26951 (May 25, 1977).

Office of the Secretary, Education

§ 12.12

(e) Protection of Wetlands, Exec. Order No. 11990, 42 FR 26961 (May 25, 1977).

(f) Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000(d)(1) *et seq.*

(g) Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 *et seq.*

(h) Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 *et seq.*

(i) Age Discrimination Act of 1975, 42 U.S.C. 1601 *et seq.*

(j) Any other applicable Federal or State laws and Executive Orders.

(Authority: 40 U.S.C. 484(k))

(Approved by the Office of Management and Budget under control number 1880-0524)

§ 12.12 What are the terms and conditions of transfers or leases of surplus Federal real property?

(a) *General terms and conditions for transfers and leases.* The following general terms and conditions apply to transfers and leases of surplus Federal real property under this part:

(1) For the period provided in the transfer or lease instrument, the transferee or lessee shall use all of the surplus Federal real property it receives solely and continuously for its approved program and plan of use, in accordance with the Act and these regulations, except that—

(i) The transferee or lessee has twelve (12) months from the date of transfer to place this surplus Federal real property into use, if the Secretary did not, at the time of transfer, approve in writing construction of major new facilities or major renovation of the property;

(ii) The transferee or lessee has thirty-six (36) months from the date of transfer to place the surplus Federal real property into use, if the transferee or lessee proposes construction of major new facilities or major renovation of the property and the Secretary approves it in writing at the time of transfer; and

(iii) The Secretary may permit use of the surplus Federal real property at any time during the period of restriction by an entity other than the transferee or lessee in accordance with § 12.13.

(2) The transferee or lessee may not modify its approved program and plan of use without the prior written consent of the Secretary.

(3) The transferee or lessee may not sell, lease or sublease, rent, mortgage, encumber, or otherwise dispose of all or a portion of the surplus Federal real property or any interest therein without the prior written consent of the Secretary.

(4) A transferee or lessee shall pay all administrative costs incidental to the transfer or lease including, but not limited to—

(i) Transfer taxes;

(ii) Surveys;

(iii) Appraisals;

(iv) Inventory costs;

(v) Legal fees;

(vi) Title search;

(vii) Certificate or abstract expenses;

(viii) Decontamination costs;

(ix) Moving costs;

(x) Recordation expenses;

(xi) Other closing costs; and

(xii) Service charges, if any, provided for by an agreement between the Secretary and the applicable State agency for Federal Property Assistance.

(5) The transferee or lessee shall protect the residual financial interest of the United States in the surplus Federal real property by insurance or such other means as the Secretary directs.

(6) The transferee or lessee shall file with the Secretary reports on its maintenance and use of the surplus Federal real property and any other reports required by the Secretary in accordance with the transfer or lease instrument.

(7) Any other term or condition that the Secretary determines appropriate or necessary.

(b) *Additional terms and conditions for on-site transfers.* The terms and conditions in the transfer, including those in paragraph (a) of this section, apply for a period not to exceed thirty (30) years.

(c) *Additional terms and conditions for off-site transfers.* (1) The terms and conditions in the transfer, including those in paragraph (a) of this section, apply for a period equivalent to the estimated economic life of the property conveyed for a transfer of off-site surplus Federal real property.

(2) In addition to the terms and conditions contained in paragraph (c) of this section, the Secretary may also require the transferee of off-site surplus Federal real property—

(i) To post performance bonds;

§ 12.13

(ii) To post performance guarantee deposits; or

(iii) To give such other assurances as may be required by the Secretary or the holding agency to ensure adequate site clearance.

(d) *Additional terms and conditions for leases.* In addition to the terms and conditions contained in paragraph (a) of this section, the Secretary requires, for leases of surplus Federal real property, that all terms and conditions apply to the initial lease agreement, and any renewal periods, unless specifically excluded in writing by the Secretary.

(Authority: 40 U.S.C. 484(k)(1))

(Approved by the Office of Management and Budget under control number 1880-0524)

§ 12.13 When is use of the transferred surplus Federal real property by entities other than the transferee or lessee permissible?

(a) *By eligible entities.* A transferee or lessee may permit the use of all or a portion of the surplus Federal real property by another eligible entity as described in § 12.5, only upon those terms and conditions the Secretary determines appropriate if—

(1) The Secretary determines that the proposed use would not substantially limit the program and plan of use by the transferee or lessee and that the use will not unduly burden the Department;

(2) The Secretary's written consent is obtained by the transferee or lessee in advance; and

(3) The Secretary approves the use instrument in advance and in writing.

(b) *By ineligible entities.* A transferee or lessee may permit the use of a portion of the surplus Federal real property by an ineligible entity, one not described in § 12.5, only upon those terms and conditions the Secretary determines appropriate if—

(1) In accordance with paragraph (a) of this section, the Secretary makes the required determination and approves both the use and the use instrument;

(2) The use is confined to a portion of the surplus Federal real property;

(3) The use does not interfere with the approved program and plan of use

34 CFR Subtitle A (7-1-05 Edition)

for which the surplus Federal real property was conveyed; and

(4) Any rental fees or other compensation for use are either remitted directly to the Secretary or are applied to purposes expressly approved in writing in advance by the Secretary.

(Authority: 40 U.S.C. 484(k)(4))

Subpart D—Enforcement

§ 12.14 What are the sanctions for non-compliance with a term or condition of a transfer or lease of surplus Federal real property?

(a) *General sanctions for noncompliance.* The Secretary imposes any or all of the following sanctions, as applicable, to all transfers or leases of surplus Federal real property:

(1) If all or a portion of, or any interest in, the transferred or leased surplus Federal real property is not used or is sold, leased or subleased, encumbered, disposed of, or used for purposes other than those in the approved program and plan of use, without the prior written consent of the Secretary, the Secretary may require that—

(i) All revenues and the reasonable value of other benefits received by the transferee or lessee directly or indirectly from that use, as determined by the Secretary, be held in trust by the transferee or lessee for the United States subject to the direction and control of the Secretary;

(ii) Title or possession to the transferred or leased surplus Federal real property and the right to immediate possession revert to the United States;

(iii) The surplus Federal real property be transferred or leased to another eligible entity as the Secretary directs;

(iv) The transferee or lessee abrogate the conditions and restrictions in the transfer or lease instrument in accordance with the provisions of § 12.15;

(v) The transferee or lessee place the surplus Federal real property into immediate use for an approved purpose and extend the period of restriction in the transfer or lease instrument for a term equivalent to the period during which the property was not fully and solely used for an approved use; or

(vi) The transferee or lessee comply with any combination of the sanctions

Office of the Secretary, Education

§ 12.15

described in paragraph (a)(1) or (a)(3) of this section.

(2) If title or possession reverts to the United States for noncompliance or is voluntarily reconveyed, the Secretary may require the transferee or lessee—

(i) To reimburse the United States for the decrease in value of the transferred or leased surplus Federal real property not due to—

(A) Reasonable wear and tear;

(B) Acts of God; or

(C) Reasonable alterations made by the transferee or lessee to adapt the surplus Federal real property to the approved program and plan of use for which it was transferred or leased;

(ii) To reimburse the United States for any costs incurred in reverting title or possession;

(iii) To forfeit any cash payments made by the transferee or lessee against the purchase or lease price of surplus Federal real property transferred;

(iv) To take any other action directed by the Secretary; or

(v) To comply with any combination of the provisions of paragraph (a)(3) of this section.

(3) If the transferee or lessee does not put the surplus Federal real property into use within the applicable time limitation in §12.12(a), the Secretary may require the transferee or lessee to make cash payments to the Secretary equivalent to the current fair market rental value of the surplus Federal real property for each month during which the program and plan of use has not been implemented.

(Authority: 40 U.S.C. 484(k)(4))

(4) If the Secretary determines that a lessee of a transferee or a sublessee of a lessee is not complying with a term or condition of the lease, or if the lessee voluntarily surrenders the premises, the Secretary may require termination of the lease.

(Authority: 40 U.S.C. 484(k)(4)(A))

(b) *Additional sanction for noncompliance with off-site transfer.* In addition to the sanctions in paragraph (a) of this section, if the Secretary determines that a transferee is not complying with a term or condition of a transfer of off-site surplus Federal real property, the Secretary may require that the unearned PBA become immediately due and payable in cash to the United States.

(Authority: 40 U.S.C. 484(k)(4)(A))

Subpart E—Abrogation

§ 12.15 What are the procedures for securing an abrogation of the conditions and restrictions contained in the conveyance instrument?

(a) The Secretary may, in the Secretary's sole discretion, abrogate the conditions and restrictions in the transfer or lease instrument if—

(1) The transferee or lessee submits to the Secretary a written request that the Secretary abrogate the conditions and restrictions in the conveyance instrument as to all or any portion of the surplus Federal real property;

(2) The Secretary determines that the proposed abrogation is in the best interests of the United States;

(3) The Secretary determines the terms and conditions under which the Secretary will consent to the proposed abrogation; and

(4) The Secretary transmits the abrogation to the Administrator and there is no disapproval by the Administrator within thirty (30) days after notice to the Administrator.

(b) The Secretary abrogates the conditions and restrictions in the transfer or lease instrument upon a cash payment to the Secretary based on the formula contained in the transfer or lease instrument and any other terms and conditions the Secretary deems appropriate to protect the interest of the United States.

(Authority: 40 U.S.C. 484(k)(4)(A)(iii))

Pt. 12, App. A

34 CFR Subtitle A (7-1-05 Edition)

APPENDIX A TO PART 12—PUBLIC BENEFIT ALLOWANCE FOR TRANSFER OF SURPLUS
FEDERAL REAL PROPERTY FOR EDUCATIONAL PURPOSES¹

Classification	Percent allowed												
	Basic public benefit allowance	Organization allowances							Utilization allowances				Maximum public benefit allowance ⁴
		Ac-creditation	Federal impact	Public service training	Hardship	Inadequacy of existing school plant facilities			Introduction of new instructional programs	Student health and welfare	Research	Service to handicapped	
						10-25%	26-50%	51-100%					
Elementary or high schools	70	.....	10	10	10	10	20	30	10	10	10	10	100
Colleges or Universities	50	20	.....	10	10	10	20	30	10	10	10	10	100
Specialized schools	70	.....	.....	10	10	10	20	30	10	10	10	10	100
Public libraries or educational museums ..	² 100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	² 100
School outdoor education	40	.....	.....	.....	.....	.....	.....	.....	10	³ 10	10	.....	70
Central administrative and/or service centers	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80
Non-profit educational research organizations	50	20	.....	10	.....	.....	.....	.....	10	10	.....	10	100

² Applicable when this is the primary use to be made of the property. The public benefit allowance for the overall program is applicable when such facilities are conveyed as a minor component of other facilities.

³ This 10% may include an approvable recreation program which will be accessible to the public and entirely compatible with, but subordinate to, the educational program.

⁴ This column establishes the maximum discount from the fair market value for payment due from the transferee at the time of the transfer. This column does not apply for purposes of ranking applicants to determine to which applicant the property will be transferred. Competitive rankings are based on the absolute total of public benefit allowance points and are not limited to the 100% ceiling.

DESCRIPTION OF TERMS USED IN THIS
APPENDIX

Elementary or High School means an elementary school (including a kindergarten), high school, junior high school, junior-senior high school or elementary or secondary school system, that provides elementary or secondary education as determined under State law. However, it does not include a nursery school even though it may operate as part of a school system.

College or University means a non-profit or public university or college, including a junior college, that provides postsecondary education.

Specialized School means a vocational school, area trade school, school for the blind, or similar school.

Public Library means a public library or public library service system, not a school library or library operated by non-profit, private organizations or institutions that may be open to the general public. School libraries receive the public benefit allowance in the appropriate school classification.

Educational Museum means a museum that conducts courses on a continuing, not *ad hoc*, basis for students who receive credits from accredited postsecondary education institutions or school systems.

School Outdoor Education means a separate facility for outdoor education as distinguished from components of a basic school. Components of a school such as playgrounds and athletic fields receive the basic allowance applicable for that type of school. The

¹ This Appendix applies to transfers of both on-site and off-site surplus property.

Office of the Secretary, Education

§ 15.1

outdoor education must be located reasonably near the school system and may be open to and used by the general public, but only if the educational program for which the property is conveyed is given priority of use. This category does not include components of the school such as playgrounds and athletic fields, that are utilized during the normal school year, and are available to all students.

Central Administrative and/or Service Center means administrative office space, equipment storage areas, and similar facilities.

DESCRIPTION OF ALLOWANCES

Basic Public Benefit Allowance means an allowance that is earned by an applicant that satisfies the requirements of § 12.10 of this part.

ORGANIZATION ALLOWANCE

Accreditation means an allowance that is earned by any postsecondary educational institution, including a vocational or trade school, that is accredited by an accrediting agency recognized by the Secretary under 34 CFR part 602.

Federal Impact means an allowance that is earned by any local educational agency (LEA) qualifying for Federal financial assistance as the result of the impact of certain Federal activities upon a community, such as the following under Public Law 81-874 and Public Law 81-815: to any LEA charged by law with responsibility for education of children who reside on, or whose parents are employed on, Federal property, or both; to any LEA to which the Federal Government has caused a substantial and continuing financial burden as the result of the acquisition of a certain amount of Federal property since 1938; or to any LEA that urgently needs minimum school facilities due to a substantial increase in school membership as the result of new or increased Federal activities.

Public Services Training means an allowance that is earned if the applicant has cadet or ROTC units or other personnel training contracts for the Federal or State governments. This is given to a school system only if the particular school receiving the property furnishes that training.

Hardship means an allowance earned by an applicant that has suffered a significant facility loss because of fire, storm, flood, other disaster, or condemnation. This allowance is also earned if unusual conditions exist such as isolation or economic factors that require special consideration.

Inadequacies of Existing Facilities means an allowance that is earned on a percentage basis depending on the degree of inadequacy considering both public and nonpublic facilities. Overall plant requirements are determined based on the relationship between the maximum enrollment accommodated in the

present facilities, excluding double and night sessions and the anticipated enrollment if the facilities are transferred. Inadequacies may be computed for a component school unit such as a school farm, athletic field, facility for home economics, round-out school site, cafeteria, auditorium, teacherages, faculty housing, etc., only if the component is required to meet State standards. In that event, the State Department of Education will be required to provide a certification of the need. Component school unit inadequacies may only be related to a particular school and not to the entire school system.

UTILIZATION ALLOWANCES

Introduction of New Instructional Programs means an allowance that is earned if the proposed use of the property indicates that new programs will be added at a particular school. Examples of these new programs include those for vocational education, physical education, libraries, and similar programs.

Student Health and Welfare means an allowance that is earned if the proposed program and plan of use of the property provides for cafeteria, clinic, infirmary, bus loading shelters, or other uses providing for the well-being and health of students and eliminating safety and health hazards.

Research means an allowance that is earned if the proposed use of the property will be predominantly for research by faculty or graduate students under school auspices, or other primary educational research.

Service to Handicapped means an allowance that is earned if the proposed program and plan of use for the property will be for special education for the physically or mentally handicapped.

PART 15—UNIFORM RELOCATION ASSISTANCE AND REAL PROPERTY ACQUISITION FOR FEDERAL AND FEDERALLY ASSISTED PROGRAMS

AUTHORITY: Section 213, Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, Pub. L. 91-646, 84 Stat. 1894 (42 U.S.C. 4601) as amended by the Surface Transportation and Uniform Relocation Assistance Act of 1987, Title IV of Pub. L. 100-17, 101 Stat. 246-256 (42 U.S.C. 4601 note).

§ 15.1 Uniform relocation assistance and real property acquisition.

Regulations and procedures for complying with the Uniform Relocation Assistance Act of 1970 (Pub. L. 91-646, 84 Stat. 1894, 42 U.S.C. 4601) as amended

RESOLUTION

WHEREAS, certain real property owned by the United States of America, located in the County of Kootenai, State of Idaho, has been declared surplus to the needs of the Federal government and is subject to assignment for disposal for educational purposes by the Secretary of Education, under the provisions of Section 203(k)(1)(a) of the Federal Property and Administrative Services Act of 1949 (63 Stat. 377) (Act), as amended, and rules and regulations promulgated pursuant thereto, more particularly described as follows:

The Coeur d'Alene Federal Building

WHEREAS, Lewis-Clark State College needs and can utilize said property for educational purposes in accordance with the requirements of said Act and the rules and regulations promulgated thereunder of which this Board is fully informed, including commitments regarding use and time within such use shall commence

NOW, THEREFORE, BE IT RESOLVED, that Lewis-Clark State College shall make application to the Secretary of Education for, and secure the transfer to it of, the above-mentioned property for said use upon and subject to such exceptions, reservations, terms, covenants, agreements, conditions and restrictions as the Secretary of Education, or his authorized representative may require in connection with the disposal of said property under said Act and rules and regulations issued thereto; and

BE IT FURTHER RESOLVED, that Lewis-Clark State College has legal authority and is willing and is in a position financially and otherwise to assume immediate care and maintenance of the property, and that Dr. Chet Herbst, Vice President for Administrative Services, is hereby authorized, for and on behalf of Lewis-Clark State College to do and perform any and all acts and things which may be necessary to carry out the foregoing resolution including the preparing, making and filing of plans, applications, reports and other documents; the execution, acceptance, delivery and recordation of agreements, deeds and other instruments pertaining to the transfer of said property; and the payment of any and all sums necessary on account of the

purchase price thereof including fees or costs incurred in connection with the transfer of said property for surveys, title searches, real estate appraisals, recordation of instruments or costs associated with escrow arrangements; together with any payments necessary by virtue of nonuse or deferral of use of the property. If the applicant is unable to place the property into use (or determines that a deferral of use should occur), IT IS UNDERSTOOD AND AGREED Lewis-Clark State College will pay to the United States Department of Education for each month of nonuse beginning twelve (12) months after the date of the deed, or thirty-six (36) months where construction or major renovation is contemplated, the sum of $1/360^{\text{th}}$ of the then current fair market value of the property for each month of nonuse

If submission of the Application for Public Benefit Allowance Acquisition of Surplus Federal Real Property for Educational Purposes is approved, a copy of the application and standard deed conditions will be filed with the permanent minutes of the Board

Idaho State Board of Education

650 W. State Street

Boise, ID 83720

I, Laird Stone, hereby certify that I am the President of the Idaho State Board of Education and that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of a majority of the members of said State Board of Education present at a meeting of said Board of the ____ day of _____, 20__ at which a quorum was present.

(Signature of certifying officer)

(Please note: The official certifying and attesting to the action taken by the governing board in this resolution must NOT be the same individual designated and authorized to represent the applicant organization in the body of the resolution

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE – APPLICABLE STATUTE, RULE, OR POLICY - continued

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

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the executive director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

- f. Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

- g. Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

BUSINESS AFFAIRS & HUMAN RESOURCES
APRIL 18-20, 2007

SUBJECT

First reading of amendment to Board Policy I.E Executive Officers.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.A.4. & 5.

BACKGROUND

The Board's policy regarding Executive Officers has not been updated since April 2002. The proposed changes would bring the policy more in line with the State of Idaho practices in regards to agency heads; update the policy in respect to the institutional president's compensation in regards to foundation supports; and the current structure at the Idaho School for the Deaf and Blind (ISDB).

IMPACT

Approval of the policy changes would bring the policy in line with current business practice. While agency heads would still go through the annual evaluation process, they would no longer receive an annual letter of agreement. Institutional presidents' compensation would no longer include foundation supports and the reference to the superintendent of ISDB would be changed to Director.

ATTACHMENTS

Attachment 1 - Board Policy I.E – Executive Officers (redline) page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the first reading of the amendment to Board Policy I.E Executive Officers.

BOARD ACTION

A motion to approve the first reading of the amendment to Board Policy I.E. – Executive Officers.

Moved _____ Seconded _____ Carried Yes _____ No _____

THIS PAGE INTENTIONALLY LEFT BLANK

FIRST READING

ATTACHMENT 1

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

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

Subsection: E. Executive Officers

~~April June 2002~~27

E. Executive Officers

1. Executive Director

The Executive Director serves as the administrative ~~extension of the board director of the Board's staff~~. The Executive Director is charged with ensuring the effective articulation and coordination of the institutions, ~~school~~, agency, ~~school~~, and statewide concerns and is advisor to the Board and the ~~p~~Presidents/~~a~~Agency ~~h~~Heads on all appropriate matters.

2. Presidents/Agency Heads/~~Superintendent~~ (also referred to as *chief executive officers*)

a. Responsibilities

The President/Agency Head/~~Superintendent~~ is the chief program and administrative officer of the institution, agency or school. The President/Agency Head/~~Superintendent~~ has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution, agency or school and is held accountable by the Board for the successful functioning of the institution, agency or school in all of its units, divisions, and services. ~~The President/Agency Head/Superintendent is employed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise.~~

For the higher education institutions, the Board expects the ~~p~~Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the ~~p~~Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the ~~p~~Presidents.

b. The chief executive officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

(1) Relations with the Board

- (a) Conduct of the institution, agency, or school ~~or agency~~ in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.

BUSINESS AFFAIRS & HUMAN RESOURCES
APRIL 18-20, 2007

- (b) Effective communication among the Board, the Board office, and the institution, ~~school or~~ agency, or school.
 - (c) Preparation of such budgets as may be necessary for proper reporting and planning.
 - (d) Transmittal to the Board of recommendations initiated within the institution, ~~school or~~ agency, or school.
 - (e) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
 - (f) Notification to the Board President or Executive Director of any out-of-state absence exceeding one week.
- (2) Leadership of the Institution, ~~School or~~ Agency, or School
- (a) Recruitment and retention of employees.
 - (b) Development of programs, in accordance with an evolving plan for the institution, ~~school or~~ agency, or school.
 - (c) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution, ~~school or~~ agency, or school.
 - (d) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution, ~~school or~~ agency, or school in the achievement of the goals of the institution, ~~school or~~ agency, or school.
- (3) Relations with the Public
- (a) Development of rapport between the institution, ~~school or~~ agency, or school and the public that ~~it~~ each serves.
 - (b) Official representation of the institution, ~~school or~~ agency, or school and its Board approved role and mission to the public.
 - ~~(c) The agency heads and superintendent are evaluated by the Executive Director, who makes the recommendations to the Board with respect to future contracts and compensation. The Presidents are evaluated by the Board. The performance evaluation is based upon the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to future contracts are made by the Board.~~

BUSINESS AFFAIRS & HUMAN RESOURCES
APRIL 18-20, 2007

c. Appointment Terms and Conditions

Each chief executive officer is employed by and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher educational institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to appoint the Agency Heads. The Board and each chief ~~executive officer~~ institutional President shall sign an annual letter of agreement that documents the period of appointment, salary, and any additional terms. The Agency Heads shall not serve under annual appointment agreements ~~The Board shall evaluate the performance of each chief executive officer pursuant to the Board's evaluation policy.~~ The Board's Policies Regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to any employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits.

~~The~~ Each chief executive officer's annual salary shall be set and approved by the Board. The chief executive officers shall not receive personal supplemental salary or benefits or supplements compensation from an affiliated institutional foundations or from any other affiliated organizations source, except ~~as allowed for that~~ institutional pPresidents may receive perquisites or benefits as permitted by pursuant to topic 3, subtopic E, below and as such is specifically approved by the Board in each instance. ~~Additionally, the chief executive officer may not receive personal salary or benefits or supplements from other outside sources without prior Board approval.~~

In addition to the salary referred to above, ~~the~~ each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, ~~school and~~ agency, and school employees.

e.f. ~~The~~ Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program. ~~In addition, the institutional foundations and other affiliates shall provide the necessary directors and officers insurance for the Chief Executive Officer.~~

f.g. Relocation and moving expenses incurred by ~~the~~ each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.

BUSINESS AFFAIRS & HUMAN RESOURCES
APRIL 18-20, 2007

h. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

3. Institutional Presidents: Housing, Automobile, Expense Reimbursement, and Termination Policy

- a. The institutional pPresidents are responsible for hosting official functions to promote their respective institutions. ~~Three (3) institutions~~ The University of Idaho, Idaho State University and Lewis and Clark State College each own homes that are the most suitable facilities available for this purpose. At these institutions, the pPresidents of such institutions are required to live in the official residences provided.

To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in ~~the~~ an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the pPresident's official residence.

- b. Each institutional pPresident shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

If ~~a~~ an institutional pPresident does not elect to use a vehicle provided by the institution, the institution will provide the pPresident a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs.

- c. The institutional pPresidents shall receive reimbursement for official entertainment expense. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the pPresident. (See fiscal policy for entertainment and related expenses.)

d. Terminations

In the event ~~the~~ an institutional pPresident's appointment is terminated by Board action (for or without cause), the pPresident shall be paid all compensation and benefits under the terms of his or her employment annual letter of agreement until the ~~termination of said end of such annual period of~~ appointment. A President with tenure privileges may return to the college in the institution in which tenure was granted as an academic faculty member.

- e. Foundation Provided ~~Supplemental Compensation and Perquisites or~~ Benefits

BUSINESS AFFAIRS & HUMAN RESOURCES
APRIL 18-20, 2007

~~(1) Supplemental compensation~~ Perquisites or benefits for the institutional pPresident, such as country club or dining club memberships, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures, if approved by the Board on a case-by-case basis. ~~Any such supplemental compensation or benefit must meet all requirements of this subtopic.~~

~~(2) The funding for such supplemental compensation or benefits must be provided by the institution's related foundation meeting all requirements of Section V, Subsection E of the Board's Governing, Policies and Procedures.~~

~~(3) The presidents shall, at the first knowledge of any proposed supplemental compensation or benefits, refer the foundation representatives to the Board President and the Executive Board President and the Executive Director. The Board President and the Chairman of the Board's Business Affairs and Human Resources Committee, or their designee, shall direct the conduct of any and all negotiations with the foundations regarding any supplemental compensation or benefits agreements.~~

~~(4) An agreement between the foundation, the President, and the Board must be created that details the nature and scope of the supplemental compensation and benefits. The agreement must contain a provision in which the foundation and president each agree to indemnify the institution and the Board from and against all claims arising from any supplemental compensation and benefits agreement.~~

~~(5) Specific and prior Board approval is required for any supplemental compensation and benefits agreement and for any amendment thereto.~~

4. Superintendent Agency Head for the Idaho School for the Deaf and the Blind (ISDB):
Housing and Automobile policy

- a. The superintendent director for the ISDB is responsible for hosting official functions to promote the school. The ISDB owns a home that is the most suitable facility available for this purpose. The superintendent for the ISDB is required to live in this official residence.

To preserve the image of the ISDB and to provide adequate maintenance of state-owned property, the ISDB shall provide support services for this residence. This support shall include maintenance, utilities, custodial, and grounds keeping.

- b. The superintendent director for the ISDB shall be provided an automobile. Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring pPresident. President Emeritus/Ermerita status should be reserved to honor, in retirement, a pPresident who has made distinguished professional contributions to

BUSINESS AFFAIRS & HUMAN RESOURCES
APRIL 18-20, 2007

the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the pPresidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a pPresident that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- (1) staff privileges for activities, events and campus facilities;
- (2) receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V.R.).

REFERENCE – APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: A. Policy Making Authority

August 2006

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 LEFT INTENTIONALLY BLANK

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

INSTITUTION / AGENCY AGENDA
UNIVERSITY OF IDAHO

SUBJECT

Transfer of the J.A. Albertson Building from the University of Idaho Foundation to the Regents of the University of Idaho.

REFERENCE

June 17-18, 1999	Project approval for planning, design and construction of a separate facility for the College of Business and Economics.
October 21-22, 1999	Regents approval for naming the facility for J.A. Albertson.
March 16-17, 2000	Regents approval for revision of scope and budget to accommodate additional site development work, renovation of the basement of the existing Administration Annex building and additional student-related furnishing and equipment items.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V. E. 2. h. and Section V. I. 2.

BACKGROUND

This matter comes to the Regents for approval of the final transfer of the J.A. Albertson Building from the University of Idaho Foundation to the Regents pursuant to the terms of the agreement between the Regents and the Foundation under which the building was constructed by the Foundation and paid for entirely with private funds.

DISCUSSION

In 1999 the University of Idaho and the University of Idaho Foundation embarked upon an ambitious project to house the College of Business and Economics as part of The Campaign for Idaho. To support the initial project, the Regents approved a grant to the Foundation of the custody and control of the foundation and footprint of the then existing Administration Annex Building upon which to construct the facility. The Foundation financed the construction and pursuant to the financing documents the Foundation was required to retain its possessory interest in the facility until such time as the financing was paid in full.

The original goal of the University and the Foundation, to construct a state of the art educational facility for the College using solely private funding, has been a complete success. In December, 2006, the final payment on the construction

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

financing was made by the Foundation using donated private funds, and the property is now ready for final transfer to the University.

IMPACT

The final transfer of the building from the Foundation to the Regents will have no additional financial impact on the University. The College of Business and Economics has occupied the building since its completion and the University has funded the occupancy costs since that time as well.

ATTACHMENTS

Attachment 1 – Proposed transfer of Interest.

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho needs permission to transfer title in the subject real estate from the Foundation to the University.

BOARD ACTION

A motion to accept the transfer of interest in the subject property from the University of Idaho Foundation to the Board of Regents of the University of Idaho in substantial conformance to the form submitted to the Regents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

Attachment 1. Proposed Transfer Document

TRANSFER OF INTEREST IN REAL PROPERTY IMPROVEMENTS

THIS TRANSFER OF INTEREST IN REAL PROPERTY IMPROVEMENTS is made and delivered by **The University of Idaho Foundation, Inc.**, an Idaho nonprofit corporation, as Grantor to **The Board of Regents of the University of Idaho**, a state educational institution and a body corporate organized and existing under the Constitution and laws of the State of Idaho, Grantee, whose address is P.O. Box 443168, Moscow, ID 83844-3168.

WHEREAS, Grantor and Grantee entered into that certain Agency and Use Agreement dated as of November 1, 2000 pursuant to which Grantor received the right of access to the Administration Annex Building and related parking area and other land on the University of Idaho campus more particularly described in Exhibit A hereto for the purpose constructing a building and related improvements thereon (referred to in the Agency and Use Agreement and also herein as the "Project"); and

WHEREAS, Grantor completed such construction and has now fully paid the financial obligations incurred in such construction and Grantee is therefor entitled, under the terms of the Agency and Use Agreement, to unencumbered fee title to the Project, and this document shall evidence Grantor's transfer of all of Grantor's remaining right title and interest in and to the Project to Grantee, and Grantor's release of any further claims thereto.

WITNESSETH, that Grantor, pursuant to the terms of the Agency and Use Agreement, and for good and valuable consideration the receipt and sufficiency of which are hereby acknowledged, does hereby grant, bargain, sell and convey to Grantee, and Grantee's heirs and assigns, all of Grantor's right, title and interest in and to the real property situate in Latah County, Idaho, to wit:

See Exhibit A attached hereto and incorporated herein.

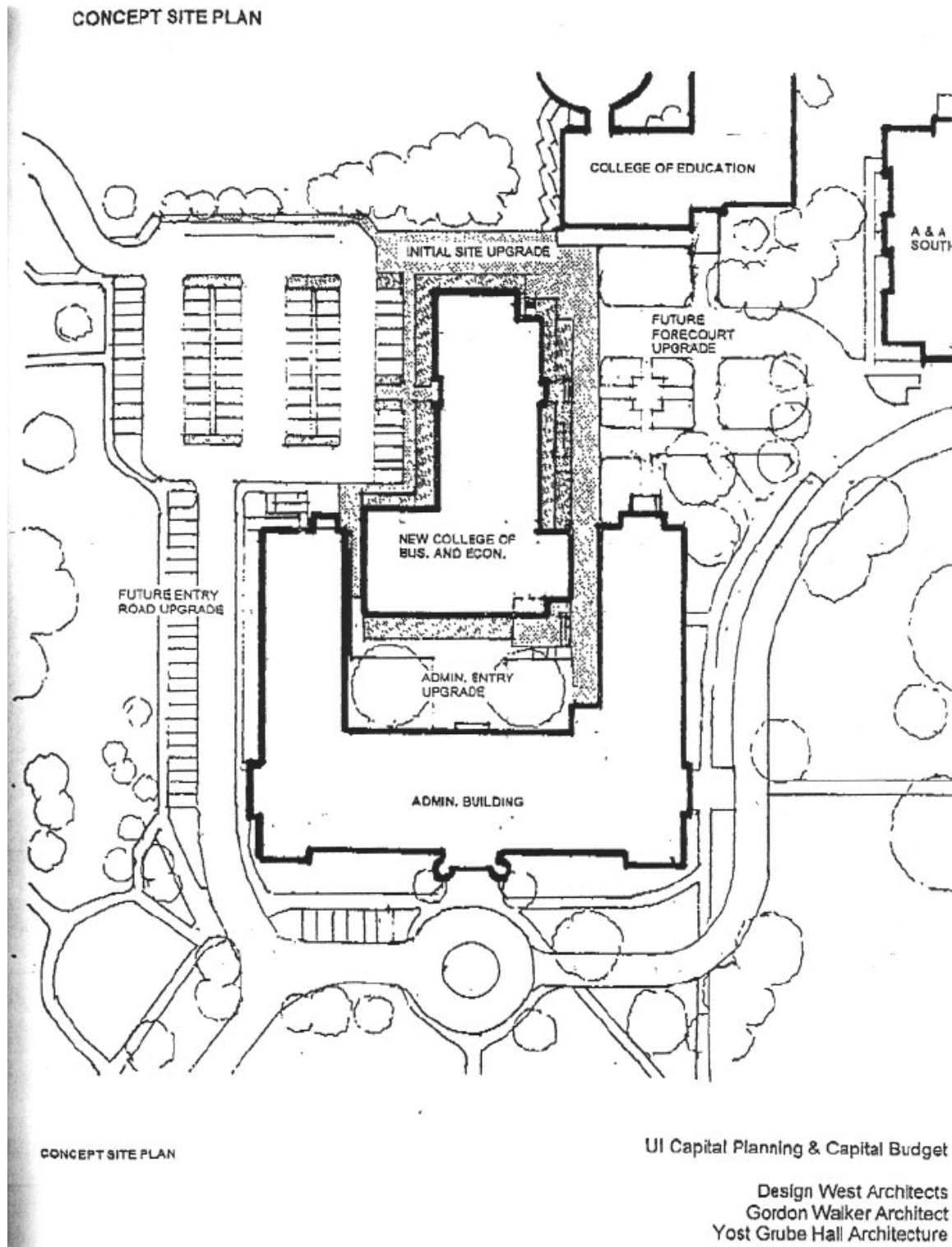
TOGETHER WITH all and singular the tenements, hereditament and appurtenances thereunto belonging or in anywise appertaining, and the reversion and reversions, remainder and remainders, rents, issues and profits thereof.

EXHIBIT A

University of Idaho
College of Business & Economics Building
Site Description

The site for the new College of Business & Economics Building is approximately two acres centered on the existing Administration Annex Building. It includes parking lot 40; the courtyard east of the Annex (between the Annex and the Administration Building); the pedestrian approaches to the site from the northwest, north, and northeast; and vehicular approaches and parking areas located to the south and southeast. (See attached site map.) The southern boundary of the site is the Shattuck Arboretum. The western boundary is the west edge of the parking lot. The new building will be attached to the existing Annex building and will occupy a portion of the existing parking lot 40.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007



BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 18-20, 2007

REFERENCE APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V FINANCIAL AFFAIRS
Subsection: E. Gifts and Affiliated Foundations

April 2002

2. Institutional Foundations

h. Transfers from Foundations to Institutions

1. A formal procedure shall be established for institutions to accept gifts and donations transferred from the foundations. The institutions are not obligated to accept any gifts or donations from the foundations that are not consistent with the institutions' identified purposes and Board policies. In addition, the institutions shall not accept gifts or donations from the foundations if restrictive terms and conditions exist which do not comply with Board and institutional policies.

REFERENCE APPLICABLE STATUTE, RULE, OR POLICY - continued

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: I. Real and Personal Property and Services

April 2002

2. Acquisition of Real Property

- a. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- b. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the state of Idaho by and through the State Board of Education.
- c. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- d. Acquisition of an option, lease, or any other present or future interest in real property by or on behalf of an institution, school or agency requires prior Board approval if the term of the lease exceeds five (5) years or if the cost exceeds two hundred fifty thousand dollars (\$250,000) annually.
- e. Appraisal.

An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

- f. Method of sale - exchange of property.

The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

- g. Execution.

All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions, school and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18–20, 2007**

TAB	DESCRIPTION	ACTION
1	PRESIDENT’S COUNCIL REPORT	Information Item
2	UNIVERSITY OF IDAHO PROGRESS REPORT	Information Item
3	STATE DIVISION OF PROFESSIONAL- TECHNICAL EDUCATION PROGRESS REPORT	Information Item
4	2007 LEGISLATIVE UPDATE	Information Item
5	SUPPORT OF “MARCH ON METH”	Motion to Approve
6	DEVELOPMENT OF A MEMORANDUM OF UNDERSTANDING BETWEEN DHR AND PTE	Motion to Approve

THIS PAGE INTENTIONALLY LEFT BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18–20, 2007

SUBJECT

President's Council Report.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Monthly report given by the President of the President's Council.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

SUBJECT

University of Idaho 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 University of Idaho has supplied an overview of its status and accomplishments.

DISCUSSION

Dr. Timothy White, President of University of Idaho, will be in attendance at the meeting and present a summary of the accomplishments and future goals of the university.

IMPACT

President White's presentation will provide the State Board members and others with current status information about University of Idaho.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

SUBJECT

State Division of Professional Technical Education Progress Report (PTE)

BACKGROUND

In an effort to allow the agencies under the authority of the State Board of Education an opportunity to present to the State Board of Education on a more regular basis, one of the agencies will be making a presentation before the Board at each meeting. This report will be a progress report and an opportunity for the agency to supply and overview of its status and accomplishments.

DISCUSSION

Dr. Michael Rush, Administrator of the Division of Professional Technical Education (PTE), will be in attendance at the meeting and present a summary of the accomplishments and future goals of PTE.

IMPACT

Mr. Rush's presentation will provide the State Board members and others with current status information about PTE.

ATTACHMENTS

Attachment 1 – PTE Fact Sheet

Page 3

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



Idaho Professional-Technical Education

*Fact Sheet
February, 2007*

Enrollment in high school professional-technical education increased 8% from 2001-2006, compared to an increase of 6% for general high school enrollment (grades 9-12). Over the last ten years, high school enrollments in professional-technical education increased 39%, while general enrollment (grades 9-12) increased eight percent.

Idaho's high school professional technical education delivery system has 770 programs providing opportunity for high school students to enroll in professional-technical programs in 109 Idaho school districts.

Data show that nearly all of Idaho's high school students enrolled in at least one professional-technical course in FY2006.

In a 2006 Idaho Public Policy Survey 91% of the respondents agreed that high school students should be offered more opportunities to take classes for a specific career.

High end Professional-Technical Schools started in FY1999 with 5 schools, 20 programs and 817 students. In FY2006 there were 12 schools, 114 programs and 4,278 students.

The Mission of Professional-Technical Education is to provide Idaho's youth and adults with technical skills, knowledge and attitudes necessary for successful performance in a highly effective workplace.

The college entrance rate for PTE school completers was 60% while the rate for all PTE completers was 57%. This compares to an overall state rate of around 44%.

Professional-Technical Education course offerings include 22 classes that can count for science credit, 4 classes that can count for economics credit, and 3 classes that can count for health credit.

In FY 2006, 5,469 high school students took a PTE class that also met the requirements for a required science class.

Ninety-three percent of high school and 94% of technical college professional-technical education completers in Idaho successfully found jobs or continued their education.

High school students are earning more college credits. Students in Tech Prep programs with course work leading to technical college degrees have increased from 1,620 in FY1999 to 10,690 in FY2006. Tech Prep credits earned in FY2006 totaled 14,829. This is an increase of 4,793 credits from FY2005, amounting to a credit cost savings of \$1,838,109 for students.

In FY2006 over 8,000 full and part-time students enrolled in technical college degree or certificate programs, an increase of 12.7% in the last 5 years.

The Centers for New Directions, located on each of the technical college campuses, served 1018 single parents and displaced homemakers in FY2006.

In a 2006 Idaho Public Policy Survey 27% of the respondents answered that they would need training to maintain and/or obtain new employment within the next 12 months.

In FY2006 Idaho technical colleges assisted 46,471 adult Idahoans in improving their job skills. 34,040 adults were in short term training with an additional 12,431 Emergency First Responders enrolled in Fire Service and Hazardous Materials Training Classes.

Idaho Division of Professional-Technical Education
650 West State, Room 324, PO Box 83720, Boise, ID 83720-0095
Phone: 208-334-3216 Fax: 208-334-2365
www.pte.idaho.gov

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

SUBJECT

Legislative Update.

DISCUSSION

(See attachment for more detail)

Legislative items from the 2007 legislative session that passed include:

- Increased high school graduation requirements with initial funding
- \$5 million for any new community college
- Establishment of the Opportunity Scholarship*
- Rehire the retired school teacher bill
- Changes in community college trustee term length
- Reduction in community college property tax rate
- Freedom Scholarship amended*
- Promise A opened up to home-school students*
- ORP increases from 7.81% to 9.35%
- ISU/Jabil building purchase approved
- School district consolidation feasibility study
- School bond Guarantee ceiling raised to 800 million
- 08-0203-0606 Rule passage. Aligns cut scores to standard per NCLB for LEP.
- 08-0203-0605 Rule passage. Math and science graduation requirement.
- PTE fee standardization

* require rule making to be done

Appropriation items passed in the 2007 session include:

- **OSBE BUDGET**
 - \$1.7 million supplemental to cover ISAT vendor conversion
 - ISAT alignment study
 - Gear Up grant spending authority
 - Deaf & Blind transition- \$129,900 + 2 fte
 - Additional office space- \$10,000
- **HIGHER EDUCATION**
 - 8.4% overall increase in funding for Higher Education
 - Funding for a Medical Education Study
 - Funding for UI Dairy Research Center
 - Funding for 2 Nursing facilities one at LCSC and one at CSI
 - BSU Student Health, Wellness and Counseling Center/Dept. of Nursing
 - Building Occupancy costs

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

- K-12 PUBLIC SCHOOLS
 - 1.37 billion for K-12 education
 - 3% raise for teachers, classified staff & administrators
 - Minimum teacher salary raised to \$31,000
 - Classroom enhancement pkg passed
 - 5.18 million Classroom supplies
 - 9.95 million Textbook allowance
 - 5 million remediation
 - 9.8 million technology
 - \$1.7 million for IDLA expansion
 - \$500,000 Teacher Development
 - \$350,000 Math Initiative
 - \$150,000 School Security Deficiencies study
 - \$100,000 Rural School Initiative
 - School District funding formula changed to reflect “front loading”
 - School maintenance funds carry over
 - School value index cap at 3%

Committees/Task Forces we've been asked to form &/or serve on, or follow up:

- Middle School reform
- ISDB transition
- Assessment of the assessments
- Teacher Pay/Merit Pay

LEGISLATIVE SET BACKS:

- The high need teacher loan forgiveness program was not passed.
- Supt. Luna's \$3.5 million to help pay for high school concurrent college enrollment was the only major item not approved in his public school request.
- SBOE request for state general fund match of a federal grant request to fund a Teacher Performance Based Pay Pilot was not supported.

ATTACHMENTS

Attachment 1 – Review of '07 Legislative Session Pages 3 - 9

BOARD ACTION

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

The 2007 Legislative session in review

Overall it was a very positive legislative year for education in Idaho including significant steps in promoting the Board's priorities of greater high school preparation and increasing access and affordability to post secondary education. Higher education and K-12 both saw significant appropriation increases.

SUCSESSES

A large number of SBOE priorities were enacted including:

- Increased high school graduation requirements with initial funding
- \$5 million for any new community college
- Establishment of the Opportunity Scholarship
- 8.4% overall increase in funding for Higher Education
- Funding for a Medical Education Study
- Funding for UI Dairy Research Center
- Funding for 2 Nursing facilities one at LCSC and one at CSI
- Building Occupancy expenses

DEFEATS

There were some challenges as well including the following:

- The high need teacher loan forgiveness program was not passed
- Supt. Luna's \$3.5 million to help pay for high school concurrent college enrollment was the only major item not approved in his public school request
- SBOE request for state general fund match of a federal grant request to fund a Teacher Performance Based Pay Pilot was not supported

Below you will find an overview of individual legislation for the 2007 legislative year.

OSBE FY 08 POLICY EFFORTS HIGHLIGHTS

High School Graduation Requirements & Implementation/Instruction

- 08-0203-0605 Rule – Passed 18-0 in House Ed Committee, 7-2 in Senate Ed Committee. Moves the high school graduation requirement to three years each for math and science for graduating class of 2013.
- Funding was approved in the public school appropriation (SB1237) for \$2.55 million.
- HB202 – Rehire the retired teacher - provides avenue for teachers who have reached the rule of 90, but not drawn PERSI to be re-hired without forfeiting PERSI. Positions are at-will and they would negotiate their own sick-days and other benefits.
- HB203A – High need teacher loan forgiveness package was pulled off the floor of the House after it became apparent that a number of lawmakers had concerns with the fiscal statement because of an amendment attached in the House Education Committee. OSBE plans to re-work the proposed legislation and bring it back in the next session.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

Community College

- HB283 – OSBE budget included \$5 million for newly created community college districts, passed House 67-2-1, passed Senate 29-1-5, signed into law March 27, 2007.
- SB1089aa – Community College Trustee length of term. Changes terms from 6 to 4 years. Fought by CSI, promoted by NIC—passed House 65-0-1, passed Senate 34-0-1, Signed 3-20-07.
- HB181 – Reduction of ceiling for community college property tax. Reduces the total amount that can be levied in any district from .016% to .0125 %. Passed House 69-0-1, Passed Senate 35-0-0, Signed 3-21-07.
- HB84 – Reducing the 2/3 requirement to 60% if vote is held on general election date every other year was defeated in House Tax & Revenue committee.
- HB237 – Streamline Community College Elections. Puts same requirements in place as exist with most elections. Does NOT impact the May 22nd election for the College of Western Idaho. Passed House 67-0-3, Senate 35-0-0. Signed 3/28/07.

Scholarships

- HB217 – Opportunity Scholarship. Establishes a needs-based “last dollars” scholarship. Sets out \$10 million to the endowment, \$1.925 million in actual appropriation (on-going) and \$75k to OSBE for administration needs. Passed 64-4-2 in the House, 28-7-0 in the Senate, signed into law 3-29-07.
- HB242 – Tax credit for private donations to the Opportunity Scholarship. Held in the Senate Local Gov’t/Taxation committee. OSBE plans to re-work the proposed legislation and bring it back next session.
- SB1095 – Freedom Scholarship. Amends the existing scholarship to include dependents of a military person who is killed or missing in action but was not a resident of Idaho as long as the dependent graduates from an Idaho high school. Full expenses paid. Passed 65-5 in the House, 34-0-1 in the Senate, Signed into law 3-20-07.
- HB295a – Robert R. Lee Promise Scholarship. Amends the Promise A to allow home school students to apply and be eligible. Eliminates the class ranking as a criteria, keeps ACT/SAT tests score and GPA criteria. Passed 32-0-3 in the Senate, 66-0-4 in the House, signed into law on 04/02/07.
- HB281 – Alexis Scholarship. Rep. McGeachin’s proposal to pay \$50 per year to any student who records perfect elementary and secondary attendance. Funds would be deposited into a College Savings Account. Held in the House Education Committee.

Performance Pay

- SBOE request for state general fund match of a federal grant request to fund a Teacher Performance Based Pay Pilot was not supported. The Governor did not include the \$3 million SBOE request in his budget, plus the JFAC co-chairs require that any grant that is applied for during the session be approved by them and they felt they did not have sufficient time to review the grant proposal. In addition, there was legislation (HB 294) proposed by Rep. Bedke and others to

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

develop an alternative teacher pay scale that would provide more dollars for teachers who essentially give up tenure. This legislative idea competed for support with the teacher incentive pilot request and complicated the discussion, although the concepts are not mutually exclusive. A task force to work on the issue, which will include member(s) from SBOE and Superintendent Luna's office, will likely be appointed by Legislative Leadership with the intent of developing legislation for 2008.

