

STATE BOARD OF EDUCATION MEETING
April 15-17, 2009
University of Idaho
Whitewater/Clearwater Room, University of Idaho Commons
Moscow, Idaho



Wednesday, April 15, 2009, 4:00 p.m., Best Western University Inn, Moscow, Idaho,

EXECUTIVE SESSION (Closed to the Public)

1. Pursuant to Idaho code Section 67-2345(1)(a) to consider hiring a public officer, employee, staff member or individual agent.

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

Thursday and Friday, April 16-17, 2009, 8:00 a.m., Whitewater/Clearwater Room, University of Idaho Commons, Clearwater/Whitewater Room

BOARDWORK

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

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION I – HR

1. Idaho State University – New Positions
2. University of Idaho – New Positions & Reactivations of Positions

PPGAC

3. Alcohol Permits Issued by University Presidents

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference – Content Standards
 - a. Revision of Social Studies Standards
 - b. Revision of Health Standards
 - c. Revision of Physical Education Standards
 - d. Revision of Chemistry Standards
 - e. Revision of Humanities Standards
3. Proposed Rule- IDAPA 08.02.02.120, Rules Governing Uniformity, Local District Evaluation Policy
4. Proposed Rule Change IDAPA 08.02.02.021, Rules Governing Uniformity, Endorsements
5. Proposed Rule Change to IDAPA 08.02.02.027, Rules Governing Uniformity, Pupil Personnel Services Certificate
 - a. Provisional Endorsement- School Nurse
 - b. Interim Endorsement- Speech Language Pathologist
6. Proposed Rule Change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation by Reference- Online Teacher Endorsement
7. Proposed Change to IDAPA 08.02.02.024, Rules Governing Uniformity, Endorsements m-z
8. Proposed Change to IDAPA 08.02.02.043, Alternative Authorization
9. Appointments to the Professional Standards Commission
10. Moscow School District Administrative Staff Allowance Waiver Request
11. Idaho State University Full Program Review Team Report

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Presidents' Council Report
2. University of Idaho Progress Report
3. Professional Technical Education Progress Report
4. Idaho State Historical Society – Appointment
5. 2009 Legislative Update
6. Medical Education
7. Strategic Plans – Institutions, Agencies, and Health and Special Programs
8. Division of Professional-Technical Education – CWI Region III Designation

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

Higher Education

1. University of Idaho – Report on Proposed Program Closure Process
2. College of Western Idaho – Notice of Intent - Information Technologies with Options Leading to Technical Certificates, Advanced Technical Certificates, and Associate of Applied Science Degrees

AUDIT – Rod Lewis

1. Boise State University – Foundation Operating Agreement Revision

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. University of Idaho – New Position and Reactivation of Position - Office of Planning & Budget

Section II – Finance

1. Amendment to Board Policy – Section V.T. – Tuition Waivers, 2nd Reading
2. Tuition Waiver Reports
3. FY2010 Appropriations
 - a. Information – Institution & Agencies
 - b. College & Universities
 - c. Community Colleges
 - d. Professional-Technical Education
 - e. Promise A Scholarship
 - f. Promise B Scholarship
 - g. Opportunity Scholarship
4. Student Health Insurance Plan (SHIP) Consortium
5. Boise State University – Planning & Design – College of Business & Economics
6. Boise State University – Naming Buildings/Facilities – Yanke Family Research Park
7. Boise State University –Design & Proceed with Improvements – Yanke Family Research Park
8. Boise State University – Construction of Aquatics Addition – Student Rec Center
9. Boise State University – Planning, Design & Construction of Phase 2 – Lincoln Parking Structure

10. University of Idaho – Student Health Insurance Program (SHIP) Contract
11. Lewis-Clark State College – Termination of Management Agreement – College Place
12. Lewis-Clark State College – Naming Buildings/Facilities – Sacajawea Hall
13. Lewis-Clark State College – Property Sale – 512 6th Avenue House

ELECTION OF OFFICERS FOR THE STATE BOARD OF EDUCATION

Thursday and Friday, April 16-17, 2009, 8:00 a.m., Whitewater/Clearwater Room, University of Idaho

Items not completed on Thursday, April 16, 2009 will be carried over to Friday, April 17, 2009.

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

1. Agenda Approval

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

2. Minutes Approval

BOARD ACTION

To approve the minutes from February 25-27, 2009 as submitted.

3. Rolling Calendar

BOARD ACTION

To approve April 5, 2010 as the date and Boise, ID as the location for the April 2010 regularly scheduled Board Fee Setting meeting.

To approve April 21-22, 2010 as the date and the University of Idaho as the location for the April 2010 regularly scheduled Board meeting.

To approve May 20-21, 2010 as the date and Boise, ID as the location for the May 2010 regularly scheduled Board Retreat.



**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 25-26, 2009
Boise State University
Student Union Building
Jordan Ballroom
Boise, Idaho**

A regular meeting of the State Board of Education was held February 25-26, 2009 in Boise, Idaho.

Present:

Milford Terrell, President
Sue Thilo, Secretary
Kenneth Edmunds
meeting)

Paul Agidius, Vice President
Richard Westerberg
Tom Luna, State Superintendent (present for regular

Absent:

Blake Hall
Rod Lewis

EXECUTIVE SESSION

The Board met for Executive Session at 1:00 p.m. on Wednesday, February 25, 2009 in Seminar Room 348A at the University of Idaho Water Center located in Boise, Idaho.

M/S (Agidius/Thilo): To move into Executive Session pursuant to Idaho Code on Wednesday, February 25, 2009 at 1:00 p.m. to consider:

A. For Boise State University: (1) Pursuant to Idaho Code Section 67-2345(c), for the purpose of conducting deliberations regarding a potential acquisition by Boise State University of an interest in real property that is currently owned by private parties.

B. For University of Idaho: (1) Pursuant to Idaho Code Section 67-2345(c), for the purpose of conducting deliberations regarding a potential acquisition by the University of Idaho of an interest in real property currently owned by private parties. (2) Pursuant to Idaho Code Section 67-2345(a), for the purpose of considering the hiring of a public officer, employee, staff member or individual agent.

A roll call vote was taken; motion carried 5-0 (members Hall, Lewis, and Luna were absent).

During Executive Session, the Board discussed and considered, as Trustees for Boise State University, the acquisition of real property currently owned by private parties. The Board also discussed and considered, as Regents for the University of Idaho, (1) the acquisition of real property currently owned by private parties, and (2) the hiring of a public officer, employee, staff member or individual agent.

M/S (Thilo/Agidius): To go out of executive session and adjourn for the evening. Motion carried unanimously.

The Board met for its regular business meeting on Thursday, February 26, 2009 at Boise State University in the Student Union Building Jordan Ballroom. Board President Terrell called in the meeting to order at 8:36 a.m.

BOARDWORK

1. Agenda Review and Approval

M/S (Agidius/Thilo): To approve the agenda as presented. Motion carried unanimously.

2. Minutes Review and Approval

M/S (Thilo/Westerberg): To approve the minutes from the December 4-5, 2008 Regular Board meeting, the December 12, 2008 Special Board meeting, the January 7, 2009 Special Meeting and the January 26, 2009 Legislative meeting as submitted. Motion carried unanimously.

3. Rolling Calendar Approval

M/S (Westerberg/Agidius): To approve January 25, 2010 as the date and Boise, Idaho as the location for the January 2010 Legislative meeting and to approve February 25-26, 2010 and Boise State University as the location for the February 2009 regularly scheduled Board meeting. Motion carried unanimously.

At this time Board President Terrell made comments related to the institutions, commending them on various successes and noteworthy accomplishments.

Mr. Terrell went on to extend his thanks and gratitude to Board member Sue Thilo whose term is ending. He noted that her time of service on the Board was very much appreciated by the other Board members as well as by the people she has served. He invited Representative Robert Nonini to come forward and together they presented Ms. Thilo with a plaque. Representative Nonini thanked Ms. Thilo and commended her for the work she has done on behalf of the students of Idaho. He noted that her commitment to the students of Idaho has produced results that will have a positive impact that extends well into the future.

Representative Nonini took a few minutes to speak to the Board. He indicated that Board related legislation has moved through the House Education Committee. He also introduced Representative Marge Chadderdon and Representative Sue Chew who were in the audience.

OPEN FORUM

Representative Sue Chew reported to the Board that the Opportunity Scholarship Fund has suffered as a result by the economic downturn. She has drafted RS18754 which would make it possible to have a place on the tax return form for people to contribute funds to this scholarship fund. If that gets through the Legislature this year, it could make a big difference in the amount of funds available.

CONSENT AGENDA

M/S (Agidius/Westerberg): To approve the Consent Agenda as submitted. Motion passed 5-0 (Luna absent during the vote).

1. BAHR – Section I – Idaho State University – New Positions

By unanimous consent, the Board agreed to approve the request by Idaho State University for four (4) new positions (4.0 FTE) supported by grant and local funds.

2. BAHR – Section I – University of Idaho – New Position and Reactivation

By unanimous consent, the Board agreed to approve the request by the University of Idaho to establish one (1) new position and reactivate one (1) position (2.0 total FTE) supported by reallocation of appropriated funds.

3. BAHR – Section I – Lewis-Clark State College – Position Deletion

By unanimous consent, the Board agreed to approve the request by Lewis-Clark State College to delete one (1) position (.65 FTE).

4. IRSA – Approval of Notice of Intent to Discontinue the Associate of Science in Nursing Program – Boise State University

By unanimous consent, the Board agreed to approve the request by Boise State University to discontinue its Associate of Science Nursing program effective May 2010.

5. Quarterly Report – Program Changes Approved by Executive Director

Information item.

6. PPGAC – Alcohol Permits by University Presidents

Information item.

STRATEGIC PLANNING PRESENTATION

M/S (Terrell/Westerberg): To approve the State Board of Education Strategic Plan as submitted. Specific performance measures and benchmarks included in this plan may be modified, as appropriate, by the Executive Director. Motion passed 5-0 (Luna absent during the vote).

Executive Director Mike Rush and Tracie Bent of the Board office presented the Strategic Plan. Ms. Bent discussed the updated Vision Statement and Mission Statement. She also discussed the new goals and objectives of the Strategic Plan. The Board discussed the process and the plan itself at length.

Board member Edmunds expressed his view that the goals in the proposed plan are not where the Board wants to go in the future. He would like more work to be done before approving the plan. Board member Westerberg agreed that there is work to be done, but that progress has been made. Board President Terrell concurred. Ms. Bent pointed out that the intent is for the Board to approve the proposed Strategic Plan with the understanding it is the starting point. More work will be done by the Board in May at its retreat, and in the coming months and year to build on the approved plan.

Dr. Rush explained that because of the changes in external and internal factors, as well as in the entities involved, the strategic planning process, by virtue of what it is, remains an ongoing effort. He suggested the idea of a task force being appointed to focus just on strategic planning, and that it be driven by the State Board of Education. Board member Thilo reinforced what Dr. Rush said noting that the strategic plan is an evolving document. She indicated that she is pleased with the fact that what is before the Board today is something the Board can work with.

Board member Edmunds emphasized that he is disconcerted that this plan doesn't get to the next level of planning. Board member Westerberg suggested that a strategic plan is broad and identifies the destination while an operational plan provides the more detailed things that need to be accomplished. Board member Westerberg reminded the Board that it is up against a deadline and urged the Board to approve the plan today and then move forward. Dr. Rush suggested that one of the objectives that can be added to the plan is to define the mission and role of the institutions.

Ms. Bent discussed the voluntary system of accountability by the institutions. While participation is voluntary, Board staff asked the Board to consider requiring all the institutions participate. Ms. Bent pointed out that the Board isn't being asked to vote on this suggestion at this time, but to consider it in the future.

Dr. Rush invited recommendations for modifications. Board member Edmunds suggested there be an objective included that relates to an annual evaluation of the mission statements of the colleges and universities, beginning with a comprehensive review of the mission statements; and, that it is updated annually. **By unanimous consent, the Board agreed.**

Board member Thilo asked to have an objective related to lifelong learning, to include re-education and retraining to improve the quality of life. **By unanimous consent that such an objective will be included in the document.**

Board member Edmunds suggested an objective to evaluate and determine the method for expanding the population of postsecondary students. Board member Westerberg suggested that the Board's responsibility was to put forward the goal and not specifically tell the colleges and institutions how it gets done, but let that be in their plan. Mr. Edmunds agreed, but he expressed concern that there are certain items that cross all the institutions so it seems that the Board should give a directive in such cases. Mr. Westerberg agreed, but reiterated that if too much detail is included, it gets confusing. Board President Terrell agreed with Mr. Westerberg. He noted that the Board has been directed to stay out of the day-to-day details. He suggested that the objective stay broad.

Board member Edmunds asked about the direction the Board is headed in terms of its focus. He suggested that the Board should take responsibility for how that is determined. Board member Westerberg observed that this starting point will take the Board to those in depth discussions in the future.

Board President Terrell suggested that the Board go through a portion of the strategic plan at every Board meeting. Board member Westerberg pointed out that there will be time in May to have detailed discussion and help the Board staff to know the mind and will of the Board. Board member Edmunds suggested having work groups appointed to look at various parts of the plan to identify issues, and then report back to the Board with their ideas and recommendations. Executive Director Rush asked about putting together a plan for a planning task force. **By unanimous consent, the Board agreed that Dr. Rush should do this.**

Board member Edmunds suggested there be a position statement to send to the Legislature each year clarifying the key items the Board would like to address. Dr. Rush explained that there are several aspects to consider. First, the items that require specific legislative language have to be submitted in August. Dr. Rush suggested that the Board could identify those items at its retreat in May, and forward them to the Board for approval at the June meeting. Dr. Rush indicated that the second aspect to consider is that the Board's annual budget request frames the position the Board has determined to take; and this provides the Legislature with a focus. The third aspect is a general philosophical direction, based on the strategic plan, the Board might want the Legislature to take in the decisions it makes; it could be drafted at the May retreat. Board member Edmunds indicated that the third point is what he is recommending.

Dr. Rush thanked the Board staff and the institutions for the significant amount of time that they have spent on the strategic planning process.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Presidents' Council Report

Dr. Beck thanked Board member Sue Thilo for her time on the Board and her support of the institutions. Dr. Beck indicated that the Presidents' Council discussed the rotation of the chairmanship of the Presidents' Council. The Presidents also discussed having more teleconference meetings to save time and costs. In addition, they want to have regular meetings with the Governor. The Presidents also agreed that the colleges and universities will be more timely in submitting agenda items to the Board staff for Board meetings.

2. Boise State University Annual Report

President Bob Kustra presented his report on Boise State University. He commented on the remodeling and updates of the Student Union Building. Dr. Kustra also expressed his appreciation to Board member Thilo. He noted that she took a position to represent all of education in Idaho and avoided regionalism in terms of trying to understand what the issues were and getting the issues resolved. He noted that she has dedicated hours and hours of her time to make sure that all of Idaho's students have bigger and better opportunities for education.

Dr. Kustra then discussed the hardships that BSU is facing not only as a result of the economic situation, but also as a result of the many regulations that are put on the institution by Idaho state government. He indicated that much of Idaho's higher education is forced to operate as if it is a

state agency when it is far from being such an entity. He suggested that deregulation is a possible solution. Dr. Kustra pointed out that the statutory relationship between BSU and Idaho's state government results in a costly and inefficient bureaucracy within the institution. For example having two sets of regulations, the institution's and the state's, in terms of purchasing regulations, construction and building regulations, personnel policies and regulations, employee insurance management, risk management, and legal representation. These and other duplicative requirements complicate every decision that BSU tries to make because of overlap, redundancy, and conflicting interests. Dr. Kustra gave a number of specific examples to support his argument. Dr. Kustra explained that the University of Idaho operates free of those duplicative practices and regulations; however BSU, ISU, and LCSC do not enjoy that same rule. He suggested that they should.

Dr. Kustra suggested a couple approaches the Board could take that would benefit Idaho's higher education system. He asked the Board to lead the effort to amend the existing Statute and Law for the University of Idaho by adding the other institutions into the language. He suggested that the Board could also ask the Legislature to write new language that would take Idaho's higher education institutions out of Idaho's state government system. This would allow the Board to hold the institutions accountable.

Board member Thilo asked for comments. In discussing the role of the Idaho Department of Public Works (IDPW) Dr. Kustra explained that the issue is not that folks aren't trying to work out the details; it is about having two separate management entities duplicating the effort. This increases the costs of projects, creates obstacles when conflicting interests arise, and increases the amount of time and effort in trying to get things done. Dr. Kustra noted that he isn't opposed to the centralization of functions where it works.

Board member Edmunds thanked Dr. Kustra. He suggested this issue be included in the Board's strategic plan. Board member Agidius thanked Dr. Kustra for bringing forward this kind of presentation. It gives the Board something to work on and to look at.

Board member Westerberg asked how such a change would impact the university's headcount, staffing, etc. Dr. Kustra noted that for the most part it would not involve an expansion of staff. In fact, it would save staff time. One area where that may be different would be in construction because now where they are using IDPW, BSU would hire project staff to work on the project. Those details would all be woven into the project plan.

Board member Thilo thanked Dr. Kustra. She suggested that the Board would be remiss in not following up on this issue in a timely fashion, from a cost standpoint, efficiency standpoint, and duplication of effort standpoint. She asked the Board work with the institutions on this issue. **By unanimous consent the Board directed staff to start working with the institutions on this issue and to meet with the institutions to get their input and come up with solutions.**

At this time Board President Terrell asked the Presidents' Council to take under advisement, at its next meeting, to review the issue brought forward by BSU and get a consensus from the other institutions related to that issue. Mr. Terrell will plan to attend.

3. Idaho Division of Vocational Rehabilitation Annual Report

Michael Graham of the Division of Vocational Rehabilitation reported to the Board. He noted that the agency has good news to report in this difficult time of economic crisis. He thanked all

involved for the opportunity to remain under the Board this next year. That is a positive development.

Mr. Graham discussed the purpose of the agency. He noted that the process of rehabilitating clients takes approximately 30 months from start to successful closure. Mr. Graham discussed statistics related to their budget. He reviewed the FY 2009 budget considerations which have impacted many levels of service. The Division of Vocational Rehabilitation has handled the cuts successfully. He noted that the recently passed omnibus legislation provides funds to their program. The exact details are not known at this time.

Mr. Graham reported on the programs and services offered by the agency and discussed the possible implications of holdbacks and fund reductions. Fewer clients will be served. In FY 2010 it is anticipated there will be a loss of about 10% in terms of jobs, which will continue to impact the numbers of clients that can be served and the programs that can be operated. Again, partnerships with other entities will be required to capture federal funds. He noted that as compared to other states, Idaho's productivity, efficiencies, and cost-savings rate very high. Idaho does over three-times the national average in terms of clients served based on the number of dollars available to work with. For every \$1 spent rehabilitating a client in Idaho, about \$3.33 is returned to the state through taxes paid on their earnings.