Higher Education

- HB 299 – 8.4% overall increase in funding including 5% increase in salaries – Top priority of higher education institutions was faculty recruitment and retention.
- SB 1183 – Optional Retirement Plan (ORP). Increases state contribution for higher ed faculty to PERSI from 7.81% to 9.35% and extends the length of time of the contribution to 2025. It is revenue neutral for the state. Aids in faculty recruitment and retention. Still lags behind neighboring states.
- HB325 – UI Research Dairy. Passed House 53-5-2, Senate 32-3-0. Signed 3/28/07. Still has some federal hurdles to clear.
- SB1210 – Medical Education Study. Passed House 61-1-4, Senate 31-1-3. Releases funds from the Millennium Fund to pay for state-wide study.
- HB 325 – Funding for two nursing facilities, one at LCSC and one at CSI. Passed House 53-5-2, Senate 32-3-0. Nay votes were regionally located (east Idaho and BSU).
- HB299 – Building Occupancy expenses. (Include details of each institution's \$ amounts) Passed House 67-1-2. Senate 34-0-1.
- HCR 31 – Boise State Nursing Building. Passed House 67-0-3, Senate 32-0-3. Allows Boise State to build a Student Health, Wellness and Counseling Center/Department of Nursing Building.
- ISU Treasure Valley building – Legislature approved to allow ISU to buy a portion of the former Jabil building and to move towards a central campus site in Ada County.

Other

- SB1067 – School District Consolidation. This is Rep. Jaquet and Sen. Pro Tem Geddes' effort to add clarification and guarantees to districts who want to consolidate. Bill provides state monies to fund feasibility study and provides incentives. Passed House 70-0-1, Senate 34-0-1. Signed into law 3-14-07
- SB1053 – School Bond Guarantee. Raises the ceiling to 800 million, or 4 times the public school permanent endowment fund amount that the state treasurer sets aside to guarantee school bonds in local districts should they fail to make payment and fall into default. Still keeps state's bond rating at AAA. Passed House 67-0-3, Senate 34-0-1. Signed into law 3-20-07
- SB1234 – Forward Funding "Front Loading". Changes the formula by which monies are sent to local school districts. "Loads" the first two payments to help

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

growing districts, aids declining enrollment districts as well. New formula is 30-30-20-10-10 = 100

- HB183 – School maintenance funds. Helps districts carry over funds on maintenance projects. Passed House 70-0-0, Senate 35-0-1. Signed 3/21/07
- HB197 – Calculations for school value index. Caps levy at 3%. Passed House 67-0-3, Senate 35-0-0. Signed into law 3/21/07

OSBE FY 08 BUDGET

- ISAT Contract – \$1.7 million in supplemental for FY07 to cover ISAT costs associated with the conversion to DRC from NWEA.
- Community College – \$5,000,000. Incentive for new Community College district.
- ISAT Alignment Study – \$400,000. One-time funds for study that feds require every 3 or so years for ISAT. OSBE requested \$500,000; Governor recommended \$300,000.
- Gear Up grant – Spending authority for \$624,000 in Federal Funds.
- Federal Spending Authority increase – \$90,000. OSBE will receive indirect cost recovery ('overhead') funds from Gear Up Grant, and will be used for various costs related to administering that, and other, grants.
- Teacher Incentive Pilot – \$0. Requested \$3 million; Governor recommended \$0. Idaho did not apply for this grant so the General Funds were not needed.
- Deaf and Blind Transition – \$129,900 and 2 FTE. These FTEs and funding were transferred from the ISDB budget to provide staff support for the two committees relating to ongoing evaluation of the role of the School for the Deaf and Blind. The Board requested one position, the Deaf and Hard of Hearing, and a separate position for the Commission for the Blind and Visually Impaired. JFAC voted to place both positions within OSBE.
- Additional Office Space – \$10,000. General Funds for additional office space to accommodate new staff positions and to relieve current crowding.
- Grant Writer – \$0. Was not approved.

Assessments

- 08-0203-0606 Rule passage. Aligns cut scores to standard per NCLB for LEP.
- SB1187 Supplemental. For ISAT transition costs.
- ISAT Cut Scores and Performance Level Descriptors – \$423,000. This was not originally requested by OSBE (and hence not recommended by Governor) because our federal ISAT Peer Review Team informed us in late 2006 that the USDOE required these items.
- ISAT Class reports – \$43,000. These reports will provide teachers with a classroom level report in addition to individual and building-level assessment data reports.
- Limited English Proficiency Assessment – \$0. Requested \$625,000; The Governor recommended \$0. We originally had established an arrangement with SDE to fund this federally required assessment with SDE's LEP appropriation. However, the intent language to accomplish this was left out of the Public School Budget.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

- ISAT 2nd & 9th Grade Testing – \$0. Requested \$750,000. Governor recommended \$0. Further negotiations with DRC have reduced this cost to \$683,000. SDE had agreed to fund PLATO through its \$5 million remediation appropriation. However, the intent language to accomplish this was left out of the Public School Budget. This year the OSBE and SDE will conduct a complete review of all state assessments to consolidate and streamline classroom testing.
- Because of the lack of intent language to accomplish 2nd & 9th grade funding, OSBE has worked with the Governor, DFM, and the JFAC Co-Chairs to gain an agreement that the Governor will support a request by OSBE for a supplement FY08 appropriation of \$1.4 million in January, 2008 to cover 2nd & 9th grade testing along with a fall adaptive test. These items were left out of Governor Otter's budget and thus JFAC did not fund them in the main appropriation, despite numerous efforts by OSBE to do so.
- This still leaves a shortfall of approx \$600k for LEP. OSBE plans to cover these costs by using PLATO monies because LEP is federally mandated and PLATO is not. SDE has remediation monies available to them to pay for PLATO, but it will require districts to incur some expense in funding PLATO. SDE would cover approximately 2/3 of all PLATO costs, while local districts would be responsible for 1/3.

PUBLIC EDUCATION BUDGET

The Legislature approved a \$1.37 billion budget for fiscal year 2008, which includes a 3% pay increase for teachers, administrators and classified staff and raises the minimum teacher salary from \$30,000 to \$31,000.

- IDLA expansion – \$1.7 Million. Funding to accommodate growth in enrollment and development of new courses in online Advanced Placement courses through the Idaho Digital Learning Academy, which provides a statewide online learning environment for high school students in Idaho.
- Teacher Development – \$500,000. Additional funding for professional development of teachers for gifted and talented programs for K-12 students, including dual enrollment and Advanced Placement classes, at the discretion of the school district.
- Math Initiative – \$350,000. This provides funding to create an Idaho Math Initiative similar to IRI that will provide students with early exposure to mathematics in grades 3-5 and show students, teachers, and parents measurable information as to how well the student is doing.
- NOTE: The Legislature did NOT fund Superintendent Luna's request for \$3.5 million in dual/concurrent enrollment.

Superintendent Luna's Classroom enhancements

- Classroom supplies – \$5.18 million. Classroom supplies currently compete with salaries, utilities, and employee health benefits for discretionary funding. Under the approved budget, 14,800 teachers will be able to access \$350 each so individual teachers are not left footing the bill for their own supplies when discretionary funds are exhausted.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

- Textbook allowance – \$9.95 million. The state will pay \$3 for every \$1 schools put in for textbooks. School districts can buy electronic textbooks with this money.
- Remediation – \$5 million. The state will pay \$2 for every \$1 schools put in for remediation of students (roughly 20,000) who score below proficiency on the ISAT two years in a row.
- Technology – \$9.8 million. Created a budget item separate from remediation to fund additional technology.

Other Public Ed Budget Highlights

- School Security Deficiencies Study – \$150,000.
- Rural School Initiative – \$100,000. Develop plans to solve problems related to declining enrollment and teacher recruitment in rural areas of the state.

Summary

During this year's SBOE presentation to members of the Joint Finance Appropriations Committee, two main priorities were laid out for this legislative session:

1. Increase Individual Opportunities
2. Increase Skills & Capacity of Idaho's Workforce

In addition, two challenges were identified as potential obstacles to meeting these priorities:

1. The low number of Idaho high school graduates going on to any kind of post-secondary training/education
2. The high number of Idaho high school graduates leaving the state to pursue post-secondary opportunities

The State Board of Education presented four ways we planned to overcome those challenges:

1. Preparation of Students
2. Affordability and Access
3. Cultural Expectations
4. Quality Post Secondary Institutions

As we look back on what has been accomplished during this legislative session, you can say with surety that we made significant strides in preparing our students with strengthening math & science requirements. We are making post-secondary education more accessible with the formation of the Opportunity Scholarship. We are changing culture in elementary, secondary, and post-secondary environments. We are expecting

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

more of our students and doing more to help them achieve. We are improving the quality of our post-secondary institutions by realizing a significant increase in funding, contributions to salary and retirement funds, and adding buildings, including much needed research facilities.

THIS PAGE IS LEFT INTENTIONALLY BLANK

SUBJECT

Support of Governor's Proclamation on March Against Meth

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

On March 2, 2007, Governor C.L. "Butch" Otter signed a proclamation proclaiming March 2007 as the official beginning of Idaho's March Against Meth.

At President Stone's request, staff was asked to prepare an agenda item showing the Board's support of Governor Otter's proclamation.

DISCUSSION

What is methamphetamine? Methamphetamine is a powerful central nervous system stimulant. The drug is made easily in clandestine laboratories with relatively inexpensive, over-the-counter ingredients. These factors combine to make methamphetamine a drug with high potential for widespread abuse. It is a white, odorless, bitter-tasting crystalline powder that easily dissolves in water or alcohol.

What are the street names for methamphetamine? Methamphetamine is referred to as meth, speed, crank, chalk, go-fast, zip, and cristy. Pure methamphetamine hydrochloride, the smokable form of the drug, is called "L.A." or — because of its clear, chunky crystals that resemble frozen water — ice, crystal, crank, 64 glass, or quartz. Use of methamphetamine became widespread in Hawaii by 1988. Distribution of ice spread to the U.S. mainland by 1990.

How much does methamphetamine cost on the street? Compared to other drugs, such as cocaine and heroin, methamphetamine is relatively inexpensive. Prices vary from region to region, with the cost on the East Coast being substantially more than on the West Coast.

How is methamphetamine used? Methamphetamine comes in many forms and can be smoked, snorted, orally ingested, or injected. Moods are altered in different ways, depending on how the drug is taken.

Is methamphetamine more likely to be found in small towns or big cities? Methamphetamine has been primarily located in small towns, but its use is increasing in cities. Coupled with the social problems that already exist in large cities with the production and use of methamphetamine, the big cities are in for a rough time.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18–20, 2007

ATTACHMENTS

Attachment 1 – March 2007 Proclamation Page 3
Attachment 2 – Letter of endorsement from L. Stone Page 5

STAFF COMMENTS AND RECOMMENDATIONS

State Board staff offers no comments or recommendations.

BOARD ACTION

A motion directing staff to forward a letter to Governor Otter expressing the Board's support of the Governor's Proclamation on March Against Meth.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18–20, 2007



Executive Department
State of Idaho

The Office of the Governor
Proclamation

State Capitol
Boise

WHEREAS, methamphetamine is a very addictive stimulant drug that is not only potent and long lasting, but extremely harmful to the central nervous system; and

WHEREAS, methamphetamine is primarily manufactured in small illegal laboratories located in residential areas, and since these "meth labs" use caustic and volatile chemicals in the manufacture of the drug, representing a danger not only to those who operate and live within the laboratory, but also to neighbors and the environment; and

WHEREAS, according to the 2005 National Survey on Drug Use and Health, an estimated 10.4 million Americans aged 12 or older used methamphetamine at least once in their lifetimes for non-medical reasons, representing 4.3% of the U.S. population in that age group; and

WHEREAS, according to data from the Bureau of Justice Statistics, approximately 23.5% of state prisoners and 17.9% of federal prisoners surveyed in 2004 indicated that they used methamphetamine at some point in their lives; and

WHEREAS, abuse of methamphetamine represents a serious problem that affects all Idahoans from all backgrounds and an effective approach to this issue will require a comprehensive and cooperative effort; and

WHEREAS, the State of Idaho – including the Office of Drug Policy Enforcement, the Idaho State Police and the State Department of Health and Welfare – in partnership with the Idaho Sheriff's Association and local law enforcement authorities, hereby reaffirms a continuing commitment to ending the methamphetamine epidemic;

NOW, THEREFORE, I, C.L. "BUTCH" OTTER, Governor of the State of Idaho do hereby proclaim the month of March 2007 as the official beginning of Idaho's

MARCH AGAINST METH

in Idaho, and do encourage all Idahoans to reaffirm their commitment to a lifestyle free of illegal drugs, and to educating themselves about the resources that exist to combat Idaho's methamphetamine addiction problem.



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this 2nd day of March in the year of our Lord two-thousand and seven and of the Independence of the United States of America the two hundred thirty-first and of the Statehood of Idaho the one hundred seventeenth.

A blue ink signature of C.L. "Butch" Otter, written over a faint "COPY" watermark.

C.L. "BUTCH" OTTER
GOVERNOR

A blue ink signature of Ben Yursa.

BEN YURSA
SECRETARY OF STATE

THIS PAGE IS LEFT INTENTIONALLY BLANK

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007



IDAHO BOARD OF EDUCATION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037

208/334-2270 • FAX: 208/334-2632

e-mail: board@osbe.state.id.us

COPY

March 30, 2007

Governor Butch Otter
State Capitol
700 West Jefferson
Boise, ID 83720

Dear Governor Otter:

As President of the Idaho State Board of Education I fully endorse your efforts in regards to the March on Meth.

I will be asking the full State Board at it's April meeting to pass a resolution in support of those efforts as well.

Respectfully yours,

IDAHO STATE BOARD OF EDUCATION

A handwritten signature in cursive script, appearing to read "Laird B. Stone".

Laird B. Stone, President

LBS:ls

cc: Board Members
Executive Directors

THIS PAGE IS LEFT INTENTIONALLY BLANK

STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Development of a Memorandum of Understanding between the Division of Human Resources and the Division of Professional-Technical Education to assume administrative responsibility for the training and educational programs currently housed in the Division of Human Resources.

BACKGROUND

The Governor's budget recommendation for the Division of Professional-Technical Education included the transfer of three FTP and related funding for training and educational programs from the Division of Human Resources. Although the legislation to reorganize how human resources services are handled in state government was put on hold, the Division of Financial Management is preparing to implement the Governor's proposal.

DISCUSSION

The Division of Professional-Technical Education is requesting permission to enter into a Memorandum of Understanding with the Division of Human Resources in order to implement the Governor's proposal for FY2008. It is the intent of the Division of Professional-Technical Education to request permission from the Board to include the transfer of the training and educational program functions, including three FTP and related funding, in the FY2009 budget request.

The Division of Professional-Technical Education has a significant short-term training function that includes training for state employees. The education and training responsibilities housed in the Division of Human Resources fit well with the Division of Professional-Technical Education's mission and expertise.

IMPACT

Expand the Division of Professional-Technical Education's role in providing education and training to state employees; and strengthen the Health Professions cluster by specifically targeting health and wellness.

ATTACHMENTS

N/A

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 18-20, 2007

STAFF COMMENTS AND RECOMMENDATIONS

The staff recommends approval of the Division of Professional-Technical Education's request to develop a Memorandum of Understanding with the Division of Human Resources.

BOARD ACTION

A motion authorizing the Division of Professional-Technical Education to develop and enter into a Memorandum of Understanding with the Division of Human Resources to allow the Division of Professional-Technical Education to assume administrative responsibility for the training and educational programs. The MOU must be approved by the Board's executive director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	WWAMI MEDICAL EDUCATION PROGRAM PRESENTATION	Information Item
2	NEW DOCTORATE PROGRAM FULL PROPOSAL – PH.D. IN WATER RESOURCES – UNIVERSITY OF IDAHO	Motion to Approve
3	NEW GRADUATE PROGRAM FULL PROPOSAL – EXECUTIVE MASTER OF BUSINESS ADMINISTRATION – UNIVERSITY OF IDAHO	Motion to Approve
4	GRADUATE PROGRAM EXPANSION NOTICE OF INTENT – PH.D. IN COUNSELOR EDUCATION AND COUNSELING WITH AN EMPHASIS IN MENTAL HEALTH, AND MARRIAGE AND FAMILY COUNSELING	Motion to Approve
5	TEMPORARY AND PROPOSED RULES GOVERNING REGISTRATION OF PROPRIETARY SCHOOLS	Motion to Approve
6	IDAHO TECHNOLOGY INCENTIVE GRANT PROGRAM FY08 AWARD	Motion to Approve
7	PETITION BY THE AMERICAN FALLS, CALDWELL, MERIDIAN, MOUNTAIN HOME, AND NAMPA SCHOOL DISTRICTS REQUESTING THE BOARD WAIVE THE FALL ISAT TEST REQUIREMENT	Information Item
8	IDAHO GEAR UP UPDATE	Information Item

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

WWAMI Medical Education Program Presentation

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

WWAMI is a regional medical education program representing five states, Washington, Wyoming, Alaska, Montana and Idaho with over 30 years experience. Idaho has been part of WWAMI since 1972 with 344 Idaho graduates.

DISCUSSION

This presentation on the WWAMI Medical Education Program will include background information, an overview of K-12 activities, premed activities, undergraduate medical school curriculum, graduate medical education programs, research, community outreach, impact of the program, and future challenges.

IMPACT

Since 1972, 147 (43%) of Idaho WWAMI students have returned as doctors to Idaho; overall, 244 WWAMI graduates have set up practice in Idaho - a 71% Return on Investment (ROI) for Idaho funding.

ATTACHMENTS

Attachment 1 – WWAMI Power Point Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments and recommendations.

BOARD ACTION

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

THIS PAGE LEFT INTENTIONALLY BLANK

WWAMI Medical Education in Idaho

Suzanne Allen, MD, MPH
Andrew Turner, PhD
State Board of Education
April 19, 2007

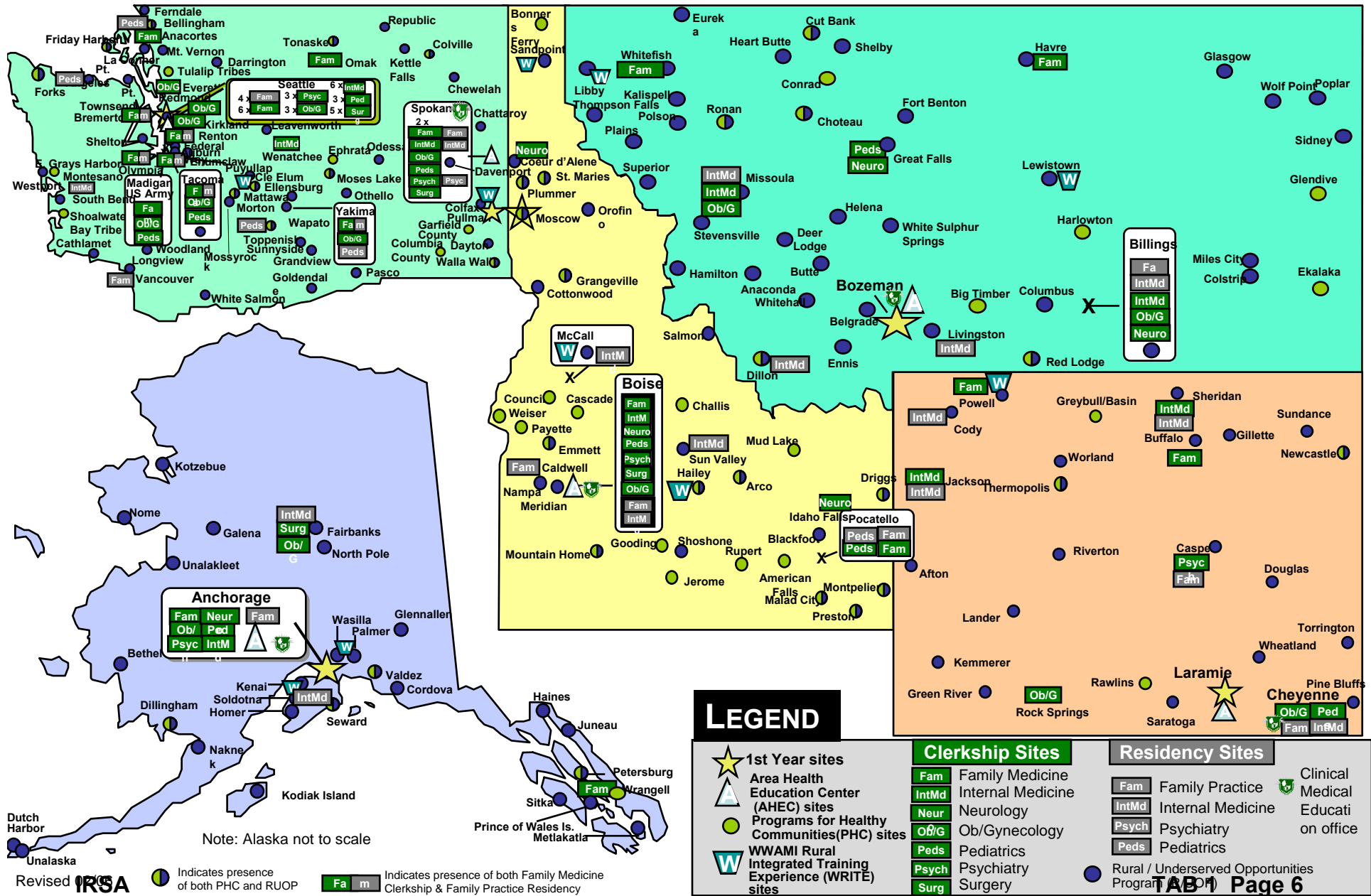
Background

- WWAMI is a regional medical school representing 5 states producing quality physicians across the region over the last 30 years
- Enrollment of 180 students/year with 20 from Idaho

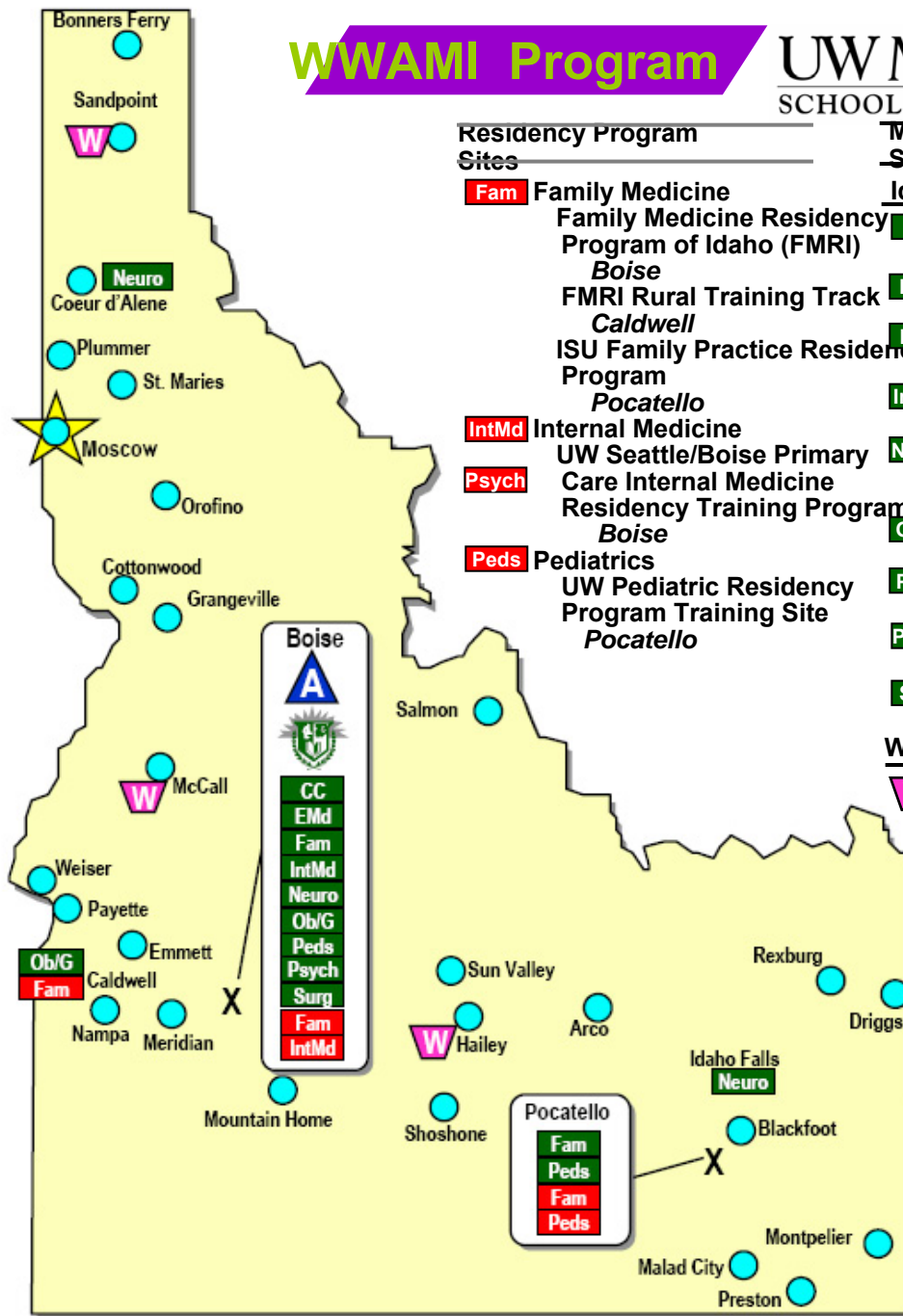
Background

- UWSOM is committed to continuing to be a national leader in primary care medicine and biomedical research (#1 nationally).
- Idaho Code 33-3720 authorizes contractual agreements to provide access to the WWAMI medical education program.

WWAMI Program Site Map



IDAHO 2006-07



Residency Program

~~Sites~~

Fam Family Medicine
Family Medicine Residency
Program of Idaho (FMRI)
Boise
FMRI Rural Training Track
Caldwell
ISU Family Practice Residency
Program
Pocatello

IntMd Internal Medicine
UW Seattle/Boise Primary
Care Internal Medicine
Residency Training Program
Boise

Psych

Peds Pediatrics
UW Pediatric Residency
Program Training Site
Pocatello

Medical Student Clerkship

~~Sites~~

Idaho Track

CC	Chronic Care <i>Boise</i>
EMd	Emergency Medicine <i>Boise</i>
Fam	Family Medicine <i>Boise, Pocatello</i>
IntMd	Internal Medicine <i>Boise</i>
Neuro	Neurology <i>Boise, Coeur d'Alene, Idaho Falls</i>
Ob/G	Ob/Gyn <i>Boise, Caldwell</i>
Peds	Pediatrics <i>Pocatello</i>
Psych	Psychiatry <i>Boise</i>
Surg	Surgery <i>Boise</i>


WRITE

WWAMI Rural Integrated Training Experience (WRITE)

~~Hailey, McCall, Sandpoint~~
WWAMI Program Office

~~Sites~~

Idaho Area Health Education Center (AHEC) Site, Boise



WWAMI (Idaho) Office for Clinical Medical Education

 **Boise**
WWAMI Medical Education Program, University of Idaho
Moscow

Idaho Track: *Third and fourth-year medical student clinical clerkships*

Residency Program: *Graduate medical education training*

R/UOP: *First-year medical student clinical elective experience*

WRITE: *Third-year medical student clinical clerkship experience*

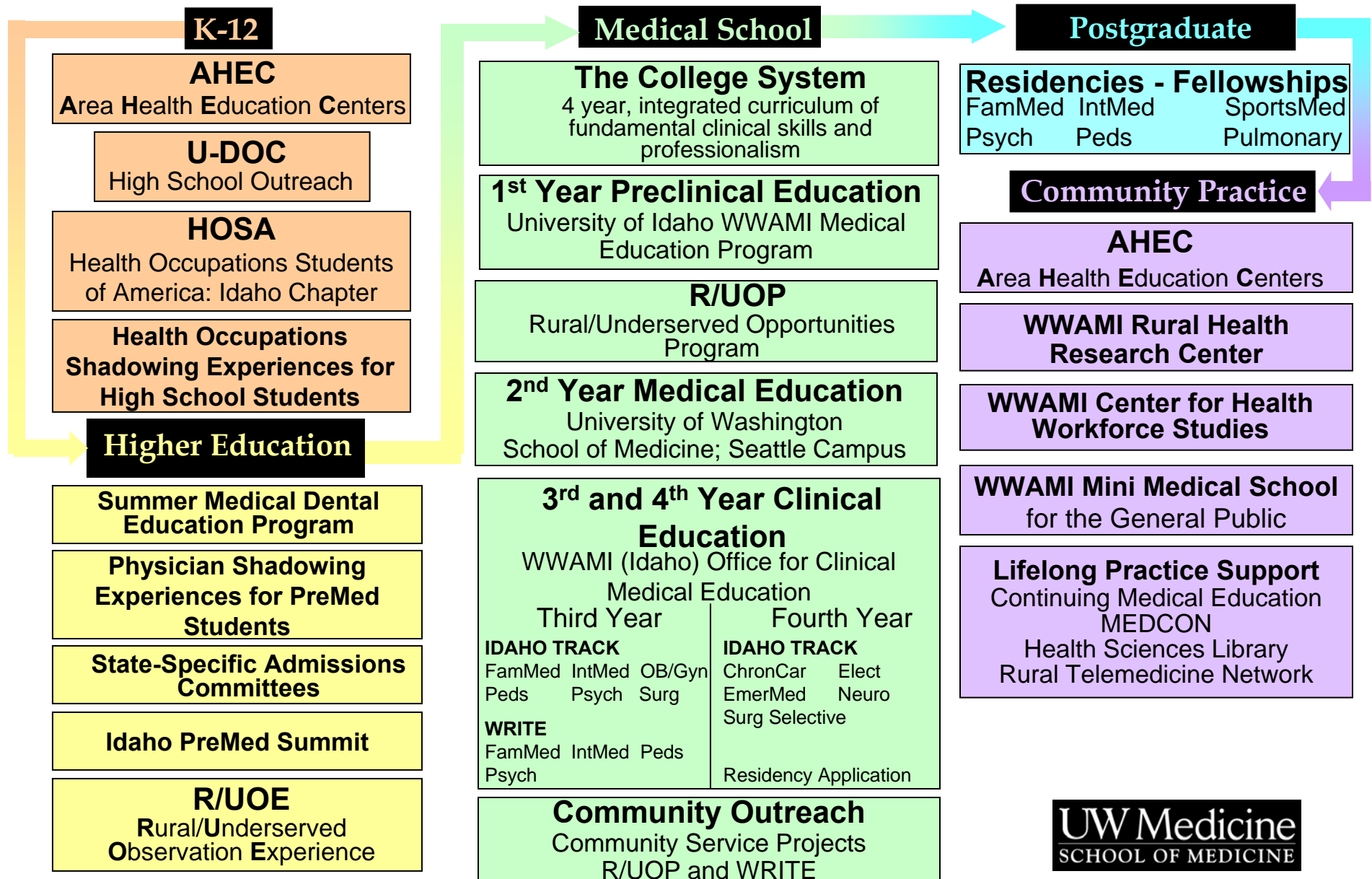
WWAMI: University of Washington School of Medicine five state medical education program including Washington, Wyoming, Alaska, Montana, and Idaho

**Rural / Underserved
Opportunities
Program (R/UOP)
Preceptor Sites**

Arco	Plummer
Blackfoot	Preston
Bonn timers Ferry	Rexburg
Coeur d'Alene	Salmon
Cottonwood	Sandpoint
Driggs	Shoshone
Emmett	St. Maries
Grangeville	Sun Valley
Hailey	Weiser
Malad City	
McCall	
Meridian	
Montpelier	
Moscow	
Mountain Home	
Nampa	
Orofino	

WWAMI Educational Continuum in IDAHO

Targeting Primary Care from Grade School through Community Practice



K-12 Education

- Health occupations shadowing opportunities
- Health Occupations Students of America
- U-DOC

Higher Education

- PreMed Summit
- Physician shadowing opportunities for PreMed students
- University-based visits with PreMed groups
- Individual mentoring

WWAMI

Medical Education

3 of the 4 WWAMI medical school years can now be completed in Idaho!

Year 1 – Basic sciences & introduction to clinical patient care, in Idaho at UI

Year 2 – Hospital-based and organ systems medicine, in Seattle at UWSOM

Year 3 – Clinical training in Idaho, WWAMI states, or Seattle

Year 4 – Clinical training in Idaho, WWAMI states, or Seattle

Clinical Rotations

- **3rd year required**

- Family Medicine
- Internal Medicine
- OB/GYN
- Pediatrics
- Psychiatry
- Surgery

- **4th year required**

- Chronic Care
- Emergency Medicine
- Neurology
- Surgery Selectives
- Electives

WWAMI Graduate Medical Education

- Family Medicine Residency
 - Boise
 - Caldwell
 - Pocatello
- Internal Medicine Residency
 - Primary Care Track
 - Transitional Program
- Psychiatry Residency
- Pediatric Residents

WWAMI Graduate Medical Education

- HIV Fellowship
- Pulmonary Fellowship
- Rural Fellowship
- Sports Medicine Fellowship

WWAMI Research Dollars in Idaho

- In addition to individual faculty grants, WWAMI-UI manages a \$16M (5 Yr) NIH grant to build biomedical research infrastructure across Idaho
- Of the \$3.3M/year, ~\$2M is distributed to Idaho's colleges & universities (ISU, BSU, Albertsons, NNC, NIC, CSI, LCSS, BYU-I)
- Much of that money goes to support research labs and student fellowships

Community Outreach

- Mini Medical School
 - 5th year, Boise
 - Live Interactive with:
 - Grangeville, Hailey, Idaho Falls, Ketchum, McCall, Pocatello
- Medical Student
 - Community-based service projects
 - R/UOP, WRITE



5th

UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE
Idaho WWAMI Mini Medical School

OBJECTIVES:
 Encourage interest in healthcare fields.
 Explain how medical students receive instruction.
 Explain how the musculoskeletal system works.
 Discuss both pharmacological and non-pharmacological treatment options.
 Encourage healthy nutrition and life styles.
 Encourage patients to participate in their own health and disease management.

The Musculoskeletal System

For the GENERAL PUBLIC
 Enjoy 5 Evenings in BOISE at the
Anderson Center
 South Tower 5th Floor of St. Luke's Regional Medical Center
7:00pm – 9:00pm Nightly

Speakers



David Conley, PhD



Nancy Mann, MD



Richard Radwinich, DO



Mark Meier, MD



Scot Scheffel, MD

WED, Jan 24 2007 ANATOMY & PHYSIOLOGY
 Andrew Turner, PhD, Director, UIUWMI Medical Program University of Idaho/Washington State University Medical School Year 1, Jonathan Wolf, 3rd-Yr Medical Student, University of Washington School of Medicine
 Musculoskeletal System Anatomy, David Conley, PhD, Faculty, UIUWMI Medical Program University of Idaho/Washington State University
 Physiology of the Musculoskeletal System, Victor Groschenko, PhD, Faculty, UIUWMI Medical Program University of Idaho/Washington State University

WED, Jan 31 2007 CHILDREN
 Suzanne Allen, MD, MPH, Clinical Associate Professor of Family Medicine, Assistant Dean, UIUWMI Clinical Coordinator, University of Washington School of Medicine UIUWMI (Idaho) Office for Clinical Medical Education Medical School Year 2, Mark Urongo, 4th-Yr Medical Student, University of Washington School of Medicine Musculoskeletal Development in Children, Nancy Mann, MD, Physicians Center, Hetchum and Twin Falls Common Orthopedic Problems in Children, Buzz Showalter, MD, Pediatric Orthopedic Surgery, Intermountain Orthopaedics, Boise

WED Feb 7 2007 ARTHRITIS
 C. Scott Smith, MD, FACP, Professor of Medicine, Adjunct Professor of Medical Education, University of Washington School of Medicine, Director, NW Regional Faculty Development Center, VFWC, Boise Medical School Year 3, Jacob Calvert, 3rd-Yr Medical Student, University of Washington School of Medicine Arthritis, Richard Radwinich, DO, Sports Medicine, Family Physician, and Osteopathic Manipulation Physician, Injury Care Medical Center, Meridian Pharmacologic Treatment of Arthritis, Roger Hefflinger, PharmD, Faculty, ISU College of Pharmacy and Faculty, Family Medicine Residency of Idaho, Boise

TUE Feb 13 2007 JOINT REPLACEMENT & REHABILITATION
 Ted Epperly, MD, Clinical Professor of Family Medicine, Chairman/Program Director, Family Medicine Residency of Idaho Medical School Year 4, Kerry Loveland, 4th-Yr Medical Student, University of Washington School of Medicine Joint Replacement, Mark Meier, MD, Orthopedic Surgery, Orthopaedic Associates, P.A., Boise After Joint Replacement, Michael McKortin, Physical Medicine and Rehabilitation, Boise PM&R Clinic, P.A., Boise

WED Feb 21 2007 SPORTS MEDICINE & PHYSICAL THERAPY
 Patrice Burgess, MD, Clinical Assistant Professor of Family Medicine, Faculty Physician, Family Medicine Residency of Idaho, Physician Relations Medical Director, Saint Alphonsus Regional Medical Center Sports Medicine Training, Sunday Henry, MD, Family Medicine Physician and Sports Medicine Fellow, Family Medicine Residency of Idaho Common Sports Medicine Injuries, Scot Scheffel, MD, Family Medicine and Sports Medicine Physician, Idaho Sports Medicine Institute, Boise Returning to Activity, Michael Devitt, PT, Focus Physical Therapy, Boise

Speakers



Victor Groschenko, PhD



Buzz Showalter, MD



Roger Hefflinger, PharmD



Michael McKortin, MD



Michael Devitt, PT

Moderators



Andrew Turner, PhD



Suzanne Allen, MD, MPH



C. Scott Smith, MD, FACP



Ted Epperly, MD



Patrice Burgess, MD

In appreciation of our sponsors:


















REGISTRATION FORM \$35 for all 5 nights

NAME _____ DOB _____

ADDRESS _____

PHONE _____

EMAIL _____

Pre-registration is required due to limited seating. Registration confirmation sent via e-mail, phone, or mail prior to program. No Refunds.

Boise Site Registrations Due Jan 20, 07:
 St. Luke's Meridian Medical Center
 ATTN: WWAMI REGISTRATION
 520 South Eagle Rd, Meridian, ID 83642
 Include \$35 payable to St. Luke's
 E-mail: callstlukes@slrmc.org
 208-381-1200 Fax 208-706-5710

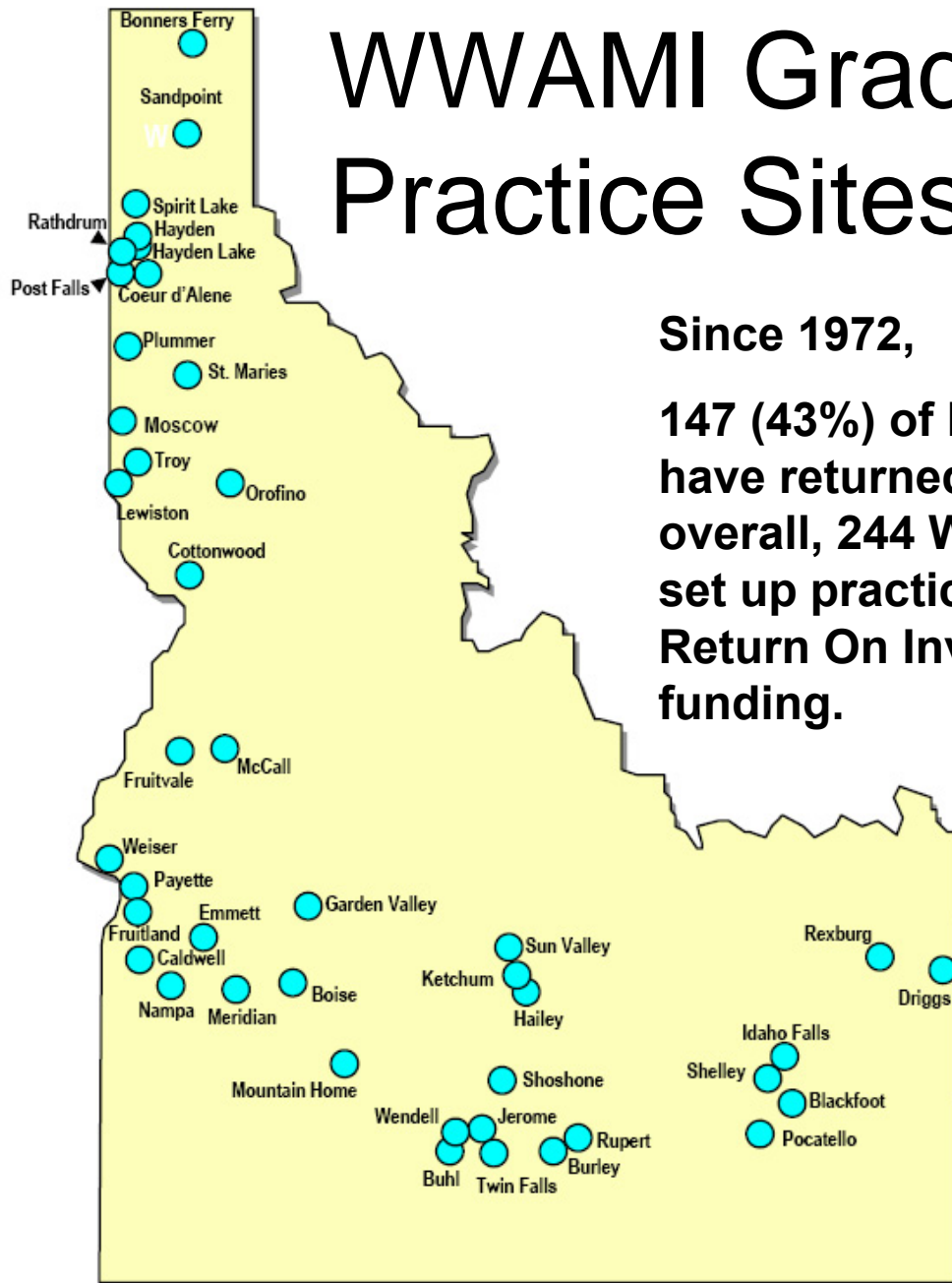
Additional Contact:
 UWSOM Idaho WWAMI Office
 Dana Ellis
 208-327-0641 Fax 327-0684
danee@u.washington.edu

A limited number of scholarships are available. If you would like to apply, please check & include a statement with your registration. ☐ I am applying for a scholarship.
 (DOB: date of birth for registration purposes only)

WWAMI Results

- 37% of Idaho's doctors are primary care physicians; 35% of them graduated from WWAMI.
- 23% of Idaho's doctors are family physicians; 37% of them are WWAMI trained.
- In 2006, 67% of our Idaho WWAMI graduates chose primary care specialties.

WWAMI Graduates Practice Sites in Idaho



Since 1972,

147 (43%) of Idaho WWAMI students have returned as doctors to Idaho; overall, 244 WWAMI graduates have set up practice in Idaho - a 71% Return On Investment (ROI) for Idaho funding.

Idaho Physician Workforce Challenges

- In 1970, Idaho had 700K pop and 20 WWAMI seats.
- Due to budget cuts, seats dropped to 15, back to 18 in 2000, then 20 in 2007.
- In 2020, Idaho projects a 1.8M population.
- In 2005, Idaho ranked 47th in the nation in physician-to-population ratio and 49th in aging of the physician workforce.

Idaho Physician Workforce Challenges

- Idaho students have a 1 in 6 chance of getting into state-supported medical education (national average: 1 in 3).
- The Health Resource & Services Administration estimates a 20-30% shortage of physicians by 2020.

Idaho Physician Workforce Challenges

- To meet this need, the Assoc. of American Medical Colleges recommends a 30% increase in medical students by 2015.
- For Idaho, 30% would mean support for at least 6 more medical students; it would take 40 total seats to reach the national average of state support for medical education.

FY2007 WWAMI Funding

(LBB 1-83 to 1-90)

Number of Students/Year	18
Average State Support per Student . . .	\$45,700
Average Student Paid Fees	\$15,900
Total Cost per Student per Year	\$61,600
State Costs	\$3,290,400
(State Support X 18 Students X 4 Years)	
Total Dedicated Fees	\$243,400
(18 Students in Year 1 X Student Fees)	
FY2007 State Appropriated Funds	\$3,533,800
Contract Dollars Spent in Idaho	\$1,412,628
% of Contract Spent in Idaho	40%

FY2008 WWAMI Funding Request

(LLB 1-83 to 90)

Number of Students (+2 in Year 1)	20
Average State Support per Student	\$42,413
Average Student Paid Fees	\$15,900
Total Cost per Student per Year	\$58,313
State Request	\$3,393,000
(2007 Appropriations + WWAMI Contract Adjustments + Salary and Benefits Request)	
Dedicated Fees	\$295,000
(20 Students in Year 1 X Student Fees)	
FY2008 State Appropriated Funds	\$3,688,000

4 Year Step-wise Impact on State General Funds for WWAMI Seat Increase

(LBB 1-85):

FY2008 – No impact on General Funds (2 additional first year students supported by fees paid to UI).

FY2009 – additional General Funds obligation for 2 second year students on UW-WWAMI contract.

FY2010 – additional General Funds obligation for 2 second year and 2 third year students on UW-WWAMI contract.

FY2011 – additional General Funds obligation for 2 second year, 2 third year, and 2 fourth year students on UW-WWAMI contract.

NEW SEAT BUILD-OUT		FY 2008	FY 2009	FY 2010	FY 2011
WWAMI Medical Education					
Requested ⇒	1 st Year	20	20	20	20
	2 nd Year	18	20	20	20
	3 rd Year	18	18	20	20
	4 th Year	18	18	18	20
	Total	74	76	78	80

Future Idaho Medical Education?

- Expand the current contracts with Washington and Utah?
- Develop a consortium of Idaho universities & hospitals, in partnership with WWAMI or U of U, to offer 4 years of medical education in Idaho?
- Develop an Idaho Medical School (~\$150M start-up; \$38M annual support)?
- WWAMI supports a broad-based feasibility study to explore the best, most cost-effective option for Idaho.

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

New Doctorate Program Full Proposal– Ph.D., Water Resources – University of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-2811, Idaho Code.

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. Additionally, as per Board Policy III.G.5, (a) (3), a request for a new graduate program requires a full proposal.

Per Board Policy III.G.5.a.(4), “as a part of the full proposal process, all doctoral program request(s) will require an external peer review.” This review was conducted March 21, 2007. Board policy requires that “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” and “will consist of a paper on-site review followed by the issuance of a report and recommendations by the panel.” Dr. Robert Ward from Colorado State University and Dr. John Selker from Oregon State University were selected and served as the peer-review panel for this program. A copy of their report/recommendations is included.

DISCUSSION

The University of Idaho proposes a new Water Resources (WR) Program under the Colleges of Graduate Studies and Law. The Water Resources Program seeks approval for new M.S./Ph.D. degrees in Water Resources, with three option areas: Engineering & Science; Science & Management; and Law, Management & Policy; and concurrent M.S./J.D. and Ph.D./J.D. degrees in any of the three option areas. The proposed degree forms a coordinated effort to create interdisciplinary study options in water resources. The WR Program has the support of, and will draw participants from, the Colleges of Agriculture and Life Sciences (CALS), Engineering (ENG), Law, (LAW), Science (COS), Letters, Arts, and Social Sciences (CLASS), and Natural Resources (CNR).

The WR Program will include faculty from the Moscow campus, and Boise, Idaho Falls, Twin Falls and Coeur d'Alene/Post Falls Centers. In addition, the WR Program will include collaboration with the Idaho Water Resources Research Institute and faculty at the Boise State University, Idaho State University and Washington State University. Both M.S. and Ph.D. are proposed to be offered at Moscow, Boise, Idaho Falls, Coeur d'Alene and Twin Falls, but the offering at off-campus locations will be phased in during the first three years of operation. The

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

proposed interdisciplinary Water Resources Program will encompass engineering, natural and social sciences, to advance water resources education, research and, outreach throughout Idaho.

The proposed water resources degrees will be integrated by requiring a set of common courses for all students in the program. The proposed Water Resources Program will facilitate research and education that influences both the scientific understanding of the resources and how they are managed, and the decision-making processes used to address competing societal values. The option areas will have rigorous entrance requirements appropriate for each degree, a set of core courses, and a broad range of both restricted and free elective courses.

No accrediting agency for water resources academic programs currently exists, but many of the participating departments are fully accredited and offer the upper division courses that will be used toward the water resources degrees (**see Table 1 on page 9**). The program quality will be ensured through rigorous and appropriate pre-requisites. (**see page 9**).

Students in the Water Resources Program must meet the general requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees with the some exceptions (**see page 9**). Potential WR students will be full-time students with a bachelor's degree if entering as M.S. student, or with bachelor and M.S/M.A. if entering as Ph.D. student. Students employed by government agencies and consulting firms can enroll as part-time students. (**see more on page 22**).

Water-related faculty throughout the State of Idaho (i.e., from the University of Idaho, Boise State University, and Idaho State University) are committed to statewide integration of research, education, and outreach in water-related disciplines, to develop a coordinated, statewide strength in this critical area. Faculty participating in the proposed Water Resources Program support statewide integration and the proposed program contributes to these integrating efforts.

An interdisciplinary water resources program does not currently exist in the state of Idaho, and very few exist in the nation, although the number of programs is growing. The University of Idaho offers graduate degrees related to water resources in a number of different departments, including Biological and Agricultural Engineering, Civil Engineering, Forest Resources, Geography, Geological Sciences, and Plant, Soil, and Entomological Sciences.

Idaho State University is currently developing an M.S. in Watershed Science within their Geology program. Boise State University's M.S. in Hydrologic Sciences (approved by the Board in June 2006) is primarily composed of offerings from two departments: Civil Engineering and Geosciences. A joint meeting hosted by the Idaho Water Resources Research Institute on April 20,

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

2005, between faculty from UI, BSU and ISU, discussed means to collaboratively administer water resources graduate education and research programs in the State of Idaho (**see page 19**).

The University of Idaho (UI) and Boise State University (BSU) have held additional discussion regarding this proposed offering and have agreed to enter into a memorandum of understanding where BSU will support the UI's intent to offer the following graduate degrees in several areas of the state including the Treasure Valley: MS in Water Resources, Ph.D. in Water Resources, concurrent MS/JD in Water Resources, and concurrent Ph.D./JD in Water Resources (**see page 41**).

A list of institutions and departments offering comparable degrees in water resources can be found on **Table 3, page 19**. Note that water resources degrees offered through traditional departments (e.g., Civil Engineering, Geological Sciences, etc.) and concurrent degree programs in law and environmental science that may allow an emphasis in water are not listed, as these are more broad-based than the proposed program and are thus not directly comparable.

Seven of the ten fastest growing cities in the U.S. are located in the water-limited western states. Idaho has the sixth highest projected population growth rate in the nation, over 50% in the next 25 years. Most of that growth is in urban areas that compete for water resources currently used for irrigated agriculture and industries. Development of tribal water resources in the region has lagged behind that of their neighbors, and only in the past few decades have the proper institutions and funding been made available to begin to reverse that disparity (**see page 21**).

Water resources issues are commanding attention in Idaho, nationally, and globally. In southern Idaho, understanding and balancing the physical, biological and legal aspects of the Snake River system are primary challenges. In Moscow, the declining water level in the region's primary aquifer has local and state officials concerned about maintaining a sustainable water supply (**see page 21**).

The U.S. Department of Labor Bureau of Labor Statistics collects and compiles information on historical and projected employment by occupation and industry. While there is no specific Water Resources category, the Occupational Outlook Handbook 2004-2005 provides demand estimates for the period 2002 to 2012 in several related areas. The demand for Hydrologists is expected to grow 21% in this period. In addition, hydrologist was ranked as the 7th best job in America based largely on projected job growth and average salary in a spring 2006 CNN/Money assessment. A 51% increase is expected for Civil Engineers in the water area, and a 95% increase for Environmental Engineers who focus on water issues is projected. (**see more on page 21-22**).

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Fiscal Impact

Fifty-two faculty will participate in the Water Resources Program, holding primary appointments or affiliate status in one of 13 departments in 6 colleges at UI. With funding through the President's Strategic Initiative process, one new faculty and one new teaching fellow will be added. The College of Law will assume the funding of these positions at the end of the five-year Strategic Initiative funding period (FY12). For further information on the Strategic Initiative proposal see <http://water.uidaho.edu>. Faculty involvement will consist of teaching courses in the water resources curriculum, supervising student research as major professors, and serving on graduate committees of students in the program. A set of four faculty members will be selected on a rotation to form the Core Faculty, and an additional 5 faculty members will serve on a steering committee.

Summary of infrastructure support and budget explanations are located on **pages 18 and 22-29**.

Estimated Fiscal Impact	FY 08	FY 09	FY 10	Total
A. Expenditures				
1. Personnel	301,143	306,273	318,524	
2. Operating	18,000	16,000	15,000	
3. Capital Outlay				
4. Facilities				
5. Indirect Costs				
TOTAL:	319,143	322,273	333,524	
B. Source of Funds				
1. Appropriated Reallocation – MCO				
2. Appropriated – New MCO				
3. Federal				
4. Other Grant				
5. Fees				
6. Other: (one-time university expenditure)	319,143	322,273	333,524	
TOTAL:	319,143	322,273	333,524	
C. Nature of Funds				
1. Recurring *	113,050	117,572	122,275	
2. Non-recurring **	206,093	204,701	211,249	
TOTAL:	319,143	322,273	333,524	

* 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.

IMPACT

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

Attachment 1 – Water Resources Full Proposal	Page 7
Attachment 2 – External Review Panel Report	Page 31
Attachment 3 – Memorandum of Understanding	Page 41

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho's request to offer a new doctorate program in Water Resources is consistent with their Eight-Year Plan for Delivery of Academic Programs in the Northern Region for 2007-2008 academic school year. The Council on Academic Affairs and Programs (CAAP) committee has reviewed the proposal and is supportive of this program. In a conference call with the program's external reviewers, staff learned that the University of Idaho's emphasis on collaboration and use of the total academic resources residing in Idaho's public institutions was perceived as one of the strengths of this proposal. Board staff and IRSA recommend approval as presented.

BOARD ACTION

A motion to approve the University of Idaho's request to offer a new M.S., Ph.D., Water Resources Program, which could lead to a potential for concurrent degrees in water resources and law.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THIS PAGE IS INTENTIONALLY LEFT BLANK

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:

UNIVERSITY OF IDAHO

Graduate Studies/ Law

Name of College, School, or Division

Water Resources Graduate Program

Name of Department(s) or Area(s)

A New, Instructional Program Leading to:

M.S./Ph.D. in Water Resources 30.1501

Concurrent M.S./J.D. in Water Resources and Law

Concurrent Ph.D./J.D. in Water Resources and Law

Degree/Certificate & 2000 CIP

Program Change, Off-Campus Component

August 2007

Proposed Starting Date

This proposal has been approved by:

College of Graduate Studies Dean

Date

Chief Academic Officer (Institution)

Date

College Dean (Law)

Date

President

Date

Chief Fiscal Officer (Institution)

Date

SBOE/OSBE Approval

Date

**Before completing this form, refer to "Board Policy Section III.G. Program Approval and
Discontinuance.**

1. 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?

The University of Idaho proposes a new Water Resources (WR) Program under the Colleges of Graduate Studies and Law. The Water Resources Program seeks approval for new M.S./Ph.D. degrees in Water Resources, with three option areas: Engineering & Science; Science & Management; and Law, Management & Policy; and concurrent M.S./ J.D. and Ph.D./ J.D. degrees in any of the three option areas. The proposed degree forms a coordinated effort to create interdisciplinary study options in water resources. The WR Program has the support of, and will draw participants from, the Colleges of Agriculture and Life Sciences (CALS), Engineering (ENG), Law, (LAW), Science (COS), Letters, Arts, and Social Sciences (CLASS), and Natural Resources (CNR). The WR Program includes faculty from the Moscow campus, and Boise, Idaho Falls, Twin Falls and Coeur d'Alene/Post Falls Centers. In addition, the WR Program will include collaboration with the Idaho Water Resources Research Institute and faculty at the Boise State University, Idaho State University and Washington State University. Both M.S. and Ph.D. are proposed to be offered at Moscow, Boise, Idaho Falls, Coeur d'Alene and Twin Falls, but the offering at off-campus locations will be phased in during the first three years of operation.

The proposed interdisciplinary Water Resources Program will encompass engineering, natural and social sciences, to advance water resources education, research and, outreach throughout Idaho. The term "water resources" is used here in the broadest sense. It is the study of how water moves through and interacts with natural systems, and the physical, social, and economic aspects of human interaction with the water cycle. The proposed water resources degrees will be integrated by requiring a set of common courses for all students in the program. The proposed Water Resources Program will facilitate research and education that influences both the scientific understanding of the resources and how they are managed, and the decision-making processes used to address competing societal values. The option areas will have rigorous entrance requirements appropriate for each degree, a set of core courses, and a broad range of both restricted and free elective courses.

Additional objectives of the Water Resources Program are:

- To increase efficiency by organizing, coordinating, and integrating existing courses in water resources;
- To align faculty teaching loads, reduce redundancies, and create new courses and seminars designed to meet critical curricular gaps;
- To coordinate faculty hires across programs/departments to meet critical programmatic needs;
- To broaden research collaborations among all water resources faculty in Idaho;
- To strengthen collaborations with Federal, State and Local agencies as well as private sector actors;
- To enhance effectiveness of outreach programs;
- To educate students to effectively address water resource issues of the 21st Century.

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 standards published by the accrediting agency.

No accrediting agency for water resources academic programs currently exists, but many of the participating departments are fully accredited. Listed in Table 1 are the departments that are accredited and which offer the upper division courses that will be used toward the water resources degrees.

Professional societies in water resources include the American Geophysical Union (AGU), the American Water Resources Association (AWRA), the American Water Works Association (AWWA), the American Institute of Hydrology (AIH), the National Groundwater Association (NGA), the American Meteorological Society (AMS), the American Statistical Association (ASA), the American Society of Civil Engineering (ASCE), the American Society of Agricultural and Biological Engineers (ASABE), the American Association of Engineering Professionals (AAEP), the International Association of Hydrologic Sciences (IAHS), and the American Bar Association Water Committee (ABA). Faculty in the Water Resources Program stay current with professional practices, research needs, and educational

approaches by actively participating in these societies (e.g., meeting attendance, conference presentations, and journal publications).

Table 1. UI Departments (Colleges in brackets) with Related Accrediting Agencies

Department	Accreditation
Biological and Agricultural Engineering (Engineering, Agriculture)	ABET (Accreditation Board for Engineering and Technology)
Civil Engineering (Engineering)	ABET
Economics (Business and Economics)	AACSB (Association to Advance Collegiate Schools of Business)
Food Science and Toxicology (Agriculture)	IFT (Institute of Food Technologists)
Forest Resources (Natural Resources)	SAF (Society of American Foresters)
Law (Law)	ABA (American Bar Association), AALS (Association of American Law Schools)
Rangeland Ecology & Management (Natural Resources)	SRM (Society for Range Management)

The program quality will be ensured through rigorous and appropriate pre-requisites. Curriculum pre-requisites for the Engineering & Science option area meet certification criteria established by AIH for the Professional Hydrologist certification exam and are consistent with the basic math and science requirements for the Fundamentals of Engineering & Professional Engineer exams. Certification requirements for engineering licensing boards will be made available to students so they can tailor their course work to meet these requirements. Curriculum requirements for the Science & Management area are consistent with certification criteria established by the U. S. Office of Personnel Management for qualification standards for the Hydrology Series (GS-1315). Curriculum requirements for the concurrent J.D. degrees are consistent with the requirements to sit for a state bar exam.

Further, if this new program is a 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. Copies of the external peer-review panel will be attached after approval by University of Idaho.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Students in the Water Resources Program must meet the general requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees with the following exceptions. The degree of M.S. in Water Resources requires 29 credits of course work and completion of a thesis, equivalent to a minimum of 6 credits of research & thesis, for a total of 35 credits (note for transfers: A M.S. student must complete at least 18 of the total 35 required credits at the University of Idaho while matriculated in the College of Graduate Studies). The degree of Ph.D. in Water Resources requires 39 credits of course work beyond the bachelor’s degree and completion of a dissertation, equivalent to a minimum of 39 credits of research & dissertation, for a total of 78 credits (note for transfers: A Ph.D. student must complete at least 45 of the 78 required credits at the University of Idaho while matriculated in the College of Graduate Studies). Both M.S. and Ph.D. degrees have higher credit requirements for course work than those of the College of Graduate Studies. This will allow students to develop depth in a water resources subject area while accommodating breadth in the interdisciplinary areas. Students in the Water Resources concurrent J.D. track must meet the general requirements set forth by the College of Graduate Studies and Water Resources Program for the M.S. or Ph.D. degrees and the College of Law for the J.D. The following sections summarize specific requirements for the three option areas as well as for the joint M.S./ J.D. and Ph.D./ J.D.

Water Resources Engineering & Science Option Area

Entry Requirements

Coursework in the following is required for (M.S. and Ph.D.) admission to the Water Resources Engineering & Science Option Area. Provisional admission for M.S. students may be granted to those who have completed the majority of this coursework, provided the remaining coursework is completed as deficiency requirements.

Calculus (minimum of 9 credits)
Differential Equations (3 credits)
Statistics for Scientists/Engineers (3 credits)
Chemistry (minimum of 4 credits)
Physics (minimum of 4 credits)
Engineering Fluid Mechanics (minimum of 3 credits)

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Option Areas.

WR 506 Integrated Water Resources I (3 cr.)
WR 507 Integrated Water Resources II (3 cr.)
WR 501 Water Resources Seminar (1 cr.)
A 500 (or 900 in LAW) level elective in either Science & Management or Law, Management & Policy Option Areas (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses¹

All students in the Water Resources Engineering & Science Degree Option Area are required to take:

BAE 551 Advanced Hydrology (3 cr.)

Additionally, M.S. students are required to take 6 credits, and Ph.D. students are required to take 9 credits from the following:

CE 421/BAE 451 Engineering Hydrology (3 cr.)
CE 428/BAE 458 Open Channel Flow (3 cr.)
BAE 556 Hydrologic Processes and Modeling (3 cr.)
CE 527 Computational Hydrology (3 cr.)
Hydr 509 Quantitative Hydrogeology (3 cr.)
BAE 558 Fluid Mechanics of Porous Media (3 cr.)

Electives for Engineering & Science Option Area²

As noted above, one elective *must* be in either the Science & Management or Law, Management & Policy Option Areas. A core course may be considered an elective course once the core requirements are satisfied. Electives not listed below will be considered on a case-by-case basis.

BAE 458 Open Channel Hydraulics (3 cr.)
BAE 552 Environmental Water Quality (3 cr.)
BAE 553 Land Surface Hydrology (3 cr.)
BAE 555 Natural Channel Flow (3 cr.)
BAE WS 556 Natural Systems for Wastewater Treatment (3 cr.)
BAE 559 Irrigation System Design (3 cr.)
BAE WS 566 Constructed Wetlands for Pollution Control (3 cr.)
BAE WS 590 Advanced Theory of Irrigation Water Requirements (3 cr.)
CE 402 Applied Numerical Methods for Engineers (3 cr.)
CE 520 Fluid Dynamics (3 cr.)
CE 521 Sedimentation Engineering (3 cr.)

¹ Prerequisites for Core Courses are listed below Electives

² Course descriptions: <http://water.uidaho.edu> or <http://www.students.uidaho.edu/registrar/catalogs>

CE 523	Water Resources Systems (3 cr.)
CE 524	Water Resources Planning (3 cr.)
CE 526	Aquatic Habitat Modeling (3 cr.)
CE 528	Stochastic Hydrology (3 cr.)
For 515	Physical Hydrology (3 cr.)
GeoE 428	Geostatistics (3 cr.)
Geol 421	Environmental Geophysics (3 cr.)
Geol 518	Geomicrobiology (3 cr.)
Geol 564	Geochemistry of Natural Waters (3 cr.)
Geog 524	GIS and Remote Sensing Applications in Hydrology (3 cr.)
Hydr WS 566	Groundwater Geochemistry (3 cr.)
Hydr 568	Aquifer Test Design and Analysis (3 cr.)
Hydr 576	Fundamentals of Modeling Hydrogeologic Systems (3 cr.)
Hydr 577	Computer Applications in Hydrogeology (3 cr.)
Hydr 581	Hydrogeological Data Analysis (3 cr.)
Math 539	Theory of Ordinary Differential Equations (3 cr.)
Math 540	Partial Differential Equations (3 cr.)
Soils 415	Soil and Environmental Physics (3 cr.)
Stat 507	Experimental Design (3 cr.)
WSU Biol 510	Plant Environmental Biophysics (3 cr.)

Core Courses Pre-requisites:

BAE 551	Advanced Hydrology: BAE 355/CE325 (Fundamentals of Hydrologic Engineering)
CE 421 / BAE 451	Engineering Hydrology: BAE 355/CE325 (Fundamentals of Hydrologic Engineering)
CE 428 / BAE 458	Open Channel Flow: CE 322 (Hydraulics) or BAE 352 (Soil & Water Engineering)
BAE 556	Hydrologic Processes and Modeling: BAE 355/CE325 (Fundamentals of Hydrologic Engineering)
CE 527	Computational Hydrology: BAE 355/CE325 (Fundamentals of Hydrologic Engineering); knowledge of a computer programming language
Hydr 509	Quantitative Hydrogeology: Math 275, Statistics 251 or 301
BAE 558	Fluid Mechanics of Porous Media: Math 275, Math 310, Groundwater or Soils or Fluid Mechanics

Water Resources Science & Management Option Area

Entry Requirements

Coursework in the following is required for (M.S. and Ph.D.) admission to the Water Resources Science & Management Option Area. Provisional admission for M.S. students may be granted to those who have completed the majority of this coursework, provided the remaining coursework is completed as deficiency requirements.

Calculus (6 credits)
Statistics (3 credits)
Chemistry or Physics or Biology/Ecology (6 credits total)

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Option Areas.

WR 506 Integrated Water Resources I (3 cr.)
WR 507 Integrated Water Resources II (3 cr.)
WR 501 Water Resources Seminar (1 cr.)
A 500 (or 900 in LAW) level elective in either Engineering & Science or Law, Management & Policy Option Areas (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses

M.S. students are required to take 6 credits, and Ph.D. students are required to take 9 credits from the following:

For 462 Watershed Science and Management (3 cr.)

or	
BAE 450	Environmental Hydrology (3 cr.)
Stat 401	Statistical Analysis (3 cr.)
or	
GeoE 428	Geostatistics (3 cr.)
BAE 556	Hydrologic Processes and Modeling (3 cr.)
Hydr J509	Quantitative Hydrogeology (3 cr.)

Electives for Science & Management Option Area³

As noted, one elective *must* be in either Engineering & Science or Law, Management & Policy Option Areas. A core course may be considered an elective course once the core requirements are satisfied. Electives not listed below will be considered on a case-by-case basis.

CE 523	Water Resources Systems (3 cr.)
CE 526	Aquatic Habitat Modeling (3 cr.)
CE 533	Water Quality Management (3 cr.)
GeoE 420	Erosion and Sediment Control (3 cr.)
Geog 401	Climatology (3 cr.)
Geog 505	Climate and Water Resources Change (3 cr.)
Geog 509	Alpine Hydrology (3 cr.)
Geog 518	Climate and Hydroclimate Modeling (3 cr.)
Geog 524	GIS and Remote Sensing Applications in Hydrology (3 cr.)
Geog 584	Advanced Topics in Remote Sensing and Image Processing (3 cr.)
Geol 410	Techniques of Groundwater Study (3 cr.)
Geol 421	Environmental Geophysics (3 cr.)
Geol 423	Principles of Geochemistry (3 cr.)
Geol 518	Geomicrobiology (3 cr.)
Geol 564	Geochemistry of Natural Waters (3 cr.)
Fish 415	Limnology (3 cr.)
Fish 430	Riparian Ecology (3 cr.)
Fish 435	Wetland Ecology & Management (3 cr.)
Fish 515	Large River Fisheries (3 cr.)
Fish 530	Stream Ecology (3 cr.)
For 515	Physical Hydrology (3 cr.)
For 516	Current Literature in the Hydrologic Effects of Forest Management (3 cr.)
Hydr J509	Quantitative Hydrogeology (3 cr.)
Hydr J512	Environmental Hydrogeology (3 cr.)
Hydr 513	Applied Hydrogeologic Concepts (3 cr.)
Hydr 514	Groundwater and Surface Water Interaction (3 cr.)
Hydr WS 566	Groundwater Geochemistry (3 cr.)
Hydr 568	Aquifer Test Design and Analysis (3 cr.)
Hydr 572	Groundwater Management (3 cr.)
Hydr 576	Fundamentals of Modeling Hydrogeologic Systems (3 cr.)
Hydr 577	Computer Applications in Hydrogeology (3 cr.)
Soil 415	Soil and Environmental Physics (3 cr.)
Soil 528	Advanced Chemistry of Soil Environment (3 cr.)
Stat 507	Experimental Design (3 cr.)
Stat 514	Nonparametric Statistics (3 cr.)
Stat 519	Multivariate Analysis (3 cr.)
WSU Soils 514	Environmental Biophysics (2 cr.)
WSU Soils 515	Environmental Biophysics Laboratory (1 cr.)

Electives with prerequisites beyond those for Science & Management

BAE 458	Open Channel Hydraulics (3 cr.)
BAE 552	Environmental Water Quality (3 cr.)
BAE 551	Advanced Hydrology (3 cr.)

³ Course descriptions: <http://water.uidaho.edu> or <http://www.students.uidaho.edu/registrar/catalogs>

BAE 553	Land Surface Hydrology (3 cr.)
BAE 558	Fluid Dynamics of Porous Media (3 cr.)
BAE 555	Natural Channel Flow (3 cr.)
BAE WS 556	Natural Systems for Wastewater Treatment (3 cr.)
BAE 559	Irrigation System Design (3 cr.)
BAE WS 566	Constructed Wetlands for Pollution Control (3 cr.)
BAE WS 590	Advanced Theory of Irrigation Water Requirements (3 cr.)
CE 402	Applied Numerical Methods for Engineers (3 cr.)
CE 421/BAE451	Engineering Hydrology (3 cr.)
CE 521	Sedimentation Engineering (3 cr.)
CE 520	Fluid Dynamics (3 cr.)
CE 528	Stochastic Hydrology (3 cr.)

Water Resources Law, Management & Policy Option Area

Entry Requirements

A background in government, public policy, or management is required for M.S. and Ph.D. admission to the Law, Management, and Policy Option Area. Students without an undergraduate degree in Political Science, Public Policy, Government, Constitutional Law, Civil Procedure, or related field may be granted provisional admission, but will be required to complete coursework (in addition to standard program and option area requirements) that demonstrates a minimum level of competency. This should include:

American Government (6 credits @ 400 level)
Public Policy (6 credits @ 400 level)
or
Constitutional Law and Civil Procedure (12 credits @ 900 level, as approved by major advisor)

Subject to approval of the Water Resources Program curriculum committee, other relevant completed courses (or professional experience) may be substituted to meet these requirements.

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Option Areas.

WatR 505 Integrated Water Resources (3 cr.)
WatR 501 Water Resources Seminar (1 cr.)
A 500 level elective in either Engineering & Science or Science & Management Water Resources Option Areas (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses¹

All students in the Water Resources Law, Management & Policy Option Area are required to complete:

Research or Analytical Methods (**3 cr.** determined in consultation with committee)

The student and committee will select the appropriate mix of Law, Management and Policy courses from the following list. M.S. students are required to take 6 credits, and Ph.D. students 9 credits from the following:

AgEc 504	Western US Water Resources Policy and Environmental Equity (3 cr.)
CSS 470	Interdisciplinary Natural Resource Planning (3 cr.)
CSS 510	Applications of Communication Theory in Natural Resource (3 cr.)
CSS 573	Decision Making in Watershed Management (3 cr.)
Law 907	Administrative Law (3 cr.)
Law 942	Water Law (3 cr.)
Law 946	Water Policy Seminar (3 cr.)
Law 947	Environmental Law I (3 cr.)
Law 951	Environmental Law II (3 cr.)
PolS 539	Public Policy (3 cr.)
PolS 554	Public Organization Theory (3 cr.)

PolS 572	Local Government and Administration Management (3 cr.)
PolS 562	Natural Resource Policy (3 cr.)

Electives for Law, Management & Policy Option Area⁴

As noted, one elective *must* be in either Engineering & Science or Science & Management Option Areas. A core course may be considered an elective course once the core requirements are satisfied. Electives not listed below will be considered on a case-by-case basis.

CSS 572	Human Dimensions in Restoration Ecology (3 cr.)
CSS 580	Practicum in Restoration Ecology (3 cr.)
EnvS 546	Drinking Water and Human Health (3 cr.)
EnvS 579	Introduction to Environmental Regulation (3 cr.)
For 585	Natural Resource Policy Analysis (3 cr.)
Hist 524	American Environmental History (3 cr.)
Law 901	Indian Resource Management (3cr.)
Law 906	Natural Resources Law and Policy (3 cr.)
Law 937	Natural Resources Law and History (3 cr.)
Law 938	International Environmental and Water Law (3 cr.)
Law 939	Law and Science (3 cr.)
Law 948	Public Lands and Resources Law (3 cr.)
Law 949	Indian Law (3 cr.)
Phil 552	Environmental Philosophy (3 cr.)
PolS 564	Politics of the Environment (3 cr.)

Water Resources Concurrent J.D. Degree

Entry Requirements

Completion of requirements for admission to both the College of Law and the specific Water Resources option area. Students are required to apply separately to the College of Law and the College of Graduate Studies, Water Resources Program, and on acceptance to each college, must apply to the concurrent degree program. Acceptance to both colleges does not have to occur simultaneously. A Steering Committee consisting of the Director of the Water Resources Program, the Associate Dean for Administration and Students of the College of Law, one non-law member of the Water Resources faculty and one member of the Law faculty will make admission decisions to the concurrent degree program.

Common Courses

The following courses are required of both M.S. and Ph.D. students in all of the Water Resources Tracks.

- WR 506 Integrated Water Resources I (3 cr.)
- WR 507 Integrated Water Resources II (3 cr.)
- WR 501 Water Resources Seminar (1 cr.)
- A 500 level elective in either of the Water Resources Tracks that are not the student's Option Area (3 cr. for M.S., 6 cr. for Ph.D.)

Core Courses

As specified for the particular Water Resources Track for the M.S. or Ph.D. and as required by the Law School for a J.D.

Electives

The student and faculty committee will select courses appropriate to satisfy the requirements of the College of Graduate Studies and College of Law.

Concurrent Degree Details:

Students in the Water Resources concurrent J.D. track must meet all graduation requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees and the College of Law for the J.D.

⁴ Course descriptions: <http://water.uidaho.edu> or <http://www.students.uidaho.edu/registrar/catalogs>

Each student shall have a “graduate committee.” The student’s graduate committee must meet the requirements of the College of Graduate Studies and must have at least one member from the faculty of the College of Law.

Up to 12 credits of M.S. and Ph.D. graduate school credit are allowed toward the J.D. degree. The courses must be approved by the student’s advisor in the College of Law with the following guidelines:

Courses approved for credit, toward a J.D. must be complementary to an emphasis in water law, must enhance the candidates ability to serve clients and the legal profession in the area of water law, and must not be the equivalent substantive coverage to a course offered in the College of Law and available to the student.

Up to 6 credits from Law are allowed toward the M.S. degree and up to 9 credits toward the Ph.D. degree from the following list:

Law 901 Indian Resource Management (3 cr.)
Law 906 Natural Resources Law and Policy (3 cr.)
Law 907 Administrative Law (3 cr.)
Law 937 Natural Resources Law and History (3 cr.)
Law 938 International Environmental and Water Law (3 cr.)
Law 939 Law and Science (3 cr.)
Law 942 Water Law (3 cr.)
Law 946 Water Policy Seminar (3 cr.)
Law 947 Environmental Law I (3 cr.)
Law 948 Public Lands and Resources Law (3 cr.)
Law 949 Indian Law (3 cr.)
Law 951 Environmental Law II (3 cr.)

Satisfactory completion of both degrees is required to qualify for the exchange credit, the degrees are granted concurrently.

The first year of study for either an M.S. or Ph.D. student must be exclusively in the College of Law.

M.S. students are required to write a thesis. Ph.D. students are required to write a dissertation.

If the student fails to complete the M.S. or Ph.D. program, only 6 credit are allowed toward the J.D. degree. If a student fails to complete the J.D. degree, the student must satisfy all requirements for the particular option area in the Water Resources Program.

Two new courses will be developed with funding through the Water of the West Strategic Initiative: WR 506 Integrated Water Resources I (3 cr.), Principles and practices of integrating disciplinary knowledge in water resources, including law, policy, management, science, and engineering, and WR 507 Integrated Water Resources II (3 cr.). Application of integrated water resources to a case study with water resources theme. Students take WR 506 in the first fall semester after entering the program, and WR 507 in the second spring semester.

In WR 506 Integrated Water Resources I, teams composed of students and faculty from traditionally disparate disciplines address real issues to learn and use the vocabulary necessary for communicating with people in other disciplines and to develop an understanding of the roles, interactions, strengths, and weakness of the various disciplines relevant to solving water resources problems. This course leads students to an understanding of the need for an integrating process and ideas on various approaches by having them work through integrating process development with the use of selected aspects of a broader case study that requires focused interdisciplinary problem solving.

In WR 507 Integrated Water Resources II, teams of students use a problem-oriented approach using case studies. The course will apply one or more of the integrating processes developed and evaluated in the Integrated Water Resources I course (or other, well-described means of integrating disciplinary knowledge). Problems used can be chosen from a series of case studies developed through faculty and student research as the program develops.

- 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.

Fifty-two faculty will participate in the Water Resources Program, holding primary appointments or affiliate status in one of 13 departments in 6 colleges at the University. With funding through the President’s Strategic Initiative process, one new faculty and one new teaching fellow will be added. The College of Law will assume the funding

of these positions at the end of the five-year Strategic Initiative funding period (FY12). For further information on the Strategic Initiative proposal, <http://water.uidaho.edu>.

Faculty involvement will consist of teaching courses in the water resources curriculum, supervising student research as major professors, and serving on graduate committees of students in the program. A set of four faculty members will be selected on a rotation to form the Core Faculty, and an additional 5 faculty members will serve on a steering committee (see Section 6b.). Participating faculty in the Water Resources Program are listed in Table 2.

Table 2. List of Water Resources Program Faculty at the University of Idaho

Name (%FTE) & Dept	Specialty	Degree	Rank
Vladimir Aizen (1%) Geography	Alpine hydrology	Ph.D.	Professor
Rick Allen (5%) Bio & Ag Engr./Civil Engr.	Evapotranspiration and remote sensing	Ph.D./P.E.	Professor
Jan Boll (60%) Bio & Ag Engr.	Surface & subsurface hydrology; water quality	Ph.D./P.E.	Associate Professor
Erik Coats (10%) Civil Engr.	Environmental Engineering	Ph.D./P.E.	Assistant Professor
Dennis Colson (1%) College of Law	Indian Law	J.D.	Professor
Barbara Cosens (20%) College of Law	Water Law	J.D./LL.M./M.S.	Associate Professor
Donna Cosgrove (1%) Bio & Ag Engr	Groundwater hydrology	Ph.D./P.E.	Assistant Research Professor
Maxine Dakins (1%) Environmental Science	Pollution prevention, statistical analysis of environmental data	Ph.D.	Associate Professor
William Elliot (1%) Rocky Mtn. Research Station	Forest Hydrology	Ph.D./P.E.	Affiliate Professor
Jerry Fairley (5%) Geological Sciences	Hydrogeology	Ph.D.	Associate Professor
Fritz Fiedler (20%) Civil Engineering	Computational hydrology, sub-aqueous hydrodynamic exploration	Ph.D./P.E.	Associate Professor
Dale Goble (5%) Law	Public land law, endangered species	J.D.	Professor
Peter Goodwin (5%) Civil Engr./CER	Eco-hydraulics	Ph.D./P.E.	Professor
Chuck Harris (20%) Conservation Social Science	Recreation and tourism	Ph.D.	Professor
Thomas Hess (5%) Bio & Ag Engr	Wastewater treatment; bioremediation of waste in soil systems	Ph.D./P.E.	Associate Professor
Steve Hollenhorst (5%) Conservation Social Science	River restoration	Ph.D.	Professor & Chair
Karen Humes (5%) Geography	Land surface hydrology and remote sensing	Ph.D.	Associate Professor
Gary Johnson (10%) Geological Sciences	Groundwater hydrology	Ph.D.	Professor
James "Ding" Johnson (1%) Entomology	Aquatic Entomology	Ph.D.	Professor and Chair
Jodi Johnson-Maynard (5%) Soil and Land Resources	Soil and water management	Ph.D.	Assistant Professor
Klaus Jorde (5%) Civil Engr./CER	Eco-hydraulics	Ph.D./P.E.	Professor
Brian Kennedy (10%) Fish & Wildlife Resources	Fish ecology, limnology	Ph.D.	Assistant Professor
Tim Link (20%) Forest Resources	Watershed science and management, Snow hydrology	Ph.D.	Assistant Professor
Jim Liou (5%) Civil Engr.	Open channel hydraulics, pipe flow, Fluid Mechanics	Ph.D./P.E.	Professor

Table 1 Continued

Robert L. Mahler (5%) Soils	Water & soil quality	Ph.D.	Professor
Colleen Mack Canty (5%) Political Science	Political Science	Ph.D.	Assistant Professor
Paul McDaniel (5%) Soil and Land Resources	Soil Science	Ph.D.	Professor
William McLaughlin (5%) Conservation Social Sciences	Natural Resources	Ph.D.	Professor
Russell Miller (1%) College of Law	International Law	J.D./MFA	Assistant Professor
Gregory Möller (5%) Food Sci. & Toxicology	Biogeochemical cycling	Ph.D.	Assistant Professor & Dir. Of Analytical Res. Lab.
Matt Morra (5%) Soil and Land Resources	Soil Science	Ph.D.	Professor
Mark Morehead (5%) Bio & Ag Engr/CER	Eco-hydraulics	Ph.D./P.E.	Adjunct Assistant Professor
Darek Nalle (5%) Forest Products	Forest resources economics	Ph.D.	Assistant Professor
Howard Neibling (5%) Bio & Ag Engr.	Irrigation	Ph.D./P.E.	Associate Professor
Michael Nelson (5%) Philosophy	Environmental Philosophy	Ph.D.	Assistant Professor
New CNR Faculty Hire (5%) Fish & Wildlife Resources	Limnology	Ph.D.	Assistant Professor
New Law Faculty Hire (10%) Law	Water Law	J.D.	Associate Professor
Jay O'Laughlin (5%) Natural Resources	Natural resource policy	Ph.D.	Professor
James Osiensky (8%) Hydrogeology	Contaminant hydrogeology	Ph.D.	Associate Professor
Pete Robichaud (1%) Rocky Mtn. Research Station	Forest hydrology	Ph.D./P.E.	Affiliate Professor
Richard Seamon (1%) College of Law	Administrative Law	J.D./MFA	Professor
Robert Smith (1%) Bio & Ag Engr.	Subsurface hydrology, Biogeochemistry	Ph.D.	Professor & Interim Dean
Adam Soward History	Environmental History	Ph.D.	Assistant Professor
Daniel Strawn (5%) Soil and Land Resources	Soil and environmental chemistry	Ph.D.	Associate Professor
Garth Taylor (5%) Agr. Econ & Rural Sociology	Water Resources Economics	Ph.D.	Associate Professor
Margrit von Braun (1%) Chem. Engr	Hazardous waste mgt; risk assessment	Ph.D./P.E.	Professor & Dean of College of Graduate Studies
Von Walden (5%) Geography	Climatology	Ph.D.	Associate Professor
Barbara Williams (10%) Bio & Ag Engr.	Subsurface Hydrology	Ph.D./P.E.	Assistant Professor
Patrick Wilson (20%) CSS & Political Science	Natural Resource, Public Lands Policy	Ph.D.	Associate Professor
Scott Wood (5%) Geochemistry	Aqueous geochemistry	Ph.D.	Professor
J.D. Wulffhorst (5%) Ag Econ & Rural Sociology	Rural Sociology	Ph.D.	Associate Professor

- c. Student – briefly describe the students who would be matriculating into this program.

Students enrolling in the proposed Water Resources Program will have a variety of different backgrounds (engineering, science, and law). Those enrolling in the M.S. degree program will have bachelor degrees from a four-year institution while students enrolling in the Ph.D. degree program will have master of engineering, master of science, or master of arts degrees. Pre-requisites for enrollment in the program are clearly spelled out and deficiencies can be made up depending on the choice of option areas. As discussed above, most students are expected to be full-time students. A small percentage will be part-time students. Students residing in any of the off-campus locations in Boise, Twin Falls, Idaho Falls, or Coeur d'Alene will participate in the common course elements of the program either by traveling to the Moscow Campus or using distance technology (e.g., compressed video).

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Director, Staff and Grant Writer: The Water of the West Initiative provides funds for 4 years to support a director (0.5FTE), an administrative assistant (0.5FTE) and a grant writer (0.5FTE). Dr. Boll will serve as director of the Water Resources Program during the first two years after which WR faculty will decide on an appropriate rotation.

Graduate assistantships: The Water of the West Initiative provides funds for 4 years to support 3 full-time graduate student assistantships at annual rate of \$20,000. Additional assistantship support will be offered based on grant activity.

Support personnel: Support scientists working for faculty at the University of Idaho will provide assistance to graduate students in the WR Program as they do to students in their respective programs.

Library: Current space, personnel, journal subscriptions (including electronic), and books in the University of Idaho library and College of Law library are adequate to support the disciplinary programs supporting the proposed water resources program. The proposed water resources program adds a level of interdisciplinarity that is highly supported at the university level. Library faculty and staff were consulted on library resource needs for interdisciplinary research and education. They indicated that the library has the Student Research Assistance Program (RAP) that can provide support in this area. In the RAP, UI students can schedule appointments with a librarian for assistance in finding relevant information for research papers and projects.

Equipment and Instruments: No new facilities, equipment or technology will be required to initiate the proposed Water Resources Program. Because this is a graduate level program that involves faculty already actively involved in research in existing programs at the University of Idaho, research will be carried out in existing laboratory facilities in Moscow, Boise, Twin Falls/Kimberly, and Idaho Falls. Additional facilities are available at the Rocky Mountain Research Lab in Moscow, the USDA-ARS Northwest Watershed Research Center facilities in Boise, the USDA-ARS facilities in Kimberly, and Idaho National Laboratory (INL), and Washington State University in Pullman, WA. Classroom facilities at the University of Idaho are adequate to deliver courses. The Water of the West Initiative funds will be used for the development of a virtual experimental watersheds (ViEWs) system which will use state-of-the-art equipment to telemeter data from watersheds adjacent to the University of Idaho. The new WR Program will initially share office space with Environmental Science Program in Morrill Hall Room 214. No renovation costs are required to occupy this space.

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

Water-related faculty throughout the state of Idaho (i.e., from the University of Idaho, Boise State University, and Idaho State University) are committed to statewide integration of research, education, and outreach in water-related disciplines, to develop a coordinated, statewide strength in this critical area. Faculty participating in the proposed Water Resources Program support statewide integration and the proposed program contributes to these integrating efforts (see below under 3. Duplication).

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. Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

An interdisciplinary water resources program does not currently exist in the state of Idaho, and very few exist in the nation, although the number of programs is growing. The University of Idaho offers graduate degrees related to water resources in a number of different departments, including Biological and Agricultural Engineering, Civil Engineering, Forest Resources, Geography, Geological Sciences, and Plant, Soil, and Entomological Sciences. The Hydrology Program focuses on hydrogeology, and the Environmental Sciences Program offers a degree in the broad area of Environmental Science, with a water science emphasis area. Idaho State University is currently developing an M.S. in Watershed Science within their Geology program. Boise State University's M.S. in Hydrologic Sciences (approved June 2006) is primarily composed of offerings from two departments, Civil Engineering and Geosciences. A joint meeting, hosted by the Idaho Water Resources Research Institute on April 20, 2005, between faculty from UI, BSU and ISU, discussed means to collaboratively administer water resources graduate education and research programs in the State of Idaho. It was determined that a statewide administered program may be feasible in five to ten years. The group decided to focus on the near-term, institution-specific efforts immediately, and enter into further discussions to develop an approach to achieve the long-term goal of a state-wide program. Those in attendance agreed that the long-term effort should not impede the development of each university's emerging graduate programs. Rather, a statewide effort should build on this momentum to help university-level programs develop to the extent of their abilities. Faculty at UI, BSU, and ISU will explore ways to eliminate duplication of graduate-level courses in water resources by sharing courses, co-teaching courses, and cross listing courses where feasible.

Table 3 lists the institutions and departments offering comparable degrees in water resources. Note that water resources degrees offered through traditional departments (e.g., Civil Engineering, Geological Sciences, etc.) and concurrent degree programs in law and environmental science that may allow an emphasis in water are not listed, as these are more broad-based than the proposed program and are thus not directly comparable. The program at Oregon State University, which was launched in Fall 2004, is most similar to the proposed program (see section 5b). The Oregon program does not include a Law degree component.

Table 3. Water Resources programs and degrees.

Institution	Degree or Program
Oregon State University	Water Resources Science Water Resources Engineering Water Resources Policy and Management
University of Nevada Reno	Hydrologic Sciences
University of Nevada Las Vegas	Water Resources Management
Texas A&M University	Water Resources Engineering
The University of Arizona	Hydrology and Water Resources
University of Southern California	Water Resources Engineering
The University of Texas at Austin	Environmental and Water Resources Engineering
Villanova University	Water Resources and Environmental Engineering
University of Minnesota	Water Resources Science
University of New Mexico	Water Resources Program (non-thesis Masters only)
University of Wisconsin – Madison	Water Resources Management
Princeton University	Environmental Engineering and Water Resources

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 missions of the University of Idaho include teaching, research and service. The broad objectives relating to these functions are: (a) to offer undergraduate and graduate academic programs of excellent quality in the liberal arts, the sciences, and many professional disciplines; (b) to add knowledge through research, scholarship, and creative

activities in both fundamental and applied fields; and (c) to make readily available to all people of the State the results of research, including that in the arts and sciences.

The University of Idaho historically has had certain unique functions. These include serving as (a) the land-grant institution for the State of Idaho, with responsibility for instruction, research, and extension, and public service in the fields of agriculture, forestry, mining, and engineering; (b) the graduate and research center and a center for professional education for the State; and, (c) the center for comprehensive graduate programs leading to the degree of Doctor of Philosophy. The proposed program is consistent with the role and mission of the University of Idaho and specifically addresses the university's responsibilities as a land-grant institution.

The proposed program satisfies the State Board of Education's Statewide Plan for Higher Education by meeting the following goals and strategies as stated in Directions for Higher Education in Idaho: (a) it encourages expanded curricular response to the technologies; (b) maintains strong graduate education; and (c) continues to avoid unnecessary duplication of effort by utilizing existing course work in current programs. It also develops a broad range of cooperative ventures and encourages maximum use of technology. It promotes Idaho's economic revitalization through technology transfer by supporting basic and applied research that results in the timely application of new knowledge.

In September 2004 the University of Idaho published the Vision and Resource Task Force (VRTF) report, which identified seven strategic themes for renewal:

1. Building Human Potential through Innovative Engagement,
2. Creative and Performing Arts,
3. Economic Development through Technology Transfer and New Venture Creation,
4. Evolutionary Biology,
5. Global and Regional Environmental Systems,
6. Natural Resources Protection and Resource Development,
7. Sustainable Agriculture.

The proposed program is consistent with themes 1, 3, 5, 6, and 7. The VRTF also articulated a vision, which includes the statement "We will maintain strategically selected programs to serve and benefit the people of Idaho, the United States, and the world." Given the strength and number of existing faculty and disciplinary programs that conduct teaching and research on water resources, the proposed program in Water Resources addresses directly this portion of the vision statement. Moreover, the VRTF report identifies seven core values, one of which is the creation of a "barrier-free community." The cooperative nature of the proposed program encourages "productive, unhindered interaction between disciplines" and "interdisciplinary instructional, research, and outreach activities" as stated in the core values.

Additionally, UI President Tim White recently articulated five strategic directions, consistent with the VRTF report:

1. Stewarding the environment,
2. Promoting science and technology,
3. Understanding sustainable design and lifestyle,
4. Advancing liberal arts and sciences,
5. Catalyzing entrepreneurial innovation.

The study of water resources is a nexus of natural science, engineering and social science disciplines, therefore the development of a water resources program links at some level to all University strategic themes. When viewed broadly, water is the single most important economic asset in the state of Idaho. Abundant, high-quality water resources are essential for agriculture, municipal use, and the recreation/tourism industries. Protection and sustainable use of water resources is a critical need in the western U.S. and will likely increase in importance as growing population couple with climatic variability. Effective stewardship of water resources requires the application of innovative, high-quality science to understand and develop technology to support management of ecosystems, engineered systems, and resolution of legal disputes. Management of water resources and the natural environment producing these resources will require integration of the natural and social sciences, policy, and law.

The University of Idaho's Research Office's Action Plan encourages "faculties that cross disciplinary boundaries to enhance scholarly activity." The proposed Water Resources Program will facilitate such collaboration. Moreover, University's strategic plan calls for and expansion of the capacity and delivery of outreach programs and services in keeping with the land-grant mission. Because the degree will be offered University-wide, and will have strong ties to faculty located in Boise, Idaho Falls, and Kimberly, outreach capabilities and technologies will be a key component of successful program delivery. The new program will provide a continuing learning opportunity to the citizens of Idaho and will be implemented in collaboration with other state and regional post-secondary institutions.

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.)

Nowhere is the need for sustainable use of water more evident than in the western United States. Growing demand for water stems from multiple factors, including urban population growth, agricultural needs, tribal water development, energy demand, habitat requirements, recreational use, and aesthetic values. Seven of the ten fastest growing cities in the U.S. are located in the water-limited western states. Idaho has the sixth highest projected population growth rate in the nation, over 50% in the next 25 years. Most of that growth is in urban areas that compete for water resources currently used for irrigated agriculture and industries. Development of tribal water resources in the region has lagged behind that of their neighbors, and only in the past few decades have the proper institutions and funding been made available to begin to reverse that disparity. Habitat needs are highlighted by the fact that freshwater fish are the single-most endangered vertebrate group in the U.S. Furthermore, the Columbia River basin is the primary source of hydroelectric power in the northwest. Its waters serve five states, numerous Native American tribes, and two countries. It is also home to twelve endangered salmonid populations, decimated by blockage to migratory routes, dewatering, poor water quality, loss of habitat, competition from hatchery and exotic fish, and commercial fishing.