Board member Thilo thanked Mr. Graham and commended him and the agency for their good work. Board member Edmunds agreed the news was impressive in terms of the successes. Board member Thilo complimented Voc Rehab for their cost-per-client numbers and the great efficiencies they are demonstrating.

4. Idaho Commission for Libraries

M/S (Thilo/Agidius): To approve the appointment of John Held to the Idaho Board of Library Commissioners for a term beginning immediately and ending June 30, 2012.
Motion carried unanimously.

5. PULLED

6. Waiver – Fall ISAT Requirement

M/S (Thilo/Westerberg): To waive the fall ISAT requirement for the 2009-2010 school year as established in IDAPA 08.02.03.111.07 and eliminate offering the test for fall 2009.
Motion carried unanimously.

7. Board Policy I.E. Executive Officer Discussion

Board member Thilo introduced this item. She noted that specific suggestions and input are needed in order for staff to move forward.

Board President Terrell noted that this comes under Executive Officers and Chief Executive Officers and applies to the issue of presidents and coaches. He suggested that the Board look at all avenues including the use of foundations in order to be competitive. He suggested a review of the nepotism issue and possibly bringing that back. He suggested that the Board could put strict parameters around these things so that they work. Mr. Terrell suggested that deferred compensation needs to be looked at as well; right now state law prohibits this. He emphasized again that it is important to make the contracts more appealing.

Board member Agidius noted that as he is sitting on the Presidential Search committee and pointed out that multi-year contracts are a common practice nationwide. He agreed that if Idaho is going to be competitive, Idaho needs to offer multi-year contracts.

Executive Director Rush explained that Board staff needs guidance from the Board in creating a second reading document that represents what the Board wants. This is not an action item today. He asked specifically for input on 1.b and 2.a.

Dr. Rush noted that the issue around at-will employment (1.b) is how to reconcile that with a multi-year contract because they seem to be two opposing concepts. He asked how the Board would have staff include those in the same document. State Superintendent Luna suggested that the contract should include language that would allow for an at-will release. Board member Westerberg agreed that the compensation terms of the contract should spell out what the Board would be obligated to, should the person be let go before the contract is finished out. He also noted that a one-year contract does not instill confidence. Board member Edmunds concurred. In reference to 2.a., Mr. Edmunds suggested that the Board consider current economic constraints. Board member Westerberg agreed that if the Board can ensure an appropriate fire wall between the institution and the foundation, it does make sense in these times of financial difficulties to have some arrangement in place.

Board member Thilo asked that a rolling minimum three-year contract, maybe up to five year, be included in the policy. She supported the idea of re-opening the supplementation of compensation. Board member Agidius agreed that the issue of what is done in terms of spouses needs to be included in the policy.

State Superintendent Luna raised the point that due to the differing strengths of the various institutions and their foundations, the amount of supplemental compensation each can afford may result in discrepancies. Board members Agidius and Thilo indicated that hadn't been a problem in the past when the foundations were supplementing salaries.

Board President Terrell clarified that in terms of salary, the institution is responsible for the base-pay. This is how coaches' salaries are currently handled. They receive further compensation as part of the package depending on what other funding sources are available. He suggested this should be the same approach for presidents because recruiting and retention of presidents is highly competitive, and state government does not have the ability to compete with national trends and opportunities.

Board member Edmunds suggested that if the Board goes this route, the Board has a system in place so that one institution or president isn't favored over another. He asked for clarification on the spouse issue and also the current status of the presidential search in terms of this policy.

Board member Edmunds asked about timing in terms of the current search. It was noted that the Board can waive policy. Board member Agidius suggested having a special meeting for a second reading to affect change sooner. In terms of nepotism, if the Board changes its policy it will be in conflict with state statute.

8. Legislative Update

Mark Browning of the Board office reported to the Board on the current status of Board endorsed legislation moving through the Legislature. Board member Thilo thanked Mr. Browning for his work at different levels.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS1. College of Western Idaho (CWI) Request for Approval of Professional-Technical Education Programs and Options

M/S (Thilo/Agidius): To approve the request from the College of Western Idaho to offer the professional-technical education programs and options as shown in Attachment A beginning July 1, 2009. Motion carried unanimously.

2. Second Reading, Proposed Amendments to Board Policy III.D., Official Calendars

M/S (Thilo/Westerberg): To approve the second reading of the proposed amendments to Board Policy III.D. Official Calendars as presented. Motion carried unanimously.

3. GEAR UP Evaluation Services

Board member Thilo briefly discussed this information item.

4. Revision of Title III Accountability Procedures

M/S (Thilo/Luna): To approve the recommended revisions to the Accountability Plan for the Idaho Limited English Proficiency Program. Motion carried unanimously.

Board member Thilo briefly noted that there is a concern that the Board needs to address the accountability issue. Wendy St. Michell of the Board staff reported that it has been suggested the Board adopt the federal exemption policy. She also indicated that the new targets have incorporated three years of data which makes it more feasible and achievable for the districts to meet proficiency.

5. Dual Credit Data Update

Board member Thilo presented this item and briefly reviewed it for the Board.

AUDIT COMMITTEE1. Audit Committee Charter

M/S (Edmunds/Thilo): To approve the Charter of the Audit Committee as presented on pages 3-13. Motion carried 5-0 (Luna absent during the vote).

Board member Edmunds presented this item. He discussed the various aspects of the charter. He noted it does make significant changes to the internal audit mechanism. He reported that the internal audit relationship will change with the external audit. It will also allow the Audit Committee to have more input to what is going on at the institution.

Board President Terrell invited input from the Presidents' Council. Dr. Kustra from BSU suggested that there needs to be an opportunity for institution presidents to call upon the internal auditors to address issues of concern. He asked for clarification related to the reporting relationships of the internal auditors. Mr. Edmunds noted that the reporting relationships are defined to avoid internal conflicts. He explained that this charter is modeled after best practices. It was felt that there needed to be an ongoing role for the internal auditor at the institutions, but the ultimate responsibility of this position will be to the Audit Committee.

Dr. Vailas of Idaho State University suggested that a schematic be included that shows the reporting relationships. It might be helpful to have a reporting plan for the institutions that clarifies what the Audit Committee wants and also what the institutions need. Mr. Edmunds indicated that is already part of the language and that those issues are covered. In terms of intent, Dr. Vailas expressed concern about time and effort on the part of the institutions in regards to the various cycles that they have to conform to already. Mr. Edmunds indicated that there will not be a significant change in time and effort, just in how they report.

Board member Agidius clarified that the internal auditor will do their normal jobs. Mr. Edmunds indicated that since the Audit Committee is directing the plan, they will effectively direct the work of the internal auditor. It is not expected that there will be a significant change in how they do their work at this point.

Chet Herbst indicated that Lewis-Clark State College supported the idea and the intent behind the new charter. The institution can live within the spirit of the charter. He noted that at LCSC some staff currently perform dual tasks because of the size of the institution. He indicated that there are tactical lines of reporting and virtual lines of reporting. LCSC hopes that if the Board has a specific task it needs done, it would directly approach the institution so that the appropriate person can follow up.

Board President Terrell indicated that he has discussed various issues with Board member Lewis who chairs the Audit Committee. He noted that the institutions are encouraged to direct their concerns or questions to the chair of the Audit Committee. Mr. Terrell reiterated that this is a focus of the Board. It is something that the Governor desires as well.

Jim Fletcher of Idaho State University noted that from an operational financial point of view, the most important thing the internal auditor can do is internal control. That is why there is always a difference between the internal and external auditors. The internal auditor has to be invested. They need to look at policy compliance. It may not be part of an audit plan, but rather as a result of an issue that has been reported. He suggested that the charter be worded in such a way that it recognizes that the primary role of the internal auditor is internal and that it is not compromised in any other way. Mr. Edmunds noted that the Audit Committee is complying with the best practices which are key to the points that Mr. Fletcher raised.

Board member Westerberg noted that the day-to-day control issue is important. He asked what mechanism is in place by the Audit Committee to address unexpected issues that come up. Mr. Edmunds said the expectation is that there will be flexibility and time allowed to handle situations. From a practical standpoint, the Audit Committee meets quarterly for updates. The plan will have flexibility. At the same time, there will be certain instances laid out in advance that the institutions will need to address and time will be allocated to manage them. Mr. Westerberg clarified that on a day-to-day basis, not much will change for the internal auditor.

There was discussion about who would approve the hiring and termination of internal auditors.

Motion (Edmunds/Agidius): To amend the charter as approved to provide for the Audit Committee's approval for the institutions to terminate the internal auditors. Motion carried unanimously.

Mr. Edmunds referred to a paragraph that was deleted from the charter having to do with authority to conduct special investigations and engage experts. He asked the Board to discuss that point separately and determine if that was a function it wanted to turn over to the Audit Committee.

Motion (Edmunds/Thilo): To approve that the Audit Committee shall be authorized to conduct special investigations and engage experts or professional consultants as necessary. Also, that the Audit Committee shall determine available funds in the Systemwide Needs budget of the Office of the State Board of Education before authorizing any expenditure. Motion FAILED by unanimous vote.

BUSINESS AFFAIRS AND HUMAN RESOURCES – SECTION II (Finance)

1. Intercollegiate Athletics – Financial Reports

Board member Westerberg presented this item.

2. Inter Collegiate Athletics – Employee Compensation Reports

Board member Westerberg presented this item.

3. 2008 Financial Reviews

Board member Westerberg presented this item. Each institution was invited to give a brief analysis of the financial information being presented. The point was raised that it would be helpful to disaggregate the data in order to make this a better management tool for the institutions. It was also noted that this type of review is generic and doesn't consider that the institutions are all different from each other. It was also suggested that the Board look at the weighting factors because they haven't been reviewed or modified for a number of years.

4. Boise State University – Authorization for Issuance of General Revenue Bonds

M/S (Westerberg/Edmunds): To approve the second half of the Lincoln Street parking garage as a Board approved project at a budget not to exceed \$12,000,000. The University shall report to the Board in April with more detail on the design and construction of the parking garage. Motion carried unanimously.

M/S (Westerberg/Edmunds): To approve the finding that the CESED project, Taco Bell Arena retractable seating project, and the second half of the Lincoln Street parking garage are economically feasible and necessary for the proper operation of the University and to approve a Supplemental Resolution for the Series 2009A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION authorizing the issuance and sale of \$42,595,000 in General Revenue and Refunding Series 2009A 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 2009A Bonds.
And to direct staff to provide written notification of final Board approval to the Joint Finance-Appropriations Committee. A roll-call vote was taken; motion carried unanimously.

Board member Westerberg introduced this item. Stacy Pearson from Boise State University provided details for the benefit of the Board. She discussed the terms and the interest rates of the projects and reviewed the materials provided to the Board in their agenda packets.

5. Boise State University – Request to Purchase Furnishings, Fixtures and Equipment for Norco Building: Department of Nursing, University Health Services

M/S (Westerberg/Thilo): To authorize Boise State University to enter into a contract(s) to purchase and install the furnishings, fixtures and equipment for the Norco Building: Department of Nursing, University Health Services at a cost not to exceed \$2,220,000.
Motion carried unanimously.

Board member Westerberg presented this item.

6. Idaho State University – Follett Higher Education Contract – Outsource Management of Bookstore

M/S (Westerberg/Agidius): To approve the request by Idaho State University to proceed with the contract renewal with Follett Higher Education Group to manage its bookstore for a period of three (3) years, beginning July 1, 2009, ending June 30, 2012. Motion carried unanimously.

7. Idaho State University – Escrow Account for Enterprise Resource Planning (ERP)

M/S (Westerberg/Thilo): To approve the request by Idaho State University to enact the attached resolution enabling Idaho State University to seek reimbursement from its escrow account for payments made by Idaho State University for its Enterprise Resource Planning system. Motion carried unanimously.

8. University of Idaho – Capital Project Authorization – Tenant Improvements at Legacy Point, Idaho Water Center

M/S (Westerberg/Thilo): To approve the request by the University of Idaho to execute all necessary contracts in support of design and construction of the tenant improvements at Legacy Point in the Idaho Water Center, with a project budget not to exceed \$875,000, to be funded solely from private donations. Motion carried unanimously.

Board member Westerberg introduced this item.

9. University of Idaho – Transfer of Real Property – Nez Perce County

M/S (Westerberg/Edmunds): To approve the transfer of real property to the University of Idaho Foundation and authorize the University of Idaho's Vice President for Finance and Administration to execute the necessary documents in substantial conformance to the form submitted to the Board in Attachment 1. Motion carried unanimously.

10. Lewis-Clark State College – Proposed Financing – Purchase of Clearwater Hall

M/S (Westerberg/Edmunds): To approve that the funding of the purchase of the Clearwater Hall project is economically feasible and necessary for the proper operation of the College, and to approve the request by Lewis-Clark State College to obtain financing for \$4.5M from Wells Fargo Bank, N.A., for the purpose of financing its purchase of the Clearwater Hall residential facility in Lewiston, Idaho, through a secured note at 4.0% secured by facility rental revenue, by signing the attached Board Authorization and Board Office Certification. A roll-call vote was taken; motion carried unanimously.

Chet Herbst of Lewis-Clark State College clarified the motion. The motion was restated. It was noted that LCSC will come back at a later date for build-out costs.

11. University of Idaho – Research Dairy

M/S (Westerberg/Thilo): To authorize the University of Idaho to seek a concurrent resolution of the Idaho Legislature pursuant to Idaho Code Section 67-6410 in substantially the form as attached to the Board materials. Any agreement or agreements between the University of Idaho and the Idaho State Building Authority, as contemplated in the concurrent resolution, shall be submitted to the Board of Regents for approval at a future meeting, prior to the University entering into any such agreement and prior to the transfer of any funds from the Division of Public Works to the Building Authority. Motion carried unanimously.

Board member Westerberg introduced this item. He noted it had come before the Board previously, but that there was a request for clarification. He pointed out that the Board agenda materials include additional details for the benefit of the Board.

12. Amendment to Board Policy – Section V.T., Fee/Tuition Waivers – First Reading

M/S (Westerberg/Thilo): To approve the first reading of Board Policy V.T. – Fee/Tuition Waivers. Motion carried unanimously.

Board member Westerberg presented this item. It was noted this policy amendment is a first reading.

DEPARTMENT OF EDUCATION1. Superintendent's Report

State Superintendent Luna reported to the Board. Mr. Luna provided updates on the recovery act. He returned to Idaho this morning from Washington DC where he had an opportunity to meet the new Secretary of Education and Vice President Biden. Mr. Luna moved to item number 2 before continuing his remarks.

2. Weiser School District No. 431 – Tuition Waiver

M/S (Luna/Agidius): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2008-09, 2009-10, 2010-11, and 2011-12 school years; subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously.

Mr. Luna presented this item. He noted that the waiver request must come before the Board each year in order to approve each new student that comes into the system each year.

State Superintendent Luna extended his appreciation to Board member Thilo. He pointed out that her willingness to be on the front line in many cases, and to serve on a number of task forces, was a demonstration of her desire to serve the students of Idaho. Mr. Luna remarked that Ms. Thilo's passion for K-12 students and education is evident in all she did. He emphasized that she played a key role in a number of changes which will have long-term, positive impact statewide. Ms. Thilo thanked the Board members. She said that serving on the Board has been an honor and privilege. It has been an opportunity to accomplish great things.

State Superintendent Luna continued his report to the Board. He discussed the help that would come to Idaho through the Stimulus Package that the President had signed into law. He distributed a handout to the Board that provided some detail related to the American Recovery and Reinvestment Act and how it effects education in Idaho. Mr. Luna indicated that Secretary Duncan and Vice President Biden were clear that these dollars are to be directed towards reforming education as well as infusing the system with funds during a budget shortfall. They are not to be used to prop up a failing system.

Board President Terrell asked when the money will begin to come in. Mr. Luna said that will be known in the next week. Some will start coming in sometime in the next few weeks and all of it will be received in the next six months.

Mr. Luna discussed the capacity of the system in Idaho to use the formula grant funds. There will be increased amounts coming into the state so there is a need to make sure that they aren't wasted, that they don't bloat the current system, and that they be used for one-time expenditures and not create unfunded mandates that can't be maintained in the future.

OTHER BUSINESS

Board President Terrell once again thanked Board member Thilo for her service. He indicated that Ms. Thilo will continue to serve on the Medical Education Committee as a non-Board member in order to help facilitate it because of her experience with the committee.

By unanimous consent, the Board adjourned at 4:00 p.m.

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**CONSENT AGENDA
APRIL 16-17, 2009**

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I IDAHO STATE UNIVERSITY New Positions and Changes to Position	Motion to approve
2	BAHR-SECTION I UNIVERSITY OF IDAHO New Positions & Reactivation of Position	Motion to approve
3	PPGAC – ALCOHOL PERMITS ISSUED BY UNIVERSITY PRESIDENTS	Information item

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**CONSENT AGENDA
APRIL 16-17, 2009**

IDAHO STATE UNIVERSITY

SUBJECT

New positions and changes in positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.B. and II.G.1.b.

BACKGROUND/ DISCUSSION

Idaho State University requests approval for:

- One (1) new professional staff position (1.0 FTE) supported by local funds
- One (1) new classified staff position (1.0 FTE) supported by local funds
- Increasing the term of one (1) clinical faculty position (1.0 FTE) supported by local funds reallocation

IMPACT

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

STAFF AND COMMENTS AND RECOMMENDATIONS

The Director of Research Contracts is funded through cost recovery funds. The Video Instruction Manager and Clinical Instructor are funded through professional fees.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Idaho State University for two (2) new positions (2.0 FTE), and term change to one (1) position (1.0 FTE), supported by local funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA
APRIL 16-17, 2009

NEW POSITIONS

Position Title	Director of Research Contracts
Type of Position	Non-Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	April 20, 2009
Salary Range	\$68,000.00
Funding Source	Local Funds
New or Reallocation	Reallocation (reactivation of PCN 80390)
Area/Department of Assignment	Office of Research
Duties and Responsibilities	Review, evaluate, and negotiate externally funded contracts and subcontracts from government agencies, foundations, industry, and other entities external to the University; monitor and report ongoing contract activities; assist in development of administrative policies and procedures pertaining to contracts for compliance with University, government, foundation and industry regulations; and contribute to faculty and staff development regarding contracts.
Justification of Position	To provide additional support for the oversight of grant and contract submissions and awards, enabling contracts to be processed more expeditiously, resulting in an increase of external funding.

Position Title	Video Instruction Manager
Type of Position	Classified
FTE	1.0
Term of Appointment	12 month
Effective Date	April 20, 2009
Salary Range	\$30,805.00
Funding Source	Local Funds
New or Reallocation	New – Boise Expansion
Area/Department of Assignment	College of Pharmacy
Duties and Responsibilities	Coordinate pharmacy distance learning activities in Meridian, and assist faculty members and students with computer issues.
Justification of Position	To provide additional technical support for Pharmacy distance learning as part of the Doctor of Pharmacy Program expansion.

**CONSENT AGENDA
APRIL 16-17, 2009**

CHANGES

Position Title	Clinical Instructor (PCN 1420)
Type of Position	Faculty
FTE	change from .5 FTE to 1.0 FTE
Term of Appointment	12 month
Effective Date	April 20, 2009
Salary Range	change from \$34,852.00 to \$69,704.00
Funding Source	Local Funds
New or Reallocation	New – Boise Expansion
Area/Department of Assignment	Physician Assistant Studies
Duties and Responsibilities	Prepare lectures and teach clinical medicine content; assess student academic and clinical performance; participate in research, grant writing, and other scholarly activities; participate in professional development and active clinical practice; academic advising and record keeping; assist in clinical training and site visits; and other duties as assigned.
Justification of Position	The increase in FTE is to provide additional clinical support for an additional 10 students for Fall semester 2009 at the Boise site, which is a 50% increase in student headcount.

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**CONSENT AGENDA
APRIL 16-17, 2009**

UNIVERSITY OF IDAHO

SUBJECT

New positions and reactivations of positions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Sections II.B.3 and II.G.1.b

BACKGROUND/DISCUSSION

The University of Idaho requests approval for:

- Two (2) new positions (2.0 FTE) supported by reallocations of appropriated funds
- One (1) reactivation of position (1.0 FTE) supported by reallocation of appropriated and non-appropriated funds

IMPACT

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

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish two (2) new positions (2.0 FTE) and reactivate one (1) position (1.0 FTE) supported by appropriated and non-appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
APRIL 16-17, 2009**

NEW POSITIONS

Position Title	Assistant Swim Coach
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	May 1, 2009
Salary Range	\$25,001.60
Funding Source	Appropriated funds
New or Reallocation	Reallocation of appropriated funds
Area/Department of Assignment	Athletics/Women's Swim Team
Duties	Assist Head Swim Coach
Justification	Replacing a temporary support position

Position Title	Human Rights Compliance Assistant
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	May 1, 2009
Salary Range	\$30,014.40
Funding Source	Appropriated funds
New or Reallocation	Reallocation of appropriated funds
Area/Department of Assignment	President's Area/Office of Human Rights and Compliance
Duties	Assist Human Rights and Compliance Officer
Justification	Required by conciliation agreement with Idaho Human Rights Commission to provide clerical support to Affirmative Action Officer

REACTIVATION

Position Title	Grants/Contract Compliance Specialist
Type of Position	Classified
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	May 1, 2009
Salary Range	\$45,011.20
Funding Source	Appropriated and Non Appropriated funds
New or Reallocation	Reactivation of PCN 4090
Area/Department of Assignment	College of Natural Resources/Dean's Office
Duties	Monitor compliance of Grants and Contracts
Justification	Reactivation of position deleted after being vacant for 12 months during college reorganization

CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

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 / DISCUSSION

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 Board 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.

The last update presented to the Board was at the February 2009 Board meeting. Since that meeting, Board staff has received twenty-one (21) permits from Boise State University, seven (7) permits from Idaho State University, and six (6) permits from the University of Idaho.

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

ATTACHMENTS

List of Approved Permits by Institution

page 3

BOARD ACTION

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

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**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY February 2009 – September 2009		
EVENT	LOCATION	DATE (S)
2009 Special Olympics Founder's Reception	Double R Ranch Club Room & Loft	2/7/09
Special Olympics World Leaders Cocktails and Dinner	Double R Ranch Club Room	2/12/09
Human Rights Dinner with Rocky Anderson	SUB Lookout Room	2/16/09
Ellene Ellane in Concert	Double R Ranch Club Room	2/22/09
BSU Employee Campaign Reception	Double R Ranch Club Room	2/24/09
Harris Publishing Golf Show	Taco Bell Arena	2/27-29/09
A Midsummer Night's Dream	Morrison Center Main Hall	2/28/09
Mybullfrog.com Leadership Summit Dinner	Stueckle Sky Center	3/3/09
Zig Ziegler/Boston Scientific Staff Meeting Dinner	Stueckle Sky Center	3/4/09
ICWF Cocktail Reception and Program	Double R Ranch Club Room	3/5/09
Social Essence Adult Culture Program	Stueckle Sky Center Loft	3/6/09
Suiter Young Wedding Reception	Double R Ranch Club Room	3/7/09
Blue Cross of ID-Legislative Reception	Stueckle Sky Center Sky Line Room	3/10/09
Nat'l Assoc of Home Builders Log Home Council President's Tour	Stueckle Sky Center Sky Line Room	3/30/09
Gene Harris Pre-Concert Cocktail Party	SUB – Farnsworth	4/3/09
Foundations Academy Dinner & Auction	Double R Ranch Club Room	4/4/09
Death Cab For Cutie – Music Concert	Morrison Center Main Hall	4/26/09
Golbon Mid-Year Meeting & Buying Show Reception	Stueckle Sky Center	4/30/09
Brigadoon	Morrison Center Main Hall	5/6-9/2009
ID Victim Assistance Academy	BSU SUB Patio	6/18/09
Pro-Am Reception & Dinner	SUB Jordan Ballroom	9/14/09

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009**

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY February 2009 – May 2009		
EVENT	LOCATION	DATE (S)
Roger Williams Reception	Stephens Performing Arts Center	2/14/09
IDEEA Conference	Rendezvous Suite	3/6/09
Eastern Idaho Distinguished Humanities Lecture	Bennion Student Union/Id Falls	3/20/09
Cross Examination Debate Association	Stephens Performing Arts Center	3/23/09
Faculty Awards Reception	Performing Arts Center Rotunda	4/9/09
Idaho State Civic Symphony	Stephens Performing Arts Center	4/24/09
Spring Celebration (Honoring Alumni, Faculty & Students)	Alumni House	5/8/09

**CONSENT AGENDA – PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009**

APPROVED ALCOHOL SERVICE AT University of Idaho February 2009 –April 2009		
EVENT	LOCATION	DATE (S)
Lionel Hampton International Jazz Festival Reception	Prichard Art Gallery	2/25/09
Jazz Festival Wawawai Canyon Winery VIP Gala	Wawawai Canyon Winery	2/27/09
Major Donor Dinner	Prichard Gallery	3/4/09
Legacy of Leading Award Gala	Boise Centre on the Grove, Boise	4/2/09
Phi Beta Kappa Annual Banquet	Summit-UI Commons	4/20/09
Martin Institute Advisory Board Dinner	Silver/Gold – SUB	4/29/09

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**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PROPOSED RULE – IDAPA 08.02.03.004, RULES GOVERNING THOROUGHNESS, INCORPORATED BY REFERENCE – CONTENT STANDARDS	Motion to Approve
2a	REVISION OF SOCIAL STUDIES STANDARDS	Motion to Approve
2b	REVISION OF HEALTH STANDARDS	Motion to Approve
2c	REVISION OF PHYSICAL EDUCATION STANDARDS	Motion to Approve
2d	REVISION OF CHEMISTRY STANDARDS	Motion to Approve
2e	REVISION OF HUMANITIES STANDARDS	Motion to Approve
3	PROPOSED RULE- IDAPA 08.02.02.120, RULES GOVERNING UNIFORMITY, LOCAL DISTRICT EVALUATION POLICY	Motion to Approve
4	PROPOSED RULE CHANGE IDAPA 08.02.02.021, RULES GOVERNING UNIFORMITY, ENDORSEMENTS	Motion to Approve
5	PROPOSED RULE CHANGE TO IDAPA 08.02.02.027, RULES GOVERNING UNIFORMITY, PUPIL PERSONNEL SERVICES CERTIFICATE	Motion to Approve
5a	PROVISIONAL ENDORSEMENT- SCHOOL NURSE	Motion to Approve

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

5b	INTERIM ENDORSEMENT- SPEECH LANGUAGE PATHOLOGIST	Motion to Approve
6	PROPOSED RULE CHANGE TO IDAPA 08.02.02.004, RULES GOVERNING UNIFORMITY, INCORPORATION BY REFERENCE- ONLINE TEACHER ENDORSEMENT	Motion to Approve
7	PROPOSED CHANGE TO IDAPA 08.02.02.024, RULES GOVERNING UNIFORMITY, ENDORSEMENTS M-Z	Motion to Approve
8	PROPOSED CHANGE TO IDAPA 08.02.02.043, ALTERNATIVE AUTHORIZATION	Motion to Approve
9	APPOINTMENTS TO THE PROFESSIONAL STANDARDS COMMISSION	Motion to Approve
10	MOSCOW SCHOOL DISTRICT ADMINISTRATIVE STAFF ALLOWANCE WAIVER REQUEST	Motion to Approve
11	IDAHO STATE UNIVERSITY FULL PROGRAM REVIEW TEAM REPORT	Motion to Approve

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

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

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

SUBJECT

Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness,
Incorporated by Reference –Social Studies Standards

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness
Section 33-1612, Idaho Code

BACKGROUND

The Idaho Content Standards for Social Studies are due for revision as part of the six year curricular materials adoption cycle. Idaho Curricular Materials Adoption Process provides review and evaluation of new curricular materials for social studies in 2010.

A committee of seven teachers, an Idaho Digital Learning Academy representative, and a higher education professor were brought together to participate in the revision process over three days.

DISCUSSION

The current Idaho Content Standards for Social Studies are posted on the Board of Education website (as referenced in IDAPA 08.02.03.004) for grades K-12.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.03.004	Page 3
Attachment 2 – Idaho Content Standards for Social Studies	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the Idaho Content Standards for Social Studies as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Social Studies.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

PROPOSED RULE CHANGE IDAPA 08.02.03.004

IDAHO ADMINISTRATIVE CODE
IDAPA 08.02.03
State Board of Education
Thoroughness

Rules Governing

004. INCORPORATION BY REFERENCE.

The following codes, standards and regulations are incorporated by reference in these rules pursuant to Section 67-5229, Idaho Code. Such incorporation by reference constitutes full adoption by reference, unless expressly provided otherwise in these rules.

01. The Idaho Content Standards. The 2009 Idaho Content Standards as adopted by the State Board of Education on August 21, 2008. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of this document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (11-3-08)T()

- | | | |
|-----------|---|-----|
| a. | <u>Character Education, as revised and adopted on August 21, 2008.</u> | () |
| b. | <u>Communication:</u> | () |
| i. | <u>Speech, as revised and adopted on August 21, 2008;</u> | () |
| ii. | <u>Journalism, as revised and adopted on August 21, 2008.</u> | () |
| c. | <u>Driver Education, as revised and adopted on August 21, 2008.</u> | () |
| d. | <u>Health, as revised and adopted on April 17, 2009.</u> | () |
| e. | <u>Humanities Categories:</u> | () |
| i. | <u>Art, as revised and adopted on April 17, 2009;</u> | () |
| ii. | <u>Dance, as revised and adopted on April 17, 2009;</u> | () |
| iii. | <u>Drama, as revised and adopted on April 17, 2009;</u> | () |
| iv. | <u>Interdisciplinary, as revised and adopted on April 17, 2009;</u> | () |
| v. | <u>Music, as revised and adopted on April 17, 2009;</u> | () |
| vi. | <u>World languages, as revised and adopted on April 17, 2009.</u> | () |
| f. | <u>Language Arts, Part I: reading, as revised and adopted on August 21, 2008.</u> | () |
| g. | <u>Language Arts, Part II:</u> | () |
| i. | <u>Composition, as revised and adopted on August 21, 2008;</u> | () |
| ii. | <u>English, as revised and adopted on August 21, 2008;</u> | () |
| iii. | <u>Grammar, as revised and adopted on August 21, 2008;</u> | () |
| v. | <u>Handwriting, as revised and adopted on August 21, 2008.</u> | () |
| vi. | <u>Spelling, as revised and adopted on August 21, 2008;</u> | () |
| vii. | <u>Usage, as revised and adopted on August 21, 2008;</u> | () |
| h. | <u>Limited English Proficiency, as revised and adopted on August 21, 2008.</u> | () |
| i. | <u>Mathematics, as revised and adopted on August 21, 2008.</u> | () |
| j. | <u>Physical Education, as revised and adopted on April 17, 2009.</u> | () |
| k. | <u>Professional Technical Categories:</u> | () |
| i. | <u>Business education, as revised and adopted on August 21, 2008;</u> | () |

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

- ii. Career education and counseling, as revised and adopted on August 21, 2008; ()
- iii. Vocational/technical education, as revised and adopted on August 21, 2008. ()
- l. Psychology, as revised and adopted on August 21, 2008. ()
- m. Science, as revised and adopted on April 17, 2009. ()
- n. Social Studies, including economics, as revised and adopted on April 17, 2009. ()
- o. Sociology, as revised and adopted on August 21, 2008. ()

02. The Idaho English Language Development Standards. The Idaho English Language Development Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures. The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

04. The Idaho English Language Assessment (IELA) Achievement Standards. The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on August 10, 2006. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

05. The Idaho Standards Achievement Tests (ISAT) Achievement Standards. Achievement Standards as adopted by the State Board of Education on May 30, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

06. The Idaho Extended Content Standards. The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

07. The Idaho Alternative Assessment Extended Achievement Standards. Alternative Assessment Extended Achievement Standards as adopted by the State Board of Education on February 28, 2008. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (SD 0802)

08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired. As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at <http://www.boardofed.idaho.gov>. (4-2-08)

**IDAHO CONTENT STANDARDS
KINDERGARTEN
SOCIAL STUDIES**

Standard 1: History

Students in Kindergarten build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.1.1.1 Share stories, pictures, and music of one's own personal life, family and culture. (372.01a)
- K.SS.1.1.2 Describe how families celebrate in many different ways.
- K.SS.1.1.3 Describe how individuals have similarities and differences.
- K.SS.1.1.4 Describe how each person is special and unique within the classroom. (372.01i)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Kindergarten analyze the spatial organizations of people, places and environment on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.2.1.1 Identify the globe as a model of the earth. (378.01a)
- K.SS.2.1.2 Distinguish between land masses and water on a globe or map. (378.01b)
- K.SS.2.1.3 Identify the north and south poles on a map or globe. (378.01c)
- K.SS.2.1.4 Recognize a map of the United States of America and know it is the country in which we live. (378.01d)
- K.SS.2.1.5 Make and use a map of a familiar area. (378.01e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Kindergarten explain basic economic concepts.

Goal 3.1: Explain basic economic concepts.

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Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.3.1.1 Observe that all people have needs and wants. (376.01a)
- K.SS.3.1.2 Recognize that people have limited resources.
- K.SS.3.1.3 Describe some jobs that people do to earn money. (376.01c)

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Standard 4: Civics and Government

Students in Kindergarten build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.1.1 Name some rules and the reasons for them. (373.01c)
- K.SS.4.1.2 Discuss how groups make decisions and solve problems. (373.01b)
- K.SS.4.1.3 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue. (374.01a)
- K.SS.4.2.2 Recite the Pledge of Allegiance. (374.01b)
- K.SS.4.2.3 Describe holidays and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr. ~~Day~~^{Birthday}, Independence Day, and Presidents' Day. (371.01a, 372.01b)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Kindergarten, the student will be able to:

- K.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives. (375.01a)

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K.SS.4.3.2 Identify ways to be helpful to family and school. (374.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Kindergarten build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Kindergarten, the student will be able to:

K.SS.5.1.1 Name family traditions that came to America from other parts of the world.
(372.01f)

**IDAHO CONTENT STANDARDS
GRADE 1
SOCIAL STUDIES**

Standard 1: History

Students in Grade 1 build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood. (388.01a)
- 1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past. (386.01b)
- 1.SS.1.1.3 Use timelines to show personal and family history. (382.01d)
- 1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past. (388.01f)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 1 analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.2.1.1 Explain what maps and globes represent and how they are used. (394.01a)
- 1.SS.2.1.2 Use directions on a map: East, West, South, and North. (394.01b)
- 1.SS.2.1.3 Identify legends and keys on maps. (394.01c)
- 1.SS.2.1.4 Identify continents and large bodies of water on a globe or a map. (394.01d)
- 1.SS.2.1.5 Name and locate continent, country, state, and community in which the class lives. (394.01e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.2.2.1 Describe ways people adjust to their environment. (394.02a)
- 1.SS.2.2.2 Identify the ways people modify their environment.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives *in-the-course* at this grade level

Standard 3: Economics

Students in Grade 1 explain basic economic concepts and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.3.1.1 Identify the basic needs of people such as food, clothing, and shelter. (392.01a)
- 1.SS.3.1.2 Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. (392.01b)
- 1.SS.3.1.3 Name things that people may want but do not need and explain the difference. (392.01c)
- ~~1.SS.3.1.4 Identify ways to save money for future needs and wants. (392.01d)~~

Goal 3.2: Identify different influences on economic systems.

No objectives at this grade level

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

~~No objectives at this grade level~~

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.3.4.1 Identify ways to save money for future needs and wants. (392.01d)

Standard 4: Civics and Government

Students in Grade 1 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.1.1 Explain why rules are necessary at home and school. (389.01c)
- 1.SS.4.1.2 Create rules and ~~Explain~~ explain why rules must be applied fairly. (391.01b)
- 1.SS.4.1.3 Discuss how groups make decisions and solve problems, such as voting and consensus. (389.01b, 391.01d)
- 1.SS.4.1.4 Identify personal traits, such as courage, honesty, and responsibility.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.2.1 Identify the significance of symbols in the United States. (389.01a)
- 1.SS.4.2.2 Recite the Pledge of Allegiance.
- 1. 1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States. (371.01a, 372.01b)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.4.3.1 Identify individuals who are helpful to people in their everyday lives.
- 1.SS.4.3.2 Name some responsibilities that students have at home and school. (391.01c)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 1 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 1, the student will be able to:

- 1.SS.5.1.1 Compare family life in other parts of the world. (388.01e)
- 1.SS.5.1.2 Discuss family structures and daily routines of various cultures around the world. (388.01e)

**IDAHO CONTENT STANDARDS
GRADE 2
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01a)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01a)
- 2.SS.2.1.2 State the cardinal directions and how to use the compass rose. (410.01b)
- 2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place. (410.01c)
- 2.SS.2.1.4 Illustrate that boundary lines separate states. (410.01d)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)
- 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 2 explain basic economic concepts, ~~and~~ identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.3.1.1 Identify wants and needs of all families. (408.01a)
- 2.SS.3.1.2 Define income and identify different ways to earn and save. (408.01b)
- 2.SS.3.1.3 Identify the difference between goods and services. (408.01c)
- 2.SS.3.1.4 ~~Explain~~ Identify the differences between producers and consumers. (408.01d)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.3.2.1 Explain how natural resources affect economic activities in the local community. (409.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

~~No objectives at this grade level~~

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.3.4.1 Identify reasons people save.