Water resources issues are commanding attention in Idaho, nationally, and globally. In southern Idaho, understanding and balancing the physical, biological and legal aspects of the Snake River system are primary challenges. In Moscow, the declining water level in the region's primary aquifer has local and state officials concerned about maintaining a sustainable water supply. Across the state, many water quantity and quality issues are under study and need solutions, including those associated with growth and development, domestic supply, agricultural use, forest harvest, mining, and aquatic habitat. Across the nation and throughout the world, the situation is similar. In a report prepared for the United Nations titled *No Water, No Future*, the case is made that the entire world is in a "water crisis." Global demand and resource degradation is expected to increase, stressing ecosystems and requiring innovative new water-related infrastructure. Moreover, climatic variability is affecting hydrologic regimes from local to global scales, forcing humans to find long-term, innovative, and interdisciplinary solutions to a variety of water resource-related problems. These issues will only become more important in the future: clearly, *the capabilities of the next generation of water resources scientists, engineers, and policy makers are vital to our economy, ecosystems, and human health and well-being.*

These complex water resources issues cannot be resolved through a conventional approach in which science, engineering, law, and policy are compartmentalized in university education, research, and outreach programs. Recent studies indicate that graduate education must expand interaction with stakeholders and more generously engage social and technical challenges. *The UI must take the next critical step in providing engineers, scientists, lawyers, managers, leaders, and citizens with integrated knowledge and problem-solving skills to address water resources problems.* In short, we must educate scientists and engineers to be more politically aware and policymakers to be more scientifically knowledgeable.

The U.S. Department of Labor Bureau of Labor Statistics collects and compiles information on historical and projected employment by occupation and industry. While there is no specific Water Resources category, the Occupational Outlook Handbook 2004-2005 provides demand estimates for the period 2002 to 2012 in several related areas. The demand for Hydrologists is expected to grow 21% in this period. In addition, hydrologist was

ranked as the 7th best job in America based largely on projected job growth and average salary in a spring 2006 CNN/Money assessment. A 51% increase is expected for Civil Engineers in the water area, and a 95% increase for Environmental Engineers who focus on water issues is projected. The Occupational Outlook Handbook states that more “soil and water quality” experts will be needed as “states develop initiatives to improve water resources.” The demand for Natural Science Managers is expected to grow 11%. In the private sector, the demand for Atmospheric Scientists is expected to grow faster than average. The demand for lawyers in the water area is projected to increase 52% from 2002 to 2012. Based on these statistics it can be inferred that the demand for Water Resources Professionals in all areas will increase over the next decade.

The opportunity exists now for the University to become a leader in education and research on water resources at the interface among law, policy, management, science and engineering. Due to the demand for this capability among water management and policy institutions, other universities may begin to fill the gap within the next decade. Given the importance of water resources, there can be no greater goal of a land grant university than to lead the region in defining a sustainable future for water resources management and use.

In the June 2003 issue of the *Journal of Contemporary Water Research and Education*, published by the Universities Council on Water Resources, Dr. L. Douglas James, Director of the Hydrologic Sciences Program at the National Science Foundation, notes that there is a need for people with different backgrounds to be able to work together in solving pressing water resources challenges, and writes:

Education is needed that provides perspectives needed to balance social, economic, and environmental considerations in viewing water and land resources and the nature of risks.

The University currently offers a broad but disparate array of programs related to various aspects of water resources that are typically discipline-specific, such as those in Forest Resources, Civil Engineering, Geology, Geography, and Biological and Agricultural Engineering. Students considering the University of Idaho as a place to study water are not presented with a unified, interdisciplinary approach to water resources. In creating a new program in Water Resources, we will ensure that an Idaho institution will help provide the next generation needed to solve current and future water problems. The proposed program is designed to meet the growing need for Water Resources Professionals educated in an interdisciplinary manner by building on the University of Idaho’s existing strengths.

Development of the proposed Water Resources program was initiated 6 years ago by a group of faculty at the University of Idaho. This group consisted of Drs. Boll, Fiedler, Link, Humes and Fairley. Over the course of 6 years, discussions were held with engineers and scientists at governmental agencies and consulting firms to identify the type of graduate students they see needed for the future. Dr. John Selker from Oregon State University was invited to share with the campus community experiences from development of a similar interdisciplinary program at his institution. It became clear that the type of graduates we need to produce for future water resources issues is one that has an interdisciplinary background and is able to communicate across disciplinary boundaries. To put it in the words of an Idaho Department of Water Resources employee: “. . . To educate graduates for the real world.” The original assessment group was expanded to include greater representation from law, management and policy, ultimately resulting in the Strategic Initiative Award for Water of the West, which was highly endorsed by state agencies, city governments, non-profit groups, and members of consulting firms.

- 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.

Students in the proposed WR Program will be full-time students with a bachelor’s degree if entering as M.S. student, or with bachelor and M.S/M.A. if entering as Ph.D. student. Exceptional students may be allowed into the Ph.D. program with a bachelor’s degree on a case-by-case basis. Students employed by government agencies and consulting firms can enroll as part-time students. Part-time students will have access to courses offered through Engineering Outreach, the internet, and via compressed video.

Since the announcement of the Water of the West Strategic Initiative in April 2006, student interest in the proposed program has been high. In particular, the concurrent degree options appear very much in demand. Initially, a small number of students will shift into the new program from existing programs at the University of Idaho. Given the strong interdisciplinary nature of the program, it is projected that new enrollments will enter the program from outside the University. As the program matures, it is conservatively estimated that, on average, each participating faculty member will have one student enrolled in the program.

For comparison, Oregon State University has a recently developed program that is similar to the one proposed here and is composed of three areas within the Water Resources Graduate Program: Water Resources Engineering (WRE), Water Resources Science (WRS), and Water Resources Policy and Management (WRP). At the end of the first year, OSU had 7 Ph.D. and 10 MS in WRE, 3Ph.D. and 7 M.S. in WRS, and 9 M.S. in WRP. Next year, they are anticipating 29 new students in the program distributed as follows: 2 Ph.D. and 7 MS in WRE, 5 Ph.D. and 9 M.S. in WRS, and 6 M.S. in WRP.

- 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.

As described under 5b., students from government agencies or consulting firms can enter the proposed WR Program. These students likely will reside in either Boise, Idaho Falls, Twin Falls, or Coeur d'Alene. Course delivery to these Centers is available via Engineering Outreach, compressed video, and internet. The concurrent J.D. degree will not be offered off the Moscow campus, although the option exists for one semester in-practice in Boise doing a supervised externship with a law firm or agency and related class with Boise law faculty Lee Dillion.

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 <u>08</u>		FY <u>09</u>		FY <u>10</u>	
	FTE	Headcount*	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>2.5</u>	<u>5</u>	<u>6</u>	<u>12</u>	<u>12.5</u>	<u>25</u>
B. Shifting enrollments	<u>2.5</u>	<u>5</u>	<u>1.5</u>	<u>3</u>	<u>0</u>	<u>0</u>

* Total headcount consists of total number of students enrolled in the proposed WR program during that year. Enrollment is expected to increase beyond 25 and reach a steady state head count of approximately 85 (based on 7 new M.S. and 3 new Ph.D. students in each option area each year). Each student is considered equal to 0.5FTE.

II. EXPENDITURES

	FY 08		FY09		FY10	
	FTE	Costs	FTE	Costs	FTE	Costs
A. Personnel Costs						
1. Faculty	1.3	\$90,000	1	\$88,400	1	\$91,936
2. Administrators	0.5	\$37,500	0.5	\$39,000	0.5	\$40,560
3. Adjunct Faculty	0	\$0	0	\$0	0	\$0
4. Graduate/Instructional Asst	1.5	\$62,400	1.5	\$64,896	1.5	\$67,492
5. Support personnel	1	\$50,400	1	\$52,416	1	\$54,513
6. Fringe benefits		\$60,843		\$61,561		\$64,023
7. Other	0	\$0	0	\$0	0	\$0
Total FTE Personnel and Costs:	4.3	\$301,143	4	\$306,273	4	\$318,524

B. Operating expenditures			
1. Travel	\$6,000	\$6,000	\$6,000
2. Professional services	\$0	\$0	\$0
3. Other services	\$0	\$0	\$0
4. Communications	\$5,000	\$5,000	\$5,000
5. Utilities			
6. Materials and Supplies	\$3,000	\$3,000	\$3,000
7. Rentals	\$0	\$0	\$0
8. Materials and Goods for Manufacture and Resale	\$0	\$0	\$0
9. Miscellaneous	\$4,000	\$2,000	\$1,000
Total Operating Expenditures:	\$18,000	\$16,000	\$15,000
C. Capital Outlay			
1. Library resources	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0
Total Capital Outlay	\$0	\$0	\$0
D. Physical facilities Construction or Major Renovations	\$0	\$0	\$0
E. Indirect Costs (overhead)	\$0	\$0	\$0
GRAND TOTAL EXPENDITURES:	\$319,143	\$322,273	\$333,524

Personnel costs include a new faculty in the college of Law, 50% academic salary for director, three graduate student assistantships, two support personnel (administrative assistant and grant writer). Communication costs include funds to enhance off-campus delivery technologies. Fringe benefits follow rates appropriate for each position. See section e for continuation of funds in years beyond FY10.

III. REVENUES

	FY 08	FY09	FY10
A. Source of Funds			
1. Appropriated Funds - Reallocation - MCO	\$0	\$0	\$0
2. Appropriated Funds - New -MCO	\$0	\$0	\$0
3. Federal Funds	\$0	\$0	\$0
4. Other grants	\$0	\$0	\$0
5. Fees	\$0	\$0	\$0
6. Other: One-Time University Expenditure	\$319,143	\$322,273	\$333,524
GRAND TOTAL REVENUES	\$319,143	\$322,273	\$333,524
	FY 08	FY09	FY10
B. Nature of funds			
1. Recurring*	\$113,050	\$117,572	\$122,275
2. Non-recurring**	\$206,093	\$204,701	\$211,249

* 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.

a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Table 4 lists participating faculty, their annual salary rate (AY or FY), FTE assignment to WR Program, Program salary dollars, projected student credit hours, and FTE students. Faculty position, rank and affiliation are shown in Table 2. Assignment of FTE to the WR Program was estimated as follows: 0.05 FTE for involvement in development and delivery of common courses and 0.05 FTE for thesis/dissertation supervision as major professor and serving on graduate committees. Note that the proposed Water Resources Program is not funding the FTE contributed by faculty participating in instruction.

Table 4. Faculty expenditures (instructional) for FY08, FY09, and FY10.

Name*	Annual Salary Rate		FTE Assignment to this Program		Program Salary Dollars		Projected Student Credit Hours			FTE Students			
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10
Vladimir Aizen	78437	81574	84837	0.05	3922	4079	4242	2.3	3.4	5.7	0.09	0.14	0.24
Rick Allen	99029	102990	107110	0.05	4951	5149	5355	2.3	3.4	5.7	0.09	0.14	0.24
Jan Boll	71385	74240	77210	0.05	3569	3712	3861	2.3	3.4	5.7	0.09	0.14	0.24
Erik Coats	64000	66560	69222	0.05	3200	3328	3461	2.3	3.4	5.7	0.09	0.14	0.24
Dennis Colson	124300	129272	134443	0.01	1243	1293	1344	0.5	0.7	1.1	0.02	0.03	0.05
Barbara Cosens	89190	92758	96468	0.1	8919	9276	9647	4.5	6.8	11.4	0.19	0.28	0.47
Maxine Dakins	64646	67232	69922	0.05	3232	3362	3496	2.3	3.4	5.7	0.09	0.14	0.24
Jerry Fairley	52520	54621	56806	0.1	5252	5462	5681	4.5	6.8	11.4	0.19	0.28	0.47
Fritz Fiedler	65042	67643	70349	0.2	13008	13529	14070	9.1	13.6	22.7	0.38	0.57	0.95
Dale Goble	116043	120685	125512	0.05	5802	6034	6276	2.3	3.4	5.7	0.09	0.14	0.24
Peter Goodwin	145056	150858	156893	0.05	7253	7543	7845	2.3	3.4	5.7	0.09	0.14	0.24
Chuck Harris	65083	67687	70394	0.1	6508	6769	7039	4.5	6.8	11.4	0.19	0.28	0.47
Thomas Hess	77251	80341	83555	0.05	3863	4017	4178	2.3	3.4	5.7	0.09	0.14	0.24
Steve Hollenhorst	103979	108138	112464	0.05	5199	5407	5623	2.3	3.4	5.7	0.09	0.14	0.24
Karen Humes	70013	72813	75726	0.05	3501	3641	3786	2.3	3.4	5.7	0.09	0.14	0.24
James Ding Johnson	78312	81444	84702	0.05	3916	4072	4235	2.3	3.4	5.7	0.09	0.14	0.24
Gary Johnson	62795	65307	67919	0.05	3140	3265	3396	2.3	3.4	5.7	0.09	0.14	0.24
Jodi Johnson-Maynard	53290	55421	57638	0.05	2664	2771	2882	2.3	3.4	5.7	0.09	0.14	0.24
Klaus Jorde	89690	93277	97008	0.05	4484	4664	4850	2.3	3.4	5.7	0.09	0.14	0.24
Kathleen Kavanagh	61131	63576	66120	0.05	3057	3179	3306	2.3	3.4	5.7	0.09	0.14	0.24
Brian Kennedy	51875	53950	56108	0.1	5188	5395	5611	4.5	6.8	11.4	0.19	0.28	0.47
Guy Knudsen	67746	70455	73274	0.05	3387	3523	3664	2.3	3.4	5.7	0.09	0.14	0.24
Tim Link	55328	57541	59843	0.1	5533	5754	5984	4.5	6.8	11.4	0.19	0.28	0.47
Jim Liou	83429	86766	90237	0.05	4171	4338	4512	2.3	3.4	5.7	0.09	0.14	0.24
Robert L. Mahler	94286	98058	101980	0.05	4714	4903	5099	2.3	3.4	5.7	0.09	0.14	0.24
John Marshall	75672	78699	81847	0.05	3784	3935	4092	2.3	3.4	5.7	0.09	0.14	0.24
Colleen Mack-Canty	47445	49343	51316	0.05	2372	2467	2566	2.1	3.2	5.3	0.09	0.13	0.22
Paul McDaniel	73674	76621	79685	0.05	3684	3831	3984	2.3	3.4	5.7	0.09	0.14	0.24
William McLaughlin	75234	78243	81373	0.05	3762	3912	4069	2.3	3.4	5.7	0.09	0.14	0.24
Russell Miller	91146	94791	98583	0.01	911	948	986	0.5	0.7	1.1	0.02	0.03	0.05
Gregory Moller	89731	93320	97053	0.05	4487	4666	4853	2.3	3.4	5.7	0.09	0.14	0.24
Matt Morra	81390	84646	88032	0.05	4070	4232	4402	2.3	3.4	5.7	0.09	0.14	0.24

Table 4 Continued

Derek Nalle	60798	63230	65760	0.05	3040	3162	3288	2.3	3.4	5.7	0.09	0.14	0.24
Howard Neibling	66518	69179	71946	0.05	3326	3459	3597	2.3	3.4	5.7	0.09	0.14	0.24
Michael Nelson	47632	49537	51519	0.05	2382	2477	2576	2.1	3.2	5.3	0.09	0.13	0.22
Jay O'Laughlin	97053	100935	104972	0.05	4853	5047	5249	2.3	3.4	5.7	0.09	0.14	0.24
James Osiensky	70699	73527	76468	0.05	3535	3676	3823	2.3	3.4	5.7	0.09	0.14	0.24
Russell Qualls	72530	75431	78448	0.05	3626	3772	3922	2.3	3.4	5.7	0.09	0.14	0.24
Richard Seamon	94349	98123	102048	0.01	943	981	1020	0.5	0.7	1.1	0.02	0.03	0.05
Robert Smith	136490	141949	147627	0.05	6824	7097	7381	2.3	3.4	5.7	0.09	0.14	0.24
Dan Strawn	59654	62041	64522	0.05	2983	3102	3226	2.3	3.4	5.7	0.09	0.14	0.24
Adam Soward	46218	48066	49989	0.05	2311	2403	2499	2.2	3.3	5.5	0.09	0.14	0.24
Garth Taylor	66706	69374	72149	0.05	3335	3469	3607	2.2	3.3	5.5	0.09	0.14	0.23
John Tracy	149614	155599	161823	0.01	1496	1556	1618	0.5	0.7	1.1	0.02	0.03	0.05
Margrit von Braun	120120	124925	129922	0.05	6006	6246	6496	2.3	3.4	5.7	0.09	0.14	0.24
Von Walden	65894	68530	71271	0.05	3295	3427	3564	2.3	3.4	5.7	0.09	0.14	0.24
Barbara Williams	60070	62473	64972	0.05	3004	3124	3249	2.3	3.4	5.7	0.09	0.14	0.24
Patrick Wilson	49837	51830	53903	0.1	4984	5183	5390	4.5	6.8	11.4	0.19	0.28	0.47
Scott Wood	89731	93320	97053	0.05	4487	4666	4853	2.3	3.4	5.7	0.09	0.14	0.24
J.D. Wulfhorst	66893	69569	72351	0.05	3345	3478	3618	2.3	3.4	5.7	0.09	0.14	0.24
Total	3.94M	4.10M	4.26M	2.8	.209M	.218M	.225M	120	180	300	5.0	7.5	12.5

*Position and rank are listed in Table 2.

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Staff support for the proposed WR program includes a part-time (50%) administrative assistant, a part-time (50%) grant writer, and three graduate student assistants (100%). Funds for these positions are provided through the Water of the West Strategic Initiative. See section e for future plans for funding these positions.

Table 5. Staff and other support personnel expenditures for FY08, FY09, and FY10.

Staff Position	Annual Salary Rate			FTE Assignment to this Program	Program Salary Dollars			Percent of Salary Dollars to Program		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Administrative Assistant	\$24,400	\$25,376	\$26,391	0.5	\$12,200	\$12,688	\$13,196	50%	50%	50%
Grant writer	\$26,000	\$27,040	\$28,122	0.5	\$13,000	\$13,520	\$14,061	50%	50%	50%
Grad assistant 1	\$20,000	\$20,800	\$21,632	0.5	\$10,000	\$10,400	\$10,816	100%	100%	100%
Grad assistant 2	\$20,000	\$20,800	\$21,632	0.5	\$10,000	\$10,400	\$10,816	100%	100%	100%
Grad assistant 3	\$20,000	\$20,800	\$21,632	0.5	\$10,000	\$10,400	\$10,816	100%	100%	100%
	\$110,400	\$114,816	\$119,409	2.5	\$55,200	\$57,408	\$59,704			

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Table 6 lists faculty included in the administrative structure of the proposed WR Program. Dr. Jan Boll will be the Director of the proposed WR Program. He will oversee all activities within the WR Program, and will interact with respective Deans of the Colleges of Graduate Studies and Law. Core faculty will oversee degree option areas and

concurrent J.D.: Dr. Fiedler (ES), Dr. Link (SM), Dr. Wilson (LMP), and Professor Cosens (concurrent J.D. in Law). The director, core faculty and five additional faculty will form a steering committee, which will set guidelines for curriculum issues, program assessment & evaluation, and recruitment/admissions. Participating faculty in each of the UI Centers will coordinate advising of graduate students.

Table 6. Administrative expenditures for FY08, FY09, and FY10.

Name, Position, And Rank *	Annual Salary Rate		FTE Assignment to this Program		Program Salary Dollars			Percent of Salary Dollars to Program		
	FY08	FY09	FY10		FY08	FY09	FY10	FY08	FY09	FY10
Jan Boll (Director)	\$71,385	\$74,240	\$77,210	0.5	\$35,693	\$37,120	\$38,605	50%	50%	50%
Barbara Cosens (Core faculty)	\$89,190	\$92,758	\$96,468	0.1	\$8,919	\$9,276	\$9,647	10%	10%	10%
Fritz Fiedler (Core faculty)	\$65,042	\$67,643	\$70,349	0.1	\$6,504	\$6,764	\$7,035	10%	10%	10%
Tim Link (Core faculty)	\$55,328	\$57,541	\$59,843	0.1	\$5,533	\$5,754	\$5,984	10%	10%	10%
Patrick Wilson (Core faculty)	\$49,837	\$51,830	\$53,903	0.1	\$4,984	\$5,183	\$5,390	10%	10%	10%
Erik Coats (Steering Committee)	\$64,000	\$66,560	\$69,222	0.05	\$3,200	\$3,328	\$3,461	5%	5%	5%
Chuck Harris (Steering Committee)	\$65,083	\$67,687	\$70,394	0.05	\$3,254	\$3,384	\$3,520	5%	5%	5%
Gary Johnson (Steering Committee)	\$62,795	\$65,307	\$67,919	0.05	\$3,140	\$3,265	\$3,396	5%	5%	5%
Brian Kennedy (Steering Committee)	\$51,875	\$53,950	\$56,108	0.05	\$2,594	\$2,698	\$2,805	5%	5%	5%
Barbara Williams (Steering Committee)	\$60,070	\$62,473	\$64,972	0.05	\$3,004	\$3,124	\$3,249	5%	5%	5%
	\$634,606	\$659,990	\$686,390	1.2	\$76,823	\$79,896	\$83,092			

*Position and rank are listed in Table 2.

- c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Operating expenditures include travel, communication, student recruiting, and general office operating funds. Travel includes funds to assist WR faculty at University centers in Idaho Falls, Twin Falls, and Boise in participating in interdisciplinary faculty and student activities (e.g., project preparation, seminars, proposal preparation), as well as funds for the Director and/or grant writer to travel to Washington, D.C. (for meetings with Program Directors of Funding Agencies such as NSF, USDA, EPA), travel to off-campus locations in Idaho, and attendance at scientific and professional conferences to promote the University program. Communication includes funds for delivery of seminars and annual program meetings at centers in Idaho Falls, Twin Falls, Boise, and Coeur d'Alene through compressed video. Student recruiting includes funds for development of program brochures, professional advertisement at professional and scientific meetings, and other advertising activities.

d. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The current library space and personnel resources are adequate for this program (see section 2d.). The holdings of the University of Idaho (including the College of Law library) and Washington State University are adequate for research in the Moscow region.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

IRSA No costs are anticipated beyond the current library staffing and acquisition plans

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

There are well-established library research facilities in Boise and Idaho Falls. The world-wide-web also offers access to various academic materials for students outside the Moscow area.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Existing resources are adequate and available. Research laboratory of individual faculty members in their respective departments are adequate for the proposed program. The Water of the West Initiative has provided funds for computers and office supplies for the director and staff personnel. Specialized equipment such as a computer server, telemetry equipment, and laboratory units for educational purposes also have been provided through funds by the Water of the West Strategic Initiative.

e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Strategic Initiative funds from the UI President's Office will fund the Water of the West program through 2010. The award has been made for \$330,000/year for 4 years. After 2010, it is anticipated that faculty participation to the interdisciplinary program will continue and be justified by growing student enrollments. Administrative costs (Director position, administrative assistant and grant writer) will be covered by future re-allocation of existing program funds and grants.

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable to the proposed program.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The University of Idaho Strategic Initiative process has provided \$1.6M over 5 years to launch the proposed Water Resources Program. Approximately 1/5 of these funds were used in FY07 to prepare for program implementation, and the remainder will be available to operate the program until the end of FY11. After FY11, the program will become sustainable based on grant activity of participating faculty and program staff. The Director and administrative support staff will be funded from the general fund as is currently done for other interdisciplinary programs on campus. If the general fund cannot fund these positions, then other possibilities for funding the director position and administrative support staff are: 1. All 7 Deans and Provost provide ~\$10-15k/yr (perhaps adjusted by college) to support the program. Deans and the Provost commit to use the next 5 years to coordinate with each other, work with their development staff and political base to secure these funds; 2. WoW faculty will negotiate with the Research Office to provide Indirect Cost Returns (ICRs) on WR grants into a fund to support some portion of the program; 3. Deans allow the program director to transfer 0.5 FTE from their College to the WR Program for a fixed term. Colleges cover the costs needed to provide courses that would be "lost" during the director's tenure; 5. Director and staff position funded by restructuring the Idaho Water Resources Research Institute (IWRRI) budgets, assuming the required funds will be \$60,000 for the director (0.5 FTE with benefits) and \$30,000 for support staff (0.5 FTE with benefits). After FY11, the Director and support staff could be funded by IWRRI from redistribution of indirect cost funds captured due to the anticipated increase in research activities as part of the WoW Initiative. The restructured indirect cost redistribution model can include fund pools for continuation of graduate student fellowships, faculty travel, and proposal development activities. IWRRI works with the PIs to identify the most effective support models to be implemented. By the end of FY11, the operation of the WR Program could be completely supported by a mixture of reallocating existing resources and the generation of new resources from external sources (increased indirect costs); and 5. Numerous interdisciplinary teaching and

research proposals are being put forward in the initiative process raising the prospect that a centralized system of administration may be cost effective. The WR Program will actively seek funds for additional interdisciplinary water resources research funding to fund the grant writer and graduate assistantships.

The College of Law (Law) will assume responsibility for funding for the faculty position and the teaching fellow at the end of the funding period. Law is already in the process of obtaining private funding for expansion in the natural resources area; shortfalls will be covered through increases in student professional fees. If Law is unsuccessful in obtaining private funds to cover funding required at the end of this Initiative, a student fee increase of \$650/student/year will be necessary. This increase is within the plan for student fee increases by the end of the next five-year period. The current student body has been briefed on this possible fee increase. A commitment letter from Dean Donald Burnett is attached. Proposed increases must be approved by the University and by the State Board of Education/Board of Regents. The cost of attending Law for one year is currently \$8,908 for residents, and \$17,768 for non-residents. This compares to \$9,113 and \$18,677 for Montana, \$11,289 and \$24,071 for Utah, \$14,816 and \$23,076 for Washington. In the region, only Wyoming, at \$6,519 and \$13,779, is less expensive than Idaho.

The University of Idaho Strategic Plan outlines the institutional commitment towards interdisciplinary programs. Participating faculty in the Water Resources Program will work with university administration towards the goals of the strategic plan, and do so collectively with other interdisciplinary programs currently on the campus such as Environmental Science and Environmental Engineering. Graduate student research activities in Water Resources will be closely integrated with the strategic goals of the Idaho Water Resources Research Institute.

THIS PAGE IS INTENTIONALLY LEFT BLANK

External Reviewer Assessment of UI's Proposed Water Resources PhD Program

Following the guidelines of the Idaho Office of the State Board of Education and Based on review of the submitted proposal and a 21 March 2007 site visit

Submitted by Robert Ward (Colorado State University) and John Selker (Oregon State University)

Executive Summary

Merit

Overall the reviewers find the program to be compelling, and *enthusiastically* support approval. We believe that this program will come to be one of the finest opportunities for professional development in water resources in the USA. The faculty is entirely capable to deliver the program, and the program is timely and unique in its structure and content. Specific strengths include

- **Uniqueness of program:** location of a law school on a land-grant university campus (very rare in the western U.S.) permits inclusion of law into preparation of water resource professional in an innovative and highly relevant manner
- **Staff qualifications:** young, motivated, highly qualified, enthusiastic, and willing/able to work well together, both across the University of Idaho campus and the State of Idaho
- **Courses:** excellent breadth and depth across technical, policy, and legal issues
- **Program design:** well balanced depth and breadth in curriculum structure and administered by trim leadership and committee structure
- **Need:** The stakeholder letters of support contained in the WoW Strategic Initiative proposal demonstrate broad and compelling demand
- **Commitment of funding:** sufficient funds committed for five years, sufficient to demonstrate value
- **Fit to mission:** excellent alignment with Board's stated roles for University of Idaho and complimentary with that of other Idaho institutions of higher education;
- **Scale:** the goal for student population is practicable and appropriate given the needs and resources committed to the program

The program is based almost entirely upon existing courses, both demonstrating the resident faculty talent, and making the implementation of this project very cost effective. It is further notable that through the enhanced coordination resulting from this cross-campus effort, existing courses are being better integrated, and in some cases merged, yielding improved educational experiences with fewer resources.

Opportunities for Improvement

The proposal is terse, and so leaves opportunities for clarification and refinement in some areas. Specific areas that might benefit from further detail include:

- The State Board of Education could assist the Water Resources Program by developing state-of-the-art information technology communication between higher education locations in Idaho, perhaps using a high tech video link between Water Resources faculty at Moscow and Water Center faculty and clients at the Water Center in Boise, as an implementation case study
- Relationship with the Idaho Water Resources Research Institute. Synergistic opportunities were clearly seen by the faculty, but need to be refined and implemented.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

- The process described in the WoW Strategic Initiative proposal, for measuring outcomes, is well conceived and focus should be put on quantifiable targets
- On going professional development which further refines and sustains the vitality of the interdisciplinary relationships among the faculty members involved will help insure long term success of the Water Resources Program
- Obtaining written commitment from the associated deans for follow-on funding at the completion of the first five years based on achievement of metrics of success
- Clarification of the process of handling student applications. How will all faculty involved in the program be given fair access to the applications, and what criteria will be used to identify acceptable candidates, especially at the PhD level;

These issues were brought up at all levels in the course of the review, and we are satisfied that there is the will and intent to completely address these issues.

Report

This report is constructed following the categorical review criteria provided by the Idaho Board of Education for New Instructional Programs

Quality

The proposal assembles a strong academic team to support a new and unique three-track PhD program in Water Resources. Faculty are drawn from agricultural sciences, engineering, law, policy, natural resources, hydrology, history, and sociology – a good representation of key water-related disciplines that are being asked to work together to solve the West's water problems. The 'water resources' faculty is housed in departments that are accredited at the undergraduate level, thus insuring faculty understand and successfully incorporate professional disciplinary standards into curricula planning and design.

The curriculum brings together a robust set of courses in support of the three options for the Water Resources PhD degree. The reviewers note that all but two of these courses currently exist in the University of Idaho system, only lacking named degrees that bring them together for students interested in careers in water resources. Thus, in many ways, the proposed PhD program is coordinating a strong ongoing water curriculum at the University of Idaho, making it visible to potential students and organizations that hire graduates to work in water careers. The vision of the program is more than simply re-packaging what already existed, but rather presents the study of water as intrinsically including elements of natural science, technical design, and social constructs. The program is not defined by the course offerings, but by the philosophy reflected in the requirements and included faculty. In particular, the integration of an in-depth treatment of water law is an outstanding and largely unique contribution at the national level.

The discussions with the faculty regarding the current and proposed content of core classes appears to well support the stated goals of "the study of how water moves through and interacts with natural systems, and the physical, social, and economic aspects of human interaction with the water cycle." Since the central courses are currently under development we cannot certify that these goals will be achieved, but the faculty are well aware of the content, and have a track record of developing interdisciplinary courses, giving us confidence that these plans will be effectively realized.

Students admitted to the PhD program, if they meet the prerequisites listed in the proposal, will result in a highly qualified and motivated student body. While not entirely unique, it is notable that the program requires PhD students to have obtained a MS degree prior to entry into the PhD program. This could make the program less competitive with programs that allow entry without a MS but have rigorous qualifying examinations to assure student readiness for the dissertation. Discussions with the faculty indicated that the faculty would support a formal process by which exceptionally well prepared and capable applicants could be accepted to the PhD program without having first obtained a MS. This also leads to discussion of how PhD applications should be pre-screened by a committee prior to allowing a faculty member accept a student to the program. We recognize that there are often pressures that encourage faculty to bring in students to address currently funded projects who might otherwise be seen as being at risk of failure. The

program needs to put in place a process by which all accepted PhD students have been verified to be eminently qualified to pursue the degree. The program core faculty or steering committees could provide this quality check.

The infrastructure support for the new Water Resources program is strong. Idaho's higher education system contains considerable water-related expertise (as a review of the university's webpage clearly illustrates) and the proposed degrees should provide an opportunity for this wealth of expertise to work together and further enhance the institution's ability to better serve Idaho's water management community, as well as that of the West. The faculty initiative shown through this proposal bodes well for a new Water Resources program.

An opportunity for strengthening of the proposal is defining and making central the connection between the Idaho Water Resources Research Institute and the proposed new degrees. Such a connection may exist, but it is not well developed in the proposal. A strength of such close collaboration is the mutual enhancement of graduate education and research through coordinated outreach, seminar scheduling, and newsletter communication.

Funding resources, listed in the quality criteria, will be discussed under the subtitle of 'Resources' later in this review.

Business and industry support, while not addressed in the PhD proposal, was confirmed in the President's WoW Strategic Initiative proposal with numerous letters of support. As is true of all the Western States, the future of every business, farm and family in Idaho depends on improved management of the waters of the state. The proposal clearly addresses a set of issues of recognized and real import to the future of Idaho.

Development of outcome and performance measures is addressed in the WoW Strategic Initiative. In the PhD proposal it is stated that an outcomes-based system for continuous improvement will be developed and implemented. Discussions with the faculty demonstrated that they have thought deeply about these issues, having developed similar plans to satisfy ABET and other accreditation boards for existing programs. They recognize the need to carefully track students during and after graduation as part of a strong outcome assessment program. Their thinking is forward-looking and credible. Discussions with the Provost also made it clear that measuring outcomes is a top priority on campus, with all programs required to submit plans in the spring of 2007. Thus we have confidence that these processes will be implemented, though they are not detailed operationally at this point.

Duplication

The type of program described in this proposal is not widely available in the West, thus there does not appear to be duplication with similar programs offered in other states. The proposal describes the Oregon State University offering and correctly notes that it is the most similar to that being proposed for Idaho. Another program that appears to be somewhat similar is that offered through the University of New Mexico, although it takes on a strong water resources planning/administration flavor. The other programs listed in Table 3, in the reviewers' opinion, are disciplinary oriented, thus do not offer the integrated approach being attempted with the

Idaho proposal. We believe that there is ample opportunity for this program to serve the needs of Idaho and many of the surrounding states.

The proposal incorporates a wide array of water expertise across the University of Idaho system and has ongoing dialogue with other institutions of higher education in Idaho. Such communication should lead to further collaborative efforts, as mentioned in the proposal.

Centrality

A review of the Board's role and mission statement for the University of Idaho, when compared to that of other institutions in Idaho, clearly supports placement of the Water Resources program with the University of Idaho. In particular, the University of Idaho, serving as Idaho's Land-Grant university, while also housing Idaho's law school, is particularly well suited to offer the new integrated Water Resources degrees. There are few land-grant universities in the West that house law schools, thus giving the University of Idaho a unique position in offering this PhD in Water Resources. The proposal also acknowledges and addresses the need for collaboration with water faculty at other Idaho institutions of higher education. The conversations about the structure of such collaborations are underway, and the reviewers strongly suggest that the System of Higher Education in the state works with this program as a pioneer in presentation of PhD-level interdisciplinary material across the state. For example the incorporation of video-conferencing for both formal and informal committee meetings, and the facilitation of effective mentoring of students across large geographic spans. The WoW proposal includes the testing of three technologies for video course presentation, but we see that effective mentoring of PhD's remote from Moscow will require innovative approaches refined through careful evaluation of educational outcomes and continuous improvement.

Centrality is further enhanced by the efforts of water faculty around Idaho to coordinate water education, research, and outreach efforts within Idaho's higher education system. The reviewers appreciate what appears to be an active dialogue among 'water' faculty in Idaho's various institutions of higher education and strongly supports continuation and enrichment of collaboration among water faculty.

Demand

The West's water problems are becoming more complex while the sophistication of the tools required to solve the problems are increasing. The proposed degree represents a unique and innovative effort on the part of the University of Idaho to educate future water managers in the latest integrated water management concepts/tools and insuring that students also understand the broader legal and social context in which they must function.

The new degree also addresses a tension between traditional disciplinary approaches to higher education water oriented degrees and the need for all water professionals to better integrate their approaches to water management. The water 'industry' traditionally relied upon lawyers and engineers in initial efforts to develop the West's water resources. In the mid-1900s, as competition for water grew more intense, economists took on an important role in water development as they sorted out the benefits and costs of future water projects. As the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

environmental movement picked up steam in the 1960s and 1970s, a wide array of new disciplines contributed new insight into options for meeting human water supply needs while minimizing negative impacts on the environment. Each of these disciplines has developed employment patterns in society that define the demand of university graduates. The proposed degree, by offering options, does not discard the connection between university graduates and their traditional employment pipelines. Rather it adds to the discipline oriented options an introduction to the integrated nature of water management that will be required to solve problems in the 21st century. Thus, this reviewer compliments the foresight of the faculty who assembled the new degree proposal in carefully bridging the historical hiring patterns of water professions with the new integrated insight that will be required in the future.

The support of Idaho-based firms and organizations, presented in the President's Strategic Initiative proposal, indicates high relevance of the new degree in providing a pipeline of future water managers/consultants.

We can suggest that universities around the West, who are looking for new 'linking' faculty would appreciate the depth the degree contains when combined with breadth in Water Resources. 'Linking' faculty are viewed as those who can bridge traditional disciplines to gain new insight and approaches to solving complex and highly integrated water problems.

Resources

The administrative structure for the new degree program is well defined (with respect to both personnel and time commitment); administrative funding is in place; and options for funding the program upon termination of the Water of the West funds are outlined. Given the current, high level of water-related education, research and outreach associated with the University of Idaho, the impact of the new degree on existing programs, such as the library and laboratories, should be minimal. The reviewers visited the library and confirmed directly the ready availability of the core journals and research materials required to conduct PhD level research in water resources. The access is entirely sufficient.

The administrative structure is based on the identified director devoting 50% of his nine-month time to the new degree (4.5 months during the academic year). The reviewers wonder how the program will be administered during the summer. Also, it is not clear where the funding for the two new courses and new seminar are located in the proposed budget. Given that the new course is outlined in the Law, Management and Policy Option, it appears this is the case. We assume that the Director is responsible for the seminar.

In addition to initiating the new degrees and managing their year-to-year operation, the program director is also responsible for the student recruiting, communication with an interdisciplinary and geographically dispersed faculty, establishing and maintaining dialogue with Idaho's water community (who will potentially hire graduates and support water research), research proposal development and marketing, and maintaining a high profile for the new degrees among national professional water organizations. If the Director's position included a number of similar duties for other reasons, such as director of the Idaho Water Resources Research Institute, 50% salary

coverage might be sufficient. If his other duties are quite separate from the large outreach component involved, a question arises regarding the adequacy of the salary support.

The proposal does not describe administrative details, perhaps because these are beyond the scope of the document. However, there are student recruiting strategies and communication mechanisms that the reviewers hope those implementing the new degree will carefully consider. For example, potential students for the new degree can be accessed through a number of national water organizations, such as the National Institutes for Water Resources (NIWR), of which the Idaho Water Resources Research Institute (IWRRI) is a member, the American Water Resources Association and the Universities Council on Water Resources. An engaging, informative, and up-to-date webpage, a newsletter constructed around the unique flavor of the new degree, an annual conference on water resources, an annual water tour, and widespread scholarship promotion, are all communication/marketing vehicles for the new degree. Such initiatives take time and attention, again requiring considerable effort on part of the new degree's Director.

The role of the grant writer is not spelled out clearly in the proposal. From discussions with faculty and administrators, we understand that IWRRI will provide 50% of the grant writer's salary, making this a full time position involved with water resources. Water program faculty realize that they need to develop an agreed upon mechanism for sharing overhead return funds when external funds are brought to the university.

How participation of untenured faculty in the Water Resources degree will be incorporated into tenure and promotion evaluations conducted within departments is not addressed in this proposal. We understand, however, that the university is currently developing a university-wide mechanism for incorporating participation in interdisciplinary programs into tenure and promotion procedures. These issues go far beyond what the reviewers would expect to find in such a proposal, but urgently need to be addressed on a campus-wide basis to create an environment where such critical programs can flourish.

The plan for funding beyond the period of the initial funding provided by the President's initiative is creative, listing five possibilities. The reviewers believe that the academic deans overseeing the program should commit to sustained funding if the program meets its metrics of performance. In our meeting with the deans they indicated this was their intent, and that they will codify this in a letter signed by all the participating deans to be attached to the program proposal. We believe that this letter will make tangible the tremendous support that was expressed to the reviewers by the deans.

Conclusion

The proposed new PhD in Water Resources pulls together diverse water-related interests in a way that is not common in higher education, but desperately needed in society. In particular, the proposal describes an effort by a strong group of 'water' faculty in Idaho's higher education system to take advantage of existing, unique, strengths in water resources to package the new degree. The proposal presents a well developed and documented program that recognizes the need for disciplinary strength within a broader interdisciplinary context if future university

graduates are to be prepared for 21st century water problem complexity and collaborative problem solving.

This review points out opportunities to further flesh out the proposal, but is strongly supportive of the fundamental premise on which the proposal is based. Because this program is innovative, crossing the majority of colleges, and touching the majority of campuses of higher education in Idaho, we anticipate that there will be a great deal of evolution over the course of the first years of operation. We believe that it will be very beneficial to plan on periodic global reviews of the program to identify opportunities of continued refinement, and highlight successful elements that could be incorporated into the suite of interdisciplinary programs emerging at the University of Idaho.

Appendix

Documents Reviewed for this Report:

1. Full Proposal for Water Resources PhD Degrees submitted to Idaho State Board of Education
2. Notice of Intent to Initiate Water Resources PhD Degrees
3. Idaho State Board of Education Criteria for Review of New Instructional Programs
4. University of Idaho Strategic Action Plan 2006-2010, Vision, Values, and Directions
5. University of Idaho Water of the West Strategic Initiative Proposal

Agenda followed during on-site visit:

AGENDA

Waters of the West Academic Proposal to OSBE External Site Visit

John Selker, OSU & Robert Ward, CSU
Wednesday - March 21, 2007

8:00 – 9:30	Breakfast meeting in Appaloosa room, Best Western WoW Faculty & Program Review Overview
9:30 – 10:30	Margrit von Braun and John Tracy (via conference call) Morrill Hall 106
10:30 – 11:30	Tour of University of Idaho campus with Jan Boll Jan take John Selker and Robert Ward to the Panorama room
11:30 – 12:30	Lunch meeting with Deans, Panorama room, Commons
1:30 – 12:30	WoW faculty – facility tours
1:30 – 2:30	WoW Faculty in Morrill Hall Conference room 206
2:30 – 4:00	Report writing, Morrill Hall Conference room 206
4:00 – 5:00	meet with Provost Doug Baker and Stuart Tennant, OSBE, Chief Post Secondary Officer at Provost Office Admin 105
6:00	Dinner TBA with WoW faculty

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE UNIVERSITY OF IDAHO
AND BOISE STATE UNIVERSITY**

THIS MEMORANDUM OF UNDERSTANDING (“MOU”), ENTERED INTO BY AND BETWEEN the UNIVERSITY OF IDAHO (“UI”) and BOISE STATE UNIVERSITY (“BSU”), State of Idaho institutions of higher education.

WHEREAS, the 8-year plan of the STATE BOARD OF EDUCATION (BOARD) does not list the study of water resources as being one of the “ statewide mission programs” of any institution , and

WHEREAS, BSU offers graduate-level courses in Public Policy, Geosciences, Civil Engineering, Biology and other disciplines that could apply to UI’s course requirement for the graduate degrees of the component of its water resources program offered in the Treasure Valley region; and

WHEREAS, the BOARD has directed the institutions under its governance to avoid duplications of programs where possible, and to collaborate where possible; and

WHEREAS, the Treasure Valley has been designated as BSU’s service region;

NOW, therefore, subject to required approvals, including by the Council of Academic Affairs and Programs (CAAP) and the BOARD, and in accordance with BOARD Policy III.Z, UI and BSU hereby agree to act in accordance with the following:

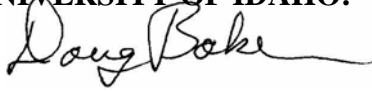
1. BSU agrees to support the intent by UI to offer the following graduate degrees in several areas of the state of Idaho, including the Treasure Valley: MS in Water Resources, PhD in Water Resources, concurrent MS/JD in Water Resources, and concurrent PhD/JD in Water Resources.
2. The UI will support BSU’s establishment of complementary graduate programs in water resources;
3. The UI and BSU, in collaboration with Idaho State University, will explore the development of a statewide graduate program in water resources;
4. UI and BSU agree to eliminate duplication of graduate-level courses in water resources as possible by sharing courses, co-teaching courses, and cross listing courses where feasible;

5. UI and BSU, and will utilize faculty from each institution as appropriate to staff graduate student committees; and
6. Under this agreement BSU does not relinquish any of its rights under SBOE Policy III.Z., including the right to develop the capacity to offer a program such as the program proposed by UI in this agreement.;

This MOU between ISU, BSU, and UI shall be effective the 30th day of March, 2007.

The Agreement is executed by the authorized representatives of Boise State University and University of Idaho.

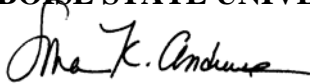
By the UNIVERSITY OF IDAHO:



4/10/07

Douglas D. Baker, PhD
Provost and Executive Vice President for Academic Affairs

By BOISE STATE UNIVERSITY:



4/10/07

Sona K. Andrews, PhD
Provost and Vice President for Academic Affairs

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

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) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of \$250,000 or more per year;
- (b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit 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 changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (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 the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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 Chief Academic Officer's or CAAP's 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 issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**IDAHO STATUTE
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

**TITLE 33
EDUCATION
CHAPTER 28
UNIVERSITY OF IDAHO**

33-2811. POWERS OF PRESIDENT AND FACULTY -- COURSES OF STUDY AND TEXTBOOKS -- DIPLOMAS -- DISCIPLINE OF STUDENTS. The president of the university shall be president of the faculty, or of the several faculties as they may be hereafter established, and the executive head of the instructional force in all its departments. As such, he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigation of the university, and so long as the interests of the institution require it, he shall be charged with the duties of one of the professorships. The immediate government of the university shall be intrusted to the faculty, but the regents shall have the power to regulate courses of instruction, and prescribe the books or works to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate, and to confer upon the faculty, by by-laws, the power to suspend or expel students for misconduct or other cause prescribed by such by-laws.

Academic Year	College	Degree Level	Program	Location
2007-08				
UI	Agricultural & Life Sciences	M.Sc., Ph.D.	Biological & Agricultural Engineering	Post Falls
UI	Agriculture & Life Sciences	B.Sc.	Early Childhood Development & Education	Coeur d'Alene
UI	Agriculture & Life Sciences	B.Sc.	Medical Technology	Coeur d'Alene
UI	Education	Ph.D.	Education	Coeur d'Alene
UI	Engineering	M.Sc., Ph.D.	Computer Science	Coeur d'Alene
UI	Graduate Studies	M.S., Certificate	Bioregional Planning & Community Design	Moscow
UI	Graduate Studies	Ph.D.	Environmental Sciences	Post Falls
UI	Graduate Studies	M.S./J.D., Ph.D./J.D.	Water Resources	Moscow
UI	Graduate Studies	M.S., Ph.D.	Water Resources (3 options)	Moscow
UI	Letters, Arts & Social Sciences	M.M.	Conducting	Moscow
UI	Letters, Arts & Social Sciences	MFA	Dramatic Writing	Moscow
UI	Letters, Arts & Social Sciences	Ph.D.	Experimental Psychology	Moscow
UI	WWAMI Medical Education	n/a	1 st year Medical Education	Moscow
ISU	Health Professions	NP	Psychiatric/Mental Health NP	Statewide
LCSC	Academic	BA/BS	Applied Psychology	Coeur d'Alene
LCSC	Academic	BA/BS	Biochemistry, Cellular & Molecular Biology	Lewiston
LCSC	Academic	BA/BS	Biology w/secondary certification	Lewiston
LCSC	Academic	BA/BS	Chemistry w/secondary certification	Lewiston
LCSC	Academic	BA/BS	Environmental Science	Lewiston
LCSC	Academic	Minor	Human Resource Management	Lewiston
LCSC	Academic	Minor	Marketing	Lewiston
LCSC	Academic	BS	Medical Diagnostic Imaging	Lewiston
LCSC	Academic	BS	Medical Technology	Lewiston, Coeur d'Alene
LCSC	Academic	BA	Publishing Arts	Lewiston
LCSC	Academic	BS	Radiography	Coeur d'Alene
LCSC	Academic	BA/BS	Public Administration	Lewiston
LCSC	Academic	MAT	Secondary Education	Lewiston
LCSC	Academic	BA/BS	Special Education – DLT degree	Lewiston
LCSC	Academic	BA/BS	Sports & Rec Management	Lewiston
LCSC	Professional-Technical	AAS	Automobile Hybrid Technology	Lewiston
LCSC	Professional-Technical	AAS	Communication & Media	Lewiston
LCSC	Professional-Technical	AAS	Human Resource Management	Lewiston
NIC	Professional Technical	TC	Dental Assistant	Coeur d'Alene
NIC	Professional Technical	AAS	Dental Hygiene	Coeur d'Alene
NIC	Professional Technical	TC, ATC, AAS	Industrial Controls Technology	Coeur d'Alene

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

New Graduate Program Full Proposal – Executive Master of Business Administration (EMBA) – University of Idaho

REFERENCE

February 22, 2007 The University of Idaho presented to the Board their intent to offer an Executive Master of Business Administration as an information item.