Standard 4: Civics and Government

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.1.1 Explain why rules are necessary at home and school. (407.01c)
- 2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school. (407.01b)
- 2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

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Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01c)
- 2.SS.4.2.2 Tell the meaning of the Pledge of Allegiance. (405.01c)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.3.1 Identify characteristics of good citizenship, such as courage, honesty, and responsibility. (407.01d)
- 2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship. (407.01d)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world.
- 2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b)

**IDAHO CONTENT STANDARDS
GRADE 3
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 3 build an understanding of the cultural and social development of the United States and trace the role of migration and immigration of people in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)
- 3.SS.1.1.2 Investigate the history of your community.
- 3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)
- 3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a)
- 3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b)
- 3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 3 analyze the spatial organizations of people, places, and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)
- 3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)
- 3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)
- 3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d)
- 3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a)
- 3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b)
- 3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 3 explain basic economic concepts, ~~and~~ identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance .

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)
- 3.SS.3.1.2 Explain the difference between public and private property. (424.01c)
- ~~3.SS.3.1.3 Describe the purposes and benefits of savings. (424.01d)~~

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b)

Goal 3.3: Analyze the different types of economic institutions.

~~No objectives at this grade level~~

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.3.1 Explain the purpose of a bank.

Goal 3.4: Explain the concepts of good personal finance.

~~No objectives at this grade level~~

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.3.4.1 Describe the purposes and benefits of savings. (424.01d)

Standard 4: Civics and Government

Students in Grade 3 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.1.1 Explain why communities have laws. (423.01c)
- 3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)
- 3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a)
- 3.SS.4.2.2 Tell how local government officials are chosen, e.g., election, appointment.
- 3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 3 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 3, the student will be able to:

- 3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.
- 3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)

**IDAHO CONTENT STANDARDS
GRADE 4
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 4 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.1.1.1 Describe ways that cultural groups influenced and impacted each other. (436.01b)
- 4.SS.1.1.2 Explain the role of missionaries in the development of Idaho. (436.01a)

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho. (433.01c)
- 4.SS.1.2.2 Describe the role of the discovery of gold and other minerals in the settlement of Idaho. (433.01d)
- 4.SS.1.2.3 Analyze and describe the immigrant experience in Idaho
- 4.SS.1.2.4 Analyze and describe how the westward expansion impacted the American Indians in Idaho.

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.1.3.1 Identify American Indian tribes in Idaho: Coeur d'Alene, Kootenai, Shoshone-Bannock, Nez Perce, and Shoshone-Paiute Tribes and current reservation boundaries.
- 4.SS.1.3.2 Discuss that although there are five federally recognized tribes in Idaho, there are many others in the state.
- 4.SS.1.3.3 Identify characteristics of American Indian tribes and other cultural groups in Idaho.
- 4.SS.1.3.4 Compare and contrast how Idaho American Indian life today differs from the life of these same groups many years ago.
- 4.SS.1.3.5 Identify how American Indian tribes in Idaho governed themselves.
- 4.SS.1.3.6 Describe American Indian cultural materials and their use in everyday life.
- 4.SS.1.3.7 Identify current issues related to American Indians in present day Idaho.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 4 analyze the spatial organizations of people, places and environment on the earth's surface and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.2.1.1 Use geographic skills to collect, analyze, interpret, and communicate data. (442.01a)
- 4.SS.2.1.2 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian. (442.01b)
- 4.SS.2.1.3 Use a number/letter grid to find specific locations on a map of Idaho. (442.01c)
- 4.SS.2.1.4 Describe the physical regions of Idaho and identify major natural resources.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.2.3.1 Analyze past and present settlement patterns in Idaho. (442.02a)
- 4.SS.2.3.2 Discuss the impact of settlement in Idaho on American Indian tribal lands, such as aboriginal and/or ceded territories, and the Treaties of 1855 and 1863.
- 4.SS.2.3.3 Identify the geographic features of Idaho and explain their impact on settlement. (442.02b)
- 4.SS.2.3.4 Compare and contrast: city/suburb/town, urban/rural, farm/factory, and agriculture/industry. (442.02c)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 4 explain basic economic concepts, ~~and~~ identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.3.1.1 Compare how American Indians and early settlers met their basic needs of food, shelter and water. (440.01a)
- 4.SS.3.1.2 Explain the concepts of supply and demand and scarcity. (440.01b)
- 4.SS.3.1.3 Explain the concepts of specialization and division of labor. (440.01c)
- 4.SS.3.1.4 Identify goods and services in early Idaho settlements. (440.01d)
- 4.SS.3.1.5 Explain the concept of public and private property in the development of Idaho. (440.01e)

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.3.2.1 Describe examples of technological innovations in relation to economic growth in Idaho. (441.01a)
- 4.SS.3.2.2 Describe how geographic features of Idaho have determined the economic base of Idaho's regions. (441.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.3.4.1 Define entrepreneurship and identify reasons for starting a business.

Standard 4: Civics and Government

Students in Grade 4 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within state and tribal governments.
- 4.SS.4.1.2 Explain that rules and laws can be used to protect rights, provide benefits, and assign responsibilities.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.2.1 Explain the significance of Idaho symbols. (438.01b)
- 4.SS.4.2.2 Describe the difference between state, local, and tribal governments. (438.01c)
- 4.SS.4.2.3 Identify and explain the basic functions of state and tribal governments.
- 4.SS.4.2.4 Identify the three branches of state government and explain the major responsibilities of each. (438.01d)
- 4.SS.4.2.5 Discuss current governmental organization of American Indian tribes in Idaho.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.4.3.1 Name elected state representatives at the legislative and executive branches.
- 4.SS.4.3.2 Explain ways to contact elected state representatives. (439.01b)
- 4.SS.4.3.3 Identify ways people can monitor and influence the decisions and actions of their state and tribal governments. (439.01a)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 4, the student will be able to:

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- 4.SS.4.4.1 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (430.01a)

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 4 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 4, the student will be able to:

- 4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various ~~other~~ parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.
- 4.SS.5.1.2 Discuss ~~Investigate~~ the ~~contributions and~~ challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various ~~different~~ parts of the world. (433.01c)
- 4.SS.5.1.3 Identify Idaho's role in the global economy.

**IDAHO CONTENT STANDARDS
GRADE 5
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States. ~~and analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.~~

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America. ~~at American Indians were established societies before the coming of the European settlers.~~ (452.01d)
- ~~5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. (452.01a)~~
- 5.SS.1.1.3~~2~~ Discuss significant individuals who have been responsible for bringing about ~~political~~ cultural and social changes in the United States. (452.01b)
- 5.SS.1.1.4~~3~~ Identify and explain influential political and cultural groups and their impact ~~throughout~~ on American history. (452.01c)
- 5.SS.1.1.5~~4~~ Identify different examples of how religion has been an important influence in American history. (452.01e)
- 5.SS.1.1.6~~5~~ Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.
- 5.SS.1.1.7~~6~~ Discuss the causes and effects of various compromises and conflicts in American history.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a)
- ~~5.SS.1.2.2 Explain what indentured servants were and how they participated in the early life of the United States. (449.01b)~~
- 5.SS.1.2.3~~2~~ Explain the history of indentured servitude and the slave trade in the United States. (449.01c)
- 5.SS.1.2.4~~3~~ Analyze and discuss the motives of the major groups who participated in ~~the~~ western expansion ~~by leaving the East and heading west.~~ (449.01d)

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- 5.SS.1.2.5-4 Discuss the significant American Indian groups encountered in ~~the~~ western expansion ~~Movement~~. (449.01e)
- 5.SS.1.2.6-5 Discuss the significant individuals who took part in ~~the~~ western expansion. (449.01f)
- 5.SS.1.2.6 Describe the impact of technological advances ~~to~~ on westward expansion. ~~American society during the Industrial Revolution~~. (450.01b)

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.
- 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.
- 5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
- That both parties to treaties were sovereign powers.
 - That Indian tribes had some form of transferable title to the land.
 - That acquisition of Indian land was solely a government matter not to be left to individual colonists.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

~~Objective(s): By the end of Grade 5, the student will be able to:~~

- ~~5.SS.1.4.1 Describe the impact of technological advances to American society during the Industrial Revolution. (450.01b)~~

No objectives at this grade level

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface. ~~and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.~~

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a)
- 5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)
- 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

~~**Objective(s): By the end of Grade 5, the student will be able to:**~~

- ~~5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a)~~

No objectives at this grade level

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level

Standard 3: Economics

Students in Grade 5 explain basic economic concepts, ~~and~~ identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:

- ~~5.SS.3.1.1 Identify economic reasons for exploration and colonization. (456.01a)~~
- ~~5.SS.3.1.2 Describe how conservation of natural resources is important. (456.01b)~~
- 5.SS.3.1.31 Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01c)
- 5.SS.3.1.42 Explain the concepts of tariffs, ~~and~~ taxation, and embargo.
- 5.SS.3.1.3 Describe the basic characteristics of a market.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.4.1 Identify economic incentives for entrepreneurship.
- 5.SS.3.4.2 Explain the impact of taxation on personal finance.

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
- 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)
- 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)
- 5.SS.4.1.4 Identify the basic concepts of the United States Constitution and Bill of Rights, such as protect individual rights and promote the common good describes how

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the government is organized and that the United States Constitution is the supreme law of the land. (453.01e)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b)
- 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.3.1 Name the President and Vice President of the United States and the United States senators and congressional representatives from Idaho.
- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a)
- 5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.4.1 Explain how ~~that~~ the United States is a democratic republic. (453.01f)
- 5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today's United States. (447.01b)
- 5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a)

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:

- 5.SS.5.1.1 Explain how ~~that~~ the world is divided into many different nations and that each has its own government.
- 5.SS.5.1.2 Define *State* ~~that~~ a nation *consists of its territory, people, laws, and government.*
- 5.SS.5.1.3 Explain how ~~that~~ the United States is one nation and how it interacts with other nations in the world.

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- 5.SS.5.1.4 Discuss how ~~why it is important that~~ nations try to resolve problems peacefully.
- 5.SS.5.1.5 Identify the role of the United States in a global economy.

**IDAHO CONTENT STANDARDS
GRADE 6-9
GEOGRAPHY-WESTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.6: Explain the rise of human civilization.

No objectives in Geography–Western Hemisphere

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Western Hemisphere

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

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- 6-9.GWH.1.8.1 Describe the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.
- 6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.
- 6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.
- 6-9.GWH.1.8.4 ~~Recognize historical perspective by identifying the context in which events occurred.~~ Explain how and why events may be interpreted differently according to the points of view of participants and observers.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Western Hemisphere

Standard 2: Geography

Students in Geography–Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth’s surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth’s surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.

Objective(s): By the end of Geography–Western Hemisphere, the student will be able to:

- 6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)
- 6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of ~~locational~~ technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- 6-9.GWH.2.1.3 Use mental maps to answer geographic questions ~~and to analyze how they reflect an individual’s attitude toward places.~~ (469.01b)
- 6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Geography–Western Hemisphere, the student will be able to:

- 6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)
- 6-9.GWH.2.2.2 Locate, ~~and~~ map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions. ~~Describe the characteristics of each and explain how they differ.~~

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- 6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate. (469.03a)
- 6-9.GWH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere.
- 6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.
- 6-9.GWH.2.3.3 ~~Describe major cultural characteristics of regions in the Western Hemisphere.~~ Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns which have occurred over time. (469.04b)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.4.1 ~~Describe major cultural characteristics of regions in the Western Hemisphere. Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)~~
- 6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity. (469.04c)
- 6-9.GWH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.
- ~~6-9.GWH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)~~
- 6-9.GWH.2.5.32 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere. (469.05c)
- 6-9.GWH.2.5.43 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06c)
- 6-9.GWH.2.5.54 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.

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- 6-9.GWH.2.5.65 Explain how human-induced changes in the physical environment in one place cause changes in another place such as acid rain, deforestation, air and water pollution.(469.05b)

Standard 3: Economics

Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in Geography–Western Hemisphere

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.3.1.1 Define scarcity and its impact on decision making such as trade and settlement.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.
- 6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography–Western Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography–Western Hemisphere

Standard 4: Civics and Government

Students in Geography-Western Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Western Hemisphere

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Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Western Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Western Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Western Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.5.1.1 ~~Discuss how social institutions influence behavior in different societies in the Western Hemisphere.~~ Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.
- 6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.
- 6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.

**IDAHO CONTENT STANDARDS
GRADE 6-9
GEOGRAPHY-EASTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.6: Explain the rise of human civilization.

No objectives in Geography–Eastern Hemisphere

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Eastern Hemisphere

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

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- 6-9.GEH.1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Sahara Africa.
- 6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
- 6-9.GEH.1.8.3 ~~Identify various colonial powers in the Eastern Hemisphere.~~ Compare various approaches to European colonization in the Eastern Hemisphere.
- 6-9.GEH.1.8.4 ~~Recognize historical perspective by identifying the context in which events occurred.~~ Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- ~~6-9.GEH.1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia. (469.06f)~~

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Eastern Hemisphere

Standard 2: Geography

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)
- 6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of ~~locational~~ technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- 6-9.GEH.2.1.3 Use mental maps to answer geographic questions ~~and to analyze how they reflect an individual's attitude toward places.~~ (469.01b)
- 6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

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- 6-9.GEH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)
- 6-9.GEH.2.2.2 Locate, ~~and~~ map, and describe the climate regions of the Eastern Hemisphere. ~~Describe the characteristics of each and explain how they differ.~~ and their impact on human activity and living conditions.
- 6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a)
- 6-9.GEH.2.2.4 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion). (469.03c)
- 6-9.GEH.2.2.5 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere.
- 6-9.GEH.2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere.
- 6-9.GEH.2.3.3 ~~Compare major cultural characteristics of regions in the Eastern Hemisphere.~~ Identify patterns of population distribution and growth in the Eastern Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.
- 6-9.GEH.2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (469.04c)
- 6-9.GEH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.
- 6-9.GEH.2.5.2 ~~Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)~~

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- 6-9.GEH.2.5.32 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c)
- 6-9.GEH.2.5.43 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (469.06c)
- 6-9.GEH.2.5.54 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.
- 6-9.GEH.2.5.65 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation. (469.05b)

Standard 3: Economics

Students in Geography-Eastern Hemisphere explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in Geography–Eastern Hemisphere

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.3.1.1 Define scarcity and its impact on decision making such as trade and settlement.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 6-9.GEH.3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.
- 6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.
- 6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.
- 6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography–Eastern Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography–Eastern Hemisphere

Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Eastern Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Eastern Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Eastern Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Eastern Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
- 6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries.

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.
- 6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.

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- 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.
- 6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.

**IDAHO CONTENT STANDARDS
GRADE 6-9
WORLD HISTORY AND CIVILIZATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in World History and Civilization

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in World History and Civilization

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in World History and Civilization

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in World History and Civilization

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in World History and Civilization

Goal 1.6: Explain the rise of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- | | |
|---------------|---|
| 6-9.WHC.1.6.1 | Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. (462.01a) |
| 6-9.WHC.1.6.2 | Using archaeological evidence, and Describe the characteristics of early hunter-gatherer communities. (462.01b) |
| 6-9.WHC.1.6.3 | Analyze the characteristics of early civilizations. |

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop. (462.04a)
- 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Ages ~~Medieval~~, Early-Modern, and Modern European societies and civilizations. (462.04b)

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05b)
- 6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.
- 6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.

Goal 1.9: Identify the role of religion in the development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07c)
- 6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization. (462.07a)
- 6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order. (462.07b)
- 6-9.WHC.1.9.4 Describe why ~~how~~ different religious beliefs were sources of conflict.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.1.1 ~~Locate places on maps using latitude and longitude systems and compass directions. (463.01a)~~ Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.

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~~6-9.WHC.2.1.2 — Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries. (463.01b)~~

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives in World History and Civilization

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.3.1 Identify main reasons for major migrations of people. (463.03a)
- 6-9.WHC.2.3.2 Explain how climate affects human migration and settlement. (463.03b)
- 6-9.WHC.2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. (463.03c)
- 6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03d)

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of World History and Civilization, the student will be able to:

- ~~6-9.WHC.2.4.1 — Compare and contrast physical features on the planet. (463.02a)~~
- 6-9.WHC.2.4.2 Explain the impact of waterways on civilizations. (463.02b)
- ~~6-9.WHC.2.4.3 — Identify the characteristics of significant early civilization. (463.02c)~~

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups. (463.04a)
- 6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources. (463.04b)
- 6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04c)
- 6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy ~~and productive~~ environment ~~for future generations~~. (463.04d)

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.3.1.1 Explain how historically people have relied on their natural resources to meet their needs. (465.01b)

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| 6-9.WHC.3.1.2 | List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. (465.01c) |
| 6-9.WHC.3.1.3 | Analyze the role of money as a means of exchange. (465.02a) |
| 6-9.WHC.3.1.4 | Describe alternative means of exchange. (465.02b) |

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of World History and Civilization, the student will be able to:

- | | |
|---------------|--|
| 6-9.WHC.3.2.1 | Analyze the impact of economic growth on European society. (465.03a) |
| 6-9.WHC.3.2.2 | Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems. |
| 6-9.WHC.3.2.3 | Identify influential economic thinkers and the impact of their philosophies. |
| 6-9.WHC.3.2.4 | Identify important economic organizations that have influenced economic growth. |

Goal 3.3: Analyze the different types of economic institutions.

No objectives in World History and Civilization

Goal 3.4: Explain the concepts of good personal finance.

No objectives in World History and Civilization

Standard 4: Civics and Government

Students in World History and Civilization build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in World History and Civilization

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in World History and Civilization

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in World History and Civilization

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of World History and Civilization, the student will be able to:

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- 6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization. (462.05d)
- 6-9.WHC.4.4.2 Analyze the various political influences *philosophies* which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.
- 6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. (464.02a)

Goal 4.5: Build an understanding of comparative government.

No objectives in World History and Civilization

Standard 5: Global Perspectives

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.
- 6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II, including the Holocaust; and the Cold War.
- 6-9.WHC.5.1.3 Evaluate why peoples unite for political, economic, and humanitarian reasons.