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-2811, Idaho Code.

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. Additionally, as per Board Policy III.G.5, (a) (3), a request for a new graduate program requires a full proposal.

DISCUSSION

The University of Idaho proposes to introduce an Executive Master of Business Administration (EMBA) program in northern Idaho. The proposed EMBA is a **lockstep cohort model** where students admitted into a class (cohort) begin the EMBA program at the same point, take the same sequence of courses throughout the two-year program, and graduate at the same point. The proposed EMBA is a new graduate program in College of Business and Economics (CBE) that will be delivered on the Coldwater Creek campus for the first cohort starting in the fall 2007 semester. New cohorts will begin coursework on the Coldwater Creek campus in Sandpoint in odd numbered years (starting in the fall of 2007) and at UI facilities in the Coeur d'Alene-Post-Falls area in even numbered years (starting in the fall of 2008).

The proposed EMBA program provides a unique learning opportunity that combines theory and real-world applications for highly motivated business executives, mid-level managers, and professionals to earn an MBA degree in 24 months without interrupting their careers. The proposed EMBA program will admit cohorts of approximately 30 students who will meet two contiguous Friday-Saturday periods per month. In addition, the cohorts will meet for a one week summer intensive workshop during August of each year. The program will require completion of 48 credits of coursework.

The UI is currently accredited at all degree levels (Bachelors, Masters, and Doctorate). All undergraduate and graduate programs in the CBE are accredited under the Association to Advance Collegiate Schools of Business (AACSB)

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

International. As of December 2006, only 540 institutions in the U.S. and around the world hold AACSB business accreditation.

The CBE currently offers an Integrated Business Curriculum (IBC) in the undergraduate business program, which was designed with input from business stakeholders. Without compromising rigor and standards consistent with AACSB accreditation, the proposed EMBA will also be designed based upon a partnership between CBE faculty and business stakeholders in northern Idaho and build on the CBE's core competency of integrated business education. The CBE has developed a series of learning goals and has developed a formal assessment plan that reviews progress on an annual basis.

The proposed EMBA will adhere to all policies and procedures as set forth by the College of Graduate Studies, which is assigned institutional oversight of all graduate programs by the University and will undergo a curricula review and continuous improvement process in 2009-10. The EMBA admission criteria will include competitive GPA and Graduate Management Admissions Test (GMAT) scores as well as relevant work experience in a managerial/ supervisory capacity.

In fall 2006, Boise State University introduced an EMBA program to meet the needs of stakeholders in the Treasure Valley. The UI's proposed EMBA is designed to meet the business education needs of citizens and stakeholders in the northern counties of the state. Like the EMBA program at BSU, UI's proposed EMBA program is also based upon business partnerships.

EMBA programs can be found in surrounding states, namely: Seattle, Washington; Portland, Oregon; Las Vegas, Nevada; and Salt Lake City, Utah; however, none of these programs are based upon a business partnership model nor are any other EMBA programs located in the northern Idaho region.

The University of Idaho anticipates a minimum annual demand of 30 students, and believes this figure is very realistic for several reasons:

- The potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula, Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, approximately 125,000 individuals possess at least a bachelor's degree.
- Also in this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).
- Assuming a (conservative estimate of a) span of control of 250 employees, the potential pool of EMBA candidates is at least **898** before accounting for the continuing rapid growth in the target geographic market. At an average of 30 students per cohort, this conservative projected pool represents at least **29** cohorts over the next 30 years.

Eight-Year Plan Justification

There are no Executive MBA programs within a 200 mile-radius of Coeur d'Alene, Idaho (CDA). Hence, the potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula, Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, at least 125,000 individuals possess at least a bachelor's degree. Also in this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).

- During the 1990-2000 period, Coeur d'Alene grew 55.7%, which is the 4th fastest growth rate among U.S. Metropolitan and Micropolitan Statistical Areas. Missoula ranked 77th with a growth rate of 21.8%, and Spokane ranked 134th with a growth rate of 15.7% (U.S. Census Bureau, Table 5b).
- Recent growth rates (2000-2003/2005) range from 0.5% (Spokane) to 17.5% (CDA).
- With the continuing rapid growth in the Coeur d'Alene-Post Falls-Sandpoint area, community and business leaders in northern Idaho point out that the need for higher education opportunities are not being met. A recent survey reported that "companies like Coldwater Creek, Quest Aircraft Company, Unicept Packaging, Litehouse Foods, and Schweitzer Mountain Resort are seeking people with high levels of technical skills, sound business backgrounds, and educational experiences." As a result, the survey reported that businesses in the Coeur d'Alene-Post Falls-Sandpoint triangle have indicated a consistent need for business programs including a Master's degree in Business Administration, and these business organizations are willing to assist their employees in securing additional education by covering costs for tuition and providing flexible work schedules to allow employees achieve personal development. (MGT of America, Inc., November 2006).
- In another survey (by J.D. Wulforth of SSRU, October 2005) of 5995 households in the counties of Bonner, Boundary, Kootenai, Shoshone, Benewah, and the City of Spokane revealed the following:
 - 46% indicated interest in business programs.
 - 45% indicated interest in graduate programs.
 - At least 77% expressed preference for a Friday-Saturday class schedule.
- The proposed EMBA in northern Idaho with its cohort-based Friday-Saturday schedule seeks to meet this untapped need for graduate business education. Offering an EMBA will allow businesses in northern Idaho to attract and retain highly qualified employees, who in turn will contribute to the continuing growth of businesses in the area. In so doing, the University of Idaho and the College of Business and Economics are in a unique situation to contribute to the economic development of the northern counties of the state.

The motivation for the EMBA came from discussions with Dennis Pence, CEO of Coldwater Creek. Other business organizations in northern Idaho were contacted and management education surveys were conducted to further gauge interest.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

This process resulted in a formal written commitment from Coldwater Creek committing 22-23 seats for the initial cohort and approximately 20 seats per cohort in subsequent cohorts. Other regional businesses, such as Avista Utilities, LiteHouse Foods, and the Alsaker Corporation have also expressed interest in the EMBA.

Fiscal Impact

The proposed EMBA program will be delivered as a completely self-supporting program. The total fee per student for the entire program is \$37,000. This fee covers all instruction, course materials, and textbooks. In most cases, the EMBA cost is paid in full or in large part by company sponsorships of participants.

UI CBE faculty members are expected to teach some of the program's courses on an on-load and/or overload basis. The majority of the courses however will be taught by 3-4 faculty with primary responsibility for delivering the EMBA program in northern Idaho. A number of other faculty members will also provide coursework on a more limited basis. These faculty members will include both new faculty and existing faculty members.

Estimated Fiscal Impact	FY 07	FY 08	FY 09	Total
A. Expenditures				
1. Personnel	\$463,600	\$477,500	\$492,000	\$1,433,100
2. Operating	88,400	91,000	94,000	273,400
3. Capital Outlay				
4. Facilities				
5. Indirect Costs				
TOTAL:	\$552,000	\$568,500	\$586,000	\$1,706,500
B. Source of Funds				
1. Appropriated				
Reallocation – MCO				
2. Appropriated – New				
MCO				
3. Federal				
4. Other (tuition & fees)	552,000	568,500	586,000	1,706,500
5. Fees				
TOTAL:	\$552,000	\$568,500	\$586,000	\$1,706,500
C. Nature of Funds				
1. Recurring *				
2. Non-recurring **	552,000	568,500	586,000	1,706,500
TOTAL:	\$552,000	\$568,500	\$586,000	\$1,706,500

* 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.

IMPACT

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

Attachment 1 – EMBA Full Proposal

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho's request to offer an Executive Master of Business Administration is not on their Eight-Year Plan; however, the Council on Academic Affairs and Programs committee has reviewed the proposal and supports the UI's justification for proposing this program at this time. Staff recognizes that the University of Idaho has a unique opportunity, with Cold Creek, pledging 20 + enrollment from its own employees for several years. Again, an out-of-state institution, Gonzaga University, has been penetrating this market. Staff is supportive of the proposed EMBA program since it responds to a market need and opportunity and helps establish an Idaho presence for an EMBA in the UI's primary service area. Board staff and IRSA recommend approval as presented.

BOARD ACTION

A motion to approve the University of Idaho's request to offer an Executive Master of Business Administration.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE IS INTENTIONALLY LEFT BLANK

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:

UNIVERSITY OF IDAHO

Institution Submitting Proposal

RECEIVED

MAR 26 2007

OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

College of Business and Economics

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:

Executive Master of Business Administration (EMBA)


Degree/Certificate & 2000 CIP

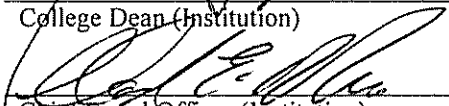
Program Change, Off-Campus Component

August 2007

Proposed Starting Date

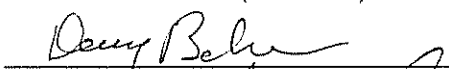
This proposal has been approved by:

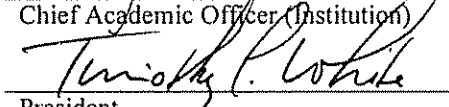
 3/2/07
College Dean (Institution)

 3/8/07
Chief Fiscal Officer (Institution) Date

SBOE/OSBE Approval

Date

 3/2/07
Chief Academic Officer (Institution) Date

 3.19.07
President Date

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance.

1. 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?

The College of Business and Economics at the University of Idaho proposes to introduce an Executive Master of Business Administration (EMBA) program in northern Idaho. The proposed EMBA is a **lockstep cohort model**; that is, students admitted into a class (cohort) begin the EMBA program at the same point, take the same sequence of courses throughout the two-year program, and graduate at the same point. The proposed EMBA is a new graduate program in business that will be delivered on the Coldwater Creek campus for the first cohort starting in the fall 2007 semester. New cohorts will begin coursework on the Coldwater Creek campus in Sandpoint in odd numbered years (starting in the fall of 2007) and at UI facilities in the Coeur d'Alene-Post-Falls area in even numbered years (starting in the fall of 2008).

The proposed EMBA program provides a unique learning opportunity that combines theory and real-world applications for highly motivated business executives, mid-level managers, and professionals to earn an MBA degree in 24 months without interrupting their careers. The proposed EMBA Program will admit cohorts of approximately 30 students who will meet two contiguous Friday-Saturday periods per month. In addition, the cohorts will meet for a one week summer intensive workshop during August of each year. The program will require completion of 48 credits of coursework.

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 standards published by the accrediting agency.

Further, if this new program is a 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.

Accrediting Agencies:

Regional Institutional Accreditation: The University of Idaho is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). The UI is currently accredited at all degree levels (B, M, D), and has been continuously accredited since 1918.

Specialized Accreditation: All undergraduate and graduate programs in the College of Business and Economics are accredited under AACSB International. AACSB accreditation "represents the highest standard of achievement for business schools worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous comprehensive peer review." (<http://www.aacsb.edu>) As of December 2006, only 540 institutions in the U.S. and around the world hold AACSB business accreditation.

Description of the Process for Curriculum Design and Program Assessment:

Curriculum Design: The College of Business and Economics currently offers an award-winning Integrated Business Curriculum (IBC) in the undergraduate business program, which was designed with input from business stakeholders. Without compromising rigor and standards consistent with AACSB accreditation, the proposed EMBA will also be designed based upon a partnership between CBE faculty and business stakeholders in northern Idaho and build on the CBE's core competency of integrated business education.

Program Review and Assessment: The College of Business and Economics (CBE) has always adhered to a culture of continuous improvement and assessment. The CBE has developed a series of learning goals (see below) and has developed a formal assessment plan that reviews progress on an annual basis (see below). For example, our core curriculum, the Integrated Business Curriculum (IBC) is reviewed by all faculty involved in the delivery of the IBC during an annual week-long summer retreat. Based on discussions at this retreat, improvements to the delivery of the IBC are implemented during the next academic year. Academic programs are also scheduled for review every 3 years. In addition, external evaluators, e.g., the AACSB, perform a comprehensive review every 5 years. AACSB's next visit is scheduled for 2009-10.

EMBA Learning Goals

The EMBA learning goals are built around the five program themes, namely: Leadership, Globalization, Sustainability, Decision-making and Execution, and Relationship Management. The EMBA learning goals also map to the College of Business and Economics learning goals and to the University's learning outcomes:

- #1. Business Knowledge – EMBA graduates will acquire an understanding of the different business functions and how they interact with each other. [Theme: Decision-Making and Execution, Leadership, Globalization, Sustainability, Relationship Management]
- #2. Business Environment – EMBA graduates will be able to understand the systems nature of business and to analyze and evaluate the environment in which businesses operate. [Themes: Globalization, Relationship Management, Sustainability, and Decision-Making and Execution]
- #3. Critical Thinking and Problem-Solving – EMBA graduates will be able to use appropriate tools of analysis to identify and address problems or opportunities. [Theme: Decision-Making and Execution]
- #4. Communication – EMBA graduates will develop the ability to effectively obtain, organize, and communicate information. [Theme: Relationship Management]
- #5. Teamwork and Collaboration – EMBA graduates will acquire the ability to interact effectively and professionally with people of varied backgrounds, abilities, and values. [Theme: Globalization, Relationship Management]
- #6. Leadership – EMBA graduates will acquire and demonstrate leadership traits that are critical to the transformation of any organization. [Themes: Leadership, Decision-Making and Execution, Globalization]

Assessment Plan

The three prongs of our EMBA Assessment Plan are outlined below.

I. Embed assessment in course planning and annual EMBA faculty evaluation.

- 1. Faculty will provide 3-5 learning objectives for each course that address at least one of the EMBA Program themes and some or all of the Program learning goals.
- 2. As part of our normal annual evaluation process, faculty will report on outcomes for the course. Material submitted would be the syllabus, an evaluation of how well course objectives were achieved, and changes that will be made in course objectives, course delivery or assessment techniques based upon recommendations from the annual review of the EMBA program.
- 3. An EMBA faculty committee will be formed with the charge of evaluating a randomly selected sample of faculty-submitted materials (e.g., annual portfolio) and match the reported learning goals and results to the EMBA curriculum outcomes.
- 4. Coordination and oversight will be handled by the Associate Dean, Director of Executive

Education, and an EMBA Faculty Committee.

II. Direct assessment of student achievement of learning outcomes and development of student's critical thinking, organization, content and communication skills.

1. Students' understanding of the five EMBA Program themes and achievement of the six learning goals (e.g. business knowledge, business environment, critical thinking, etc.) will be assessed by constituents of the EMBA Program. These constituents will include employers of our students and members of an EMBA Advisory Board.
2. Student work will be assessed in several manners, such as evaluation of written work, face-to-face interviews, and taped presentations. A sample of students' academic portfolio will be evaluated by at least two board volunteers. Results will be communicated to the student and to the faculty. The Associate Dean will collect evidence from the different assessment approaches and communicate recommendations for curriculum adjustments.
3. The evaluation reports, videotapes or CDs of written work, interviews or presentations will provide a record of an individual student's progress, of trends over time and a basis for improvement.

III. Indirect assessment.

1. Graduates from EMBA program will be surveyed at two-, four-, and six-years after graduation. This longitudinal study provides information on the pattern(s) and trend(s) of student achievement of the learning goals.
2. Employers and other stakeholders will be surveyed every two years. The first such survey will be conducted in 2012, which is two years after the graduation of the first cohort.

Other:

The proposed EMBA will adhere to all policies and procedures as set forth by the College of Graduate Studies, which is assigned institutional oversight of all graduate programs by the University.

Our EMBA admission criteria will include competitive GPA and Graduate Management Admissions Test (GMAT) scores as well as relevant work experience in a managerial/ supervisory capacity.

- a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

Overview of Curriculum

Intensive First Week (3 credits)

EMBA 501 Internal and External Analysis

EMBA 504 Decision Making and Critical Thinking

EMBA 505 Introduction to Group Dynamics

The intensive first week will emphasize group dynamics to prepare them for both working in their Integrated EMBA group and utilizing groups within their organization. Participants will use a variety of qualitative and quantitative methods to understand their own personal strengths and weaknesses both to identify their developmental needs in the Integrated EMBA program as well understand how they can most effectively contribute to a team. The process of decision making and critical thinking will be introduced via exploration of the rational decision-making process and the integrative themes of the Integrated EMBA program. Participants will begin the process with understanding environmental scanning.

First Semester (9 credits)

EMBA 511 Evolution of Management Thought

EMBA 512 Managing Complex Systems

EMBA 513 Social Responsibility and Ethical Leadership
EMBA 514 Financial Reporting and Financial Management

In the first semester participants will explore the evolution of management thought from the classics to the contemporaries. Within the integrative theme of globalization participants will learn about management of complex systems. Within the theme of sustainability participants will learn how an organization can maximize firm performance by being good corporate citizens and practicing stewardship of our planet's resources and understanding various ethical perspectives.

Financial reporting and management will be presented as a primary business decision-making tool in a manner that is accessible and meaningful to all functional areas. Internal relationships will be explored through the study of motivation, compensation, and non-financial rewards.

Second Semester (9 credits)

EMBA 521 Strategy Formulation and Execution for Sustainable Competitive Advantage
EMBA 523 Launching New Products and Businesses
EMBA 524 Strategic Cost and Process Management
EMBA 525 Managing Relationships to Influence Behavior

In the second semester participants will be introduced to strategy formulation and how to achieve the sustainable competitive advantage. They will explore the theme of globalization via expanding the organization's boundaries. They will learn to sustain organizational growth via new products and businesses. Strategic cost management will be explored to manage and monitor the firm's performance. Strategic leadership of external relationships will conclude their first year's experience.

Summer 2 (3 credits)

There will be a one week summer experience that focuses on one integrative theme. Topics will be determined in consultation between faculty and participants.

EMBA 506 Summer Integrative Experience

Third Semester (9 credits)

EMBA 532 Strategic Leadership for Innovation and Change in the Global Environment
EMBA 534 Managing and Leading Projects
EMBA 535 Strategic Leadership of Relationships

The participants' third semester will begin with an exploration of project leadership specifically focusing on the determination of their integrated EMBA project. This project will be an intensive project designed to tie together their EMBA experience. Participants will also learn how to manage organizational design for innovation. Participants will learn about the impact of taxes on decision-making. Participants will learn how to use common social-psych models for understanding human behavior at the micro level.

Fourth Semester (9 credits)

EMBA 541 Designing for the Future
EMBA 542 Negotiation and Conflict Management
EMBA 543 Assessing to Improve Firm Performance
EMBA 544 Risk Management

Participants will conclude their EMBA with an emphasis on anticipating and proactively responding to future change. They will explore a variety of practical negotiation and conflict management techniques. Participants will also learn how to monitor and adjust organizational performance. Risk management and the necessary tools will provide a capstone theory and applications to tie together the EMBA experience, culminating with the project and a presentation.

Project (6 credits)

Integrated EMBA project and presentation.

Course Descriptions

EMBA 501 Internal and External Analysis (1 cr.) Integrative module providing an overview of the program with focus on personal and environmental analysis of factors influencing leadership and firm performance. Coreq: EMBA 504 and 505.

EMBA 504 Decision Making and Critical Thinking (1 cr.) Theory and practice of decision making in complex environments. Coreq: EMBA 501 and 505.

EMBA 505 Introduction to Group Dynamics (1 cr.) Design and development of work groups and teams; influences, issues, and problems affecting team productivity. Coreq: EMBA 501 and 504.

EMBA 506 Summer Integrative Experience (3 cr.) Participation in an integrative project of the students own design in consultation with faculty. Possible topics include international study and exchange, social marketing, community outreach, and research writing for publication. Prereq: EMBA 521, 523, 524, and 525.

EMBA 511 Evolution of Management Thought (1 cr.) Traces the cross-cultural evolution of management and leadership theory and practice from antiquity to the present. Prereq: EMBA 501. Coreq: EMBA 501, 504, and 505.

EMBA 512 Managing Complex Systems (3 cr.) Managing the firm as a complex adaptive system. Analysis of national and global markets and political and social environments, including taxation, as a framework for understanding organizational systems. Prereq: EMBA 501, 504 and 505. Coreq: 511, 513 and 514.

EMBA 513 Social Responsibility and Ethical Leadership (1 cr.) Examines the foundations of business ethics, the role of private and public organizations in society, and the challenges of decision making and leadership in an environment of globalization, sustainability, and change. Prereq: EMBA 501, 504 and 505. Coreq: 511, 512 and 514.

EMBA 514 Financial Reporting and Financial Management (4 cr.) Introduction to financial accounting, financial statement analysis, and capital budgeting. Employs the tools of accounting and finance to help managers make short-term and long-term decisions. Topics include the role of financial reporting, analysis and auditing in the capital markets, long-term financing through capital structure management, and working capital management. Prereq: EMBA 501, 504, and 505. Coreq: EMBA 511, 512 and 513.

EMBA 521 Strategy Formulation and Execution for Sustainable Competitive Advantage (2 cr.) Formulation and implementation of competitive strategies to identify, build and leverage core competencies in an uncertain, competitive, and ambiguous environment. Theory and practice of strategy implementation and execution. Emphasizes assessing the alignment of strategy with action throughout the organization as well as strengthening linkages through business process design and measurement. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 523, 524 and 525.

EMBA 523 Launching New Products and Businesses (2 cr.) Management of introducing new products and ventures. Examines marketing, engineering, finance, and production management decisions. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 521, 524 and 525.

EMBA 524 Strategic Cost and Process Management (3 cr.) Introduction to cost behavior and product costing as a foundation for preparing and understanding operating budgets. Emphasis will be placed on selecting and using appropriate accounting methods and process analysis tools for a variety of production processes, market conditions and competitive environments. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 521, 523, and 525.

EMBA 525 Managing Relationships to Influence Behavior (2 cr.) Principles of developing and maintaining exchange relationships. Application of the principles to the practice of managing relationships between the organization and two key stakeholder groups: employees and customers. Prereq: EMBA 511, 512, 513, and 514. Coreq: EMBA 521, 523 and 524.

EMBA 532 Strategic Leadership for Innovation and Change in the Global Environment (4 cr.) Strategic analysis of the structural and environmental factors related to adaptive change in learning organizations within the global environment. Prereq: EMBA 506, 521, 523, 524, and 525. Coreq: EMBA 534 and 535.

EMBA 534 Managing and Leading Projects (2 cr.) Techniques, tools, and software used to select, plan, initiate, manage, and control projects. Concepts and approaches for managing environmental complexity and uncertainty, vague mandates, dynamic risk, and time-critical deadlines. Prereq: EMBA 506, 521, 523, 524, and 525. Coreq: EMBA 532 and 535.

EMBA 535 Strategic Leadership of Relationships (3 cr.). Management of relationships internal and external to the organization. Facilitation of stakeholders' needs through topics such as: strategic communication, technological advances, social network analysis and supply chain management. Prereq: EMBA 506, 521, 523, and 525. Coreq: EMBA 533 and 534.

EMBA 541 Designing for the Future (1 cr.) Technological, economic, and political factors that influence future product and organizational design. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 542, 543 and 544.

EMBA 542 Negotiation and Conflict Management (2 cr.) Theory and practice of negotiation and dispute resolution. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 541, 543 and 544.

EMBA 543 Assessing to Improve Firm Performance (3 cr.) Evaluation of organizational performance from multiple perspectives using quantitative and qualitative methods. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 541, 542 and 544.

EMBA 544 Risk Management (3 cr.) Review of the history, tools and behavioral aspects of risk management. Prereq: EMBA 532, 534, and 535. Coreq: EMBA 541, 542 and 543.

EMBA 500 Master's Research and Thesis (6 cr.) Students must take either EMBA 500 or 599 but are not required to take both.

EMBA 599 Non-Thesis Master's Research (6 cr.) Research not directly related to a thesis or dissertation. Student works with individual professor to design a research study, collect and analyze data, and prepare written report. Students must take either EMBA 500 or 599 but are not required to take both.

- 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 faculty members have indicated strong interest in teaching in the proposed EMBA in Northern Idaho.

Name	Specialty	Degree	Rank
Lori Baker-Eveleth	Information Systems	Ph.D.	Assistant Professor
Jeffrey Bailey	Management, Human Resources, Ethics	Ph.D.	Professor
Heidi Connole	Strategy, Marketing, Management	Ph.D.	Assistant Professor
Daniel Eveleth	Management, Human Resources	Ph.D.	Associate Professor
Terrance Grieb	Finance	Ph.D.	Associate Professor
Jeff Harkins	Accounting	Ph.D.	Associate Professor
John Lawrence	Operations Management, International Business	Ph.D.	Professor

Michael McCollough	Marketing, Strategy	Ph.D.	Associate Professor
Scott Metlen	Operations Management	Ph.D.	Assistant Professor
Jon Miller	Managerial Economics	Ph.D.	Professor
Michele O'Neill	Finance	Ph.D.	Associate Professor
Mario Reyes	Finance	Ph.D.	Professor
Glenn Utzman	Taxation	L.L.M.	Associate Professor
Jerry Wegman	Business Law	J.D.	Associate Professor

Assignment of the above-mentioned faculty to the EMBA Program will be determined this summer. Because the college is already operating at full capacity, four (4) new faculty members will be hired to replace existing faculty assigned to the EMBA program and/or to fill gaps in teaching coverage in the undergraduate curriculum and/or the EMBA program. We expect to hire replacement faculty in Marketing, Finance, Accounting, and Management.

- c. Student – briefly describe the students who would be matriculating into this program.

The proposed EMBA program provides a unique learning opportunity for highly motivated business executives, mid-level managers, and professionals to earn an MBA degree in 24 months without interrupting their careers.

- d. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

Program oversight will be provided by the Associate Dean for Administrative Affairs. Yvonne Sertich, who has been the Director of the Utility Executive Course (UEC) in the College of Business and Economics, will be reclassified as the Director of Executive Education. Ms. Sertich will be completing her Executive MBA degree from the University of Washington in June 2006; hence, she is the ideal person currently on staff to assume responsibilities for the Executive Education programs.

- e. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

New cohorts will begin coursework on the Coldwater Creek campus in Sandpoint in odd numbered years (starting in the fall of 2007) and at UI facilities in the Coeur d'Alene-Post-Falls area in even numbered years (starting in the fall of 2008). This format will provide an opportunity for new students to join the program each year and will offer a choice of locations. New students may enroll in either location.

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.

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

In fall 2006, Boise State University introduced an EMBA program to meet the needs of stakeholders in Treasure Valley. Our proposed EMBA is designed to meet the business education needs of citizens and stakeholders in the northern counties of the state. Like the EMBA program at BSU, our proposed EMBA program is also based upon business partnerships.

EMBA programs can be found in surrounding states, namely: Seattle, Washington; Portland, Oregon; Las Vegas, Nevada; and Salt Lake City, Utah; however, none of these programs are based upon a business partnership model described above nor are any other EMBA programs located in the northern Idaho region; in fact, there are no Executive MBA programs within a 200 mile-radius of the triangle consisting of Coeur d'Alene, Post Falls, and Sandpoint.

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.

According to the Institutional Role and Mission formulated by Idaho State Board of Education:

The University of Idaho is “research II, land-grant institution committed to undergraduate and **graduate-research education** with extension services responsive to *Idaho and the region’s business and community needs.*”

The University of Idaho “will give *continuing emphasis in the areas of business* and education and will maintain basic strengths in the liberal arts and sciences.”

The University of Idaho “serves students, *business and industry*, the professions and public sector groups throughout the state and region as well as diverse and special constituencies.”

The University of Idaho’s “*primary service area shall be the entire panhandle, south to and including Riggins.*”

The proposed EMBA satisfies the State Board of Education’s Statewide Plan for Higher Education by meeting an untapped need for graduate business education in North Idaho. Furthermore, the proposed EMBA will allow businesses in northern Idaho to attract and retain highly qualified employees, who in turn will contribute to the continuing growth of businesses in the area. In so doing, the University of Idaho and the College of Business and Economics are in a unique situation to contribute to the economic development of the northern counties of the state.

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.)

As noted above, there are no Executive MBA programs within a 200 mile-radius of the Coeur d’Alene/Post Falls/Sandpoint triangle. Hence, the potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula, Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, at least 125,000 individuals possess at least a bachelor’s degree. Also in this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).

- During the 1990-2000 period, Coeur d’Alene grew 55.7%, which is the 4th fastest growth rate among U.S. Metropolitan and Micropolitan Statistical Areas. Missoula ranked 77th with a growth rate of 21.8%, and Spokane ranked 134th with a growth rate of 15.7% (U.S. Census Bureau, Table 5b).
- Recent growth rates (2000-2003/2005) range from 0.5% (Spokane) to 17.5% (CDA).
- With the continuing rapid growth in the Coeur d’Alene-Post Falls-Sandpoint area, community and business leaders in northern Idaho point out that the need for higher education opportunities are not being met. A recent survey reported that “companies like Coldwater Creek, Quest Aircraft Company, Unicept Packaging, Litehouse Foods, and Schweitzer Mountain Resort are seeking people with high levels of technical skills, sound business backgrounds, and educational experiences.” As a result, the survey reported that businesses in the Coeur d’Alene-Post Falls-Sandpoint triangle have indicated a consistent need for business programs including a Master’s degree in Business Administration, and these business organizations are willing to assist their employees in securing additional education by covering costs for tuition and providing flexible work schedules to allow employees achieve personal development. (MGT of America, Inc. , November 2006).
- In another survey (by J.D. Wulforst of SSRU, October 2005) of 5995 households in the counties of Bonner, Boundary, Kootenai, Shoshone, Benewah, and the City of Spokane revealed the following:
 - 46% indicated interest in business programs.

- 45% indicated interest in graduate programs.
- At least 77% expressed preference for a Friday-Saturday class schedule.

We anticipate a minimum annual demand of 30 students, and we believe this figure is very realistic for several reasons:

- The potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula, Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, approximately 125,000 individuals possess at least a bachelor's degree.
 - Also in this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).
 - Assuming a (conservative estimate of a) span of control of 250 employees, the potential pool of EMBA candidates is at least **898** *before* accounting for the continuing rapid growth in the target geographic market. At an average of 30 students per cohort, this conservative projected pool represents at least **29** cohorts over the next 30 years.
- 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 impetus for the EMBA came from discussions with Dennis Pence, CEO of Coldwater Creek. Other business organizations in northern Idaho were contacted and management education surveys were conducted to further gauge interest. This process resulted in a formal written commitment from Coldwater Creek committing 22 seats for the initial cohort and approximately 20 seats per cohort in subsequent cohorts. Other regional businesses, such as Avista Utilities, LiteHouse Foods, Telect, Advanced Input Systems, and the Alsaker Corporation have also expressed interest in the EMBA.

As explained above (see 5.a), the potential market for the proposed EMBA covers Spokane, Washington in the west to Missoula, Montana in the east, Bonners Ferry, Idaho in the north, and Lewiston, Idaho in the south. In this geographic area, approximately 125,000 individuals possess at least a bachelor's degree. In this geographic market, there are at least 16,000 businesses and 224,000 paid employees (2002 U.S. Census).

- 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.

Not applicable to the proposed program.

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).

The proposed EMBA program will be delivered as a completely self-supporting program. The total fee per student for the entire program is \$37,000.

This fee covers all instruction, course materials, and textbooks. In most cases, the EMBA cost is paid in full or in large part by company sponsorships of participants.

UI CBE faculty members are expected to teach some of the program's courses on an on-load and/or overload basis. The majority of the courses however will be taught by 3-4 faculty with primary responsibility for delivering the EMBA program in northern Idaho. A number of other faculty members will also provide coursework on a more limited basis. These faculty members will include both new faculty and existing faculty members.

I. PLANNED STUDENT ENROLLMENT

	FY <u>2008</u>		FY <u>2009</u>		FY <u>2010</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u> </u>	<u> 30 </u>	<u> </u>	<u> 30 </u>	<u> </u>	<u> 30 </u>
B. Shifting enrollments	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

II. EXPENDITURES [*Incorporates a projected 3% annual increase.*]

	FY <u>2008</u>		FY <u>2009</u>		FY <u>2010</u>	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
1. Faculty (including fringe)	<u> 4 </u>	<u> \$443,600 </u>	<u> 4 </u>	<u> \$457,000 </u>	<u> 4 </u>	<u> \$471,000 </u>
2. Administrators (including fringe)	<u> 0.28 </u>	<u> \$20,000 </u>	<u> 0.28 </u>	<u> \$20,500 </u>	<u> 0.28 </u>	<u> \$21,000 </u>
3. Adjunct faculty	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4. Graduate/instructional Assistants	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. Research personnel	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
6. Support personnel	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. Fringe benefits	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
8. Other: <u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total FTE Personnel And Costs;	<u> 4.28 </u>	<u> \$463,600 </u>	<u> 4.28 </u>	<u> \$477,500 </u>	<u> 4.28 </u>	<u> \$492,000 </u>

	FY <u>2008</u>	FY <u>2009</u>	FY <u>2010</u>
B. Operating expenditures			
1. Travel	<u> \$10,500 </u>	<u> \$10,800 </u>	<u> \$11,100 </u>
2. Professional services	<u> </u>	<u> </u>	<u> </u>

3. Other services	<u>\$19,400</u>	<u>\$19,900</u>	<u>\$20,500</u>
4. Communications	<u>\$15,000</u>	<u>\$15,500</u>	<u>\$16,000</u>
5. Utilities	<u></u>	<u></u>	<u></u>
6. Materials & supplies	<u>\$30,000</u>	<u>\$31,000</u>	<u>\$31,900</u>
7. Rentals	<u></u>	<u></u>	<u></u>
8. Repairs & maintenance	<u></u>	<u></u>	<u></u>
9. Materials & goods for manufacture & resale	<u></u>	<u></u>	<u></u>
10. Miscellaneous (Student residence)	<u>\$13,500</u>	<u>\$13,900</u>	<u>\$14,500</u>
Total Operating Expenditures:	<u>\$88,400</u>	<u>\$91,100</u>	<u>94,000</u>
	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>
C. Capital Outlay			
1. Library resources	<u>0</u>	<u>0</u>	<u>0</u>
2. Equipment	<u>0</u>	<u>0</u>	<u>0</u>
Total Capital Outlay:	<u>0</u>	<u>0</u>	<u>0</u>
D. Physical facilities Construction or major Renovation	<u>0</u>	<u>0</u>	<u>0</u>
E. Indirect costs (overhead)	<u>0</u>	<u>0</u>	<u>0</u>
GRAND TOTAL EXPENDITURES:	<u>\$552,000</u>	<u>\$568,600</u>	<u>\$586,000</u>

III. REVENUES [*Incorporates a projected 3% annual increase.*]

	<u>FY 2008</u>	<u>FY 2009</u>	<u>FY 2010</u>
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	<u></u>	<u></u>	<u></u>
2. Appropriated funds -- New – MCO	<u></u>	<u></u>	<u></u>
3. Federal funds	<u></u>	<u></u>	<u></u>
4. Other grants	<u></u>	<u></u>	<u></u>
5. Fees	<u></u>	<u></u>	<u></u>

6. Other: Tuition & Fees	\$552,000	\$568,600	\$586,000
GRANT TOTAL REVENUES :	\$552,000	\$568,600	\$586,000

FY 2008

FY 2009

FY 2010

B. Nature of Funds

1. Recurring*			
2. Non-recurring**	\$552,000	\$568,600	\$586,000
GRANT TOTAL REVENUES :	\$552,000	\$568,600	\$586,000

* 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.

a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Integrated modules will be taught by faculty teams specializing in those module topics. Therefore, EMBA faculty will be determined based upon analysis of EMBA curriculum needs, teaching capacity in the Moscow campus, and hiring success. Hiring in areas of highest needs (e.g., marketing, management, and finance) will be a factor in the formation of faculty teams. We anticipate completion of the hiring process in time for the summer camp to develop the hourly details of the each module. At that time we will provide a detailed accounting for credit hours and FTE data for each faculty involved in the delivery of the EMBA program in North Idaho.

The following faculty expenditure table includes new faculty who will serve as replacement for senior faculty teaching in the EMBA program, or to hire temporary faculty, or compensate faculty for overload teaching.

Area	Comment	Annual Salary Rate (Excluding Fringe)	FTE Assignment to the EMBA			Program Salary (Dollars)			Projected Student Credit Hours		
			FY08	FY09	FY10	FY08	FY09	FY10	FY08	FY09	FY10
Marketing	New	\$85,000	1	1	1	\$85,000	\$85,000	\$85,000	12	12	12
Management/ Human Resources	New	\$80,000	1	1	1	\$80,000	\$80,000	\$80,000	12	12	12
Finance	New	\$90,000	1	1	1	\$90,000	\$90,000	\$90,000	12	12	12
Production/ Operations Management	Replacement/Overload	\$85,000	0.2	0.2	0.2	\$17,000	\$17,000	\$17,000	2.4	2.4	2.4
General Business & Allied Fields*	Replacement/Overload	\$85,000	0.4	0.4	0.4	\$34,000	\$34,000	\$34,000	4.8	4.8	4.8
Accounting	Replacement/Overload	\$90,000	0.2	0.2	0.2	\$18,000	\$18,000	\$18,000	2.4	2.4	1.4
Economics	Replacement/Overload	\$60,000	0.2	0.2	0.2	\$12,000	\$12,000	\$12,000	2.4	2.4	2.4

*May include guest speakers and lecturers from the business community and faculty from other colleges (e.g., College of Natural Resources, Art & Architecture, CLASS, etc.) invited to speak on various topics, such as, design, sustainability, intercultural relationships, ethics, etc.

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

b. Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program
Yvonne Sertich, Director of Executive Education	\$70,000 (with EMBA salary)	0.28	\$20,000	28%

Ms. Sertich will report to the Associate Dean for Administrative Affairs, who is charged with the oversight of the EMBA program in North Idaho.

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

The budgeted operating expenditures cover books and other instructional materials, faculty travel to and from Sandpoint/CDA, promotional expenses, student residence during the one-week summer course, and refreshments,

d. Capital Outlay

(1) Library resources

- Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- For off-campus programs, clearly indicate how the library resources are to be provided.

The UI Moscow campus has a well-established on-line access to business journals and the Standard & Poor's Market Insight database of financial statements reported by publicly-traded companies. Furthermore, there are library facilities at the UI campus in North Idaho College in Couer d'Alene. Finally, the world-wide-web also offers access to various business periodicals and materials for students in North Idaho.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Not applicable to the proposed program.

e. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable to the proposed program.

- (2) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable to the proposed program.

- (3) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable to the proposed program.

THIS PAGE IS INTENTIONALLY LEFT BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

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) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of \$250,000 or more per year;
- (b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit 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 changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (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 the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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 Chief Academic Officer's or CAAP's 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 issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

**TITLE 33
EDUCATION
CHAPTER 28
UNIVERSITY OF IDAHO**

33-2811. POWERS OF PRESIDENT AND FACULTY -- COURSES OF STUDY AND TEXTBOOKS -- DIPLOMAS -- DISCIPLINE OF STUDENTS. The president of the university shall be president of the faculty, or of the several faculties as they may be hereafter established, and the executive head of the instructional force in all its departments. As such, he shall have authority, subject to the board of regents, to give general direction to the instruction and scientific investigation of the university, and so long as the interests of the institution require it, he shall be charged with the duties of one of the professorships. The immediate government of the university shall be intrusted to the faculty, but the regents shall have the power to regulate courses of instruction, and prescribe the books or works to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate, and to confer upon the faculty, by by-laws, the power to suspend or expel students for misconduct or other cause prescribed by such by-laws.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Graduate Program Expansion Notice of Intent: Ph.D. in Counselor Education and Counseling with emphases in Mental Health, and Marriage and Family Counseling – Idaho State University

APPLICABLE STATUTE, RULE, OR POLICY

- Idaho State Board of Education Governing Policies and Procedures, Section III.G. 4 and 5, Program Approval and Discontinuance
- Sections 33-107 (7), 33-3006 (3), Idaho Code.

BACKGROUND

In accordance with Board Policy III.G.4.(b) (1), Board approval is required prior to implementation of any 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.

DISCUSSION

Idaho State University (ISU) proposes to expand their existing Ph.D. program in Counselor Education and Counseling to the Treasure Valley.

ISU's Department of Counseling conducted a needs assessment (see pages 15-30) of all licensed counselors in Southwest Idaho and the results indicate a very strong need for a Ph.D. program in the Treasure Valley. ISU currently has faculty located at their ISU Boise center and also has an active counseling clinic, both important components for a doctoral program. Additionally, ISU has the curriculum in place, procedures for comprehensive exams, and experiences with internship, supervision, and dissertations. Their library has appropriate resources for doctoral study in counseling.

ISU's programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and will insure continued high quality by maintaining existing accreditation through this organization. This group reviews programs every eight years.

Currently, the University of Idaho offers a Ph.D. and an Ed.D. program in Education with an emphasis in Counselor Education at their Boise campus. Boise State University proposes offering a Ph.D. in Counseling Education in future and is listed on their Eight-Year Plan (Counseling & Education Psychology) for the southwest region 2007-2008.

The three institutions have discussed this proposed offering and have agreed to enter into a memorandum of understanding (see page 31) where UI and BSU support ISU's intent to expand their existing Ph.D. program in Counselor Education and Counseling with emphases in Mental Health and Marriage and Family Counseling in the Treasure Valley. Additionally, ISU and UI will support BSU's plans to develop a doctoral program in Counseling and Counselor

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Education in the future that will not duplicate the emphases areas of the current programs under UI and ISU.

Fiscal Impact

Estimated Fiscal Impact	FY 08	FY	FY	Total
A. Expenditures				
1. Personnel	\$272,926			
2. Operating	10,000			
3. Capital Outlay				
4. Facilities				
5. Indirect Costs				
TOTAL:	\$282,926			
B. Source of Funds				
1. Appropriated				
Reallocation – MCO				
2. Appropriated – New MCO	282,926			
3. Federal				
4. Other	-*14,050			
5. Fees				
TOTAL:	\$268,873			
C. Nature of Funds				
1. Recurring *	268,873			
2. Non-recurring **				
TOTAL:	\$268,873			

* Program Fee (1 1,050) + Clinic Fee (4,000) = 14,050

** Recurring is defined as ongoing operating budget for the program, which will become of the base. "

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

Ph.D. in Counselor Education and Counseling Program in Boise
Cost Analysis to Meet CACREP Accreditation Requirements

*One Senior Faculty Position	Salary \$70,000; Fringe \$15,400	\$92,000
Two Assistant Professors	Salary \$50,000; Fringe \$11,000	122,000
Two Graduate Assistants	Salary \$11,800; Fringe \$5,000; Tuition \$3,000	39,000
One .50 Secretary	Salary \$10,000; Fringe \$9,326	19,326
Additional faculty positions necessitate an increase in operating funds.		<u>10,000</u>
		\$282,926

IMPACT

If Board approved, the institution will implement this program and it will be subject to future monitoring for program compliance.

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 5

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Attachment 2 – Needs assessment
Attachment 3 – Memorandum of Understanding

Page 15
Page 31

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University's request to expand their doctorate program in Counselor Education and Counseling is consistent with their Eight-Year Plan for the Southwest Region for the 2008-09 academic school year. As indicated in the Discussion section, ISU, UI, and BSU have discussed this proposed offering and have agreed to enter into a memorandum of understanding. The Council on Academic Affairs and Programs committee has reviewed the proposal and is supportive of this program expansion. Board staff and IRSA recommend approval as presented.

BOARD ACTION

A motion to approve the Idaho State University's request to expand their Ph.D. in Counselor Education and Counseling with emphases in Mental Health, and Marriage and Family Counseling to Boise.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE IS INTENTIONALLY LEFT BLANK

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

NOTICE OF INTENT

To initiate a

New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: Idaho State University

Name of College, School, or Division: Kasiska College of Health Professions

Name of Department(s) or Area(s): Department of Counseling

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
 Academic X Professional - Technical _____

A New, **Expanded**, Cooperative, Contract, or **Off-Campus** Instructional Program or Administrative/Research Unit (circle one) leading to:

Ph.D. in Counselor Education and Counseling Program Offering in Boise
 (Degree or Certificate)

Proposed Starting Date: Fall 2007

For New Programs:

Program (i.e., degree) Title & CIP 2000 _____

For Other Activity:

☐ Program Component (major/minor/option/emphasis)

☒ Off-Campus Activity/Resident Center

☐ Instructional/Research Unit

☒ Addition/Expansion

☐ Discontinuance/consolidation

☐ Contract Program

☐ Other Tom Jacks 10-21-06
 VP Research & Graduate Studies Date

Linda H. Hestenes 9/27/06
 College Dean (Institution) Date

Ken Hestenes 10/20/06
 Chief Fiscal Officer (Institution) Date

Brubaker 10-24-06
 Chief Academic Officer (Institution) Date

Arthur
 President Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

This request is for the expansion of an existing program. Currently, the Department of Counseling offers a **Ph.D.** program in Counselor Education and Counseling on the Pocatello campus. We believe there is a strong need for this program to expand to the Treasure Valley because there are no doctoral programs in counselor education and counseling in this geographical area. We believe that ISU is in a unique position to begin to offer such a program.

Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

The Department of Counseling conducted a needs assessment (see attached) of all licensed counselors in Southwest Idaho and the results indicate a very strong need for a **Ph.D.** program in the Treasure Valley. Currently, there is not a doctoral level program in counseling in this geographic area. ISU is in a unique position to begin to offer such a program. We currently have faculty located in Boise and we also have an active counseling clinic, both important components for a doctoral program. In addition, since we have a very successful program on the Pocatello campus, we already have curriculum in place, procedures for comprehensive exams, experience with internship, supervision, and dissertations. Our library has appropriate resources for doctoral study in counseling. Our programs are also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In summary, we already have in place the major components to offer a **Ph.D.** program in the Boise area.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The institution will insure continued high quality by maintaining existing accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This group reviews programs every eight years. Accreditation is extremely important to the faculty and our continued accreditation by this organization is of the highest priority.

4. Identify similar programs offered within the state of **Idaho** or in the region by other **colleges/universities**. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

To our knowledge there are no other doctoral programs (**Ph.D.**) in Counselor Education and Counseling offered in the Treasure Valley.

Enrollment and Graduates (i.e., number of majors or other relevant data)

By Institution for the Proposed Program

Last three years beginning with the current year and the 2 previous years

Institution	Relevant Enrollment Data			Number of Graduates		
	Current	Previous Year	Previous Year	Current	Previous Year	Previous Year
BSU						
CSI	--	--	--	--	--	--
EITC	--	--	--	--	--	--
ISU	12	11	11	4	3	4
LCSC	--	--	--	--	--	--
NIC	--	--	--	--	--	--
UI	10	11	12	1	1	1

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

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	--	--	--
CSI	--	--	--
EITC	--	--	--
ISU	Ph.D.	Counselor Education and Counseling	Counselor Education and Counseling; Marital, Couple and Family Counseling; Mental Health Counseling; School Counseling; Student Affairs Counseling
LCSC	--	--	--
NIC	--	--	--
UI	Ph.D.	Counselor Education and Supervision	Cognate Area, i.e., Rehab, Adm, Substance Abuse

5. Describe how this request is consistent with the State Board of Education's policy or role and

mission of the institution. (i.e., centrality).

Mental health issues are being recognized as an important factor in physical health, both from a disease perspective as well as from a wellness model. As the lead institution in health related concerns, this is a logical extension of already offered course work and degree. The expansion of an existing, high quality, fully accredited program to an area of the state in which this opportunity does not now exist seems to be a reasonable request for the continuation of **ISU's** role and mission in health related concerns and specifically mental health issues.