**IDAHO CONTENT STANDARDS
GRADE 6-12
U.S. HISTORY I**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.1.1 Compare and contrast the different cultural and social influences that emerged in the North American colonies. (479.01a)
- 6-12.US1.1.1.2 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War. (479.01b)
- 6-12.US1.1.1.3 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society. (479.01c)
- 6-12.US1.1.1.4 Discuss the causes and effects of various compromises and conflicts in American history such as the American Revolution, Civil War and Reconstruction.
- 6-12.US1.1.1.5 Compare and contrast early cultures and settlements that existed in North America prior to European contact.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.1.2.1 Analyze the religious, political, and economic motives of European immigrants who came to North America. (476.01a)
- 6-12.US1.1.2.2 Explain the motives and consequences for the involuntary immigration to North America. (476.01b)
- 6-12.US1.1.2.3 Analyze the concept of Manifest Destiny and its impact on American Indians and the development of the United States. (476.01d)

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

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- 6-12.USH1.1.3.1 Trace federal policies and treaties such as removal, reservations, and allotment throughout history that have impacted contemporary American Indians.
- 6-12.USH1.1.3.2 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
- 6-12.USH1.1.3.3 Discuss the resistance of American Indians to assimilation.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.1.4.1 Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people in the development the United States. (477.01a)
- 6-12.USH1.1.4.2 Explain how the development of various modes of transportation increased economic prosperity and promoted national unity. (477.01b)

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.1.5.1 Examine the development of diverse cultures in what is now the United States. (475.01a)
- 6-12.USH1.1.5.2 Identify significant countries and their roles and motives in the European exploration of the Americas. (475.01b)
- 6-12.USH1.1.5.3 Analyze and describe the interactions between native peoples and the European explorers. (475.01c)
- 6-12.USH1.1.5.4 Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century. (475.01d)
- 6-12.USH1.1.5.5 Explain the United States territorial expansion between 1801 and 1861 and identify internal and external conflicts. (475.01e, f)

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History I

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History I

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History I

Goal 1.9: Identify the role of religion in the development of human civilization.

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No objectives in U.S. History I

Standard 2: Geography

Students in U.S. History I analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, and trace the migration and settlement of human populations on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USI1.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History I, the student will be able to:

- ~~6-12.USI1.2.2.1 Explain ways in which people responded to their physical environment in the early national history of the United States. (485.03a)~~
- 6-12.USI1.2.2.2 1 Analyze ways in which the physical environment affected political and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USI1.2.3.1 Describe Pre-Columbian migration to the Americas.
- 6-12.USI1.2.3.~~2~~ 2 Illustrate westward migration across North America.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History I

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History I

Standard 3: Economics

Students in U.S. History I explain basic economic concepts, ~~and~~ identify different influences on economic systems, and analyze the different types of economic institutions.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History I, the student will be able to:

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- 6-12.USH1.3.1.1 Describe the economic characteristics of mercantilism ~~colonialism~~. (483.01a)
- 6-12.USH1.3.1.2 Compare the economic development of the North with the South.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.3.2.1 Describe the emergence and evolution of a market economy.
- 6-12.USH1.3.2.2 Analyze the role of government policy in the early economic development of the United States. (484.01b)

Goal 3.3: Analyze the different types of economic institutions.

No objectives in U.S. History I

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

Goal 3.4: Explain the concepts of good personal finance.

No objectives in U.S. History I

Standard 4: Civics and Government

Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.USH1.4.1.1 Trace the development of constitutional democracy in the United States, such as the Mayflower Compact, colonial assemblies, Bacon's Rebellion. (480.01.a)
- 6-12.USH1.4.1.2 Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, Articles of Confederation, and the United States Constitution. (480.01b)
- 6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections. (480.01d)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

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Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.2.1 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a)
- 6-12.US1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system. *the United States*. (481.01b)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.3.1 Provide and evaluate examples of social and political leadership in early American history. (474.01d)
- 6-12.US1.4.3.2 Describe ways in which citizens participated in early American public life. (482.01c)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual/political rights. (474.01e)

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History I

Standard 5: Global Perspectives

Students in U.S. History I build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History I, the student will be able to:

- 6-12.US1.5.1.1 Explain the significance of principale policies and events in the United States' relations with the world, such as the War of 1812, Monroe Doctrine, and Mexican and Spanish American Wars.
- 6-12.US1.5.1.2 Evaluate the major foreign policy positions that have characterized the United States' relations with the world, such as isolationism and imperialism.
- 6-12.US1.5.1.3 Analyze how ~~the use of the~~ national interest ~~as a criterion for~~ shaping foreign policy

**IDAHO CONTENT STANDARDS
GRADE 9-12
U.S. HISTORY II**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society. (498.01a)
- 9-12.US2.1.1.2 Discuss the causes and effects of various compromises and conflicts in American history.
- 9-12.US2.1.1.3 Analyze significant movements for social change.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.2.1 Identify motives for continued immigration to the United States. (495.01a)
- 9-12.US2.1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups. (495.01b)
- 9-12.US2.1.2.3 Discuss the causes and effects of 20th century migration and settlement patterns.

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.
- 9-12.US2.1.3.2 Discuss the resistance of American Indians to assimilation.
- 9-12.US2.1.3.3 Explain the influences of American Indians to the history and culture of the United States.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19th century. (496.01a)
- 9-12.US2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement. (496.01b)
- 9-12.US2.1.4.3 Analyze the political and social responses to industrialization. (496.01c)
- 9-12.US2.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society. (496.01e)
- 9-12.US2.1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (496.01f)

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.1.5.1 Describe the factors that contributed to the expansion of the United States. (494.01d)

Goal 1.6: Explain the rise of human civilization.

No objectives in U.S. History II

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in U.S. History II

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in U.S. History II

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in U.S. History II

Standard 2: Geography

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface, and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. ~~and trace the migration and settlement of human populations on the earth's surface.~~

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Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of U.S. History II, the student will be able to:

- ~~9-12.US2.2.2.1 Explain ways in which people responded to their physical environment in the development and emergence of the modern United States. (485.03a)~~
- 9-12.US2.2.2.1.2 Analyze ways in which the physical environment affected political and economic development.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

~~**Objective(s): By the end of U.S. History II, the student will be able to:**~~

- ~~9-12.US2.2.3.1 Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.~~

No objectives in U.S. History II

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives in U.S. History II

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives in U.S. History II

Standard 3: Economics

Students in U.S. History II explain basic economic concepts, ~~and~~ identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.3.1.1 Describe the emergence of the modern corporation.
- 9-12.US2.3.1.2 Describe the development of a consumer economy.
- 9-12.US2.3.1.3 Analyze the role of the modern United States in the global economy.

Goal 3.2: Identify different influences on economic systems.

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Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.3.2.1 Analyze the role of government policy in the economic development of the modern United States. (484.01b)

Goal 3.3: Analyze the different types of economic institutions.

~~No objectives in U.S. History II~~

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.

Goal 3.4: Explain the concepts of good personal finance.

~~—No objectives in U.S. History II~~

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.3.3.1 Analyze how economic conditions affect personal finance.

Standard 4: Civics and Government

Students in U.S. History II build an understanding of the organization and formation of the American system of government, build an understanding that all people in the United States have rights and assume responsibilities, and build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in U.S. History II

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

~~No objectives in U.S. History II~~

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.4.2.1 Analyze the relationship between the three federal branches of government.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*. (490.01b, c)
- 9-12.US2.4.3.2 Provide and evaluate examples of social and political leadership in American history. (490.01e)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.4.4.1 Trace the development and expansion of political, civil, and economic rights. (490.01b, c)

Goal 4.5: Build an understanding of comparative government.

No objectives in U.S. History II

Standard 5: Global Perspectives

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of U.S. History II, the student will be able to:

- 9-12.US2.5.1.1 Compare competing belief systems of the 20th century, including communism, totalitarianism, isolationism, and internationalism.
- 9-12.US2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.
- 9-12.US2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and Middle East. (497.01d, e, f, g, h)
- 9-12.US2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze ~~what~~ its leadership role ~~is~~ in the world today. (497.01e)

**IDAHO CONTENT STANDARDS
GRADE 9-12
AMERICAN GOVERNMENT**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in American Government build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

~~No goals or objectives in American Government~~

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.1.1.1 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791). (503.01e)
- 9-12.G.1.1.2 Analyze important events responsible for bringing about political changes in the United States.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in American Government

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in American Government

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in American Government

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in American Government

Goal 1.6: Explain the rise of human civilization.

No objectives in American Government

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in American Government

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in American Government

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in American Government

Standard 2: Geography

No goals or objectives in American Government

Standard 3: Economics

Students in American Government identify different influences on economic systems.

~~No goals or objectives in American Government~~

Goal 3.1: Explain basic economic concepts.

No objectives in American Government

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of American Government, the student will be able to:

9-12.G.3.2.1 Analyze the economic impact of government policy.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in American Government

Goal 3.4: Explain the concepts of good personal finance.

No objectives in American Government

Standard 4: Civics and Government

Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.1.1 Describe the origins of constitutional law in western civilization, including the natural rights philosophy, Magna Carta (1215), common law, and the Bill of Rights (1689) in England. (503.01a, c)
- ~~9-12.G.4.1.2 Describe historical milestones that led to the creation of limited government in the United States, such as the Declaration of Independence (1776), Articles of Confederation (1781), state constitutions and charters, United States Constitution (1787), and the Bill of Rights (1791) in the United States. (503.01e)~~
- 9-12.G.4.1.32 Analyze the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution and Amendments. (503.01b)
- 9-12.G.4.1.43 Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (503.01c)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.2.1 Identify the three branches of federal government, their powers, and responsibilities. (504.01a)
- 9-12.G.4.2.2 Explain the functions, powers, interactions, and relationships among federal, state, local, and tribal governments. (504.01b)
- 9-12.G.4.2.3 Analyze and explain sovereignty and the treaty/trust relationship the United States has with American Indian tribes with emphasis on Idaho, such as hunting and fishing rights, and land leasing. (504.01d)
- 9-12.G.4.2.4 Analyze the role of political parties and other political organizations and their impact on the American system of government. (504.01e)
- 9-12.G.4.2.5 Explain the electoral process at each level of government. (506.01c)
- 9-12.G.4.2.6 Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights. (506.01d)

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- 9-12.G.4.3.2 Explain the implications of dual citizenship with regard to American Indians.
- 9-12.G.4.3.3 Identify the ways in which citizens can participate in the political process at the local, state, and national level. (506.01b)
- 9-12.G.4.3.4 Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court, including *Gideon v. Wainwright*, *Miranda v. Arizona*. (490.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of American Government, the student will be able to:

- 9-12.G.4.4.1 Analyze the struggles for the extension of civil rights. (490.01c)
- 9-12.G.4.4.2 Analyze and evaluate states' rights disputes past and present. (490.01d)
- 9-12.G.4.4.3 Provide and evaluate examples of the role of leadership in the changing relationship among the branches of American government. (490.01e)
- 9-12.G.4.4.4 Discuss how the interpretation and application of the United States Constitution has evolved.

Goal 4.5: Build an understanding of comparative government.

No objectives in American Government

Standard 5: Global Perspectives

Students in American Government build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of American Government, the student will be able to:

- ~~9-12.G.5.1.1 — Compare different forms of government, such as presidential with parliamentary, unitary with federal, democracy with dictatorship.~~
- 9-12.G.5.1.21 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian. (505.01c)
- 9-12.G.5.1.32 Describe the characteristics of United States foreign policy and how it has been created ~~made~~ and implemented over time. (505.01a)
- 9-12.G.5.1.43 Identify and evaluate the role of the United States in international organizations and agreements, such as the United Nations, NAFTA, and ~~the~~ humanitarian organizations ~~International Red Cross~~. (505.01b)

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IDAHO CONTENT STANDARDS

GRADE 9-12

ECONOMICS

Students are expected to know content and apply skills from previous grades.

Standard 1: History

No goals or objectives in Economics

Students in Economics analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Economics

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Economics

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Economics

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

Objective(s): By the end of Economics, the student will be able to:

9-12.E.1.4.1 Analyze the impact of events such as wars, industrialization, and technological developments on the business cycle.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Economics

Goal 1.6: Explain the rise of human civilization.

No objectives in Economics

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Economics

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives in Economics

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Economics

Standard 2: Geography

No goals or objectives in Economics

Standard 3: Economics

Students in Economics explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Economics, the student will be able to ~~do~~:

- 9-12.E.3.1.1 Define scarcity and explain its implications in decision making. (510.01a)
- 9-12.E.3.1.2 Identify ways in which the interaction of all buyers and sellers influence prices. (510.01b)
- 9-12.E.3.1.3 Identify how ~~the~~ incentives ~~that~~ determine what is produced and distributed in a competitive market system. (510.01d)
- 9-12.E.3.1.4 Describe the factors of production.
- 9-12.E.3.1.5 Create and interpret graphs that model economic concepts.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Economics, the student will be able to ~~do~~:

- 9-12.E.3.2.1 Compare and contrast the characteristics of different economic systems. (510.01f)
- 9-12.E.3.2.2 Explain and illustrate the impact of economic policies and decisions made by governments, businesses, and individuals. (512.01b)

Goal 3.3: Analyze the different types of economic institutions.

Objective(s): By the end of Economics, the student will be able to ~~do~~:

- 9-12.E.3.3.1 Explain the characteristics of various types of business and market structures. (513.01a)
- 9-12.E.3.3.2 Describe the elements of entrepreneurship and the characteristics of successful businesses. (513.01b)
- 9-12.E.3.3.3 Identify the role of the financial markets and institutions. (513.01c)
- 9-12.E.3.3.4 Explain the purposes of labor unions. (513.01e)
- 9-12.E.3.3.5 Explain the difference between monetary policy and fiscal policy.

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- 9-12.E.3.3.6 Analyze the various parts of the business cycle and its effect on the economy.

Goal 3.4: Explain the concepts of good personal finance.

Objective(s): By the end of Economics, the student will be able to ~~do~~:

- 9-12.E.3.4.1 Examine and apply the elements of responsible personal fiscal management, such as budgets, interest, investment, credit, and debt. (514.01a)
- 9-12.E.3.4.2 Identify and evaluate sources and examples of consumers' responsibilities and rights. (514.01b)
- 9-12.E.3.4.3 Discuss the impact of taxation as applied to personal finances. (514.01c)

Standard 4: Civics and Government

Students in Economics build an understanding of the organization and formation of the American system of government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Economics

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Economics, the student will be able to:

- 9-12.E.4.2.1 Explain the basic functions of government in a mixed economic system. (512.01c)
- 9-12.E.4.2.2 Identify laws and policies adopted in the United States to regulate competition. (512.01c)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Economics

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Economics

Goal 4.5: Build an understanding of comparative government.

No objectives in Economics

Standard 5: Global Perspectives

Students in Economics build an understanding of multiple perspectives and global interdependence.

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Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Economics, the student will be able to:

- 9-12.E.5.1.1 Describe the involvement of the United States in international economic organizations and treaties, such as GATT, ~~NAFTA~~ IMF, and the WTO. (505.01b)
- 9-12.E.5.1.2 Analyze global economic interdependence and competition.
- 9-12.E.5.1.3 Apply economic concepts to explain the role of imports/exports both nationally and internationally. (510.01g)

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SUBJECT

Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness,
Incorporated by Reference –Health Education Standards

APPLICABLE STATUTE, RULE, OR POLICY

Rules of the Board Governing Thoroughness, IDAPA 08.02.03.004.
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Content Standards for Health Education are due for revision as part of the six year curricular materials adoption cycle. Idaho Curricular Materials Adoption Process provides review and evaluation of new curricular materials for health education in 2010.

Approximately twenty-five health educators representing K-Postsecondary education participated in the writing process for revision of the Idaho health education standards to more closely align to the National Health Education Standards.

ATTACHMENTS

Attachment 1 –Idaho Content Standards for Health Education

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the Idaho Content Standards for Health Education as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Health Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO CONTENT STANDARDS
HEALTH EDUCATION
Kindergarten to Grade 2

Standard 1: Healthy Lifestyles

Goal 1.1: Acquire the essential skills to lead a healthy life.

Kindergarten

- ~~K.H.1.1.1 Describe exercise. (769.01.a)~~
- ~~K.H.1.1.2 Recognize the role of germs in spreading disease. (769.01.b)~~
- ~~K.H.1.1.3 Recognize safety signs and procedures at home, school, and around the neighborhood. (769.01.c)~~
- ~~K.H.1.1.4 Describe how each person experiences a variety of feelings and moods. (769.01.d)~~
- ~~K.H.1.1.5 Differentiate between helpful and harmful drugs. (769.01.e-1)~~
- ~~K.H.1.1.6 Identify medicines/drugs, their safe use, and safe places. (769.01.e-1)~~
- ~~K.H.1.1.7 Differentiate between healthy and unhealthy foods. (769.01.f)~~
- ~~K.H.1.1.8 Identify body parts. (769.01.g)~~
- ~~K.H.1.1.9 Describe the family. (769.01.h)~~
- ~~K.H.1.1.10 Identify health products commonly used. (769.01.i)~~
- ~~K.H.1.1.11 Identify healthy environment. (769.01.j)~~

Grade 1

- ~~1.H.1.1.1 Identify the difference between exercise and stretching. (778.01.a)~~
- ~~1.H.1.1.2 Tell how germs are spread and describe how the body fights diseases. (778.01.b)~~
- ~~1.H.1.1.3 Identify safety procedures. (778.01.c)~~
- ~~1.H.1.1.4 Explain a variety of emotions and understand that they can be managed successfully. (778.01.d)~~
- ~~1.H.1.1.5 Differentiate between over-the-counter and prescription drugs. (778.01.e)~~
- ~~1.H.1.1.6 Explain how the use of known and unknown substances can be hazardous. (778.01.f)~~
- ~~1.H.1.1.7 Recognize a nutritional diet is necessary to maintain a healthy body. (778.01.g)~~
- ~~1.H.1.1.8 Describe how a person can take care of different body parts. (778.01.h)~~
- ~~1.H.1.1.9 Describe each person's contribution to the family. (778.01.i)~~
- ~~1.H.1.1.10 Identify the use of health products. (778.01.j)~~
- ~~1.H.1.1.11 Describe pollution. (778.01.k)~~

Grade 2

- ~~2.H.1.1.1 Describe the concepts of fitness and wellness. (787.01.a)~~
- ~~2.H.1.1.2 Recognize body signals that indicate sickness or wellness. (787.01.b)~~
- ~~2.H.1.1.3 Identify the rules and procedures for safe living. (787.01.c)~~
- ~~2.H.1.1.4 Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices. (787.01.d)~~
- ~~2.H.1.1.5 Identify tobacco, alcohol, medicines, and other drugs. (787.01.e)~~

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- ~~2.H.1.1.6 Explain the reasons for wise food selection. (787.01.f)~~
- ~~2.H.1.1.7 Identify physical characteristics of growth and development. (787.01.g)~~
- ~~2.H.1.1.8 Explain ways family membership changes. (787.01.h)~~
- ~~2.H.1.1.9 Identify how to choose a health product. (787.01.i)~~
- ~~2.H.1.1.10 Describe the characteristics of a healthful environment. (787.01.j)~~

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of ones decisions will help to prevent many injuries.

Mental, Emotional & Social Health

Mental, emotional and social well-being is a foundation for building good health which includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life.

Prevention & Control of Disease

Individuals can have a considerable measure of control over their own health and the chances of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in deciding on the use of health

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related services and products. Community health may include recognizing appropriate health professionals and products.

Growth, Development and Family Life

A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Information should be factual, medically accurate, objective and developmentally appropriate.

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.1.1.1. Identify that healthy behaviors affect personal health.

K-2.H.1.1.2. Recognize that there are multiple dimensions (i.e. emotional, intellectual, physical and social) of health.

K-2.H.1.1.3. Describe ways to prevent communicable diseases.

K-2.H.1.1.4. List ways to prevent common childhood injuries.

K-2.H.1.1.5. Describe why it is important to seek health care.

K-2.H.1.1.6. Identify body systems.

Standard 2: Risk Taking Behavior

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Kindergarten

~~K.H.2.1.1 Explain that germs are everywhere and are invisible. (770.01.a)~~

~~K.H.2.1.2 Identify acceptable and unacceptable behavior. (770.01.b)~~

~~K.H.2.1.3 Discuss how to make a wise responsible choice. (770.01.c)~~

Grade 1

~~1.H.2.1.1 Recognize that germs cause disease. (779.01.a)~~

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- ~~1.H.2.1.2 Explain the necessity for rules for acceptable and unacceptable behavior. (779.01.b)~~
- ~~1.H.2.1.3 Determine how to make a responsible choice. (779.01.c)~~
- ~~1.H.2.1.4 Discuss risky behaviors. (779.01.d)~~

Grade 2

- ~~2.H.2.1.1 Recognize ways illness is spread. (788.01.a)~~
- ~~2.H.2.1.2 Identify consequences for one's own behavior. (788.01.b)~~
- ~~2.H.2.1.3 Identify temptations, curiosity, peer influence, and harmful risk-taking. (788.01.c)~~
- ~~2.H.2.1.4 Identify behaviors that put a person at risk. (788.01.d)~~

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

- ~~K-2.H.2.1.1 Identify how the family influences personal health practices and behaviors.~~
- ~~K-2.H.2.1.2 Identify what the school can do to support personal health practices and behaviors.~~
- ~~K-2.H.2.1.3 Describe how the media can influence health behaviors.~~

Standard 3: Communication Skills for Healthy Relationships

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Kindergarten

- ~~K.H.3.1.1 Identify the ways a person expresses feelings and moods. (771.01.a)~~
- ~~K.H.3.1.2 Demonstrate appropriate ways to say no. (771.01.b)~~
- ~~K.H.3.1.3 Identify "verbal" and "nonverbal" communication skills. (771.01.c)~~

Grade 1

- ~~1.H.3.1.1 Share positive ways to express feelings. (780.01.a)~~
- ~~1.H.3.1.2 Identify refusal and decision-making skills. (780.01.b)~~
- ~~1.H.3.1.3 Demonstrate communication skills. (780.01.c)~~

Grade 2

- ~~2.H.3.1.1 Identify ways to show respect for self and others. (789.01.a)~~
- ~~2.H.3.1.2 Describe refusal and decision-making skills. (789.01.b)~~
- ~~2.H.3.1.3 Demonstrate how to communicate with friends. (789.01.c)~~

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.3.1.1. Identify trusted adults and professionals who can help promote health.

K-2.H.3.1.2. Identify ways to locate school and community health helpers.

Standard 4: Consumer Health

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Kindergarten

~~K.H.4.1.1 Identify health products (soap, shampoo, toothpaste). (772.01.a)~~

~~K.H.4.1.2 Identify poison symbols (Mr. Yuck, skull, crossbones). (772.01.b)~~

~~K.H.4.1.3 Identify health workers. (772.01.c)~~

Grade 1

~~1.H.4.1.1 Identify examples of health products. (781.01.a)~~

~~1.H.4.1.2 Identify labels on health products. (781.01.b)~~

~~1.H.4.1.3 Recognize roles of health workers in the school and community. (781.01.c)~~

Grade 2

~~2.H.4.1.1 Identify age-appropriate health care items. (790.01.a)~~

~~2.H.4.1.2 Identify the different components of a health product label. (790.01.b)~~

~~2.H.4.1.3 Identify community health workers and their roles. (790.01.c)~~

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.4.1.1. Demonstrate healthy ways to express needs, wants, and feelings.

K-2.H.4.1.2 Demonstrate listening skills to enhance health.

K-2.H.4.1.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

Standard 5: Mental and Emotional Wellness

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Kindergarten

K.H.5.1.1 Identify feelings. (773.01.a)

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~~K.H.5.1.2 Identify that each person experiences different feelings and moods. (773.01.b)~~

~~K.H.5.1.3 Explore the benefits of play. (773.01.c)~~

~~K.H.5.1.4 Recognize trusted adults who can provide assistance. (773.01.d)~~

Grade 1

~~1.H.5.1.1 Demonstrate feelings. (782.01.a)~~

~~1.H.5.1.2 Identify how each person is unique and worthwhile, both physically and emotionally. (782.01.b)~~

~~1.H.5.1.3 Describe physical activities one enjoys. (782.01.c)~~

~~1.H.5.1.4 Recognize trusted adults who can provide assistance. (782.01.d)~~

Grade 2

~~2.H.5.1.1 Identify actions that relate to emotions. (791.01.a)~~

~~2.H.5.1.2 Recognize that people are unique and worthwhile, both physically and emotionally. (791.01.b)~~

~~2.H.5.1.3 Discuss benefits of exercise and how it can enhance mental and emotional health. (791.01.c)~~

~~2.H.5.1.4 Identify safe environments. (791.01.d)~~

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.5.1.1 Identify situations when a health-related decision is needed.

K-2.H.5.1.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.6.1.1. Identify a short-term personal health goal and take action towards achieving the goal.

K-2.H.6.1.2. Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior

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Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.7.1.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

K-2.H.7.1.2. Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.8.1.1. Make requests to promote personal health.

K-2.H.8.1.2. Encourage peers and family to make positive health choices.

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HEALTH EDUCATION
Grades 3, 4, and 5

Standard 1: Healthy Lifestyles

Goal 1.1: Acquire the essential skills to lead a healthy life.

Grade 3

- ~~3.H.1.1.1 Recognize the importance of fitness for overall wellness. (796.01.a)~~
- ~~3.H.1.1.2 Describe diseases and disorders. (796.01.b)~~
- ~~3.H.1.1.3 Identify and practice rules and procedures for safe living. (796.01.c)~~
- ~~3.H.1.1.4 View each person as a unique and special human being whose behavior can enhance or detract from a group, family, or community. (796.01.d)~~
- ~~3.H.1.1.5 Identify reasons why drugs and medicines are misused and abused. (796.01.e)~~
- ~~3.H.1.1.6 Identify the relationship between nutrition and well-being. (796.01.f)~~
- ~~3.H.1.1.7 Explore how the body changes as one grows. (796.01.g)~~
- ~~3.H.1.1.8 Adjust to family changes in healthful ways. (796.01.h)~~
- ~~3.H.1.1.9 Identify how health information, products, and services are made available. (796.01.i)~~
- ~~3.H.1.1.10 Identify the effects of pollution on the environment. (796.01.j)~~

Grade 4

- ~~4.H.1.1.1 Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being. (805.01.a)~~
- ~~4.H.1.1.2 Identify characteristics and causes of diseases and disorders. (805.01.b)~~
- ~~4.H.1.1.3 Recognize a safe environment and demonstrate readiness skills that deal with emergency situations. (805.01.c)~~
- ~~4.H.1.1.4 Identify the range of emotions experienced and the connection between our minds and bodies. (805.01.d)~~
- ~~4.H.1.1.5 Identify substances, their use, and abuse. (805.01.e)~~
- ~~4.H.1.1.6 Identify the nutritional benefits of different foods. (805.01.f)~~
- ~~4.H.1.1.7 Recognize growth and development as a life-long process. (805.01.g)~~
- ~~4.H.1.1.8 Describe the role of families and friends have in affecting our health. (805.01.h)~~
- ~~4.H.1.1.9 Determine factors involved in selecting and using health information, products, and services. (805.01.i)~~
- ~~4.H.1.1.10 Determine factors that influence the health of our environment. (805.01.j)~~

Grade 5

- ~~5.H.1.1.1 Explain the importance of an active lifestyle leading to life-long health. (814.01.a)~~
- ~~5.H.1.1.2 Describe characteristics and causes of diseases and disorders. (814.01.b)~~
- ~~5.H.1.1.3 Describe basic first aid and safety rules. (814.01.c)~~
- ~~5.H.1.1.4 Identify emotions that accompany physical growth and development.~~

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(814.01.d)
5.H.1.1.5 Identify the effects of substances and their use and abuse. (814.01.e)
5.H.1.1.6 Identify the strategies for developing healthy eating habits. (814.01.f)
5.H.1.1.7 Recognize factors that affect growth and development. (814.01.g)
5.H.1.1.8 Identify environmental health issues and their relationship to a healthy lifestyle.
(814.01.h)

GRADES 3-5

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Implications include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social health, students need to acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children and young adults. Knowledge of prevention through safe living habits, healthy decisions, violence prevention, emergency response and an awareness of the consequences of ones decisions, will help to prevent many injuries.

Mental, Emotional & Social Health

Mental, emotional and social wellbeing is a foundation for building good health which includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life.

Prevention & Control of Disease

Individuals can have a considerable measure of control over their own health, including the risks of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease including HIV. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

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Consumers need to understand how health care services are provided and how individuals can take an active role in determining the use of health related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development and Family Life

A healthy family unit is vital to the well-being and successful development of children and youth. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships, information regarding growth and development, and disease including HIV and their prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health..

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.1.1.1. Describe the relationship between healthy behaviors and personal health.

3-5.H.1.1.2 Identify examples of emotional, intellectual, physical, and social health.

3-5.H.1.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.

3-5.H.1.1.4 Describe ways to prevent common childhood injuries and health problems.

3-5.H.1.1.5. Describe when it is important to seek health care.

3-5.H.1.1.6. Describe the impact of health behaviors on body systems.

Standard 2: Risk Taking Behavior

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

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Grade 3

- ~~3.H.2.1.1 Recognize ways of limiting the spread of illness. (797.01.a)~~
- ~~3.H.2.1.2 Identify how behavior affects physical, mental, and emotional health. (797.01.b)~~
- ~~3.H.2.1.3 Demonstrate methods of dealing with temptations, curiosity, peer influence, and harmful risk-taking. (797.01.c)~~
- ~~3.H.2.1.4 Identify risky behaviors present within family, friendships, and the community. (797.01.d)~~

Grade 4

- ~~4.H.2.1.1 Describe the healthy living habits that can reduce the risk of illness and injury. (806.01.a)~~
- ~~4.H.2.1.2 Recognize how the actions of one person can affect the behavior of another. (806.01.b)~~
- ~~4.H.2.1.3 Identify high-risk situations and behaviors that pose a risk to one's self and others. (806.01.c)~~
- ~~4.H.2.1.4 Identify the impact of risky behaviors on personal and family health. (806.01.d)~~

Grade 5

- ~~5.H.2.1.1 Evaluate healthy living habits that can reduce the risk of illness and injury. (815.01.a)~~
- ~~5.H.2.1.2 Describe behaviors/consequences of drug use. (815.01.b)~~
- ~~5.H.2.1.3 Identify strategies for resisting substance abuse. (815.01.c)~~
- ~~5.H.2.1.4 Explain the impact of risky behaviors on personal and family health. (815.01.d)~~

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.2.1.1 Describe how the family influences personal health practices and behaviors.
- 3-5.H.2.1.2 Identify the influences of culture on health practices and behaviors.
- 3-5.H.2.1.3 Identify how peers can influence healthy and unhealthy behaviors.
- 3-5.H.2.1.4 Describe how the school and community can support personal health practices and behaviors.
- 3-5.H.2.1.5 Describe ways that technology can influences personal health.

STANDARD 3

Standard 3: Communication Skills for Healthy Relationships

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

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Grade 3

- ~~3.H.3.1.1 Describe how behaviors are affected by others' feelings. (798.01.a)~~
- ~~3.H.3.1.2 Demonstrate refusal and decision-making skills. (798.01.b)~~
- ~~3.H.3.1.3 Explain effective ways families, friends, and communities communicate. (798.01.c)~~

Grade 4

- ~~4.H.3.1.1 Identify the causes and effects of conflict in schools and families. (807.01.a)~~
- ~~4.H.3.1.2 Demonstrate refusal and decision-making skills as they relate to substance use and abuse. (807.01.b)~~
- ~~4.H.3.1.3 Identify interpersonal communication skills that can be used to build interactions between family, friends, and community. (807.01.c)~~

Grade 5

- ~~5.H.3.1.1 Explain the causes and effects of conflict in schools and families. (816.01.a)~~
- ~~5.H.3.1.2 Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (816.01.b)~~
- ~~5.H.3.1.3 Describe how interpersonal communication skills can be used to build interactions between family, friends, and community. (816.01.c)~~

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 3-5 Grade Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- ~~3-5.H.3.1.1 Identify characteristics of valid health information, products, and services.~~
- ~~3-5.H.3.1.2 Locate resources from home, school, and community that provide valid health information.~~

STANDARD 4

Standard 4: Consumer Health

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Grade 3

- ~~3.H.4.1.1 Identify different types of health services. (799.01.a)~~
- ~~3.H.4.1.2 Describe the need to follow directions on product labels. (799.01.b)~~
- ~~3.H.4.1.3 Explore various health care careers. (799.01.c)~~

Grade 4

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~~4.H.4.1.1 Identify reliable sources of personal health information, products, and services.~~

~~(808.01.a)~~

~~4.H.4.1.2 Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. (808.01.b)~~

~~4.H.4.1.3 Identify the different community agencies that promote the health and well-being of personal environment. (808.01.c)~~

Grade 5

~~5.H.4.1.1 Explain the validity of health information, products, and services. (817.01.a)~~

~~5.H.4.1.2 List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. (817.01.b)~~

~~5.H.4.1.3 Describe community factors that promote wellness, safety, and disease prevention. (817.01.c)~~

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.4.1.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

3-5.H.4.1.2 Demonstrate refusal skills that avoid or reduce health risks.

3-5.H.4.1.3 Demonstrate nonviolent strategies to manage or resolve conflict.

3-5.H.4.1.4 Demonstrate how to ask for assistance to enhance personal health.

STANDARD 5

Standard 5: Mental and Emotional Wellness

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Grade 3

~~3.H.5.1.1 Describe appropriate actions in response to one's own emotions. (800.01.a)~~

~~3.H.5.1.2 Identify ways that people are unique and worthwhile, both physically and emotionally. (800.01.b)~~

~~3.H.5.1.3 Recognize the benefits of exercise and how it enhances mental and emotional health. (800.01.c)~~

~~3.H.5.1.4 Describe ways of keeping one's self safe. (800.01.d)~~

~~3.H.5.1.5 Recognize the impact of drug use. (800.01.e)~~

Grade 4

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- ~~4.H.5.1.1 Recognize healthy ways to express personal emotions and feelings. (809.01.a)~~
- ~~4.H.5.1.2 Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities. (809.01.b)~~
- ~~4.H.5.1.3 Identify physical activities that promote fitness and the relief of mental and emotional tensions. (809.01.c)~~
- ~~4.H.5.1.4 Take responsibility for the safety of one's self and others. (809.01.d)~~
- ~~4.H.5.1.5 Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs. (809.01.e)~~

Grade 5

- ~~5.H.5.1.1 Identify skills that positively control and express personal emotions and feelings. (818.01.a)~~
- ~~5.H.5.1.2 Identify and practice effective strategies for stress management. (818.01.b)~~
- ~~5.H.5.1.3 Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions. (818.01.c)~~
- ~~5.H.5.1.4 Define emotional safety. (818.01.d)~~
- ~~5.H.5.1.5 Identify behaviors that influence the use of alcohol, tobacco, and other drugs. (818.01.e)~~

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.5.1.1 Identify health-related situations that might require a thoughtful decision.
- 3-5.H.5.1.2 Analyze when assistance is needed when making a health-related decision.
- 3-5.H.5.1.3 List healthy options to health related issues or problems.
- 3-5.H.5.1.4 Predict the potential outcomes of each option when making a health-related decision.
- 3-5.H.5.1.5 Choose a healthy option when making a decision.
- 3-5.H.5.1.6 Describe the outcomes of a health related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

- 3-5.H.6.1.1 Set a personal health goal and track progress toward its achievement.
- 3-5.H.6.1.2 Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior

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Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.7.1.1 Identify responsible personal health behaviors.

3-5.H.7.1.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

3-5.H.7.1.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.8.1.1 Express opinions and give accurate information about health issues.

3-5.H.8.1.2 Encourage others to make positive health choices.

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**IDAHO CONTENT STANDARDS
HEALTH EDUCATION
Grades 6, 7, and 8**

STANDARD 1

Standard 1: Healthy Lifestyles

Goal 1.1: Acquire the essential skills to lead a healthy life.

Grade 6

- ~~6.H.1.1.1 Identify the influence exercise has in developing a healthy system. (823.01.a)~~
- ~~7-8.H.1.1.1 Identify the components of physical fitness. (832.01.a)~~
- ~~6.H.1.1.2 Identify prevention, causes, and treatment of diseases and disorders. (823.01.b)~~
- ~~6.H.1.1.3 Demonstrate and be able to apply basic first aid and safety rules. (823.01.c)~~
- ~~6.H.1.1.4 Describe emotions that affect personal health. (823.01.d)~~
- ~~6.H.1.1.5 Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs. (823.01.e)~~
- ~~6.H.1.1.6 Apply strategies for developing healthy eating habits. (823.01.f)~~
- ~~6.H.1.1.7 Identify the functions and characteristics of the major body systems. (823.01.g)~~
- ~~6.H.1.1.8 Discuss and evaluate the importance of healthy relationships. (823.01.h)~~
- ~~6.H.1.1.9 Examine factors involved in selecting and using health information, products, and services. (823.01.i)~~
- ~~6.H.1.1.10 Describe environmental health issues and their relationships to a healthy lifestyle. (823.01.j)~~

Grade 7-8

- ~~7-8.H.1.1.2 Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (832.01.b)~~
- ~~7-8.H.1.1.3 Demonstrate knowledge of basic first aid and injury prevention. (832.01.c)~~
- ~~7-8.H.1.1.4 Explain the relationship among mental/emotional, physical, and social health as a basis for wellness. (832.01.d)~~
- ~~7-8.H.1.1.5 Recognize the impact of substance abuse on personal health. (832.01.e)~~
- ~~7-8.H.1.1.6 Identify how food choices affect health. (832.01.f)~~
- ~~7-8.H.1.1.7 Label the major components of each body system and identify the relationship to overall health. (832.01.g)~~
- ~~7-8.H.1.1.8 Analyze the importance of healthy relationships. (832.01.h)~~
- ~~7-8.H.1.1.9 Examine environmental health and recognize how it relates to a healthy lifestyle. (832.01.i)~~

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. This includes the effects, influences, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body.