6. Is the proposed program in the **8-year** Plan? Indicate below.

Yes X No

If not on 8-year plan, provide a justification for adding the program.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Estimated Fiscal Impact	FY 08	FY	FY	Total
A. Expenditures				
1. Personnel	272,926			
2. Operating	10,000			
3. Capital Outlay	0			
4. Facilities	0			
TOTAL:	282,926			
B. Source of Funds				
1. Appropriated-reallocation	0			
2. Appropriated – New	282,926			
3. Federal	0			
4. Other:	*14,050			
TOTAL:	268,876			
B. Nature of Funds				
1. Recurring **	268,873			
2. Non-recurring***	0			
TOTAL:	268,873			

*Program Fee (11,050) + Clinic Fee (4,000) = 14,050

**Recurring is defined as ongoing operating budget for the program, which will become of the base.

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

Ph.D. in Counselor Education and Counseling Program in Boise
Cost Analysis to Meet CACREP Accreditation Requirements

*One Senior Faculty Position	Salary \$70,000; Fringe \$15,400	\$92,000
Two Assistant Professors	Salary \$50,000; Fringe \$11,000	122,000
Two Graduate Assistants	Salary \$11,800; Fringe \$5,000; Tuition \$3,000	39,000
One .50 Secretary	Salary \$10,000; Fringe \$9,326	19,326
Additional faculty positions necessitate an increase in operating funds.		10,000
		\$282,926

IDAHO STATE UNIVERSITY - FOR INTERNAL REVIEW ONLY
DEPARTMENT OF COUNSELING, KASISKA COLLEGE OF HEALTH PROFESSIONS, POCA TELLO, IDAHO 83209

PROJECTED REVENUE GENERATION - BOISE Ph.D. PROGRAM

	1 st Year Doctoral	2 nd Year Doctoral	3 rd Year Doctoral	4 th Year Doctoral
Weighted Formula	5 students x 6 crs = 30 crs x 10 weight = 300 x 35 rate = 10,500*	10 students x 6 crs = 60 crs x 10 weight = 600 x 35 rate = 21,000*	15 students x 6 crs = 90 crs x 10 weight = 900 x 35 rate = 31,500*	20 students x 6 crs = 120 crs x 10 weight = 1,200 1,200 x 35 rate = 42,000*
University Fees	5 students x 6 crs = 30 x 198.60 current fee = 5,958	10 students x 6 crs = 60 x 198.60 current fee = 11,916	15 students x 6 crs = 90 x 198.60 current fee = 17,874	20 students x 6 crs = 120 x 198.60 current fee = 23,832
Weighted University Fee Combined	10,500* <u>5,958</u> 16,458 per semester*	21,000* <u>11,916</u> 32,916 per semester*	31,500* <u>17,874</u> 49,374 per semester*	42,000* <u>23,832</u> 65,832 per semester*
Program Fee \$325 Clinic Income Total	1,625 per semester <u>2,000</u> per semester 3,625 per semester	3,250 per semester <u>3,333</u> per semester 6,583 per semester	4,875 per semester <u>4,633</u> per semester 9,508 per semester	6,500 per semester 6,000 per semester 12,500 per semester

INCREASE IN THE NUMBER OF STUDENTS IN BOISE MASTER'S PROGRAM DUE TO BOISE Ph.D. PROGRAM

Weighted Formula	12 students x 8 crs = 96 crs x 6.50 weight = 624 x 35 rate = 21,840*	At the present time, the ISU Boise Center Counseling Clinic generates approximately \$3,900 per year in revenue. We anticipate an increase in this revenue with the addition of doctoral students to the clinic volunteers. We believe the clinic will produce \$12,000 by Year 4.
University Fees	12 students x 8 crs = 96 x 198.60 current rate = 19,463	
Weighted University Fee Combined	21,840* <u>19,463</u> 41,303 per semester	

PROJECTED COMBINED INCREASED BOISE MASTER'S AND Ph.D. REVENUE GENERATION - BOISE COUNSELING PROGRAM

	1 st Year Doctoral	2 nd Year Doctoral	3 rd Year Doctoral	4 th Year Doctoral
Increased Master's Ph.D. Totals Total	41,303* <u>16,458*</u> 57,761*	41,303* <u>32,916*</u> 74,219*	41,303* <u>49,374*</u> 90,677*	41,303* <u>65,832*</u> 107,135*
Current Master's	61,358*	61,358*	61,358*	61,358*
Grand Total All Students Fees and Weights	119,119*	135,577*	152,035*	168,493*

*Combined fees and three year weighted average allocation

Attachment to Ph.D Program in Boise NOI - 9/25/06



**College of
Health Professions
Office of the Dean**

Campus Box 8090
Pocatello, Idaho
83209-8090

ORIGINAL

September 27, 2006

Dr. Thomas Jackson, Dean
School of Graduate Studies
921 S. 8th Avenue, Stop 8075
Idaho State University
Pocatello, ID 83209

Dear Dr. Jackson:

It is my pleasure to forward to you and the Graduate Council a Notice of Intent (NOI) for the expansion of the Ph.D. program in Counselor Education to Boise. The NOI is the result of a comprehensive needs assessment that was conducted in the Treasure Valley which I have also attached for your review.

The Counseling Department has offered Master's degrees in Boise for many years. The Department currently has two resident faculty in Boise and a clinic. I feel that there is strong justification for the development of a doctoral program in Boise.

I look forward to coming to Graduate Council with Dr. Steve Feit to discuss the merits of this program expansion in person.

Sincerely,

Linda C. Hatzenbuehler, Ph.D.
Dean

LCH/jc

c: Steve Feit

Attachments:
NOI
Needs Assessment



GRADUATE SCHOOL
IDAHO STATE UNIVERSITY

Y:\chp_s\COUNSELING\9-27-06 Jackson Ltr Re Coun Doc Program.wpd

190 East Bannock Street
Boise, Idaho 83712

(208) 381-2222
www.stlukesonline.org

Edwin E. Dahlberg
President and CEO



February 27, 2007

Robin Dodson, Ph.D
Assistant to the President
Idaho State University-Boise
12301 W. Explorer Dr., Ste. 102
Boise, ID 83713

Dear Dr. Dodson,

This letter is written in support of Idaho State University's expansion of their doctoral program in Counselor Education and Counseling into the Treasure Valley. It is my understanding that currently, there is not a doctoral level program like this offered in this area. There is a tremendous need for these professionals.

As you know, mental health services are woefully underserved in our region. The most recent CDC (Center for Disease Control) web information lists Idaho still at 49th in State spending per capita for mental health services. Health professionals struggle every day to connect patients with mental health needs with available and competent providers. Population projections for this region in the next decade and beyond, will push this need to an untenable situation if more is not done to increase the number of available professionals.

St. Luke's experience with ISU has been very positive. We have a common interest in the development of excellent clinicians. ISU's programs in nursing, pharmacy, and physical therapy are a vital source of staff for our facilities in the Treasure Valley, Magic Valley, and the Wood River Valley. As we look at what must be done to address the growing mental health challenges in these communities, we welcome the efforts of ISU in developing these much needed professionals for our region.

Sincerely,

A handwritten signature in cursive script that reads "Maureen O'Keeffe".

Maureen O'Keeffe
Regional Vice President, HR & Strategic Planning

cc: Ms. Bessie Katsilometes, Dean Academic Programs
Dr. Stephen Feit, Chair – ISU Department of Counseling





Saint Alphonsus
Regional Medical Center
OFFICE OF THE PRESIDENT

February 28, 2007

Dr. Stephen Feit, Chair
Idaho State University
Department of Counseling
921 South 8th Avenue, MS 8120
Pocatello, ID 83209-8120

Re: Letter of Support for Expanding ISU's PhD. In Counselor Education Program

Dear Dr. Feit:

Please accept this letter as an indication of my strong support for Idaho State University's plan to expand the PhD. in Counselor Education and Counseling with emphasis in Mental Health and Marriage and Family Counseling program in the Treasure Valley.

Idaho State University has the proven expertise and experience to ensure a successful expansion. ISU is a Carnegie Doctoral/Research University. In 1983, ISU was designated by the State Board of Education as the state's lead institution for education in the health professions and related biological and physical sciences. The ISU Counseling Department offered the first accredited graduate program in Idaho by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP reviews programs every eight years, and ISU insures continued high quality by maintaining CACREP accreditation standards.

More specifically, ISU has developed and maintained quality programs and initiatives in the Treasure Valley for over 25 years. The ISU Counseling Department has offered the Master's Degree in Counseling with emphases in Mental Health since 1980 and Marriage and Family Counseling since 2003. The ISU Counseling Department established a Counseling Clinic at ISU-Boise in 2005, and since its inception, graduate students supervised by faculty members have provided over one thousand (1,000) hours of counseling, with sixty percent being pro bono.

There is great need for more highly trained Mental Health professionals (as well as Marriage and Family Counselors). Idaho is a Federally designated Mental Health care provider shortage area. The Idaho Commerce and Labor department projects by 2014, the demand for Mental Health Professionals will exceed 200. There will be a need for doctoral level supervisors in community agencies who can interface with other health care providers, understanding the need for the mental health services required. The ISU Department of Counseling recently conducted a needs assessment of all Licensed Professional Counselors in Southwest Idaho, and the results indicated a very strong need for a Ph.D. program in the Treasure Valley. Currently, there is not a doctoral level program in the geographic area.

Saint Alphonsus Regional Medical Center has identified Mental Health as a primary community need in the Treasure Valley through our own community needs assessment and we are committed to supporting and collaborating with other community partners to address the needs. We look forward to ongoing partnerships with ISU not only to for the enhancement of health education but for the care of the individuals we serve.

Thank you for your consideration of this letter of support for expanding the ISU Ph.D. of Counseling program to the Boise area and for your support in meeting the needs of the vulnerable mental health patients we serve.

Cordially,



Sandra Bruce
President & CEO

cc: Sherry Parks



Survey Results
of
Southwest Idaho Licensed Clinical
Professional Counselors (LCPC) and
Licensed Professional Counselors (LPC)

Technical Report No. 2006-02

Intermountain Center for Education Effectiveness
College of Education
Idaho State University
Pocatello, Idaho

Dr. E.E. (Gene) Davis, Director

Idaho State University
(208) 282-3202

Campus Box 8019, Pocatello, Idaho 83209
<http://icee.isu.edu>

College of Education
davie@isu.edu

Published by
Intermountain Center for Education Effectiveness
College of Education
Idaho State University
Pocatello, Idaho



**Survey Results
of
Southwest Idaho
Licensed Clinical Professional Counselors
(LCPC)
and
Licensed Professional Counselors (LPC)**

**for the
Department of Counseling and Counselor
Education**

Idaho State University
Garrison Hall 716
Campus Box 8120
Pocatello, Idaho

Dr. Stephen S. Feit
Department Chair

Conducted by

Dr. Chuck Zimmerly
Center for Policy Studies, Education Research, and Community Development
Intermountain Center for Education Effectiveness
College of Education
Idaho State University

February 2006

Table of Contents

I.	INTRODUCTION AND METHODOLOGY.....	1
II.	SURVEY RESULTS BY QUESTION.....	3
	Question 1	4
	Question 2	5
	Question 3	6
	Question 4	7
	Question 5	8
	Question 6	9
III.	COMMENTS.....	10
	Positive Comments	10
	Negative Comments.....	15
IV.	APPENDICES	19
	Appendix A Survey Instrument.....	20
	Appendix B Principal Investigator's Biographical Data.....	23

I. INTRODUCTION AND METHODOLOGY

At the request of the Department of Counseling and Counselor Education at Idaho State University, the Intermountain Center for Education Effectiveness (ICEE), also at Idaho State University, conducted a survey of 307 Licensed Clinical Professional Counselors (LCPC) and Licensed Professional Counselors (LPC) in the southwest region of Idaho, commonly referred to as the Treasure Valley. The purpose of this survey was to determine the opinion of the LCPCs and LPCs regarding the need of a doctorate program in counseling and counselor education in the Boise area of Idaho.

A brief six-question survey (Appendix A), with an area for comments, was mailed to 307 LCPCs and LPCs in the middle part of December 2005. The list of the southwest region LCPCs and LPCs was obtained from the Idaho Bureau of Occupational Licenses. Individuals with addresses within commuting distance of Boise were select to receive the survey. Of the 307 surveys mailed, 30 were returned by the US Postal Service marked that the individuals were no longer at the addresses that were provided to the ICEE. Discounting the 30 surveys that were undeliverable, 277 individual LCPCs and LPCs composed the entire surveyed population. A total of 166 completed surveys were returned to the office of the ICEE during the month of January 2006. The returned complete surveys represent 59.9% of the surveyed population.

The survey results are displayed in an easy to read graphic pie chart format, which can be used to quickly interpret the response to each of the six questions. Additionally, the returned comments on the survey were placed into two categories, positive or negative.

The six questions were written by the Department of Counseling and Counselor Education at Idaho State University. They are listed below:

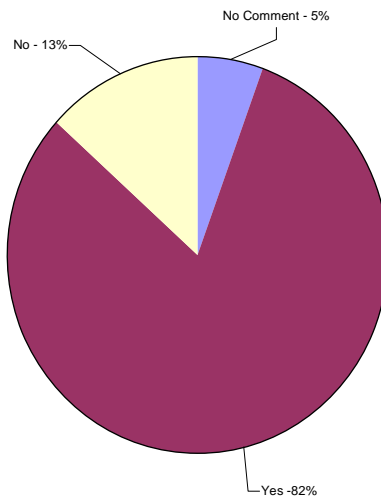
- Do you believe that a doctoral program in Counselor Education and Counseling is needed in the Treasure Valley?
- If you were to enroll in a Ph.D. program in counseling, you would like the emphasis to be in....
- What is your preference for the length of the program?
- What would be the greatest deterrent to your attendance in a doctoral program in Counselor Education?
- If a doctoral program in Counselor Education were offered in the Boise area, how likely would you be to apply?
- If you choose to attend a doctoral program in Counselor Education, what do you perceive to be the ideal post-degree work setting?

Responses to the survey were collected using Scantron sheets and tallied using the ScanMark ES 2800. The survey results to the six questions follow.

II. SURVEY RESULTS BY QUESTION

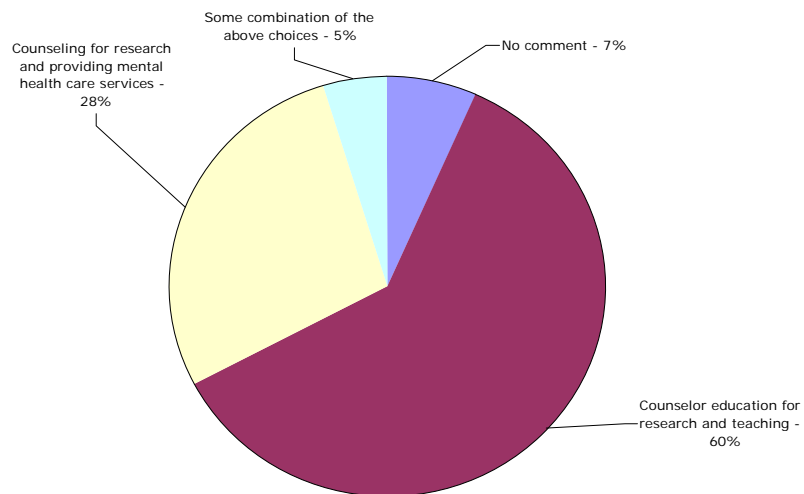
Question 1

Do you believe that a doctoral program in Counselor Education and Counseling is needed in the Treasure Valley?



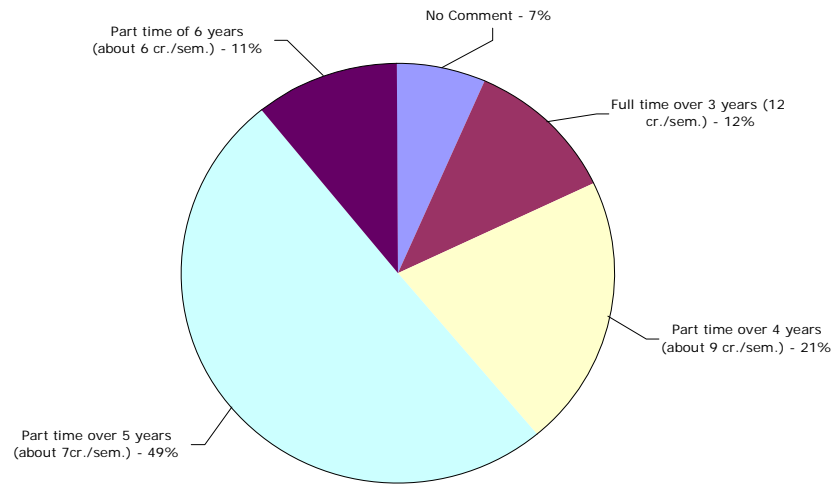
Question 2

If you were to enroll in a Ph.D. program in Counseling, you would like the emphasis to be in?



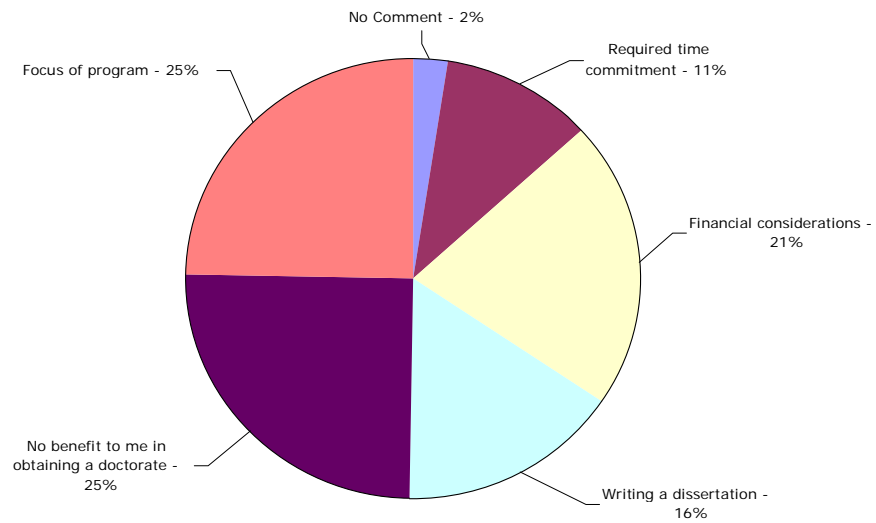
Question 3

What is your preference for the length of the program?



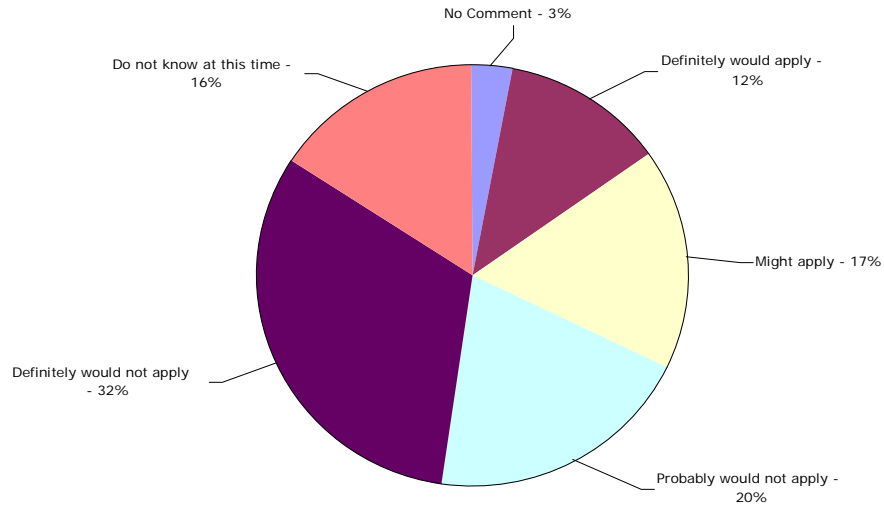
Question 4

What would be the greatest deterrent to your attendance in a doctoral program in Counselor Education?



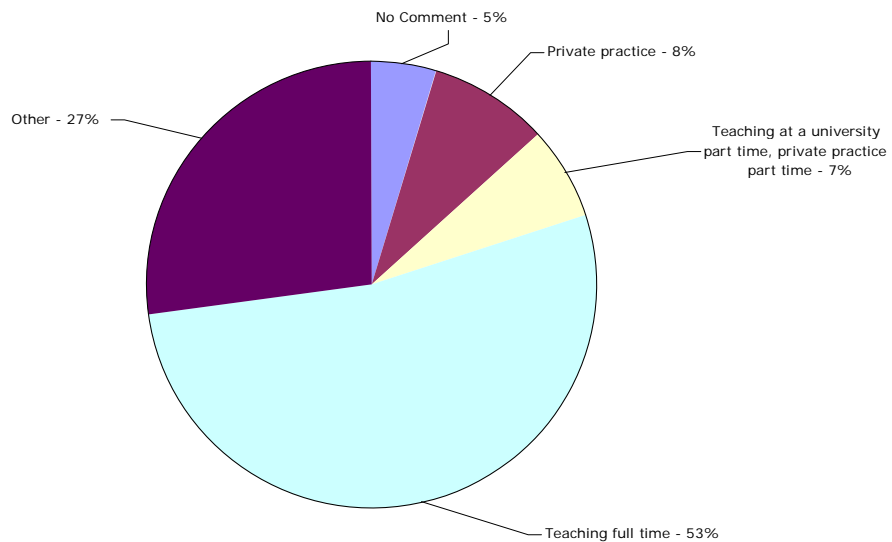
Question 5

If a doctoral program in Counselor Education were offered in the Boise area, how likely would you be to apply?



Question 6

If you chose to attend a doctoral program in Counselor Education, what do you perceive to be the ideal post-degree work setting?



III. COMMENTS

Positive Comments

- I think if ISU has a doctoral program in an urban setting such as Boise, it will be able to attract a greater number of potential doctoral students—this will not only benefit the overall counseling program, but specifically the Boise program, that needs a greater doctoral student presence.
- Transfer credits from another program, i.e. University of Idaho adult education. Please let me know if you intend to offer the PhD program in this area.
- Would the program offer coursework during the summer, online, during evening hours, or weekends? How many credits would be required for completion of the program? Would a dissertation be the only option for completion of the program? How many people would be accepted to the program, and what would be the maximum for class size? If teaching is not my future, will there be a benefit to having a PhD?
- Financial concerns of tuition vs. improved employment options are key dynamic.
- I have been asking about a doctoral program in Boise almost since graduation in 1995. Considering finances, would it be possible to teach with 18 years experience in mental health and pursue a PhD, helping defray some of the cost?
- I am retired. If I were not, some of my answers would be different.
- When would classes meet? Would be most interested in programs that had practice of psychotherapy as primary focus.
- The main reason that I would not pursue a doctorate is related to my age (55). If I were younger it would probably be a possibility. I feel that a doctoral program in counselor education and counseling is needed, and would be well received in the Treasure Valley.
- An important consideration for me in pursuing a doctoral program includes relationships with faculty/mentors in program, as well as how courses are tailored to adult learners. Ideally, for me, that would include the opportunity to do some course work on-line. I would also like to the opportunity to teach lower level college classes, as well as become involved in designing and implementing programs that improve our community.
- My age is the biggest deterrent to going to school. I do think a doctoral program in the Treasure Valley is needed and would be utilized! Thank you!

- Would like a marriage and family therapy component.
- Scholarship emphasis on less teaching, more doing. What about practicing?
- Great idea! I think you would have a huge response!
- I am currently close to retirement, so will probably not be taking advantage of any program but... I think a program that allows one a choice of clinical work, assessment (forensic evaluations), teaching, and counseling will/would give a person the smartest flexibility. If I were younger, I would at least earn a partially external degree with classes offered in the evening and Saturdays so I could continue at a clinical practice or other work. The time requirement to complete the program would not be as important as the loss of income if I had to quit or decrease worth. Good Luck!
- In the Boise area in particular, a number of professionals would have pursued a doctorate in counseling had one been available and was structured for the working student. Instead, they have received degrees from online nontraditional institutions or left the area to further their education and careers. In addition, I would recommend a program and curriculum that is focused on all aspects of mental health provision in a number of settings. In my 15 years of working in the mental health field in a variety of settings and levels (direct-service, supervisor, program development), I have met several ISU graduates who were unfamiliar with mental health delivery systems. I would be happy to have further contact regarding this if it would be helpful. Thank you.
- The Boise area offers a preferred site location in Idaho for a PhD counseling program. This area offers main advantages over other areas within the state. To begin with, Boise/Meridian/Nampa and the surrounding areas have experienced unprecedented growth and will be in vital need of licensed professional health care practitioners as this expansion continues. Establishing a reputable program in this area will only enhance the care being offered and can capitalize on an advocacy platform in the capital city. It is my opinion that a higher institution will eventually offer such a program, the first to do so will be able to position themselves well amongst competing resources. I am pleased to have participated in this survey and will be anticipating a program to come to this area in the near future. I hope it can be ISU that can lead this venture. If there is anything that I can do to assist this program please do not hesitate to contact me. Thank you.
- After my mom's passing last year, I've decided my time is relevant and needful in high tension, high stress work. Along with hospice type activity and having worked at 2 prisons in the medical department, I see there is no time given that would help resolve anguish and pain, to a working out process in degree of time needed. At Ely, Nevada, my work was as a state, mental health PhD, and I found out that in my cases a counselor was needed. It would do us well if some course was over lapping with state mental health.

- Scheduling classes so I do not lose client hours in my private practice. (So I can pay for the classes)
- No repeat classes of master's level.
- Location: Please consider locating the program in west Boise at the existing location or Executive Drive. This program will provide a great opportunity to train counselor educators who have actually spent time working as school counselors. Our universities need counselor educators who have been employed as school counselors for more than three years! I have found many university professors to be more theoretical and out of touch with the practical issues of school counseling that only employment in the field would buy.
- There is no PhD program in counseling in Boise. I have been considering a program at UW, but would rather stay here. Please start one NOW!! Contact me if you wish.
- Obviously, the qualifications and quality of the faculty/instruction. As a current high school counselor (with L.P.C), not completely sure of the benefit/outcome this program would do for me... would it be a "cohort" program? Or more "flexible" as to course sequencing, timeline, availability of classes, etc.? Supervision requirements?
- I believe there are many in the Treasure Valley who would like a PhD for counseling alone. The sooner the better!
- I would apply to any program that focuses on any other aspect of counseling other than counselor education.
- Advanced study in program with credit from prior educational and professional experience. The greatest deterrent for me seeking a doctorate is the idea of repeating coursework. The potential benefit of a PhD does not outweigh the expense in time and energy to repeat class work.
- Having already obtained my Masters would like the class to count towards my Doctorate. The program must be creditable and work with my job or furnish full scholarships. Financial aid would work if it funded the program well enough so burn out won't be an issue. I'm very interested in a local program but want to go into private practice. If it's geared only towards teaching at the college level, I wouldn't be interested.
- Accreditation and level of degrees of staff. The quality of the program is most important to me.
- Psyche. D is another option not requiring dissertation. Allows more course concentration.

- Had I had the opportunity of responding to your survey several years ago, I strongly would have supported a Boise program with clinical emphasis. At this point in my career and life, e.g. age 62, investment in such a program probably wouldn't be warranted. I have been a motivated, good self-learner, able to create enough intensity, work, and riches for myself to keep things adequately afloat with a MA Psychology Degree and LCPC License.
- Due to my age (59), I would not pursue a PhD. However, had this been available 10-15 years ago, it would have been a consideration. I believe there is a need for this degree in the Boise area.
- Inclusion of substance abuse counseling in the mental health area of focus.
- The school counseling element.
- Emphasis in marriage and family therapy; credits transferred from credit master's; program accreditation; PhD in counseling vs. counselor education several specializations, or specific focuses, or even fellowship; financial aid and assistantships.
- Distance education doctorate in counseling.
- A PhD in depth psychology would be interesting.

Negative Comments

- We have way too many MA level counselor/MSWs in town—brings down salary levels. I would suggest finding a way to diversify a PhD into various specialty areas to help that problem—e.g. school, career, rehab, medical, business consulting, teaching instruments? I'm not sure how—independent study? I think it would be a disgrace to simply put "more of the same" into the community—perhaps make the degree "counseling psychology" rather than counselor educator. I think Ball State in Indiana has that—it's more versatile.
- I am 6 years from retirement and would not choose to return to an academic study.
- Perhaps I don't know the true benefits of having a doctorate—but I don't believe it would have a financial benefit at this time. The learning and even the idea of being "Dr." is fairly appealing, but the time and energy required would be too much for me at this point. Mostly because I enjoy counseling full-time, the money has been pretty good, and I'm home by 4:30 every night to be with my family. Sacrificing to obtain a doctorate wouldn't give me those things, nor would the degree. In a small town like the one I live in, to have found a full time job is as good as it gets for me!

- Where would one be employable other than as an educator? The cost would have to be offset by employment/pay opportunities.
- I would like to see a "college student development" track in the Masters program, to offer student affairs professionals in debate educational options. I would have happily pursued a doctorate in counseling in this area 10 years ago, because it was not offered, I pursued another program.
- I would rather have doctorate level training in psychology, clinical/education.
- I have to admit it is statistics. I have minimal math background and feel intimidated by more advanced statistics even though I have a high GPA, that's my fear.
- My age—60—is definitely a deterrent.
- If a doctoral program had been available with a focus in providing mental health care services, I would have enrolled 14 years ago when I first moved here. Since it was not, I changed my career goals!
- In terms of private practice, there is little incentive to the time commitment (not to mention money). Course work providing increased to skill is available through conferences and private trainings.
- I am 3-4 years away from retirement. It seems too late to start a program I wouldn't use. I also could not work long enough to pay for the education. I wish this had been possible 8-10 years ago.
- For clinicians in private counseling practices, there is generally no financial benefit in obtaining a PhD; third-party payers pay for services rendered not degree. Therefore, to a practicing clinician, the only advantages a PhD offers are prestige, expanding in to other fields such as teaching where degrees are valued or doing research.
- It is my understanding that BSU and U of I are discussing a joint doctoral program. It would appear that due to current financial constraints that all three institutions would do well to work together. Know U of I has a doctoral program that has taken at least one year if you continue to pursue. I will make every effort to have the State Board of Education have the three universities work together.
- My answers reflect the fact that I'm near retiring. If I were younger, I might have answered differently. Although, within the school system, there is no benefit to having a PhD.

- Why did you send this to me? I have a PhD in counselor education and am licensed as psychologist, L.P.C, LMFT.
- My answers reflect the fact I already have a doctorate.
- I'm not sure that a PhD would increase my salary. I still need to pay off my M.A I'm probably a lot of years away from considering work on a PhD.
- Unless someone wanted to be a counselor educator, this type of program would not be beneficial to anyone in a counseling field. Payment and practice would not be affected by further education. MA is already very extensive.
- Unless you are offering a full time scholarship it doesn't matter what you are offering.
- I don't know if another PhD program is needed in Idaho.
- I currently have a PhD in Clinical Psychology and am not interested in the proposed programs. Since I chose clinical psychology, it is difficult to answer this questionnaire objectively. I personally chose a different route. Sorry I couldn't have been more helpful.

IV. APPENDICES

Appendix A Survey Instrument

Appendix B

Principal Investigator's Biographical Data

Dr. Charles (Chuck) Zimmerly

Chuck Zimmerly is the Coordinator of the Center for Policy Studies, Education Research, and Community Development (CPSER) within the Intermountain Center for Education Effectiveness in the College of Education at Idaho State University. Since his tenure as Coordinator, the CPSER has published major policy briefs on Virtual Learning and Pay for Performance, as well as numerous research briefs on school organization and operational issues, such as the issue of soft drinks in the K-12 environment. The CPSER has also conducted primary research into partnerships between colleges of education and K-12 public schools, and the academic standing of undergraduate education majors. He also serves as the Assistant Editor for the *Journal of Effective Schools*. His other duties include coordinating the activities of the League of Schools, a consortium of southeast Idaho school districts which includes their annual professional development conference for teachers and administrators.

Dr. Zimmerly's primary interests lie in the application of systematic analysis and methodology to creating solutions to complex issues, educational policy analysis and decision making, and issues in educational leadership.

MEMORANDUM OF UNDERSTANDING
Between
Idaho State University
And
Boise State University and University of Idaho

THIS MEMORANDUM OF UNDERSTANDING ("MOU"), ENTERED INTO BY AND BETWEEN IDAHO STATE UNIVERSITY ("ISU") and BOISE STATE UNIVERSITY ("BSU") and the UNIVERSITY OF IDAHO ("UI"), State of Idaho institutions of higher education.

WHEREAS, the 8-year plan of the STATE BOARD OF EDUCATION (BOARD) does not list the profession of Counseling as a unique professional program in Idaho, and

WHEREAS, ISU offers a Master's degree in Counselor Education and Counseling, with emphases in Mental Health and Marriage and Family Counseling, in Pocatello and the Treasure Valley; and the Ph.D. degree in Counselor Education and Counseling in Pocatello; and

WHEREAS, ISU has conducted a needs assessment demonstrating a need for a doctoral-level program in Counseling in the Treasure Valley area of Idaho; and

WHEREAS, BSU offers a Master's degree in Counseling in the Treasure Valley; and has plans to offer a Ph.D. degree in Counseling in the Treasure Valley; and

WHEREAS, UI and BSU offer graduate-level courses in Education and Counseling in the Treasure Valley that could apply to ISU's course requirements for Counseling; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible, and to collaborate, where possible; and

WHEREAS, the Treasure Valley has been designated as BSU's service region; and

WHEREAS, UI has been authorized to offer an Ed. D. and a Ph. D. in Education with emphasis in Counselor Education; and


NOW, therefore, subject to required approvals, including by the Council of Academic Affairs and Programs (CAAP) and the BOARD, and in accordance with BOARD Policy III.Z, and Policy III.G, ISU, BSU, and UI hereby agree to act in accordance with the following:

- i. BSU and UI agree to support the intent by ISU to offer its existing Ph.D. program in Counselor Education and Counseling with emphases in Mental Health and Marriage and Family Counseling in the Treasure Valley.
- ii. ISU and UI will support BSU's plan to develop a doctoral program in Counseling and Counselor Education in the future that does not duplicate the emphases areas of the current UI Ph. D. in Education (Counselor Education) or proposed ISU doctoral program emphases (Mental Health and Marriage and Family Counseling) offered in the Treasure Valley.
- iii. ISU, BSU, and UI agree to eliminate duplication of doctoral-level courses in Counseling as possible by sharing courses, co-teaching courses, and cross listing courses where feasible.
- iv. ISU, BSU, and UI will utilize faculty from each institution as appropriate to staff graduate student committees.
- v. Under this agreement BSU does not relinquish any of its rights under Policy III.Z., including the right to develop a doctoral level counseling program.

This MOU between ISU, BSU, and UI shall be effective the 30th day of March, 2007.

This agreement is executed by the authorized representatives of Idaho State University, Boise State University, and University of Idaho.

Idaho State University:



By the Idaho State University
Robert A. Wharton, Ph.D.
Provost and Vice President for Academic Affairs

3-28-07

Date

Boise State University:



By the Boise State University
Sona K. Andrews, Ph.D.
Provost and Vice President for Academic Affairs

3/29/07

Date

University of Idaho:



By the University of Idaho
Douglas D. Baker, Ph.D.
Provost and Executive Vice President

3/27/07

Date

THIS PAGE LEFT INTENTIONALLY BLANK

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

April 2005

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) academic professional-technical program, new major, minor, option, emphasis, or instructional unit with a financial impact* of \$250,000 or more per year;
- (b) graduate program leading to a master's, specialist, or doctoral degree.

(2) Executive Director Approval – Executive Director approval prior to implementation is required for any new academic or professional-technical program, major, minor, option, emphasis or instructional unit 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 changes, credits, descriptions of individual courses, or other routine catalog changes do not require notification or approval. Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.

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 next CAAP meeting for initial review prior to being forwarded to the Board for approval.
- (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 the discretion of the Chief Academic Officer, the request may be forwarded to the CAAP for review and recommendation. Professional-technical requests will be forwarded to the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

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 Chief Academic Officer's or CAAP's 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 issue(s) for denial of the request. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director 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.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION**

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

(7) prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;

**TITLE 33
EDUCATION
CHAPTER 30
IDAHO STATE UNIVERSITY**

33-3006. GENERAL POWERS OF BOARD OF TRUSTEES. The board of trustees of the Idaho State University shall have the following powers:

3. With the advice of the president, to prescribe the courses and programs of study, the requirements for admission, the time and standard for graduation, and to grant academic degrees to those students entitled thereto.

Southwest Region Eight Year Plan

Academic Year	College	Degree Level	Program	Location
2008-09				
BSU	Education	Ph.D.	Educational Leadership	Treasure Valley
BSU	Engineering	Ph.D.	Mechanical Engineering	Treasure Valley
BSU	Social Sciences & Public Affairs	Ph.D.	Public Policy and Public Affairs	Treasure Valley/Statewide
BSU	Social Sciences & Public Affairs	Masters	Family Studies	Treasure Valley
BSU	Social Sciences & Public Affairs	Masters	Community Regional Planning	Treasure Valley & Statewide
BSU	Education	Ph.D.	Educational Technology	On-line
BSU	Engineering	M.S.	Construction Management	Treasure Valley
BSU	Social Sciences & Public Affairs	Master's	Urban Studies	Treasure Valley/Statewide
ISU	Health Professions	Ph.D.	Counselor Education and Counseling	Boise
ISU	Health Professions	B.S. (completion)	Dental Hygiene	Boise
ISU	Health Professions	AS	Sign Language Studies	Boise
ISU	Health Professions	BS	Educational Interpreting	Boise
ISU	Health Professions	DNP	Doctorate of Nursing Practice	Statewide
ISU	Technology	B.S.	Emergency Management	Boise
ISU	Technology	A.S.	Fire Services Administration	Boise
UI	Graduate Studies	Certificate	Bioregional Planning and Community Design	Boise
UI	Law	Post J.D.L.L.M.	Law	Boise
2009-10				
BSU	Applied Technology	A.T.C., A.A.S.	Aboriculture	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Database Technology	Treasure Valley
BSU	Applied Technology	A.A.S.	Web Design	Treasure Valley
BSU	Applied Technology	T.C.	Certified Landscape Technician	Treasure Valley
BSU	Applied Technology	A.T.C., A.A.S.	Medical Coding	Treasure Valley

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Approval of Temporary and Proposed Rules Governing Registration of Postsecondary Educational Institutions and Proprietary Schools

REFERENCE

February 22, 2007	The Board reviewed amendments to the Temporary and Proposed Rules Governing Registration. The Board did not approve the proposed amendment and required further information on CHEA.
-------------------	--

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-107, 33-2402, and 33-2403, Idaho Code.

BACKGROUND

House Bill 712 was signed into law effective July 1, 2006. The bill amended the existing law for the registration of postsecondary educational institutions and proprietary schools. Sections of the existing law were repealed or amended to clarify the powers of the Idaho State Board of Education, and to more clearly define what institutions are required to register. Chapter 24 was also modified to differentiate the registration process for postsecondary institutions and proprietary schools, and to provide the Board authority to promulgate rules regarding registration and recognition of accreditation organizations. The Board approved registration rules in August 2006 (IDAPA 08.01.11), and in those rules recognized only the six regional accreditation organizations. The registration rules permitted a scaled-back registration process for institutions accredited by a Board-recognized accreditation organization.

In November 2006, Board staff held a public meeting to gather feedback from institutions that might be affected by the registration rules. The overarching concern in that meeting focused on the accreditation organizations recognized by the Board, and the impact that such recognition had on registration.

Subsequent to that meeting, Board staff contacted administrative staff at the Northwest Commission on Colleges and Universities (NWCCU) and confirmed that NWCCU acknowledges not only regional accrediting bodies; but also those organizations recognized by both the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). Board staff believes that the Board should therefore revise its rule to include both USDE and CHEA recognized accreditation organizations. USDE recognition of accreditation organizations is based on ten standards that include attention to recruitment and admissions practices, fiscal and administrative capacity, and facilities. CHEA recognition includes five very broad standards, which focus more on quality and curriculum issues. The rule would still require full registration of institutions who are not accredited by Board-recognized (i.e. non-USDE and CHEA - recognized) organizations; full registration would require that these non-accredited institutions demonstrate compliance with all of the standards outlined in the rule. Board staff

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

believes that this change will allow the Board to focus on non-accredited institutions and ensure that all postsecondary institutions in our state have been held to formal accreditation standards.

DISCUSSION

IDAPA 08.01.11 has been revised in response to the public comment received. Highlights of these revisions include:

- Expanding the accreditation organizations recognized by the Board to include accreditation organizations recognized by both the USDE and CHEA.
- Simplifying the registration process for institutions that are required to register and which are accredited by Board-recognized (USDE and CHEA - recognized) accreditation organizations.
- Amending the exemption language to exempt from registration private, non-profit institutions that are already established and operational, and that are lawfully organized in the state of Idaho. The Board's previous rule exempted from registration Albertsons College, Caldwell, Idaho; Northwest Nazarene University, Nampa, Idaho; BYU-Idaho, Rexburg, Idaho; and University of Phoenix, Boise, Idaho. The effect of the proposed change would add two explicitly Christian institutions: Boise Bible College and New St. Andrew's College, which are accredited as "Faith-Based Institutions" within CHEA. Additionally, Apollo College and ITT Technical College would also be added since they are accredited as "Private Career" institutions within CHEA. All of these exempt institutions would still need Board approval for the transfer of academic credit to Idaho's public postsecondary educational institutions.

IMPACT

The temporary and proposed rules will allow the Office of the State Board to implement new registration procedures for postsecondary institutions and proprietary schools beginning with the July 1, 2007 registration year (fiscal year). Lack of approval will be an impediment for registering new institutions or schools, which is a statutory requirement. The revised rules will more clearly outline the registration process for affected institutions and schools and permit the Board to better scrutinize those non-accredited institutions currently operating in the state.

ATTACHMENTS

Attachment 1-Temporary and Proposed Rules Governing Registration Page 5
Attachment 2-CHEA "Accreditation, Recognition and the Major Actors" Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends the approval of a temporary and proposed rule – a revision of IDAPA 08.01.11 – to allow the Office to proceed with registering affected institutions and schools and for issuing certificates of registration. The

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

revised rules, which are attached, are marked to show changes from the previous registration rules which were approved by the Board in August 2006. Board Staff recommends approval of the temporary and proposed rule as presented.

BOAR ACTION

A motion to approve the temporary and proposed rule for the registration of postsecondary institutions and proprietary schools. The temporary rule will become effective on April 18, 2007.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

IDAPA 08
TITLE 01
CHAPTER 11

**08.01.11 - REGISTRATION OF POSTSECONDARY EDUCATIONAL
INSTITUTIONS AND PROPRIETARY SCHOOLS**

000. LEGAL AUTHORITY.

The following rules are made under authority of sections 33-105, 33-107, 33-2402, and 33-2403, Idaho Code to implement the provisions of Chapter 24, Title 33, Idaho Code. (8-10-06)T

001. TITLE AND SCOPE.

01. Title. This rule shall be cited as IDAPA 08.01.11, "Registration of Postsecondary Educational Institutions and Proprietary Schools." (8-10-06)T

02. Scope. This rule sets forth the registration requirements for postsecondary educational institutions that are required to register with the Idaho State Board of Education ("Board") under Section 33-2402, Idaho Code, and for proprietary schools required to register with the Board under Section 33-2403, Idaho Code. In addition, this rule describes the standards and criteria for Board recognition of accreditation organizations, for registration purposes and for acceptance of academic credit. Finally, this rule describes the process the Board will use to evaluate courses or courses of study for acceptance for academic credit at Idaho's public postsecondary institutions.(8-10-06)T

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of this rule. (8-10-06)T

003. ADMINISTRATIVE APPEALS.

The administrative procedure act, chapter 52, title 67, Idaho Code, applies to any denial of registration of any postsecondary educational institution or proprietary school. Hearings and appeals shall be governed according to the provisions of IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (8-10-06)T

004. INCORPORATION BY REFERENCE.

There are no documents incorporated by reference. (8-10-06)T

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. (8-10-06)T

02. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (8-10-06)T

03. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (8-10-06)T

04. Telephone. The telephone number of the Board is (208) 334-2270. (8-10-06)T

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (8-10-06)T

06. Electronic Address. The electronic address of the Board is board@osbe.idaho.gov. (8-10-06)T

006. PUBLIC RECORDS ACT COMPLIANCE.

¶This rule is ~~are~~ subject to the provisions of the public records act, title 9, chapter 3, Idaho Code. (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

007. -- 009. (RESERVED).

010. DEFINITIONS.

01. Accredited is defined in Section 33-2401(1), Idaho Code, and means that a postsecondary educational institution has been recognized or approved as meeting the standards established by an accrediting ~~agency~~ organization recognized by the Board. (8-10-06)T

02. Agent is defined in Section 33-2401(2), Idaho Code, and means any individual within the state of Idaho who solicits students for or on behalf of a proprietary school. (8-10-06)T

03. Agent's permit is defined in section 33-2401(3), Idaho Code, and means a nontransferable written document issued to an agent by the Board or its designee. (8-10-06)T

04. Course is defined in Section 33-2401(5), Idaho Code, and means instruction imparted in a series of lessons or class meetings to meet an educational objective. (8-10-06)T

05. Course or Courses of study is defined in Section 33-2401(6), Idaho Code, and means either a single course or a set of related courses for which a student enrolls, either for academic credit or otherwise. A course of study is sometimes also referred to in this rule as a program. (8-10-06)T

06. Degree is defined in Section 33-2401(7), Idaho Code, and means any academic, vocational, professional-technical or honorary title or designation, mark, appellation, series of letters, numbers, or words such as, but not limited to, "bachelor's," "master's," "doctorate," or "fellow," which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic, vocational, professional-technical, educational or professional program of study beyond the secondary school level or for a recognized title conferred for meritorious recognition and an associate of arts or associate of science degree awarded by a community college or other public or private postsecondary educational institution or other entity which may be used for any purpose whatsoever. (8-10-06)T

07. Postsecondary Educational Institution, sometimes referred to in this rule simply as an institution, is defined in Section 33-2401(8), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho, and which provides courses or programs that lead to a degree, or which provides, offers or sells degrees. (8-10-06)T

08. Proprietary School, sometimes referred to in this rule simply as a school, is defined in Section 33-2401(9), Idaho Code, and means an individual, or educational, business or other entity, whether legally constituted or otherwise, which maintains a presence within or which operates or purports to operate, from a location within the state of Idaho and which conducts, provides, offers or sells a course or courses of study, but which does not provide, offer or sell degrees. (8-10-06)T

011. -- 099. (RESERVED).

100. RECOGNITION OF ACCREDITATION ORGANIZATIONS.

01. Registration of Postsecondary Educational Institutions. For purposes of registration of postsecondary educational institutions, the Board recognizes ~~only regional~~ the regional accreditation organizations listed in subsections 100.01.a through 100.01.f, below. In addition, the Board recognizes institutional accreditation organizations which are also recognized by both the United States Department of Education and by the Council for Higher Education Accreditation, and which accredit entire colleges or universities, and which do not accredit only courses or courses of study (such as specialized accreditation organizations). ~~Accordingly, for purposes of registration of postsecondary educational institutions under this rule, the Board recognizes the following accreditation organizations.~~ ()

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

a. Middle States Association of Schools and Colleges (MSA), Commission on Higher Education - Accredits institutions of higher education in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands. (8-10-06)T

b. New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE) - Accredits institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. (8-10-06)T

c. North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC) - Accredits degree-granting institutions of higher education in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming, including schools of the Navaho Nation. (8-10-06)T

d. Northwest Commission on Colleges and Universities (NWCCU) - Accredits postsecondary educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. (8-10-06)T

e. Southern Association of Colleges and Schools (SACS), Commission on Colleges - Accredits degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. (8-10-06)T

f. Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU) Accredits senior colleges and universities in California, Hawaii, the United States territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, and the Republic of the Marshall Islands. (8-10-06)T

~~**g.** No other accreditation organization, other than the agencies listed in Subsections 100.01.a. through 100.01.f. of this rule, shall be recognized by the Board for purposes of registration of postsecondary educational institutions. (8-10-06)T~~

02. Acceptance of Academic Credit. (8-10-06)T

a. For purposes of acceptance of academic credit at Idaho public postsecondary educational institutions, the Board recognizes the ~~regional~~ accreditation ~~associations~~ organizations described in Subsections 100.01.a. ~~through 100.01.f.~~ of this rule. (____)

b. The Board will determine whether to accept specialized or other accreditation organizations, which accredit courses or courses of study, for purposes of acceptance of academic credit on a case-by-case basis. A request for recognition of other accreditation organizations for purposes of acceptance of academic credit should be made to the Board's chief higher education academic officer, who will review and evaluate the request with the input and advice of the Board's Committee on Academic Affairs and Programs (CAAP). The Board will make a final determination based on such evaluation and review. (8-10-06)T

101. -- 199. (RESERVED).

200. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Registration Requirement. (8-10-06)T

a. Unless exempted by statute or this rule, as provided herein, a postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register and hold a valid certificate of registration issued by the Board. An institution shall not conduct, provide, offer, or sell a course or courses of study, or degree unless registered. An institution shall not solicit students for on behalf of such institution, or advertise in this state, unless registered. (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

b. Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. Initial registration shall mean an institution's initial registration under this rule, even if an institution has previously registered with the Board. A registered postsecondary educational institution must renew its certificate of registration annually, and renewal of registration is not automatic. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. ()

02. Idaho Presence. An institution shall be deemed to have a presence in Idaho, or to be operating or purporting to be operating from a location within the state of Idaho, if it owns, rents, leases, or uses any office or other type of physical location in Idaho, including a mailing or shipping center, or if it represents in any way, such as on an electronic or internet website, to have an Idaho street or mailing address, including a post office box in Idaho. (8-10-06)T

03. Institutions Exempt from Registration. (8-10-06)T

a. Idaho public postsecondary educational institutions. Section 33-2402(1), Idaho Code, provides that a public institution supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register. (8-10-06)T

b. Certain Idaho private, non-profit, postsecondary educational institutions. A private, non-profit, postsecondary educational institution that is already established and operational as of the effective date of this rule and located within the state of Idaho, and that is accredited by an accreditation ~~association~~ organization recognized by the Board, as set forth in Subsections 100.01 through 100.01.f. of this rule, shall not be required to register. A private, non-profit, institution is located within the state of Idaho only if it has been lawfully organized under in the state of Idaho nonprofit corporation act, chapter 3, title 30, Idaho Code, and its principal place of business is located within the state of Idaho. ~~To qualify for this exemption, a private, non-profit, postsecondary educational institution must be recognized by the Internal Revenue Service as a charitable or private foundation under applicable provisions of the Internal Revenue Code.~~ ()

04. Institutions that Must Register. (8-10-06)T

a. Out-of-state public postsecondary educational institutions. A public institution that is supported primarily by taxation from another state, or from a local source not within the state of Idaho, must register as provided herein. (8-10-06)T

b. Out-of-state private, non-profit, postsecondary educational institutions. An out-of-state private, non-profit, postsecondary educational institution must register as provided herein. (8-10-06)T

c. Certain Idaho private, non-profit, postsecondary educational institutions. A private, non-profit, postsecondary educational institution that is located within the state of Idaho, but that is not exempt under Subsection 200.03.b. of this rule, must register as provided herein. (8-10-06)T

d. For-profit postsecondary educational institutions. A postsecondary educational institution that operates for profit, or which is an operating subsidiary of a publicly or privately held corporation that operates for profit, must register as provided herein. (8-10-06)T

05. Exception to Registration Requirement for Certain Postsecondary Institutions. (8-10-06)T

a. A postsecondary educational institution that demonstrates to the satisfaction of the Board that its primary mission and objectives are to offer courses or courses of study that do not lead to the awarding of degrees, may instead register as a proprietary school, in accordance with Section 400 of this rule. (8-10-06)T

b. A request to register as a proprietary school must be submitted in writing to the Board by the first business day of December preceding a registration year. A decision on such request will be issued by the Board

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

within thirty (30) days after it is received. A request to register as a proprietary school must be made on an annual basis. (8-10-06)T

06. Application. A postsecondary educational institution that is required to register under this rule must submit to the Board office an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Board. The application must include a list of each course, course of study, and degree the applicant institution intends to conduct, provide, offer, or sell in Idaho during the registration year. (8-10-06)T

07. Registration Fees. The Board shall assess an annual registration fee for initial registration, or renewal of registration, of a postsecondary educational institution. The registration fee must accompany the application for registration, and shall be in the amount of one hundred dollars (\$100) for each course that the institution intends to conduct, provide, offer or sell during the registration year, as set forth in the registration application, not to exceed ~~five thousand dollars (\$5,000)~~ two thousand dollars (\$2,000). Registration fees are not refundable. (8-10-06)T

08. Deadline for Registration. An initial application for registration may be submitted to the Board at anytime. An institution should expect the Board's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Board on or before the first business day of May that precedes a registration year. (8-10-06)T

09. Information Required. Such application must include the information requested on the application form, as well as the following information: (8-10-06)T

a. If an institution that is required to register under this rule is accredited by an accreditation organization recognized by the Board in Subsections 100.01.a. ~~through 100.01.f.~~ of this rule, such institution must submit documentation demonstrating that it has received accreditation status, and that it will maintain its accreditation from such agency during the entire registration year. An institution that is so accredited qualifies for a streamlined registration process ~~under Subsection 200.09~~, and will not be required to submit information and/or documentation that documents compliance with ~~all of the standards, I through VI~~, set forth in Subsections 200.10.a. through 200.10.f. of this rule, ~~but may be required to provide the Board with additional information, on request, that documents compliance with some of the standards, or on any other matter related to registration. Such institution must submit the following information and/or documentation with its application for registration that documents compliance with the following:~~

- i. Copy of most recent accreditation report;
- ii. ~~Up to date~~ Current list of chief officers - e.g. president, board chair, chief academic officer, chief fiscal officer;
- iii. Most recent copy of strategic plan;
- iv. Enrollment data for current and past two (2) years;
- v. Copy of annual audited financial statement;
- vi. ~~As well as~~ Any additional information that the Board may request.

()

b. All other institutions applying for registration must submit information and/or documentation with its application for registration that documents compliance with all of the standards; I through VI, set forth in Subsections 200.10.a. through 200.10.f. of this rule. (8-10-06)T

c. The Board may, in connection with a renewal of registration, request that an institution only submit information that documents changes from the previous year, provided that the institution certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 200.07 of this rule, shall remain applicable. (8-10-06)T

10. Approval Standards for Postsecondary Educational Institutions. An institution applying for registration must meet, or demonstrate that it will meet, all of the following standards: (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

a. Standard I - Legal Status and Administrative Structure. The institution must be in compliance with all local, state, and federal laws, administrative rules, and other regulations applicable to postsecondary educational institutions. (8-10-06)T

i. The institution must have a clearly stated mission and objectives that are consistent with educational offerings under consideration for approval by the Board. The institution must demonstrate how its stated mission and objectives are being accomplished. (8-10-06)T

ii. The governing board or the board of directors must be comprised of at least five (5) members who are selected to represent students, faculty, and other constituents of the institution. Board members must be given the responsibility for assuring that the mission and objectives are achieved, for establishing policies and overseeing their implementation, and for providing oversight for the entire institution, including the financial stability of the institution. Board members should generally not be affiliated with the institution from an employment, contractual, familial, or financial standpoint. Any affiliation or financial interest in the institution must be fully disclosed, and provisions must be made to address any conflicts of interest. (8-10-06)T

iii. There must be sufficient distinction between roles and responsibilities of the institution's governing board and the administration, faculty, and staff to ensure appropriate separation and independence. (8-10-06)T

iv. Each of the administrative officers must be appropriately qualified with educational credentials to ensure programs are of high quality and that the rights of students are protected. In particular, the chief academic officer of the institution must be academically prepared at least at the Master's degree level, and have a minimum of five (5) years of postsecondary educational experience at an accredited institution. (8-10-06)T

v. Administrators must be paid a fixed salary. Commissions may not be used for any portion of the compensation or to supplement an administrative salary. (8-10-06)T

vi. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; awarding of credit and grades that are comparable to other institutions; academic freedom; student and faculty rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures, etc.; to ensure the quality of educational offerings. (8-10-06)T

vii. The administration must establish procedures for evaluating the effectiveness of the entire institution and for assessing the quality of instruction through established and recognized methods of instructional assessment. Evaluation and assessment results must be used to improve institutional programs and services. Evaluative/assessment processes must involve internal constituents from the institution and appropriate external representatives. (8-10-06)T

b. Standard II - Educational Program and Curriculum. Instruction must be the primary focus of the institution, and all instructional activities must be clearly related to the achievement of the institution's mission and objectives. (8-10-06)T

i. The requirements for all instructional programs must be defined clearly, including applicable completion requirements for courses, credits, clinicals, etc. Faculty must be given the responsibility for developing the curriculum for all courses or courses of study or degrees, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. (8-10-06)T

ii. The institution must identify the number of credits required to earn a degree based on the following guidelines. Forty-five (45) clock-hours of student involvement are required for each semester credit, which includes a minimum of fifteen (15) student contact hours for each semester credit. Degrees are: (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

(1) **ASSOCIATE OF APPLIED SCIENCE DEGREE:** A credential awarded for completion of requirements entailing at least two (2) years, but less than four (4) years, of full-time professional-technical study with a minimum of sixty (60) semester credits (includes a minimum of sixteen (16) general education credits) and includes mastery of specific competencies drawn from requirements of business/industry; (8-10-06)T

(2) **ASSOCIATE DEGREE:** A credential awarded for completion of requirements entailing at least two (2) years, but normally less than four (4) years, of full-time academic work; (8-10-06)T

(3) **BACCALAUREATE DEGREE:** A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work; (8-10-06)T

(4) **MASTER'S DEGREE:** A credential awarded for completion of requirements entailing at least one (1) year, but normally not more than two (2) years, of full-time academic work beyond the baccalaureate degree, including any required research; and (8-10-06)T

(5) **DOCTORAL DEGREE:** A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research. (8-10-06)T

iii. Written course descriptions must be developed for all courses and for all courses within a program or degree and include the following: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions, and course descriptions must be provided to the faculty. Faculty must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (8-10-06)T

iv. For each course or courses of study leading to a degree, the institution shall assure that such courses will be offered with sufficient frequency to enable students to complete the courses of study and degree within the minimum time for completion. (8-10-06)T

c. **Standard III - Student Support Services.** The institution must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students' rights and responsibilities, grievance procedures, and must define what services are available to support students and instructional programs. (8-10-06)T

i. The institution must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course of study and the capacity of the institution to provide instructional and other support services the student needs to complete the program. (8-10-06)T

ii. There must be a clearly defined policy for the readmission of students dismissed from the institution for academic reasons. The readmission of students dismissed under this policy should be consistent with the recognized academic standards of admission to the institution. (8-10-06)T

iii. The institution must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the institution. The institution must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (8-10-06)T

iv. The institution must provide an effective program of academic advising for all students enrolled. The program must include orientation to the academic program, academic and personal counseling, career information and planning, placement assistance, and testing services. (8-10-06)T

v. The institution must provide students, prospective students prior to enrollment, and other interested persons with a catalog containing, at a minimum, the following information: the institution's mission;

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

admissions policies; information describing the purpose, length, and objectives for the courses or courses of study or degrees offered by the institution; credit requirements for all courses or courses of study or degrees offered by the institution; procedures for awarding credit for work completed outside the collegiate setting; policies for acceptance of transfer credit; the schedule of tuition, fees, and all other charges and expenses necessary for completion of the courses or courses of study or degrees; cancellation and refund policies; a definition of the unit of credit as it applies at the institution; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the institution's calendar, including the beginning and ending dates for each instructional term, holidays, and registration dates; a complete listing of each regularly employed faculty member showing name, area of assignment, rank, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a complete listing of each administrator showing name, title, area of assignment, and each earned degree held, including degree level, degree designation, and institution that awarded the degree; a statement of legal control with the names of the trustees, directors, and officers of the institution or corporation or other entity; a complete listing of all scholarships offered, if any; a statement describing the nature and extent of available student services; complete and clearly stated information about the transferability of credit to other postsecondary educational institutions, including two-year and four-year colleges and universities; and any such other material facts concerning the institution and the courses or courses of study as are reasonably likely to affect the decision of the student to enroll at the institution. (8-10-06)T

vi. Accurate and secure records must be kept for all aspects of the student academic record including, at a minimum, admissions information, transcripts, and financial transactions. Standards established by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) must be used as a basis for establishing, maintaining, securing, and retaining student records. (8-10-06)T

vii. The institution must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the institution's current graduation rate by courses of study, and job placement rate by course of study. (8-10-06)T

d. Standard IV - Faculty Qualifications, Duties, and Compensation. Faculty qualifications must be clearly defined for each discipline and the assigned location for each faculty member must be identified. (8-10-06)T

i. Faculty must be qualified through academic preparation appropriate to their assigned classes and degree level; i.e., for bachelor degree programs, faculty must have a master's degree from an accredited institution; at the graduate level, a doctoral degree from an accredited institution. Relevant teaching experience or evidence to indicate they will be successful in the classroom must also be considered. Relevant work experience must also be considered. Transcripts for all faculty must be obtained, reviewed, and retained at the institution. Faculty must be recruited from a variety of institutions and backgrounds to enhance diversity and to avoid hiring a disproportionate number of individuals who are graduates of institutional programs. (8-10-06)T

ii. There shall be a sufficient number of full-time faculty members to maintain the continuity and stability of academic programs and policies. At least one full time faculty must be located in Idaho for each course or courses of study or degree, unless the institution can demonstrate specifically why this is not feasible, and identify what provisions have been, or will be, made to serve students effectively. (8-10-06)T

iii. A group of faculty must be organized and given responsibility in conjunction with the institution's chief academic officer for reviewing and approving all courses and courses of study and degrees offered by the institution. This group must also be responsible for overseeing instructional assessment activities and setting standards for program review/evaluation. The group must be of sufficient size to effectively represent a variety of instructional disciplines and faculty perspectives. (8-10-06)T

iv. The ratio of faculty to students in each course must be sufficient to assure effective instruction. (8-10-06)T

v. Faculty must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

vi. Procedures for evaluating faculty must be established, including provisions for promoting faculty and recognizing scholarly contributions to their academic discipline. (8-10-06)T

vii. A faculty development program must be established to encourage professional advancement and to enhance one's knowledge and instructional expertise. (8-10-06)T

e. Standard V - Resources, Financial Resources, and Facilities. The institution must have adequate financial resources to accomplish its educational mission and objective. (8-10-06)T

i. A financial officer in a managerial position must be designated for the institution and given responsibility for overseeing all of the financial aspects of the institution. (8-10-06)T

ii. Adequate financial resources must be provided to accomplish the institutional mission and to effectively support the instructional programs, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, faculty, staff, library, and the physical and instructional technology infrastructure. (8-10-06)T

iii. The institution must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. (8-10-06)T

iv. Financial records and reports of the institution must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a public or non-profit institution must be kept in accordance with the most current guidelines from the National Association of College and University Business Officers. Financial records and reports of a for-profit institution must be kept in accordance with generally accepted accounting principles. A for-profit institution must organize its reports and records under categories or cost centers comparable to accounting funds identified in the most current guidelines from the National Association of College and University Business Officers. (8-10-06)T

v. An annual independent audit of all fiscal accounts of the educational institution must be authorized by the governing board, and must be performed by a properly authorized certified public accountant. (8-10-06)T

f. Standard VI - Library and Instructional Resources. The institution must obtain and properly catalog library and other learning resources and make these resources readily available to its students and faculty. These holdings must be of sufficient quality and depth to support its mission and achievement of student and faculty learning objectives. (8-10-06)T

i. The institution must have adequate library facilities for the library holdings, space for study, and workspace for the librarian and library staff. (8-10-06)T

ii. Library services and resources must be available for student and faculty use with sufficient regularity, and at appropriate hours, to support the mission of the institution and its instructional offerings. (8-10-06)T

iii. If the institution relies on other institutions or entities to provide library resources, or this is done through electronic means, the institution must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (8-10-06)T

iv. The library must be administered by professionally trained staff supported by sufficient personnel. (8-10-06)T

11. Additional Information. If the Board is unable to determine the nature and activities of an institution on the basis of the information provided by the institution under this rule, then the Board may notify the

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

institution of additional information that it will be required to provide in connection with the application for registration. (8-10-06)T

12. Verification of Information. The Board may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant institution shall be responsible for any costs the Board incurs, including travel, associated with this review. (8-10-06)T

13. Criteria for Approval or Denial of Registration. To be approved for registration, the institution must demonstrate that it is in compliance with chapter 24, title 33, Idaho Code and this rule, including all of the standards described in Subsections 200.10.a. through 200.10.f. of this rule. An institution must remain in compliance for the registration year. (8-10-06)T

14. Public Information. All information submitted to the Board in connection with the application is public information, and is subject to disclosure as set forth in the public records act, title 9, chapter 3, Idaho Code. (8-10-06)T

15. Certificate of Registration. (8-10-06)T

a. A certificate of registration will be issued to a postsecondary educational institution that has paid its registration fee and has been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through June 30 of the next succeeding year. No institution that is registered with the Board shall advertise or represent in any manner that it is accredited by the Board. An institution may only represent that it is: "Registered with the Idaho State Board of Education." Registration is not an endorsement of the institution. (8-10-06)T

b. If an institution wishes to offer additional courses, courses of study, or degrees during the course of a registration year that were not included in its application to the Board prior to issuance of the certificate of registration, then the institution may submit a supplemental application to the Board, on a form approved by the Board, and pay any additional registration fees that are applicable. If approved, the Board will issue a revised certificate of registration evidencing such approval. (8-10-06)T

16. Disapproval and Appeal. If a postsecondary educational institution's request for initial registration, or renewal of registration, is disapproved by the Board, then the institution may appeal such decision in accordance with chapter 52, title 67, Idaho Code. The request must be in writing and made to the office within thirty (30) days of the date the institution is notified of the disapproval. (8-10-06)T

17. Withdrawal of Approval. (8-10-06)T

a. The Board may refuse to renew, or may revoke or suspend approval of, an institution's registration by giving written notice and the reasons therefore to the institution. The institution may request a hearing relating to such decision under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (8-10-06)T

b. Withdrawal of approval may be for one or more of the following reasons: (8-10-06)T

i. Violation of chapter 24, title 33, Idaho Code or this rule; (8-10-06)T

ii. Providing false, misleading, deceptive, or incomplete information to the Board; (8-10-06)T

iii. Presenting to prospective or current students information about the institution which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (8-10-06)T

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Board has been received. (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

c. If any information contained in the application submitted by the institution becomes incorrect or incomplete, then the registered institution shall notify the Board of such change within thirty (30) days. An institution that ceases operation during the course of a registration year shall immediately inform the Board of this event. (8-10-06)T

201 -- 299. (RESERVED).

300. ACCEPTANCE OF ACADEMIC CREDIT AT IDAHO PUBLIC POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Authority. Section 33-107(6)(b), Idaho Code, provides that the Board has the power to determine whether a course or courses of study for academic credit is transferable to, and will be accepted by, a public postsecondary educational institution in Idaho. (8-10-06)T

02. Criteria. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution that is not accredited by an organization recognized by the Board, as set forth in Subsections 100.02.a. and 100.02.b. of this rule. A course or courses of study for academic credit shall be evaluated and reviewed to determine whether such course is comparable to a course offered by an Idaho public postsecondary educational institution. (8-10-06)T

03. Procedure. (8-10-06)T

a. A determination of whether a course or courses of study will be accepted for academic credit at an Idaho public higher education institution will be made after evaluation and review. An institution seeking such evaluation and review will be required to submit to the Board's chief higher education academic officer the documentation and/or information related to such course or courses of study, who will review and evaluate the request with the input and advice of CAAP. (8-10-06)T

b. Should a course or courses of study be evaluated as acceptable or comparable to a course or course of study offered by an Idaho public institution, then it will be accepted for academic credit by the Board and thus accepted by the public postsecondary institutions in Idaho. (8-10-06)T

c. A course or courses of study that are evaluated and determined not to be acceptable or comparable to a course or courses of study offered by an Idaho public institution shall not be accepted for academic credit at an Idaho public postsecondary institution. (8-10-06)T

301. -- 399. (RESERVED).

400. REGISTRATION OF PROPRIETARY SCHOOLS.

01. Delegation. Section 33-2403, Idaho Code, provides that a proprietary school must hold a valid certificate of registration issued by the Board or its designee. The Board delegates authority to the Idaho State Department of Education to register proprietary schools, in accordance with this rule. (8-10-06)T

02. Registration Requirement. (8-10-06)T

a. Unless exempted by statute or this rule, as provided herein, a proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually and hold a valid certificate of registration issued by the Department. A school shall not conduct, provide, offer, or sell a course or courses of study unless registered. A school shall not solicit students for or on behalf of such school, or advertise in this state, unless registered. (8-10-06)T

b. Initial registration shall be for the period beginning on the date of issue of a certificate of registration and continue through June 30 of the next succeeding year. A registered proprietary school must renew

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

its certificate of registration annually and renewal of registration is not automatic. Renewal of registration shall be for the period beginning on July 1 of any year, and continue through June 30 of the next succeeding year. (8-10-06)T

03. Exemptions from Registration. The following individuals or entities are specifically exempt from the registration requirements of this rule: (8-10-06)T

a. An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the Board. (8-10-06)T

b. An individual or entity that offers courses recognized by the Board which comply in whole or in part with the compulsory education law. (8-10-06)T

c. An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student. (8-10-06)T

d. An individual or entity which is otherwise regulated, licensed, or registered with another state agency pursuant to title 54, Idaho Code. (8-10-06)T

e. Aviation school or instructors approved by and under the supervision of the federal aviation administration. (8-10-06)T

f. An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation. (8-10-06)T

g. An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days. (8-10-06)T

h. A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted. (8-10-06)T

i. An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors. (8-10-06)T

04. Application. A proprietary school that is required to register under this rule must submit to the Department an application for registration (either an application for initial registration, or renewal of registration, as applicable), on a form approved by the Department. The application must include a list of each course or courses of study the applicant school intends to conduct, provide, offer or sell in Idaho during the registration year. (8-10-06)T

05. Registration Fees and Costs. A registration fee shall accompany each application for initial registration or renewal of registration. The fixed portion of such annual registration fee shall be in the amount of one hundred dollars (\$100) for each school. The variable portion of such annual registration fee shall be in the amount of one hundred dollars (\$100) for each course to be offered by the school during the registration year. Fees are not refundable. (8-10-06)T

06. Deadline for Registration. An initial application for registration may be submitted to the Department at anytime. A school should expect the Department's review process for an initial registration to take approximately three (3) to five (5) months. An application for renewal of registration must be submitted to the Department on or before the first business day of May that precedes a registration year. (8-10-06)T

07. Information Required. (8-10-06)T

a. Such application must include the information requested on the application form. In addition, a school applying for registration must submit information and/or documentation with its application for registration

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

that documents compliance with all of the standards, I through V, set forth in Subsections 400.08.a. through 400.08.e. of this rule. (8-10-06)T

b. The Department may, in connection with a renewal of registration, request that a school only submit information that documents changes from the previous year, provided that the school certifies that all information and/or documentation submitted in a previous registration year remains current. The annual registration fee, described in Subsection 400.05 of this rule, shall remain applicable. (8-10-06)T

08. Approval Standards for Registration of Proprietary Schools. The Board and its designee accepts the responsibility for setting and maintaining approval standards for proprietary schools that plan to offer courses or a set of related courses in or from Idaho in order to protect consumers and to ensure quality educational programs are provided throughout the state. A school must meet all of the standards prior to issuance of a certificate of registration and the school must provide required evidence to document compliance with the standards as identified in the application form. A certificate of registration may be denied if all of the standards are not met. (8-10-06)T

a. **Standard I - Legal Status and Administrative Structure.** The school must be in compliance with all local, state and federal laws, administrative rules, and other regulations applicable to proprietary schools. (8-10-06)T

i. The school must have a clearly stated educational purpose that is consistent with the courses or a set of related courses under consideration for approval by the Department. (8-10-06)T

ii. The ownership of the school, its agents, and all school officials must be identified by name and title. (8-10-06)T

iii. Each owner, agent, and school official must be appropriately qualified to ensure courses are of high quality and the rights of students are protected. (8-10-06)T

iv. Policies must have been established to govern admissions, hiring procedures, and working conditions; evaluation/assessment of all employees and instructional offerings; student and instructor rights and responsibilities; grievance procedures; approval of the curriculum and other academic procedures to ensure the quality of educational offerings. (8-10-06)T

v. Procedures for assessing/evaluating the effectiveness of instruction must be established. Evaluation and assessment results must be used to improve courses or courses of study. (8-10-06)T

b. **Standard II - Courses or Courses of Study.** Instruction must be the primary focus of the school, and all instructional activities must be clearly related to the achievement of the stated instructional objectives. All courses or courses of study must prepare students to enter employment upon completion of the program or prepare them for self-employment. (8-10-06)T

i. The requirements for each course or courses of study must be defined clearly including applicable completion requirements or other requirements such as practicums, clinicals, etc. Instructors must be given the responsibility for developing the curriculum for all courses or courses of study, designing effective learning strategies for students, identifying and organizing all instructional materials and specialized facilities, identifying instructional assessment methods, and evaluating the effectiveness of the course offerings. (8-10-06)T

ii. Written course descriptions must be developed for all courses or courses of study including: course overview, learning objectives and outcomes, course content, assessment, and grading criteria. A written inventory must be maintained for all course descriptions and course descriptions must be provided to instructors. Instructors must be expected to follow course descriptions. A syllabus must be developed for each course and distributed to students at the beginning of the course. (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

iii. The school must assure that a course or courses of study will be offered with sufficient frequency to enable students to complete courses or courses of study within the minimum time for completion. (8-10-06)T

iv. The school must clearly state the cost of each course or courses of study and identify the payment schedule. This information must be provided in written form to students, and the refund policy must also be given to students in writing. (8-10-06)T

v. All advertising, pamphlets, and other literature used to solicit students and all contract forms must accurately represent the purpose of the school, its courses or courses of study, job opportunities, and other relevant information to assist students in making an informed decision to enroll. The school must provide to each prospective student, newly-enrolled student, and returning student, complete and clearly presented information indicating the school's current completion and job placement rate. (8-10-06)T

c. Standard III - Student Support Services. The school must have clearly defined written policies that are distributed to students through a variety of print and electronic means. Policies must address students rights and responsibilities, grievance procedures, and define what services are available to support students. (8-10-06)T

i. The school must develop a written admissions policy. The admission of students must be determined through an orderly process using published criteria which must be uniformly applied. Admissions must take into account the capacity of the student to undertake a course or courses of study and the capacity of the school to provide instructional and other support services the student needs to complete the program. (8-10-06)T

ii. There must be a clearly defined policy for the readmission of students dismissed from the school. The readmission of students dismissed under this policy must be consistent with the recognized standards of admission to the school. (8-10-06)T

iii. The school must establish and adhere to a clear and fair policy regarding due process in disciplinary matters, and publish this policy in a handbook, which must include other rights and responsibilities of the students and the grievance procedure. This handbook must be supplied to each student upon enrollment in the school. The school must provide the name and contact information for the individual who is responsible for dealing with student grievances and other complaints and for handling due process procedures. (8-10-06)T

iv. The school must provide written information to prospective students prior to enrollment to include the following: information describing the purpose, length, and objectives of the courses or courses of study; completion requirements for the courses or courses of study; the schedule of tuition, fees, and all other charges and all expenses necessary for completion of the courses or courses of study; cancellation and refund policies; an explanation of satisfactory progress, including an explanation of the grading/assessment system; the calendar of study including registration dates, beginning and ending dates for all courses, and holidays; a complete list of instructors and their qualifications; a listing of available student services; and other information about the courses or courses of study that are likely to affect the decision of the student to enroll in the school. (8-10-06)T

v. Accurate and secure records must be kept for all aspects of the student record including, at minimum, admissions information, and the courses each student completed. (8-10-06)T

d. Standard IV - Faculty Qualifications and Compensation. (8-10-06)T

i. Instructor qualifications (training and experience) must be described and the assigned location for each instructor must be identified. (8-10-06)T

ii. There must be a sufficient number of full-time instructors to maintain the continuity and stability of courses. (8-10-06)T

iii. The ratio of instructors to students in each course must be sufficient to assure effective instruction. (8-10-06)T

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

iv. Instructors must be paid a fixed salary. Commissions may not be used for any portion of the compensation, to supplement faculty salaries, or be connected to recruitment or retention of students. (8-10-06)T

v. Procedures for evaluating instructors must be established. Provisions for student evaluation are recommended. (8-10-06)T

e. Standard V - Resources, Finance, Facilities, and Instructional Resources. (8-10-06)T

i. Adequate financial resources must be provided to accomplish instructional objectives and to effectively support the instructional program, including teaching facilities (i.e., classrooms, labs), instructional materials, supplies and equipment, instructors, staff, library, and the physical and instructional technology infrastructure. (8-10-06)T

ii. The school must have sufficient reserves so that, together with tuition and fees, it is able to complete its educational obligations to currently enrolled students, even if it were unable to admit any new students. If the school is unable to fulfill its obligations to students, the school must make arrangements with another proprietary school to have students complete a comparable course or courses of study (a teach-out provision). (8-10-06)T

iii. Financial records and reports of the school must be kept and made separate and distinct from those of any affiliated or sponsoring person or entity. Financial records and reports at a school shall be kept in accordance recognized financial accounting methods. (8-10-06)T

iv. The school must have adequate instructional resource materials available to students, either on site or through electronic means. These materials must be housed in a designated area and be available for students and instructors with sufficient regularity and at appropriate hours to support achievement of course objectives or to promote effective teaching. (8-10-06)T

v. If the school relies on other schools or entities to provide library resources or instructional resources, the school must demonstrate how these arrangements effectively meet the needs of students and faculty. These arrangements must be documented through written agreements. Student and faculty use must be documented and frequently evaluated to ensure quality services are being provided. (8-10-06)T

09. Additional Information. If the Department is unable to determine the nature and activities of a school on the basis of the information provided by the school under this rule, then the Department may notify the school of additional information that it will be required to provide in connection with the application for registration. (8-10-06)T

10. Verification of Information. The Department may verify the accuracy of submitted information by inspection, visitation, or any other means it considers necessary. The applicant school shall be responsible for any costs the Department incurs including travel, associated with this review. (8-10-06)T

11. Criteria for Approval or Denial of Registration. To be approved for registration, the school must demonstrate that it is in compliance with chapter 24, title 33, Idaho Code and this rule, including all of the standards described in Subsections 400.08.a. through 400.08.e. of this rule. A school must remain in compliance for the registration year. (8-10-06)T

12. Public Information. All information submitted to the Department is public information, and is subject to disclosure as set forth in the public records act, title 9, chapter 3, Idaho Code. (8-10-06)T

13. Certificate of Registration. (8-10-06)T

a. A certificate of registration will be issued to a proprietary school that has paid its registration fee and been approved under this rule. A certificate evidencing initial registration will be effective the date it is issued, and continue through June 30 of the next succeeding year. A renewal certificate will be for the period July 1 through

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

June 30 of the next succeeding year. No school that is registered with the Department shall advertise or represent in any manner that it is accredited by the Department. An institution may only represent that it is: "Registered with the Idaho State Department of Education." Registration is not an endorsement of the school. (8-10-06)T

b. If a school wishes to offer additional courses or courses of study during the course of a registration year that were not included in its application to the Department prior to issuance of the certificate of registration, then the school may submit a supplemental application to the Department, on a form approved by the Department, and pay any additional registration fees that are applicable. If approved, the Department will issue a revised certificate of registration evidencing such approval. (8-10-06)T

14. Disapproval and Appeal. If a proprietary school's request for initial registration or a renewal of registration is disapproved by the Department, then the school may appeal such decision in accordance with chapter 52, title 67, Idaho Code. The request must be in writing and made to the Department within thirty (30) days of the date the school is notified of the disapproval. (8-10-06)T

15. Withdrawal of Approval. (8-10-06)T

a. The Department may refuse to renew, or may revoke or suspend approval of a school's registration by giving written notice and the reasons therefore to the school. The school may request a hearing under IDAPA 04.11.01, "Idaho Rules of Administrative Procedure of the Attorney General." (8-10-06)T

b. Withdrawal of approval may be for one or more of the following reasons: (8-10-06)T

i. Violation of chapter 24, title 33, Idaho Code or this rule. (8-10-06)T

ii. Providing false, misleading, deceptive, or incomplete information to the Department. (8-10-06)T

iii. Presenting to prospective or current students information about the school which is false, fraudulent, misleading, deceptive, or inaccurate in a material respect; or (8-10-06)T

iv. Refusing to allow reasonable inspection or to supply reasonable information after a written request by the Department has been received. (8-10-06)T

c. If any information contained in the application submitted by the school becomes incorrect or incomplete, then the registered school shall notify the Department of such change within thirty (30) days. A school that ceases operation during the course of a registration year shall immediately notify the Department of this event. (8-10-06)T

16. Agent's Permit. Each proprietary school shall ensure that its agents have a valid permit, and that all of its agents are in compliance with Section 33-2404, Idaho Code. (8-10-06)T

17. Annual Agent's Permit Fee. The annual fee for the agent's permit shall be fifty dollars (\$50.00). The agent's permit must be renewed annually upon reapplication and proper qualifications, as required by Section 33-2404, Idaho Code. (8-10-06)T

18. Surety Bond. Each proprietary school shall obtain a surety bond and comply with the provisions in Section 33-2406, Idaho Code. (8-10-06)T

19. Student Tuition Recovery Account. Each proprietary school shall comply with the provisions of Section 33-2407, Idaho Code, relating to a student tuition recovery account. (8-10-06)T

401. -- 999. (RESERVED).

ACCREDITATION AND RECOGNITION IN THE UNITED STATES

Note: The following pages are taken from a much lengthier document of the same title written by Judith Easton, the President of the Council for Higher Education Accreditation (CHEA). This is intended to be a primer of sorts, and to give each of you the opportunity to ask any questions so that I can respond ahead of our Board Meeting April 19th, and hopefully clarify the proposal.

Page 23 - This is an overview of the interplay of regulatory and accrediting entities; please note that CHEA and USDE, representing Higher Education and the U.S. government, **both** contribute to the accreditation process.

Page 24 - This chart further clarifies the shared relationship between government regulation and CHEA, which represents **self**-regulation by higher education institutions.

Pages 25-28 - There are four (4) basic types of accrediting organizations: Regional, Institutional (Faith-based); Institutional (Private-career); and Specialized and Professional. These four pages are a "set" and represent the four spheres of accreditation.

Page 25 - graphs the eight (8) regional accreditors. You will note that our regional accrediting commission - Northwest Commission of Colleges and Universities - is one of the smaller regions, with 154 institutions. Incidentally, Phoenix University - Idaho is regionally accredited by the North Central accrediting body, since its "home" is in Arizona.

Page 26 - delineates the kinds of Faith-based accreditors, of which there are four (4). Boise Bible College is accredited by the Association for Biblical Higher Education, while New St. Andrew's College is accredited by Transnational Association of Christian Colleges and Schools.

Page 27 - delineates the kinds of Private career accreditors. Apollo College, for example, is accredited by the Accrediting Bureau of Health Education Schools (ABHES). ITT Technical is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS); thus, both are CHEA accredited within this category of "Private career".

Page 28 - cites Specialized and Professional kinds of accreditors. This represents a kind of "accreditation within accreditation" - for example, the University of Idaho as a university is NWCCU accredited, while its Law School is also accredited by the American Bar Association. In fact U of I lists 43 different accreditations, most of them falling within the "Specialized and Professional" category.

Page 29 - outlines the process for accreditation, which is standards-based

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Page 30 - in this era of "diploma mills" the relationship of accreditation to government is crucial; this page details that relationship

Page 31 - clarifies the roles of CHEA and the U.S. Department of Education; these roles are complementary, rather than redundant

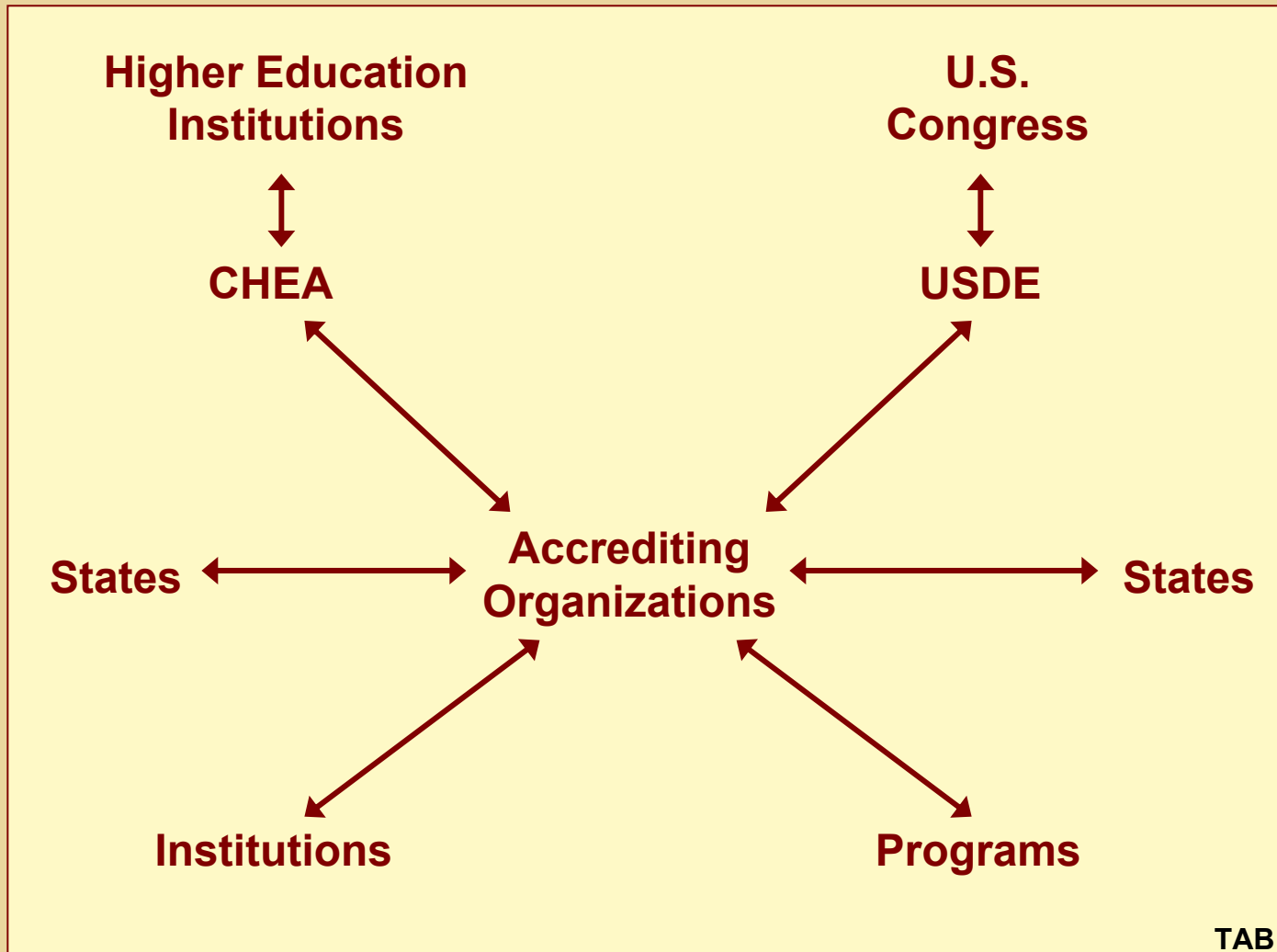
Page 32 -further clarifies the "parallel" relationship of CHEA and USDE

Page 33 - graphically represents this "parallel" relationship between the two accrediting bodies

Page 34 - a summary of the relationship between CHEA and USDE

Page 35 - represents what is "out there" when accreditation standards are not used -
Want a degree? \$1935 will get you a diploma in say, Business Administration - no tests!

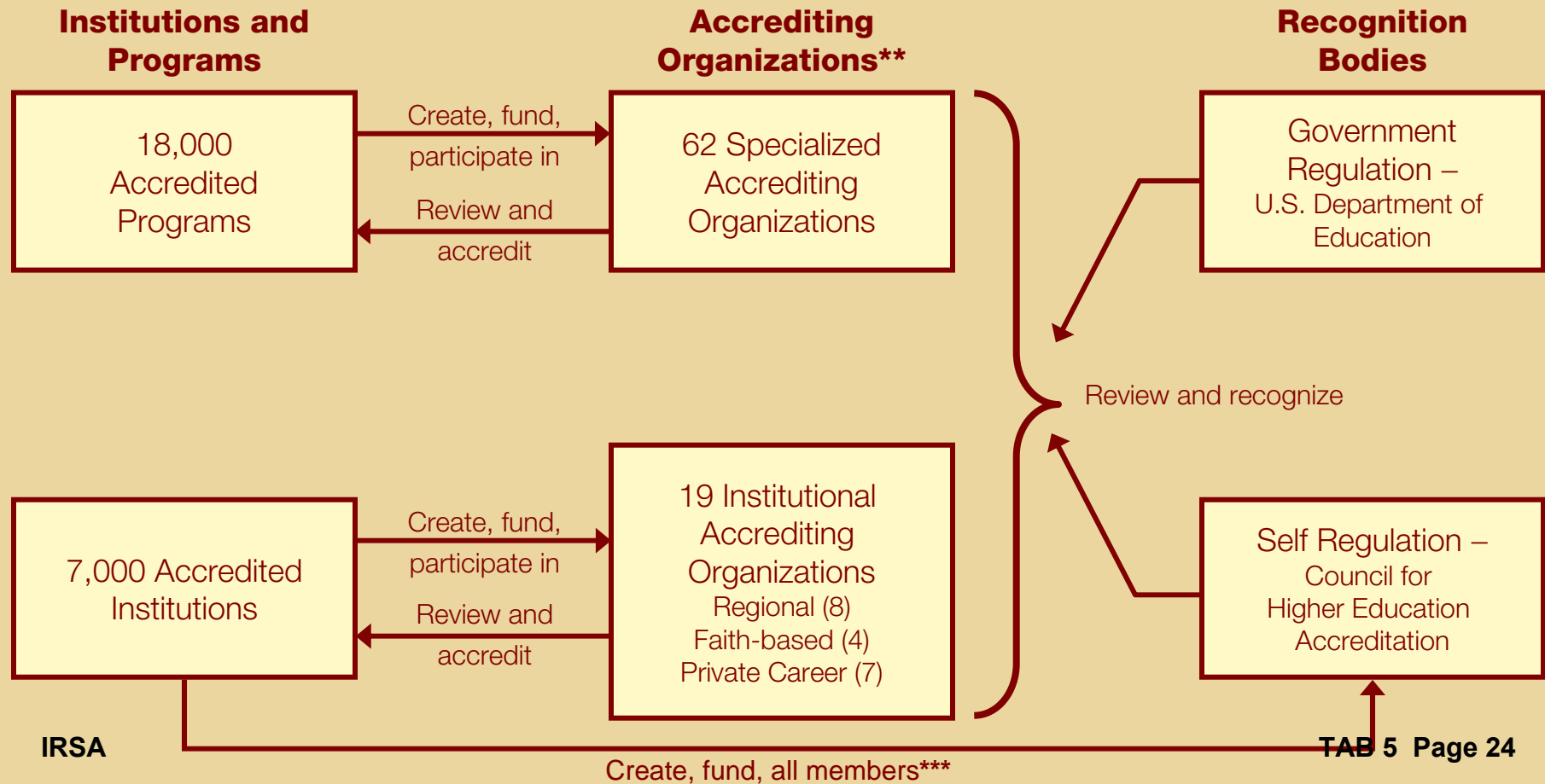
Complex Relationships



IRSA

TAB 5 Page 23

Relationship among Institutions Accredited by Recognized Accrediting Organizations, Recognized Accrediting Organizations and Recognition Bodies*



*2005 CHEA Almanac of External Quality Review

**Some accrediting organizations are recognized only by CHEA, some only by USDE, some by both.

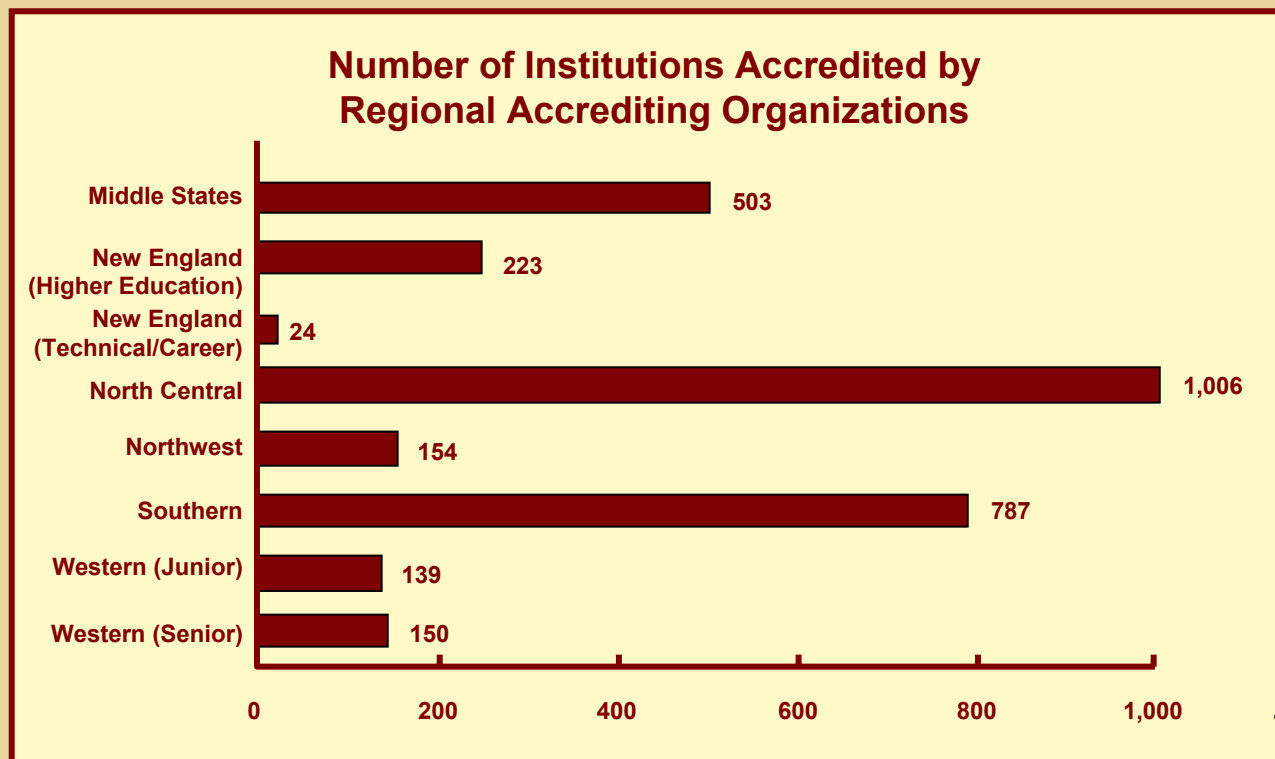
***Not all accredited institutions are members of CHEA.



Types of U.S. Accrediting Organizations

■ Institutional Accreditors

- **Regional:** Accredited 2,986 public and private, mainly nonprofit and degree-granting, two- and four-year institutions.