Nutrition & Physical Activity

Youth are best ready to learn and achieve their fullest potential when they are well nourished and physically active. Nutrition and physical activity education increases knowledge and skills to make healthy food choices and to engage in lifelong physical activity which will promote health and preventable diseases. This includes connections to physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of young. Knowledge about prevention through safe living habits, healthy decisions, violence prevention, emergency response, and an understanding of the consequences of ones decisions will help to prevent injuries.

Mental, Emotional & Social Health

Mental, emotional and social wellbeing is a foundation for building good health and includes a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases, include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Information and discussion of sexually transmitted diseases, HIV and AIDS are important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development and Family Life

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A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development and the aging process. Family living includes healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV, pregnancy prevention, and methods of prevention. Information should be factual, medically accurate, objective and developmentally appropriate.

*Reference to Idaho Education Code Title 33, Chapter 16: Sections 1608-1611

Environmental Health

Individuals need an awareness of the impact of environmental issues and hazards on personal health. Environmental health may include precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and personal health.

6-8.H.1.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

6-8.H.1.1.3 Analyze how the environment affects personal health.

6-8.H.1.1.4 Describe how family history can affect personal health.

6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.

6-8.H.1.1.6 Explain how appropriate health care can promote personal health.

6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

6-8.H.1.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Risk Taking Behavior

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

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Grade 6

- ~~6.H.2.1.1 Identify risk factors for illness and injuries. (824.01.a)~~
- ~~6.H.2.1.2 Examine and evaluate how the actions of one person affect the behaviors of others. (824.01.b)~~
- ~~6.H.2.1.3 Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others. (824.01.c)~~
- ~~6.H.2.1.4 Describe the impact of risky behaviors on personal and family health. (824.01.d)~~

Grade 7-8

- ~~7-8.H.2.1.1 Identify risk factors that lead to STDs and pregnancy. (833.01.a)~~
- ~~7-8.H.2.1.2 Evaluate the impact of risky behavior on personal health. (833.01.b)~~
- ~~7-8.H.2.1.3 Identify the short-term effects and long-term consequences of substance abuse. (833.01.c)~~

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

- 6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors.
- 6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health.
- 6-8.H.2.1.3 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 6-8.H.2.1.4 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 6-8.H.2.1.5 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 6-8.H.2.1.6 Explain how school and public health policies can influence health promotion and disease prevention.

STANDARD 3

Standard 3: Communication Skills for Healthy Relationships

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Grade 6

- ~~6.H.3.1.1 Describe the causes and effects of conflict in schools and families. (825.01.a)~~
- ~~6.H.3.1.2 Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse. (825.01.b)~~

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~~6.H.3.1.3 Explain interpersonal communication skills that can be used to build interactions between family, friends, and community. (825.01.c)~~

~~Grade 7-8~~

~~7-8.H.3.1.1 Describe and explain the causes and effects of conflict in schools and families. (834.01.a)~~

~~7-8.H.3.1.2 Demonstrate communication skills that enhance personal relationships. (834.01.b)~~

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.

6-8.H.3.1.2 Access valid health information from home, school, and community.

6-8.H.3.1.3 Locate reliable and valid health products and services and determine accessibility.

6-8.H.3.1.4 Describe situations that may require professional health services.

STANDARD 4

Standard 4: Consumer Health

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Grade 6

~~6.H.4.1.1 Evaluate the validity of health information, products, and services. (826.01.a)~~

~~6.H.4.1.2 Analyze how the media influences information about tobacco, alcohol, and drugs. (826.01.b)~~

~~6.H.4.1.3 Determine health resources available in personal community and state. (826.01.c)~~

Grade 7-8

~~7-8.H.4.1.1 Analyze the validity of health information, products, and services. (835.01.a)~~

~~7-8.H.4.1.2 Identify the available resources that provide health care services and information. (835.01.b)~~

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.4.1.1 Apply effective verbal and nonverbal communication skills to enhance health.

6-8.H.4.1.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

6-8.H.4.1.3 Demonstrate effective conflict management or resolution strategies.

6-8.H.4.1.4 Demonstrate how to ask for assistance to enhance the health of self and others.

STANDARD 5

Standard 5: Mental and Emotional Wellness

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Grade 6

~~6.H.5.1.1 Analyze skills that positively express personal emotions and feelings.
(827.01.a)~~

~~6.H.5.1.2 Analyze the influence exercise has on relieving mental and emotional tension.
(827.01.b)~~

~~6.H.5.1.3 Identify skills necessary for stress management, decision-making, and managing conflicts. (827.01.c)~~

~~6.H.5.1.4 Explore aspects of emotional safety. (827.01.d)~~

~~6.H.5.1.5 Explore factors that influence the use of alcohol, tobacco, and drugs.
(827.01.e)~~

Grade 7-8

~~7-8.H.5.1.1 Identify mental and emotional disorders. (836.01.a)~~

~~7-8.H.5.1.2 Recognize the personal aspects of mental and emotional health. (836.01.b)~~

~~7-8.H.5.1.3 Identify stressors and techniques for stress management. (836.01.c)~~

~~7-8.H.5.1.4 Demonstrate aspects of emotional safety. (836.01.d)~~

~~7-8.H.5.1.5 Analyze factors that influence the use of alcohol, tobacco, and drugs.
(836.01.e)~~

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.

6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process.

6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.

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6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.

6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.6.1.1 Assess personal health practices.

6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.

6-8.H.6.1.3 Apply strategies and skills needed to attain a personal health goal.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.

6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.8.1.1 State a health-enhancing position on a topic and support it with accurate information.

6-8.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

6-8.H.8.1.3 Work cooperatively to advocate for the health of individuals, families, schools and the community.

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6-8.H.8.1.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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IDAHO CONTENT STANDARDS
HEALTH EDUCATION
Grades 9-12

STANDARD 1

Standard 1: Healthy Lifestyles

Goal 1.1: Acquire the essential skills to lead a healthy life.

Grade 9-12

- ~~9-12.H.1.1.1 Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle. (841.01.a)~~
- ~~9-12.H.1.1.2 Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury). (841.01.b)~~
- ~~9-12.H.1.1.3 Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle. (841.01.c)~~
- ~~9-12.H.1.1.4 Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures. (841.01.d)~~
- ~~9-12.H.1.1.5 Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. (841.01.e)~~
- ~~9-12.H.1.1.6 Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research). (841.01.f)~~

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco & Other Drugs

The use of alcohol, tobacco, and other drugs, has major implications in the lifelong health of individuals. These include the effects, influences, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body.

Nutrition & Physical Activity

For adolescents to learn and achieve to their fullest potential they need to acquire knowledge and skills to make healthy choices in food selection and engage in lifelong physical activity. This knowledge includes the link between healthy eating and exercise with physical, mental, emotional and social health; energy level; self image; and physical fitness.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence. Adolescents require knowledge that prevention

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includes safe living habits, healthy decisions, violence prevention, emergency response and an understanding of the consequences of one's decisions.

Mental, Emotional & Social Health

Mental, emotional and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Knowledge and skills may include emotional intelligence, suicide prevention, stress management, communication skills, conflict resolution, and mental illness.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risks of contracting illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable include recognizing risk factors, identifying methods of contraction and transmission, as well as the prevention and treatment of disease. Accurate information and discussion of sexually transmitted diseases, HIV infection and AIDS are necessary and important components of this content area. Information should be factual, medically accurate, objective and developmentally appropriate.

Consumer & Community Health

Consumers need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. This includes knowledge about health insurance, health related research, advertising and fraudulent claims.

Growth, Development and Family Life

A healthy family unit is vital to the well-being and successful development of adolescence. Growth and development includes the stages of life, and changes in relationships with others that accompany social development and the aging process. Family living includes the following topics: healthy relationships and sexuality, encouragement of abstinence from sexual activity, sexually transmitted diseases including HIV and their prevention, as well as methods of preventing pregnancy. Knowledge of factual, medically accurate and objective information is important along with personal, legal and economic responsibilities of parenthood and other consequences of sexual activity.

*Reference to Idaho Education Code Title 33, Chapter 16, Sections 1608-1611

Environmental Health

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Individuals need to be aware of the impact of environmental issues and hazards on personal health. Environmental health includes precautions and behaviors to safeguard personal health, and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.1.1.1 Predict how behaviors can affect health status.

9-12.H.1.1.2 Describe the interrelationships of emotional intellectual physical, and social health.

9-12.H.1.1.3 Analyze how environment and personal health are interrelated.

9-12.H.1.1.4 Analyze how genetics and family history can affect personal health

9-12.H.1.1.5 Propose ways to reduce health problems.

9-12.H.1.1.6 Analyze the relationship between access to health care and health status.

9-12.H.1.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors

Standard 2: Risk Taking Behavior

Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Grade 9-12

~~9-12.H.2.1.1 Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress). (842.01.a)~~

~~9-12.H.2.1.2 Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency). (842.01.b)~~

~~9-12.H.2.1.3 Evaluate the impact of risky behaviors on personal and community health. (842.01.c)~~

~~9-12.H.2.1.4 Identify prevention strategies that address positive behaviors and their benefits~~

Standard 2: Analyzing Influences

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Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.

9-12.H.2.1.2 Analyze how peers and the school influence health beliefs and behaviors.

9-12.H.2.1.3 Analyze how the media and technology influence health beliefs and behaviors.

9-12.H.2.1.4 Analyze how the perception of norms influence healthy and unhealthy behaviors.

9-12.H.2.1.5 Analyze how some health risk behaviors can influence the likelihood engaging in unhealthy behaviors.

9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

STANDARD 3

Standard 3: Communication Skills for Healthy Relationships

Goal 3.1: Demonstrate the ability to use communication skills to enhance health.

Grade 9-12

~~9-12.H.3.1.1 Analyze the causes and effects of conflict in schools, families, workplaces, and communities. (843.01.a)~~

~~9-12.H.3.1.2 Demonstrate and evaluate communication skills that enhance intra-personal~~

~~and inter-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution). (843.01.b)~~

~~9-12.H.3.1.3 Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society. (843.01.c)~~

Standard 3: Accessing Information

Goal 1.1. Students will demonstrate the ability to access valid information and products and services to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.3.1.1 Evaluate the validity of health information, products, and services

9-12.H.3.1.2 Determine the accessibility of health information, products, and services

9-12.H.3.1.3 Access valid and reliable health information, products, and services

9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.

9-12.H.3.1.5 Determine when professional health services may be required.

STANDARD 4

Standard 4: Consumer Health

Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.

Grade 9-12

- 9-12.H.4.1.1 Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research). (844.01.a)
- 9-12.H.4.1.2 Evaluate resources from home, school, library, and the community that provide valid health care information. (844.01.b)
- 9-12.H.4.1.3 Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use). (844.01.c)
- 9-12.H.4.1.4 Analyze the cost and accessibility of health care services. (844.01.d)

Standard 4: Interpersonal Communication

Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 9-12.H.4.1.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 9-12.H.4.1.3 Demonstrate strategies to prevent manage or resolve interpersonal conflicts without harming self or others.
- 9-12.H.4.1.4 Demonstrate how to ask for and offer assist to enhance the health of self and others.

STANDARD 5

Standard 5: Mental and Emotional Wellness

Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.

Grade 9-12

- 9-12.H.5.1.1 Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout). (845.01.a)

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9-12.H.5.1.2 Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide). (845.01.b)

Standard 5: Decision Making

Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making.
- 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate.
- 9-12.H.5.1.4 Generate alternatives to health-related issues or problems.
- 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 9-12.H.5.1.6 Defend the healthy choice when making decisions.
- 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting

Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.6.1.1 Assess personal health practices and overall health status.
- 9-12.H.6.1.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 9-12.H.6.1.3 Implement strategies and monitor progress in achieving a personal health goal.
- 9-12.H.6.1.4 Formulate an affective long-term personal health plan.

Standard 7: Practice Healthy Behavior

Goal 1.1. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

- 9-12.H.7.1.1 Analyze the role of individual responsibility in enhancing health.

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9-12.H.7.1.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

9-12.H.7.1.3 Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.

Standard 8: Advocacy

Goal 1.1. Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.8.1.1 Use accurate peer and societal norms to formulate a health-enhancing message.

9-12.H.8.1.2 Demonstrate how to influence and support others to make positive health choices.

9-12.H.8.1.3 Work cooperatively as an advocate for improving personal, family and community health..

9-12.H.8.1.4 Adapt health messages and communication techniques to target a specific audience.

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SUBJECT

Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness,
Incorporated by Reference – Physical Education Standards

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Idaho Content Standards for Physical Education are due for revision as part of the six year curricular materials adoption cycle. Idaho Curricular Materials Adoption Process provides review and evaluation of new curricular materials for social studies in 2010.

Approximately twenty-five teachers from K-Post-Secondary Education participated in the Physical Education Standards review and revision process to more closely align current Idaho Standards with National Physical Education Standards.

ATTACHMENTS

Attachment 1 –Idaho Content Standards for Physical Education

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the Idaho Content Standards for Physical Education as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Physical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAHO CONTENT STANDARDS
GRADE K-2
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform in a variety of physical activities.

Objective(s): By the end of grade 2, students will:

- ~~K-2.PE.1.1.1 Achieve mature forms in the basic locomotor skills (e.g., walking, running, skipping, etc.) and vary the manner in which these skills are performed during changing conditions and expectations (e.g., levels, speeds, pathways, relationships, and effort).~~
- ~~K.PE.1.1.1 Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns.~~
- ~~1-2.PE.1.1.1 Demonstrate and identify mature forms of a variety of locomotor, non-locomotor and manipulative patterns with control.~~
- ~~K-2.PE.1.1.2 Demonstrate smooth transitions between sequential locomotor, non-locomotor, and manipulative skills (e.g. PEmetrics, etc.).~~
- ~~K-2.PE.1.1.3 Achieve mature form in the less complex manipulative skills (e.g., underhand throw, catching, rolling, etc.) and show progress toward achieving mature form in the more complex manipulative skills (e.g., foot dribble, overhand throw, kicking, etc.).~~
- ~~K.PE.1.1.2 Identify movements using concepts of body and space awareness, effort, and relationships, (directionality, kinesthetic and temporal awareness).~~
- ~~1-2.PE.1.1.2 Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).~~
- ~~1-2.PE.1.1.3 Demonstrates a combination of movements.~~
- ~~K-2.PE.1.1.4 Demonstrate control in non-locomotor skills (e.g., twisting, bending, weight-transfer, etc.) as well as weight-bearing and balancing on a variety of body parts (e.g. symmetrical/asymmetrical, stork stand, partner balances, etc.).~~

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 2, students will:

- ~~K.PE.2.1.2 Identify fundamental movement patterns.~~
- ~~K.PE.2.1.3 Identify simple biomechanical principles.~~

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- ~~K-2.PE.2.1.1 Identify simple biomechanical principles (e.g., opposition, weight transfer, wide base of support for stability, etc.).~~
- ~~1-2.PE.2.1.1 Identify basic movement concepts that vary the performance of movement.~~
- ~~1-2.PE.2.1.2 Improve performance by varying quality of movement.~~
- ~~K-2.PE.2.1.2 Identify and apply critical cues and concepts of body, space, effort, and relationships that vary the quality of movement (e.g., side to target, move in personal space, throw hard for distance, name different pathways, etc.).~~
- ~~K.PE.2.1.1 Identify vocabulary of basic movement concepts.~~

Standard 3: Physically Active Lifestyle Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment, and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 2, students will:

- ~~K.PE.3.1.2 Explore and participate in health enhancing physical activities.~~
- ~~1-2.PE.3.1.2 Explore and participate in health enhancing physical activities.~~
- ~~K2.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).~~
- ~~K.PE.3.1.1 Participate daily in moderate to vigorous physical activity. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.).~~
- ~~1-2.PE.3.1.1 Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.).~~
- ~~K-2.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).~~
- ~~K.PE.3.1.3 Express feelings about participation in physical activity.~~
- ~~1-2.PE.3.1.3 Express feelings about participation during physical activity.~~
- ~~K-2.PE.3.1.3 Express feelings about participation appropriately during physical activity (e.g., use of emoticons like smiley faces and thumb up/down, etc.).~~
- ~~1-2.PE.3.1.4 Define one activity associated with each component of health-related fitness.~~

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

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Objective(s): By the end of grade 2, students will:

- ~~K.PE.4.1.1 — Participate and sustain a moderate or vigorous level of activity.~~
- ~~1-2.PE.4.1.1 — Participate and sustain moderate or vigorous activity.~~
- K-2.PE.4.1.1 — Engage in a variety of activities that promote health-related physical fitness (e.g., jumping rope, riding a bicycle, animal walks, climbing rope, chasing and fleeing games, tumbling activities, dance skills, etc.).
- K-2.PE.4.1.2 — Know and demonstrate basic knowledge of health-related fitness including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition (e.g., identify various activities that demonstrate each health-related component, etc.).
- ~~K.PE.4.1.2 — Identify the physiological signs associated with physical activity.~~
- ~~K.PE.4.1.3 — Identify other activities that increase heart rate.~~
- ~~1-2.PE.4.1.2 — Identify the physiological signs associated with physical activity.~~
- K-2.PE.4.1.3 — Recognize physiological signs associated with participation in moderate-to-vigorous physical activity (e.g., sweating, fast heart rate, heavy breathing, etc.).
- ~~1-2.PE.4.1.3 — Know the components of health-related fitness.~~

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 2, students will:

- ~~K.PE.5.1.1 — Apply teachers' rules, procedures and safe practices with teacher reinforcement.~~
- ~~1-2.PE.5.1.1 — Apply teacher rules, procedures and safe practices with little or no reinforcement.~~
- K-2.PE.5.1.1 — Apply physical education class rules, procedures, and safe practices (e.g., listen/respond to teacher and peers, personal space, follow directions, etc.).
- ~~K.PE.5.1.2 — Share space and equipment with others.~~
- ~~K.PE.5.1.3 — Cooperate with others.~~
- K-2.PE.5.1.2 — Interact cooperatively using interpersonal communication during partner and small group activities (taking turns, sharing equipment, helping others, etc.).
- ~~1-2.PE.5.1.2 — Work cooperatively with a partner to complete tasks.~~
- K-2.PE.5.1.3 — Work together to problem solve, complete a task, and/or tackle a challenge (e.g. rock/paper/scissors, sharing, partner games, etc.).
- ~~1-2.PE.5.1.3 — Exhibit self-control in movement.~~
- ~~1-2.PE.5.1.4 — Recognize and support differences.~~