IRSA

TAB 5 Page 25

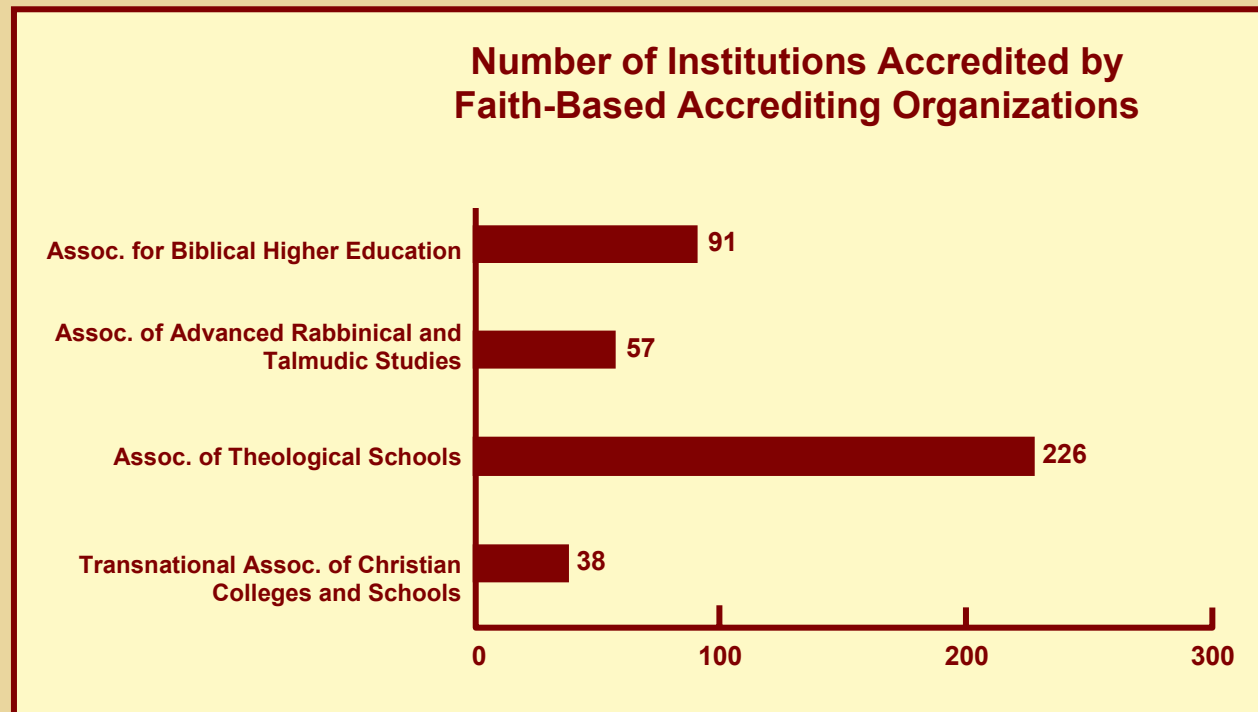
**2005 CHEA Almanac of External Quality Review*



Types of U.S. Accrediting Organizations

■ Institutional Accreditors

- **Faith-based:** Accredited 412 religiously affiliated and doctrinally based institutions, mainly nonprofit and degree-granting.



IRSA

TAB 5 Page 26

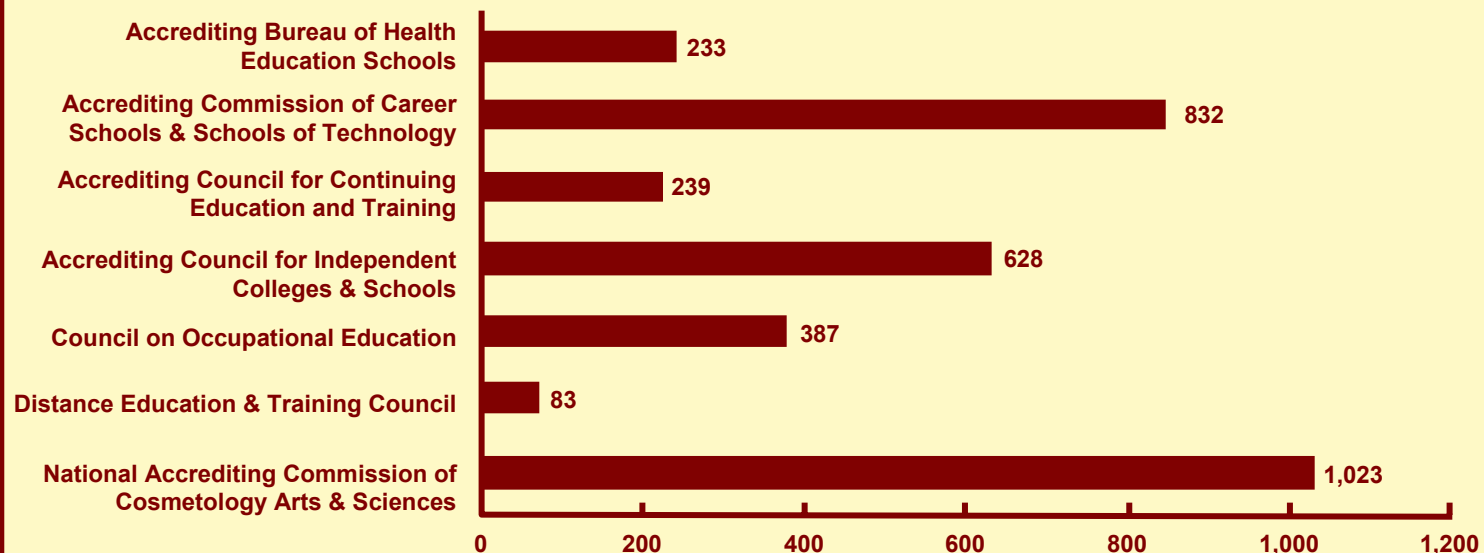
**2005 CHEA Almanac of External Quality Review*

Types of U.S. Accrediting Organizations

■ Institutional Accreditors

- ❑ **Private career:** Accredit 3,416 mainly for-profit, career-based, single-purpose institutions, including distance learning colleges and universities.

Number of Institutions Accredited by Private Career Accrediting Organizations



IRSA

TAB 5 Page 27

**2005 CHEA Almanac of External Quality Review*



Types of U.S. Accrediting Organizations

- **Specialized and Professional Accreditors:** Accredit 18,152 specific programs, professions or schools, e.g., law, medicine, engineering and health professions. Some may be freestanding.

Programmatic and Specialized Accreditors by Degree- or Non-Degree Status*

	Public	Private Non-Profit	Private For Profit	Total
Degree	4,619	1,790	220	6,629
Non-Degree	1,123	855	504	2,482
Specialized and Professional Total	5,742	2,645	724	9,111**

IRSA

TAB 5 Page 28

**2005 CHEA Almanac of External Quality Review*

***43 of 66 accrediting organizations reporting*



How does U.S. Accreditation Operate? (Detail)

- Accrediting organizations develop **standards** that must be met in order to be accredited.
- Institutions and programs undertake **self studies** based on standards.
- Institutions and programs are subject to **peer review**, including site visits and team reports;
- Accrediting organizations make a **judgment** based on standards through their decision-making commissions and **award** (or do not award) accredited status.
- Institutions and programs undergo **periodic review** by accrediting organizations to maintain accredited status.

What is Accreditation's Relationship to Government?

Federal government

- Relies on accreditation to assure quality of institutions and programs for which the government provides federal funds and for which the government provides federal aid to students.

State governments

- Will initially license institutions and programs without accreditation (in most states).
- However, will require accreditation to make state funds available to institutions and students.
- Often requires that individuals who sit for state licensure in various professions have graduated from accredited institutions and programs.

Who Assures the Quality of Accreditation? (Who “Recognizes” U.S. Accreditors?)

CHEA

A private (nongovernmental), institutional membership organization that scrutinizes the capacity of accrediting bodies to assure and improve the academic quality of institutions and programs, based on CHEA standards.

United States Department of Education

A federal government agency that scrutinizes the capacity of accrediting organizations to assure the soundness of institutions and programs that are eligible for federal funds including student aid, based on federal standards.

IRSA

TAB 5 Page 31



CHEA and USDE Recognition: Purposes

- **CHEA**'s primary purpose is to assure and strengthen academic quality and ongoing quality improvement in institutions and programs.
- **USDE**'s primary purpose is to assure that federal student aid and other federal funds are purchasing quality programs and degrees.
- **CHEA and USDE:**
 - Undertake parallel but not identical recognition activity;
 - Maintain ongoing, informal consultation about the recognition of accrediting organizations; and
 - Sustain a valuable public-private relationship of government regulation and self-regulation.

IRSA

TAB 5 Page 32



Accrediting Organizations Recognized by CHEA or USDE

Accrediting Organizations Recognized by CHEA and USDE*

	Regional	Faith-Based	Private Career	Specialized and Professional
CHEA- recognized	8	4	2	46
USDE-recognized	8	4	7	41
Total Organizations (81)	8	4	7	62

**As of November 2005. Some accrediting organizations are recognized by both CHEA and USDE.*

In Summary . . .

- Recognition in the United States is about scrutiny of the quality and effectiveness of accrediting organizations.
- It is carried out by the higher education enterprise through CHEA, a private body, and by government (USDE).
- The goals of the two recognition processes are different:
 - CHEA: Assuring that accrediting organizations contribute to maintaining and improving academic quality
 - USDE: Assuring that accrediting organizations contribute to maintaining the soundness of institutions and programs that receive federal funds.
- The two recognition processes are similar: self evaluation based on standards, site visit and report, award of recognition status.
- Recognition adds value to the society as a vital part of accreditation accountability or “accrediting the accreditors.”

Stuart Tennant

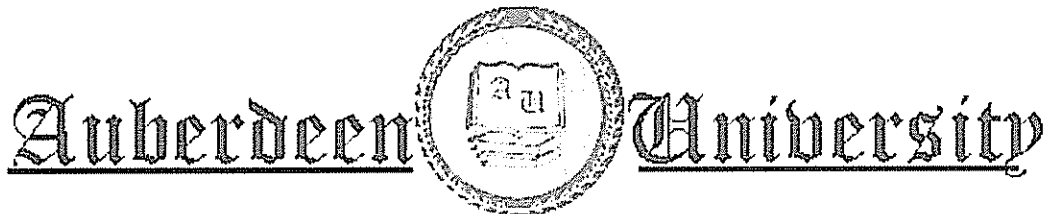
From: Caryl Smith
Sent: Thursday, February 15, 2007 10:41 AM
To: Stuart Tennant; Dana Kelly; Karen Echeverria; Jeff L. Schrader
Subject: FW: Auberdeen University Re: Phone Conversation, Dr. Gail Mackenzie

This was forwarded to me from someone who called asking about Auberdeen University's status in Idaho.

From: Keith Ward [mailto:kward@westheimercorp.com]
Sent: Monday, February 12, 2007 10:02 AM
To: Caryl Smith
Subject: FW: Auberdeen University Re: Phone Conversation, Dr. Gail Mackenzie

-----Original Message-----

From: Auberdeen University [mailto:registrar@auberdeenu.org]
Sent: Thursday, February 08, 2007 3:31 PM
To: kward@westheimercorp.com
Subject: Auberdeen University Re: Phone Conversation, Dr. Gail Mackenzie



Date: February 8, 2007

Auberdeen University
800 West State Street
Boise, Idaho
83702 USA
admin@auberdeenu.org
Tel: 1-208-629-4552

Dear Mr. Keith Ward,

It was a pleasure speaking with you on the phone. As you requested, I am sending you a brief summary of Auberdeen University's degree program.

A degree is awarded for the purpose of honoring those who exemplify the ideals of Higher Education through significant achievements and contributions to business and society.

Auberdeen, through its Degree Program, solicits graduates for degrees to be awarded on the basis of professional experience and past education.

While you have already presented an effective account of your career and abilities, we must ask you to submit a Curriculum Vitae or resume of your accomplishments.

You will be receiving your **Bachelors Degree in Business Administration, with your Graduation date and G.P.A. to be determined.**

Please take note of the following points:

- No tests – our program is based solely on your previous education and on your work experience in your field.
- You will receive your credentials and documents by courier within 4-6 weeks of registration.
- Along with your diploma, you will receive 2 sets of certified transcripts listing courses in your chosen field.
- The entire course outlines for the above degrees for your future reference.
- Our full verification service will validate your registration as a graduate to potential employers, clients, or anyone else. Upon their request and your approval, we will send certified copies of your documents.
- Your total investment for registration and lifetime verification services is **\$1935.00 USD. (payments and a scholarship will be available)**

For further information please visit us online at www.auberdeenu.org

With warm regards,

Dr. Gail Mackenzie
Auberdenn University
Educational Counselor

--

No virus found in this outgoing message.

Checked by AVG Free Edition.

Version: 7.5.441 / Virus Database: 268.17.31/676 - Release Date: 2/8/2007 3:04 PM

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-107. GENERAL POWERS AND DUTIES OF THE STATE BOARD. The state board shall have power to:

- (1) Perform all duties prescribed for it by the school laws of the state;
- (2) Acquire, hold and dispose of title, rights and interests in real and personal property;
- (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state funds;
- (4) Delegate to its executive secretary, to its executive officer, or to such other administrators as the board may appoint, such powers as said officers require to carry out the policies, orders and directives of the board;
- (5) Through its executive departments and offices:
 - (a) Enforce the school laws of the state,
 - (b) Study the educational conditions and needs of the state and recommend to the legislature needed changes in existing laws or additional legislation;
- (6) In addition to the powers conferred by chapter 24, title 33, Idaho Code:
 - (a) Maintain a register of postsecondary educational institutions approved to provide programs and courses that lead to a degree or which provide, offer and sell degrees in accordance with the procedures established in chapter 24, title 33, Idaho Code,
 - (b) Determine whether to accept academic credit at public postsecondary educational institutions in Idaho. Academic credit shall not be transferred into any Idaho public postsecondary institution from a postsecondary educational institution or other entity that is not accredited by an organization recognized by the board,
 - (c) Maintain a register of proprietary schools approved to conduct, provide, offer or sell a course or courses of study in accordance with the procedures established in chapter 24, title 33, Idaho Code;
- (7) Prescribe the courses and programs of study to be offered at the public institutions of higher education, after consultation with the presidents of the affected institutions;
- (8) Approve new courses and programs of study to be offered at community colleges organized pursuant to chapter 21, title 33, Idaho Code, when the courses or programs of study are academic in nature and the credits derived therefrom are intended to be transferable to other state institutions of higher education for credit toward a baccalaureate degree, and when the courses or programs of study have been authorized by the board of trustees of the community college.

TITLE 33
EDUCATION
CHAPTER 24
PROPRIETARY SCHOOLS

33-2402. REGISTRATION OF POSTSECONDARY EDUCATIONAL INSTITUTIONS.

- (1) Unless exempted as provided herein, each postsecondary educational institution which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board. A public postsecondary educational institution or agency supported primarily by taxation from either the state of Idaho or a local source in Idaho shall not be required to register under this section. The board may exempt a nonprofit postsecondary educational institution from the registration requirement in accordance with standards and criteria established in rule by the board. The board may permit a postsecondary educational institution required to register under this section to instead register as a proprietary school under section 33-2403, Idaho Code, in accordance with standards and criteria established in rule by the board.
- (2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each degree, course or program, for academic credit or otherwise, that a postsecondary educational institution intends to conduct, provide, offer or sell. Such rule shall also

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

prescribe the standards and criteria to be utilized by the board for recognition of accreditation organizations.

(3) The board may deny the registration of a postsecondary educational institution that does not meet accreditation requirements or other standards and criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The board shall assess an annual registration fee on each postsecondary educational institution required to be registered under this section based on the respective degrees, courses or programs that each such postsecondary educational institution intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each degree, course or program. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

TITLE 33
EDUCATION
CHAPTER 24
PROPRIETARY SCHOOLS

33-2403. REGISTRATION OF PROPRIETARY SCHOOLS. (1) Unless exempted as provided in subsection (4) of this section, each proprietary school which maintains a presence within the state of Idaho, or which operates or purports to operate from a location within the state of Idaho, shall register annually with and hold a valid certificate of registration issued by the board or its designee.

(2) The board shall prescribe by rule the procedure for registration, which shall include, but is not limited to, a description of each course or program, for academic credit or otherwise, that a proprietary school intends to conduct, provide, offer or sell.

(3) The board may deny the registration of a proprietary school that does not meet the standards or criteria established in rule by the board. The administrative procedure act, chapter 52, title 67, Idaho Code, shall apply to any denial of registration under this section.

(4) The following individuals or entities are specifically exempt from the registration provisions required by this section:

(a) An individual or entity that offers instruction or training solely avocational or recreational in nature, as determined by the board.

(b) An individual or entity that offers courses recognized by the board which comply in whole or in part with the compulsory education law.

(c) An individual or entity that offers a course or courses of study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student.

(d) An individual or entity which is otherwise regulated, licensed or registered with another state agency pursuant to title 54, Idaho Code.

(e) Aviation school or instructors approved by and under the supervision of the federal aviation administration.

(f) An individual or entity that offers intensive review courses designed to prepare students for certified public accountancy tests, public accountancy tests, law school aptitude tests, bar examinations or medical college admissions tests, or similar instruction for test preparation.

(g) An individual or entity offering only workshops or seminars lasting no longer than three (3) calendar days.

(h) A parochial or denominational institution providing instruction or training relating solely to religion and for which degrees are not granted.

(i) An individual or entity that offers postsecondary credit through a consortium of public and private colleges and universities under the auspices of the western governors.

(5) The board shall assess an annual registration fee on each proprietary school required to be registered under this section. Such annual registration fee shall be composed of a fixed portion in an amount not to exceed one hundred dollars (\$100) for each proprietary school, and a variable portion based on the respective course or courses of study that each such proprietary school intends to conduct, provide, offer or sell, not to exceed one hundred dollars (\$100) for each course or courses of study. Such annual registration fee shall be collected by the board and shall be dedicated for use by the board in connection with its responsibilities under this chapter.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Idaho Technology Grant Program FY08 Grant Funding Recommendations

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 299 Appropriations – College and Universities

BACKGROUND

The Idaho Technology Incentive Grant (ITIG) program was created in 1997, and has since funded 145 projects at a total of more than \$18 million. The Board requested \$1.575 million from the Legislature for FY08 for continued funding of this competitive program to foster innovative learning approaches using technology.

The funds are designed to promote the creation and use of innovative methods of instruction that:

- focus on integrating technology into the curriculum;
- enhance the rate and quality of student learning;
- enhance faculty productivity; and
- increase access to educational programs.

DISCUSSION

Funding is awarded by the Board via a Request for Proposals (RFP) and based on the overall merit of the proposals. Proposals are not automatically funded and the total number of projects awarded to each institution is determined by the committee's evaluation. An allotted amount is recommended for each institution (30% each for BSU, ISU, UI, and 10% for LCSC) however, the institutions may not be funded at this level if their submitted proposals fail to meet all the criteria in the RFP and/or if the merit of the project fails to meet intended objectives. Additional or expanded projects may be funded if another institution's proposals fail to show merit or fail to meet the criteria of the RFP.

The proposals are evaluated by a committee with membership from the following categories:

Two Board members: Milford Terrell, from the Business Affairs and Human Resources (BAHR) Committee and Superintendent Luna's representative, Mark Russell, Director of Technology Services; Kevin Iwersen, the representative from the State Information Technology Resource Management Council (ITRMC); and Stuart Tennant, the Board's Chief Postsecondary Academic Officer. The committee met on March 26, 2007 to review the proposals and to formulate a recommendation to the Board.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

IMPACT

Funding was recommended for 15 projects based on the merit of the applications.

The committee is recommending a second round of funding by soliciting new proposals. Remaining funds will be awarded based on an open competition.

ATTACHMENTS

N/A

STAFF COMMENTS AND RECOMMENDATIONS

The Evaluation Committee recommends funding the grant projects as exhibited in materials to be distributed at the April meeting.

BOARD ACTION

A motion to approve funding for projects as exhibited in the amount of \$_____ and direct board staff to solicit additional proposals for the remaining funding available.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

39 SECTION 3. PERSONNEL TURNOVER. The State Board of Education shall con-
40 tinue to provide a standardized system for tracking and reporting meaningful
41 data about faculty, nonfaculty exempt, and classified staff turnover at the
42 state's institutions of higher education. These statistics shall be available

2

1 to the Division of Financial Management and the Legislative Services Office no
2 later than November 1 of each year.

3 SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the
4 State Board of Education and the Board of Regents for the University of Idaho
5 for Boise State University, Idaho State University, the University of Idaho,
6 Lewis-Clark State College, and the Office of the State Board of Education, any
7 non-General Fund unexpended and unencumbered balances from fiscal year 2007,
8 to be used for nonrecurring expenditures for the period July 1, 2007, through
9 June 30, 2008.

10 SECTION 5. It is legislative intent that no further occupancy costs for
11 postsecondary institutions shall be funded by the Legislature until a written
12 policy has been established which sets forth the eligibility criteria and for-
13 mula by which occupancy costs are to be calculated.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Statement of Purpose / Fiscal Impact

Statement of Purpose
RS16384C1

This is the fiscal year 2008 appropriation for the college and universities

Fiscal Note

	FTP	Gen	Ded	Fed	Total
FY 2007 Original Appropriation	3,720.34	243,726,400	133,534,600	0	377,261,000
Reappropriations	0.00	0	37,385,400	0	37,385,400
Other Approp Adjustments	0.00	0	0	0	0
FY 2007 Total Appropriation	3,720.34	243,726,400	170,920,000	0	414,646,400
Non-Cognizable Funds and Transfers	96.84	0	4,652,000	0	4,652,000
Expenditure Adjustments	0.00	0	(575,700)	0	(575,700)
FY 2007 Estimated Expenditures	3,817.18	243,726,400	174,996,300	0	418,722,700
Removal of One-Time Expenditures	0.00	0	(43,062,000)	0	(43,062,000)
Base Adjustments	0.00	0	0	0	0
FY 2008 Base	3,817.18	243,726,400	131,934,300	0	375,660,700
Benefit Costs	0.00	1,908,000	611,200	0	2,519,200
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	3,206,100	1,992,100	0	5,198,200
Statewide Cost Allocation	0.00	174,800	0	0	174,800
Change in Employee Compensation	0.00	12,884,500	246,500	0	13,131,000
FY 2008 Program Maintenance	3,817.18	261,899,800	134,784,100	0	396,683,900
Enhancements					
College and Universities					
1. Salary Competitiveness	0.00	0	0	0	0
2. New Programs	4.50	299,000	0	0	299,000
3. Occupancy Costs	3.92	303,900	0	0	303,900
4. Graduate Assistants	0.00	0	0	0	0
5. Infrastructure & Maintenance	0.00	0	0	0	0
6. Governor's Initiative: Nursing	0.00	165,000	0	0	165,000
7. Governor's Initiative: HERC	0.00	1,560,000	0	0	1,560,000
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2008 Total	3,825.60	264,227,700	134,784,100	0	399,011,800
Chg from FY 2007 Orig Approp	105.26	20,501,300	1,249,500	0	21,750,800
% Chg from FY 2007 Orig Approp.	2.8%	8.4%	0.9%		5.8%

Line Item #2 provides one faculty position for Idaho State University's Boise Fast Track nursing program; and 3 nursing faculty positions and a half-time position for Lewis-Clark State College.

Line Item #3 provides \$103,900 for occupancy costs for BSU's new Interactive Learning Center; and \$200,000 for occupancy costs for ISU's new Rendezvous Center.

Line Item #6 provides one-time funding for the purchase of one simulator mannequin each for BSU, ISU and LCSC.

Line Item #7 provides additional one-time funding for competitive research grants.

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Petition by the American Falls, Caldwell, Meridian, Mountain Home, and Nampa School Districts Requesting the Board Waive the Fall ISAT Test Requirement

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.01, Rules Governing Administration, Section 001

IDAPA 08.02.03.111.07.d, Rules Governing Administration, Section 111

BACKGROUND

The ISAT contract with the Northwest Evaluation Association (NWEA) expired mid-2006. A request for proposal for an ISAT vendor was released in the spring of 2006 as the initiation of the contracting process as required by Idaho Code. The competitive bid was awarded to Data Recognition Corporation (DRC). A transition period was extended to NWEA, and a new ISAT contract with DRC was signed in July of 2006.

The initial activities under the contract provided a standard-setting meeting, which was a requirement from a finding from the Federal peer review, followed by item review and writing in preparation for conducting a field test in December and developing the ISAT for spring 2007, and also the design of the state, district, school, and individual student reports. The fall test was proposed as a part of DRC's original proposal; and in early discussions about the exact nature of the test, it was determined that changes had to be made to assure there was a fully adaptive test that would measure growth. DRC has assured Idaho that it can deliver this test.

DISCUSSION

As these issues have been discussed, the Meridian School District contacted Board staff to request that the Board eliminate the fall test as a requirement, or to allow districts to deliver a test different from the test for which the state has contracted. In response, Executive Director Dwight Johnson sent an email to District Superintendents asking for feedback (see page 3). Responses from school districts are attached (see pages 5-8).

IMPACT

Compliance with No Child Left Behind would not be jeopardized. Data concerning growth will not be consistent across the entire state. Other tests will not be adequately aligned with Idaho content standards. Students using the test as a re-take to meet the graduation requirement will not be assured that the alternate test meets the requirement of the Board rule requiring that they be proficient at the Idaho tenth grade level.

ATTACHMENTS

Attachment 1 – Email Correspondence to the School Districts	Page 3
Attachment 2 – Responses from School Districts	Page 5
Attachment 3 – ISAT: The Future by Data Recognition Corporation	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Many of the changes being made in the ISAT would be required regardless of the vendor for the new contract because the deficiencies of Idaho's test had to be corrected. The ISAT contract is with DRC. DRC has indicated that it can provide a fully adaptive test for the fall administration and which schools, districts, and the state will be able to measure growth from administration to administration (fall to fall, fall to winter, fall to spring, spring to spring, etc.). DRC has a proven reliability record, and they have met every deadline and commitment they have made to date. DRC has put considerable energy and planning into the required advanced preparation for the fully adaptive test. Staff is confident that DRC can deliver a fully adaptive fall test. It is hoped that the few districts that might seek waivers would come to see the value of the ISAT and the advantages it has for the students of Idaho.

BOARD ACTION

Any action by the Board will be at the Board's discretion.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Email Correspondence to the School Districts

From: Dwight Johnson
Sent: Tuesday, March 20, 2007 3:37 PM
To: 'Rob Winslow'
Subject: Input on Fall ISAT
Importance: High

I am writing to solicit your input and that of other superintendents on the fall ISAT. The State Board has recently received requests from a couple of superintendents to eliminate the requirement for fall testing as part of the ISAT requirements. The concern behind this request appears to be the belief that a fall test delivered by DRC would lack growth data and that DRC does not have the ability to provide fall to fall growth norms.

We appreciate these expressed concerns and take this request very seriously. However, in our staff's continuing discussions with DRC we believe they can offer a fully adaptive test, aligned to our standards for fall, winter and summer as well as a spring assessment that has both adaptive and grade-level (NCLB) requirements. We have verified with DRC that they are, in fact, moving forward to meet all of our requests in regards to a fully adaptive test.

The old system did not allow for state to state comparison because it was client based. We are looking for ways to improve our comparisons using other nationally normed assessments such as NAEP, ITBS, CAT 10 or Terra Nova.

My specific question is:

Would you still want to eliminate the fall assessment if DRC can deliver an assessment that has these features:

- A fully adaptive for fall, winter, and summer,
- A Spring ISAT that has an NCLB required test, as well as an adaptive part
- An assessment that allows us to verify Idaho students' achievement comparatively with national assessments
- An assessment to measure growth intervals that districts need, fall to fall, fall to spring, etc.

While recognizing the necessity of meeting NCLB requirements, the State Board has always been philosophically committed to the value of an adaptive test. Our concern is that if the state requirement for a fall test is eliminated, many districts will not be able to afford a separate, adaptive growth test and this valuable information would be lost to teachers in informing individual student instruction. In addition, students would lose the opportunity to meet graduation requirements by taking an assessment test that meets state standards in fall and winter.

I value your perspective and look forward to hearing your feedback on this important issue. Thanks!
Dwight

Dwight A. Johnson
Executive Director
Idaho State Board of Education
650 W. State Street, Boise, ID 83720-0037
(208) 332-1565, fax (208) 334-2632
[*dwight.johnson@osbe.idaho.gov*](mailto:dwight.johnson@osbe.idaho.gov)

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Responses from the school districts

American Falls

-----Original Message-----

From: Ron Bolinger [<mailto:ronb@sd381.k12.id.us>]

Sent: Wednesday, March 21, 2007 11:12 PM

To: Dwight Johnson

Subject: Re: Input on Fall ISAT

Importance: High

Dwight,

I would favor eliminating the fall tests because based on the information and study that we have done, giving another DRC tests would not be helpful and the time could be spent instructing students in the classroom or giving a test like we have given with NWEA to give us continuous growth data that would align with data that we have had for the last many years.

Ron Bolinger

Caldwell

-----Original Message-----

From: Lonnie Barber [<mailto:lbarber@caldwellschools.org>]

Sent: Tuesday, March 20, 2007 12:49 PM

To: kmcgee@gov.idaho.gov; lotter@gov.idaho.gov; Board; Dwight Johnson; trluna@sde.idaho.gov

Subject: Good Morning:

Good Morning:

I am writing to ask that you strongly consider eliminating the fall testing of the DRC administered ISAT test. The Caldwell School District, like other districts around us built a strong program of intervention based on growth data obtained from the prior ISAT vendor NWEA. In fact, every teacher in the Caldwell School District has received a data notebooks each of the past two years that indicates longitudinal scores for every student who has taken the ISAT test.

These notebooks were updated two additional times per year, after the fall tests and the winter tests.

Schools and teachers in our district used this data to plan and implement appropriate interventions for each individual student. These interventions were flexible, which allowed skill building directed at specific areas of deficiency(s). Unfortunately, DRC cannot, at this time supply this type of growth test. As a result, I am asking that you eliminate the required fall testing which would allow individual districts the flexibility to use outside vendors to continue growth testing, as needed.

Thank you for your consideration in this matter Lonnie Barber

Dr. Lonnie Barber

Superintendent of Schools

Caldwell School District #132

1101 Cleveland Blvd.

Caldwell, ID 83605

(208) 455-3300

Fax: (208) 455-3302

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Mountain Home

From: Tim W McMurtrey [mailto:mcmurtrey_tw@sd193.k12.id.us]
Sent: Friday, March 16, 2007 3:49 PM
To: Board
Cc: Dwight Johnson; trluna@sde.idaho.gov; kmcgee@sde.idaho.gov; lotter@sde.idaho.gov
Subject: fall testing

Dear Board Members,

I would ask that the State Board of Education eliminate the requirement for fall testing as part of the ISAT requirements. My major concern is the lack of growth data that will be available to our teachers who have used this valuable data to better meet the needs of the students they teach. I also am concerned that there would be no external norms with the new testing (including the proficiency test) and DRC does not have the ability to provide fall to fall growth norms.

I support that the state will be using the DRC proficiency test, and understand why as a state we had to change tests. As a district leader I will continue to support that effort. However, end fall testing as a requirement with the DRC test.

Respectfully,

Tim McMurtrey, Superintendent
Mountain Home School District #193

Nampa

From: Larsen, Gary [mailto:glarsen@nsd131.org]
Sent: Wednesday, March 21, 2007 9:03 AM
To: Dwight Johnson
Subject: RE: Input on Fall ISAT

Dwight,

I am in favor of eliminating the fall test. I recognize that the SBOE, SDE, and others require a means to evaluate the effectiveness of the educational system. Although typically the best assessments are authentic in nature and somewhat personalized to each student, it would be impractical for the SBOE to ask each student in Idaho to drop by the office to read, write, compute, think, problem solve, etc. in person. It would be a logistical nightmare. Hence, we have ISAT. On the other hand classroom level assessments inform student learning much better than standardized tests. I would like to see the SBOE and SDE propose a comprehensive, balanced assessment plan that would take into account and honor multiple users and their equally valid purposes. I believe there would be a greater correlation to student achievement.

Sorry for rambling.

Gary

Meridian

Meridian's response came via a phone conversation with Dwight Johnson.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Boise

From: DON COBERLY [mailto:don.coberly@boiseschools.org]

Sent: Wednesday, March 28, 2007 4:47 PM

To: Dwight Johnson

Cc: DON COBERLY; STAN OLSON

Subject: isat fall testing

Hello Mr. Johnson-

Stan Olson forwarded your email about requests to drop fall testing.

We had originally thought that DRC would provide a fall test which would yield valuable information, in the form of a pretest item or subarea analysis, which would benefit teachers, students, and parents in understanding the areas in which skills deficits and/or mastery exist, and in providing information which might aid instruction. Since that appears not to be the case with the revamped fall test, we will adjust and use the data as best we can, while registering these concerns:

1) The meaning of a "RIT" score is a mystery to most parents and teachers. It gains meaning only when compared to a benchmark such as a percentile ranking. If no ranking mechanism is available, the RIT score has little meaning, except in comparison to Board-set measures of proficiency. Frankly, if the Board would allow a "p-value" (percent correct) and an item or subarea analysis, we'd be more than pleased, as we are with the fall-spring IRI comparisons.

2) Any kind of "growth" analysis must be done in comparison to a growth benchmark, as established by NWEA based in their user group norms. I expect we'll be out 2-3 years prior to having a reliable growth benchmark for Idaho students.

3) Any annual growth measure (fall to fall or spring to spring) carries with it inherent disadvantages for districts with higher numbers of low income students, because of "summer loss". Further, a fall to fall measure provides two goals for districts, growth and status, measured on two different tests.

4) While much is made of the desirability of growth measures, it is possible we have lost sight of the status data which might provide insight into progress made in districts across the state. An analysis of 4th, 6th, 8th, and 10th grade spring status (considering low income populations) data might point out the districts and schools that are making great strides on the ISAT. What are they doing? How are they improving? Wouldn't the districts that are having the most growth success come out on top at the end of the process? This pursuit might be much more productive than the conversation we're having now.

Thank you for the opportunity to provide input.

Don Coberly

Curriculum Director

Boise School District

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

Bonneville

From: Charles J. Shackett [mailto:cs Shackett@d93.k12.id.us]

Sent: Thursday, March 22, 2007 12:53 PM

To: Dwight Johnson

Cc: 'Gary Jones'

Subject: RE: Input on Fall ISAT

Hi Dwight,

In Bonneville School District 93 we want to understand growth. We want to be able to make stable comparisons between testing seasons, and understand that the numbers are correct. We also want to be able to identify concerns with a good Winter ISAT test that lets us see interval data that we can use appropriately. We want high-quality, adaptive data from all our tests.

Of course we do not yet know if the adaptive (diagnostic) portion of the DRC version of ISATs will do a good job or not. It remains to be seen. So far we have not seen any of the reports or reporting; only that we have been promised quality reports and data. It all remains to be seen.

I see the need for Fall testing because of our 11th and 12th graders, and because of the promises made by state board representatives about the appropriateness and efficacy of DRC. In other words, we are going on promises.

Some superintendents do not believe DRC can deliver a Growth Report that meets reasonable criterion. In their conversations with DRC, it is reported that Growth is an alien concept to them...one that they do not believe essential to the testing/assessment process. If this is true, than I am on board with those superintendents. If DRC can...and wants to...perform, then I am willing to let them show me what they have before I get as upset as some others.

I hope this helps, and thanks for all you do. You really do make a tremendous difference. It is a pleasure working with you.

Sincerely,

Chuck

ISAT: The Future
Data Recognition Corporation
March 2007

As part of our contract with the OSBE, DRC will be administering tests in reading, math, science, and language usage in the spring, summer, fall, and winter. This document is intended to supply the districts of Idaho with an overview of the purpose and use of these tests. It is important to note that these new tests were not constructed to mimic the tests that the districts may be familiar with from previous years. However, they were constructed to give all Idaho students the best possible opportunity to succeed at all levels of achievement. The principal advantage of the new ISAT test design is that the assessment system will be fully integrated across all administrations and all grades, and, all items will match the Idaho content standards. That is, items that are administered, no matter what time of year, will come from the same item bank with items that produce scores that may be compared from any administration.

Spring

These tests will be used for two purposes: 1) to satisfy No Child Left Behind (NCLB) requirements, and 2) to more accurately measure each student's ability by administering additional items with difficulties that match each student's performance. For the former, NCLB requires that only on-grade content be tested. Therefore, each student will receive a set of items that will be the same for every student in the same grade and subject. Also, NCLB requires that the items be aligned to grade level state standards. For the latter, students will be administered an extended section in a computer adaptive environment (CAT) where items in the pool will be administered based on each student's performance and not based on their grade level. The extender section is intended to provide a better measure of growth that will aid in interpretation of a student's score across years and between assessments.

Summer

These tests will be used for retest purposes including only those students in grades 11 and 12 who did not pass the subject test as 10th graders. The tests will follow the spring test specifications in terms of both content and psychometrics.

Fall/Winter

These tests will be administered under a CAT environment. As such, each student will receive items that match their respective abilities and will thus allow for more accurate measures of student growth. A significant property of the student scores is that they are on the same scale as the spring tests. Therefore, no matter who takes the tests and when they take them, their scores can always be compared to the scores they have received, and will receive, no matter what grade they were, or are, in at the time.

Scaling

Scaling is the process of converting raw scores into scale (aka derived) scores. This is necessary because raw score units are not comparable. For example, the difference between a raw score of nine and ten on a ten-point test depends entirely on the difficulty of the task. If the test is comprised of ten extremely difficult items, a score of nine or ten might both be considered high achievement. On the other hand, if the test is comprised of all easy items, the difference between a nine and a ten might be the difference between high achievement and low achievement (e.g., cutting a large carrot into ten pieces without cutting your fingers off). Scale scores consider the difficulty of items when calculating the level of achievement. Raw scores do not.

An additional property of the ISAT is that the scale scores are comparable no matter the grade of the student. This is referred to as a vertical or developmental scale. It means that an interpretation of a math scale score of 200 is the same whether it is the score given to a 3rd grader, a 10th grader, or any grade in between.

Norms—Local, State, and National

The spring ISAT used for Adequate Yearly Progress (AYP) reporting is based on state-level norms. That is, the comparison group for interpretation is the testing population of the ISAT in the state of Idaho “the year that the baseline scale was generated.” These norms are considered to be valid up until the time when the construct experiences significant changes (e.g., reading this year isn’t the same as reading seven years ago), the emphasis or purpose of the test changes, or the population itself changes. At such a time, it is often recommended that the baseline scale be regenerated or adjusted. In some cases, the performance level cutpoints may also require revisiting. Without evident changes in the testing program, the testing industry guideline to review and evaluate the stability of a scale is approximately every five to seven years.

An example of local norms would be to use a particular school district as the referent. In this case, instead of comparing students or schools with state performance, the comparison would be with district performance. Local norms may be considered to be valuable if a school’s accountability system uses district as the unit of measurement or if the composition of the district is much different from the rest of the state.

If the purpose of the testing system is to compare student, school, and district achievement to other states, national norms may be desired, in addition or in lieu of state or local norms. Conditions under which these comparisons are more and less valid are discussed in the following sections.

Comparisons across ISATs

The psychometric link of the Spring 2007 ISAT to the previous ISAT will be accomplished by a common-item, non-equivalent groups design. This just means that items from the previous ISAT assessment will be administered along with the items developed for the

new ISAT. Through this process, the use and interpretation of the new ISAT scores will be comparable, albeit not strictly equivalent, to those made for the previous ISAT. To achieve true equivalence, assessments must have been developed and administered under the same conditions. Given that the processes of item development for the previous ISAT and the new ISAT are not in fact the same, the two assessments are considered to be linked (comparable), but not equated (equivalent).

Comparisons across Assessments: Concordance Equating

Linking across assessments or states presents unique challenges. For state comparisons to be equivalent, every state that is part of the national study would need items and forms based on the same: content standards, content distribution of items, item type(s), range of difficulties, and administration window.

When the above equating conditions are not met, many choose to conduct a concordance study that allows for less strict assumptions, settling for more practical levels of comparability. A concordance study provides a link between two assessments that are developed under different processes and conditions. The results from each of the two assessments are considered comparable when the score on each of them results in the same percentile rank for the same population of students.

A relevant example of this application would be the generation of national comparisons using an assessment that is not identical to the ISAT. For concordance equating to be valid for national norms, the sample must be truly representative of the population (in this case, the student population of the United States). This includes matching the sample to the population in terms of gender, ethnicity, socioeconomic status, region, and school size, among other stratification variables. Perhaps the best known nationally-normed test is the National Assessment of Educational Progress (NAEP). Several major test publishers also have tests that were developed with national norms.

It is important to note that, with concordance equating, ISAT scores will likely translate into different national percentiles depending on which test or tests are part of the study. The caution here is that the interpretation of the ISAT with any norm group outside the state should be anticipated to have less reliability and validity than comparing one ISAT with another ISAT.

Fall Norms versus Spring Norms and Interpolation

The difference between spring and fall norms, on the surface, is simply when the data is collected. Spring norms are collected and analyzed using a spring administration and fall norms do the same with a fall administration. Whether one is viewed as being more or less valid than the other depends at least partially on the user's instructional model, preference, and accountability system. The assumption under a mixed approach (e.g., tests that are given multiple times in a year) would be that growth does not follow a uniform pattern throughout the school year. If this assumption were not important (or valid) and a uniform learning curve did fit the model, interpolated norms would provide

an accurate estimate of growth throughout the year whether the original norms were fall or spring. To make things a bit more challenging, some would argue that the uniform growth assumption may hold for certain ages or grades and for certain subjects, but not for all.

While most states use spring as the administration of reference for NCLB, NCLB does not exclude the use of fall administrations, as long as the same standards are applied in a consistent, reliable, and valid manner from year to year. In another twist on norms, there is also the possibility of utilizing age or grade norms, and even gender-based norms (more common on behavioral tests than achievement tests). For age norms, whether a student is 9 years and 3 months old or 9 years and 7 months old may make a difference in their assigned scale score. Specifically, under a typical age norm model, the older student with the same raw score on the same set of items would receive a slightly lower scale score than the younger student. These types of norms are almost exclusively used for commercial, off-the shelf tests rather than in large-scale assessment.

While the new ISAT was constructed using spring data, this does not preclude valid interpretation of scale scores from fall administrations. In this case, one may choose to either generate fall norms from fall data, use interpolated spring norms, or some combination, all of which are possible under the new ISAT. In fact, as part of DRC's research design, items will be piloted during both the spring and the fall/winter administrations.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 18-20, 2007

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.01
Rules Governing Administration

001. WAIVERS.

The State Board of Education may grant a waiver of any rule not required by state or federal law to any school district upon written request. The Board will not grant waivers of any rule required by state or federal law. State and federal law includes case law (including consent decrees), statutes, constitutions, and federal regulations. (4-1-97)

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.03
Rules Governing Administration

07. Comprehensive Assessment Program Schedule.

d. The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)

THIS PAGE LEFT INTENTIONALLY BLANK

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
APRIL 18-20, 2007

SUBJECT

Idaho GEAR UP Update

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

Idaho was awarded the GEAR UP Grant in August of 2006. The Grant is a \$17.8 million grant designed to work with under-represented students over a six-year period, beginning in the seventh grade and culminating in graduation from high school. Half of the federal monies must be set aside in a trust account. That scholarship money will be available for a significant number of those students who achieve required benchmarks over their six years' participation in the program and may have financial assistance as they go on to post-secondary education.

Since the intervention and the cohorts begin in the seventh grade, the proposal solicited middle schools to apply. After receiving applications from 32 schools, Board staff selected 26 schools to participate in the program. Criteria for selection required that eligible schools must have 50% or more of their students receiving free or reduced-price lunches. The initial group of students was to be at or close to 2000 students, thus not every eligible school could be accommodated. Several of the initial applicants did not meet the free or reduced-price lunch requirement. Additionally, staff sought to have geographic distribution throughout the state of Idaho. Those schools selected were notified of their acceptance in December of 2006. The selected schools are: Project CDA (Coeur D'Alene); Lakeside Middle School (Plummer); Syringa Middle School (Caldwell); Aberdeen Middle School; Lake Pend Oreille Jr/Sr. Alternative High School (Sandpoint); Community Ed CT/Upriver School/St. Maries Middle School (applied as district with all three schools participating); Homedale Middle School; Wm. Thomas Middle School (American Falls); Rockland School; West Middle School (Nampa); Rafter River Jr/Sr. High School (Malta); Salmon Middle School; Culdesac School; Gooding Middle School; Priest River Jr. High School; Prairie Middle School (Cottonwood); Shoshone School; Buhl Middle School; South Fremont Jr. High School (St. Anthony's); Marsing Middle School; Emmett Jr. High School; Highland School (Craigmont); Genns Ferry School; Clark Fork Jr/Sr. High School; Kellogg Middle School; Harold B. Lee Middle School (Dayton). Schools range in size from 4 to 336 for the seventh grade cohort and total 2,164 students.

In January of 2007, the GEAR UP program underwent staffing changes.

Because of the change in staffing, the Federal GEAR-UP grant administrator, Ann McNeal, asked for periodic phone call conferences with staff. Ms. McNeal suggested that Idaho change to a different model for the state-wide GEAR-UP grant. This new model involves significant changes in organizational structure. In

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
APRIL 18-20, 2007

the new model, there will be two regional coordinators housed in the State Board Office and on-site coordinators, regionally located, for the participating schools. Staff feels this model will honor local control and will provide more direct interaction with students and their families at the selected schools, and complies with Ms. McNeal's counsel.

DISCUSSION

Currently, the two regional coordinators have visited all participating schools. To date, we have received signed "Partnership Agreements" from five schools, and have verbal commitments from another ten schools, for a total of fifteen. Staff estimates that we will receive just over twenty formal Partnership Agreements.

The current delay for some schools is that we require the school boards for each school to discuss and formally adopt their part of the Partnership Agreement, which asks that they share necessary data (for purposes of federal grant reporting requirements); that each school commit to having an active "site team"; that both the middle school and relevant high school(s) agree to collaborate; and that necessary interventions, such as the use of Career Information System (CIS) and CIS's "Dependable Strengths Inventory" and "electronic portfolio" be used from middle school onwards.

By April 15th, staff will have submitted our initial Annual Performance Report for Partnership and State Projects, typically referred to as our "APR". We are revising our original grant proposal and are being asked to respond to just a portion of this APR. We have until the end of this initial GEAR UP year, July 31st, to wholly revise the grant proposal to conform to the new model our state program is patterned on, and anticipate being well ahead of that deadline.

IMPACT

GEAR UP - Idaho is a state-wide grant that is beginning its "grant life" just after the initial cycle of grants ('99 -'05) has been completed. This initial cycle of grants has demonstrated national success in using an "early intervention" model in which states have begun working with economically disadvantaged students in the seventh grade. Likewise, GEAR UP Idaho is using this same proven model and beginning with Idaho seventh graders in 25 middle and junior high schools throughout the state of Idaho. Each school has more than 50% of its seventh grade students on free or reduced-price lunches and that is the measure that is being used to determine high economic need. By working with these students - and their parents - we seek to replicate the same kind of successes that have been demonstrated by the first cycle of GEAR UP grants. Specifically, by using Career Information System tools - the CIS "electronic portfolio" and its "Dependable Strengths" self assessment, we seek to create both awareness and hope for these students - many of whom might never consider post-secondary education as a goal that is within their reach. Again, by insisting on a rigorous curriculum and curriculum planning for high school, even while these students are in middle school, we intend to create a high degree of academic readiness

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
APRIL 18-20, 2007

for these students. By getting them on post-lead to a significantly higher percentage of our students not only going on to postsecondary education, but being better prepared to succeed as they do so.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

BOARD ACTION

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

THIS PAGE LEFT INTENTIONALLY BLANK