IDAHO CONTENT STANDARDS
GRADE 3-5
PHYSICAL EDUCATION

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 5, students will:

- ~~3-4.PE.1.1.1 Demonstrate refined fundamental patterns.~~
- ~~5-6.PE.1.1.1 Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.~~
- 3-5.PE.1.1.1 Apply fundamental, non-locomotor, locomotor, and manipulative skills in dynamic and complex movements (e.g., games, dance, educational gymnastics, etc.).
- ~~3-4.PE.1.1.2 Demonstrate and identify movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).~~
- ~~5-6.PE.1.1.2 Demonstrate a variety of skills in complex situations of selected movement forms.~~
- 3-5.PE.1.1.2 Demonstrate mature movements using concepts of effort, relationships, and body and space awareness.
- ~~3-4.PE.1.1.3 Demonstrate skillful combinations of movements in complex environments.~~
- ~~3-4.PE.1.1.4 Demonstrate some specialized skills.~~
- ~~5-6.PE.1.1.3 Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.~~
- 3-5.PE.1.1.3 Demonstrate a wide variety of specialized skills (e.g., passing a ball, softball fielding, defensive sliding, grapevine dance step, rollerblading heel stop, bicycle signaling, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 5, students will:

- ~~3-4.PE.2.1.1 Apply critical elements to improve performance of movement in single and complex movement situations.~~
- ~~3-4.PE.2.1.2 Use critical elements to improve others' performance of movement.~~
- 3-5.PE.2.1.1 Utilize knowledge of critical cues and simple biomechanical principles to provide feedback to self and others (e.g., Did I follow through?, self and peer checklist, etc.).
- ~~5-6.PE.2.1.2 Transfer information between skills.~~

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- ~~5-6.PE.2.1.3 Identify and utilizes offensive and defensive strategies in different settings and situations.~~
- ~~3-5.PE.2.1.2 Transfer concepts to new skills/games (e.g., offensive and defensive strategies, bending the knees lowers the center of gravity and increases stability, rhythm and timing, etc.).~~
- ~~3-4.PE.2.1.3 Identify and understand that appropriate practice improves performance.~~
- ~~5-6.PE.2.1.1 Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.~~
- ~~3-5.PE.2.1.3 Identify ways to improve performance (e.g., appropriate practice, learn techniques, positive self talk, visualize performance, etc.).~~

Standard 3: Physically Active Lifestyle Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment, and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

- ~~5-6.PE.3.1.4 Monitor and assess time spent in physical activities.~~
- ~~3-5.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.).~~
- ~~3-4.PE.3.1.1 Choose to participate daily in physical activities for the purpose of improving skill and health. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)~~
- ~~5-6.PE.3.1.1 Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)~~
- ~~3-5.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).~~
- ~~3-4.PE.3.1.2 Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge.~~
- ~~5-6.PE.3.1.2 Recognize physical activity as a positive opportunity for social and group interaction.~~
- ~~3-5.PE.3.1.3 Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., enroll in organized school activity, etc.).~~
- ~~5-6.PE.3.1.3 Seek personally challenging experiences in physical activity.~~
- ~~3-5.PE.3.1.4 Seek personally challenging experiences in physical activity (e.g., sets realistic improvement goals for a greater challenge in existing activity, etc.).~~

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- ~~3-4.PE.3.1.3 — Identify activities that you can participate in associated with each component of health-related activities.~~

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 5, students will:

- ~~3-4.PE.4.1.1 — Identify and engage in several activities related to improving each component of physical fitness.~~
- 3-5.PE.4.1.1 — Know and demonstrate the health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- ~~5-6.PE.4.1.1 — Participate in and monitor moderate to vigorous physical activity in a variety of settings.~~
- 3-5.PE.4.1.2 — Regularly participate in moderate-to-vigorous physical activity which improves physical fitness (e.g., physical education class, home/school/community programs, etc.).
- ~~3-4.PE.4.1.2 — Associate results of fitness testing to personal health status and ability to perform various activities.~~
- ~~3-4.PE.4.1.3 — Set and achieve personal fitness goals.~~
- 3-5.PE.4.1.3 — With teacher assistance, interpret the results and significance of information provided by formal measures of physical fitness and set and achieve attainable personal health-related fitness goals (e.g., Physical Best, goal setting, etc.).
- ~~5-6.PE.4.1.2 — Modify strategies to achieve personal fitness goals.~~
- ~~5-6.PE.4.1.3 — Work independently with minimal supervision to achieve personal fitness goals.~~

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

- ~~3-4.PE.5.1.1 — Apply teacher rules, procedures and safe practices with little or no reinforcement.~~
- ~~5-6.PE.5.1.1 — Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.~~
- 3-5.PE.5.1.1 — Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g. help a peer, use equipment

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- appropriately, accept teacher decision regarding a rule infraction without blaming, etc.).
- ~~3-4.PE.5.1.2~~ — ~~Work independently and on task for short periods of time.~~
- ~~3-4.PE.5.1.3~~ — ~~Work cooperatively in a small group to complete tasks.~~
- ~~3-4.PE.5.1.6~~ — ~~Demonstrate appropriate problem solving strategies.~~
- ~~5-6.PE.5.1.2~~ — ~~Work cooperatively in competitive and non-competitive activities.~~
- ~~5-6.PE.5.1.3~~ — ~~Respect and recognize the uniqueness and differences of oneself and others.~~
- ~~3-5.PE.5.1.2~~ — Work independently and cooperatively in groups to complete tasks and challenges (e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.).
- ~~3-4.PE.5.1.4~~ — ~~Recognize and support differences in self and others.~~
- ~~3-4.PE.5.1.5~~ — ~~Participate in games, activities and dances from other cultures.~~
- ~~3-5.PE.5.1.3~~ — Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.)

**IDAHO CONTENT STANDARDS
GRADE 6-8
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 8, students will:

- ~~5-6.PE.1.1.1 Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.~~
- ~~7-8.PE.1.1.1 Demonstrate increasing competence and strategies in more specialized skills and in invasion, wall/net, fielding/striking, and target games through the use of modified games.~~
- ~~7-8.PE.1.1.4 Display competence in a variety of rhythms and dance forms.~~
- ~~7-8.PE.1.1.5 Display competence in basic skills to participate in outdoor pursuits.~~
- 6-8.PE.1.1.1 Demonstrate mature form in the basic skills of more specialized activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).
- ~~5-6.PE.1.1.2 Demonstrate a variety of skills in complex situations of selected movement forms.~~
- ~~7-8.PE.1.1.2 Adapt and combine skills to meet the demands of increasingly complex situations.~~
- 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity and in combination with other basic skills.
- ~~5-6.PE.1.1.3 Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.~~
- ~~7-8.PE.1.1.3 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport.~~
- 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities (e.g., wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc.).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 8, students will:

- ~~5-6.PE.2.1.2 Transfer information between skills.~~
- ~~5-6.PE.2.1.3 Identify and utilizes offensive and defensive strategies in different settings and situations.~~

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- ~~7-8.PE.2.1.2 — Identify the critical elements of movement concepts as they relate to performance.~~
- ~~7-8.PE.2.1.3 — Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.~~
- 6-8. PE.2.1.1 — Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, field/striking, target, dance, outdoor activities, fitness, etc., (e.g., transition from offense to defense, leave no trace, shortest distance, angles of interception, fluid sequential movement, etc.).
- ~~5-6.PE.2.1.1 — Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.~~
- ~~7-8.PE.2.1.1 — Describe training and conditioning principles for specific physical activities.~~
- 6-8.PE.2.1.2 — Identify principles of practice and biomechanics that enhance movement performance (e.g., describe basic principles of training and how they improve fitness, describe why extending the elbow in striking skills is important, etc.).
- ~~7-8.PE.2.1.4 — Observe and identify characteristics of highly skilled performance that enable success in an activity.~~
- 6-8.PE.2.1.3 — Apply external feedback to guide and improve performance (e.g., use videos to refine skills, verbal feedback to improve performance, etc.).

Standard 3: Physically Active Lifestyle Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment, and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 8, students will:

- ~~5-6.PE.3.1.4 — Monitor and assess time spent in physical activities.~~
- 6-8.PE.3.1.1 — Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute, etc.).
- ~~5-6.PE.3.1.1 — Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.).~~
- 6-8.PE.3.1.2 — Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- ~~5-6.PE.3.1.2 — Recognize physical activity as a positive opportunity for social and group interaction.~~
- ~~5-6.PE.3.1.3 — Seek personally challenging experiences in physical activity.~~

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- ~~7-8.PE.3.1.1 — Participate in daily physical activities to enhance self-confidence by accomplishing personal goals.~~
- ~~7-8.PE.3.1.2 — Explore a variety of new and challenging physical activities for personal interest, self-expression and social interaction in and out of the physical education class.~~
- 6-8.PE.3.1.3 — Explore a variety of challenging physical activities for personal interest, self-expression and social interaction in a variety of settings including school, home, workplace, and community (e.g., bowling, golf, recreational teams, lessons, camping, etc.).
- 6-8.PE.3.1.4 — Describe the challenges found both in experiencing high levels of competition and in learning new and/or different activities (e.g., journaling, videos, blogs, etc.).
- ~~7-8.PE.3.1.3 — Establish personal physical activity goals that meet individual needs and enhance personal enjoyment.~~

Standard 4: Personal Fitness

Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 8, students will:

- ~~7-8.PE.4.1.1 — Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.~~
- 6-8.PE.4.1.1 — Know and demonstrate the health-related fitness components including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- 6-8.PE.4.1.2 — Know and demonstrate the basic knowledge of skill-related fitness including agility, coordination, balance, power, reaction time, and speed (e.g., President's Council, assessment series from NASPE, combatives, sprint starts, vertical/standing jump, pilates, etc.).
- ~~5-6.PE.4.1.1 — Participate in and monitor moderate to vigorous physical activity in a variety of settings.~~
- ~~7-8.PE.4.1.2 — Participate in a variety of health-related fitness activities in and out of physical education.~~
- 6-8.PE.4.1.3 — Participate in a variety of health-related and skill-related fitness activities in diverse settings including school, home, workplace, and community (e.g., hiking, swimming, orienteering, rock climbing, fun runs, social dance, etc.).
- ~~7-8.PE.4.1.3 — Assess physiological indicators of exercise during and after physical activity.~~

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- ~~6-8.PE.4.1.4~~ ~~Assess physiological indicators of exercise during and after physical activity (e.g., target heart rate zone, perceived exertion, etc.).~~
- ~~5-6.PE.4.1.2~~ ~~Modify strategies to achieve personal fitness goals.~~
- ~~5-6.PE.4.1.3~~ ~~Work independently with minimal supervision to achieve personal fitness goals.~~
- ~~7-8.PE.4.1.4~~ ~~Apply basic principles of training to improve physical fitness goals.~~
- 6-8.PE.4.1.5 Apply basic principles and types of training to improve fitness goals (e.g., frequency, intensity, progression, specificity, overload, regularity, interval training, fartlek, circuit training, resistance training, etc.).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 8, students will:

- ~~5-6.PE.5.1.1~~ ~~Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.~~
- ~~7-8.PE.5.1.1~~ ~~Apply safety procedures when participating in all physical activities.~~
- 6-8.PE.5.1.1 Apply safe practices, ethical behavior, and positive forms of social interaction when participating in physical activities (e.g. participate within the rules of an activity, display good sportsmanship, practice self-control, etc.).
- ~~7-8.PE.5.1.2~~ ~~Solve problems by analyzing potential consequences when confronted with a behavioral choice.~~
- 6-8.PE.5.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice (e.g. resolve argument between peers, be sensitive of the rights and feelings of others, role play, case studies, etc.).
- ~~5-6.PE.5.1.2~~ ~~Work cooperatively in competitive and non-competitive activities.~~
- ~~7-8.PE.5.1.3~~ ~~Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.~~
- 6-8.PE.5.1.3 Work independently and in groups to achieve goals in competitive and cooperative settings (e.g. identify ways to relieve stress, develop team goals, practice for competition, sport education, adventure activities, challenge activities, etc.).
- ~~5-6.PE.5.1.3~~ ~~Respect and recognize the uniqueness and differences of oneself and others.~~
- ~~7-8.PE.5.1.4~~ ~~Willingly join others of diverse characteristics and backgrounds during physical activity.~~
- ~~7-8.PE.5.1.5~~ ~~Recognize the role of sport, games and dance in modern culture.~~
- 6-8.PE.5.1.4 Appreciate others of diverse characteristics and backgrounds during physical activity (e.g. invite others with differences to

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participate in an activity, work cooperatively with peers of diverse skill levels, cultural activities/projects, peer mentoring, etc.).
6-8.PE.5.1.5 Recognize the role of sport and physical activity in influencing personal and social behavior (e.g. identify positive and negative behaviors of sport figures, develop leadership skills, responsibility of actions, importance of individual roles in group activities, etc.).

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**IDAHO CONTENT STANDARDS
GRADE 9-12
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Objective(s): By the end of grade 12, students will:

- ~~9-12.PE.1.1.1 Demonstrate a competent skill level in three individual activities (e.g., dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).~~
- ~~9-12.PE.1.1.2 Demonstrate a competent skill level in two dual sports (e.g., tennis, badminton, pickleball, table tennis, racquetball, handball).~~
- ~~9-12.PE.1.1.3 Demonstrate a competent skill level in two team-related activities (e.g., soccer, softball, basketball, floor or field hockey, volleyball).~~
- 9-12.PE.1.1.1 Demonstrate competency in basic and advanced skills and tactics in at least five leisure and lifetime physical activities (e.g., individual/dual/team-related sports, outdoor pursuits, rhythm, fitness, and aquatics).

Standard 2: Movement Knowledge

Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of grade 12, students will:

- ~~9-12.PE.2.1.1 Know and understand pertinent scientifically based information regarding movement performance.~~
- 9-12.PE.2.1.1 Demonstrate the knowledge and understanding necessary to develop scientifically based personal activity plans that include self-selected physical activities and sports (e.g., physical activity goal setting, fitness profiles and assessments, mypyramid.gov nutrition, etc.).
- ~~7-8.PE.2.1.2 Identify the critical elements of movement concepts as they relate to performance.~~
- ~~7-8.PE.2.1.4 Observe and identify characteristics of highly skilled performance that enable success in an activity.~~
- ~~9-12.PE.2.1.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills.~~
- 9-12.PE.2.1.2 Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills (e.g., utilizing anaerobic and aerobic performance appropriately, applying the concept of spin to a variety of activities

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- ~~7-8.PE.2.1.3~~ to improve performance, biomechanical efficiency to conserve energy, etc.).
- ~~7-8.PE.2.1.3~~ Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.
- ~~9-12.PE.2.1.2~~ Apply advanced movement-specific information to physical activity.
- ~~9-12.PE.2.1.3~~ Evaluate and apply appropriate tactics and strategies in a variety of sports and physical activities (e.g., using trekking poles to improve efficiency, recognize elite-level performance, explain tactical strategies in a game of softball, etc.).
- ~~7-8.PE.2.1.1~~ Describe training and conditioning principles for specific physical activities.

Standard 3: Physically Active Lifestyle Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment, and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 12, students will:

- ~~9-12.PE.3.1.1~~ Participate in moderate to vigorous physical activity for at least of 50% of the lesson time (e.g., time assessment, pedometer = 3200 steps in a 40 minute lesson or 80 steps per minute - block or traditional schedule, etc.).
- ~~9-12.PE.3.1.1~~ Participate daily in physical activity both in and out of school settings.
- ~~9-12.PE.3.1.2~~ Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.).
- ~~9-12.PE.3.1.2~~ Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.
- ~~9-12.PE.3.1.3~~ Provide rationale about their physical activity participation for health and manage participation based on personal interests, capabilities, and resources (e.g., develop individual physical activity plan, journaling, etc.).
- ~~9-12.PE.3.1.3~~ Analyze factors that influence personal physical activity patterns throughout life.
- ~~9-12.PE.3.1.4~~ Analyze factors that influence personal physical activity patterns over one's lifespan (e.g., reflections on volunteer efforts with populations of various ages and abilities, personal profile, family physical activity tree, create personal activity pyramid, etc.).
- ~~9-12.PE.3.1.5~~ Enjoy the challenge of working hard to better their skills and feel satisfaction when they are successful in improving and pursuing personal goals (e.g., journaling reflections, etc.).

Standard 4: Personal Fitness

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Goal 4.1: Achieve and maintain a health-enhancing level of physical fitness.

Objective(s): By the end of grade 12, students will:

- ~~9-12.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.~~
- 9-12.PE.4.1.1 Demonstrate health-related fitness components (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition) by improving, meeting and/or sustaining gender and age-related contemporary fitness standards as defined by approved tests (e.g., Fitnessgram or President's Council healthy fitness zone/level, identify various activities that demonstrate each health-related component, etc.).
- 9-12.PE.4.1.2 Assume greater self-responsibility to improve, meet, and/or sustain gender and age-related contemporary fitness standards necessary for a healthy productive life as defined by approved tests such as Fitnessgram or President's Council healthy fitness zone/level (e.g., log sheets, fitness profiles, task cards, portfolios, etc.).
- ~~9-12.PE.4.1.2 Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.~~
- 9-12.PE.4.1.3 Interpret and analyze information from fitness tests to plan and design individual programs for achieving and maintaining current/lifelong fitness goals that encompass all components of fitness (e.g., select various activities from skill- and health-related components, set goals, fitness plan, assessment and evaluation, website programs for lifelong fitness planning, etc.).
- ~~9-12.PE.4.1.3 Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.~~

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 12, students will:

- ~~9-12.PE.5.1.1 Initiate independent and responsible personal behavior in physical activity settings.~~
- 9-12.PE.5.1.1 Demonstrate the ability to initiate responsible personal and social behavior, function independently, and positively influence the behavior of others in physical activity setting (e.g. develop code of ethics, sportsmanship recognition, volunteer Special Olympics, assist in an elementary physical education class, etc.).
- ~~9-12.PE.5.1.2 Accept the responsibility for taking a leadership role and willingly follow, as appropriate, in order to accomplish group goals.~~

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- 9-12.PE.5.1.2 Demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures, and etiquette in physical activity settings (e.g. assumes an active leader and/or supportive role as appropriate during a ropes course activity, acknowledge a rule infraction, plan and lead a backpacking trip, coordinate a fun run, respecting others space in a weight room, etc.).
- 9-12.PE.5.1.3 Respond appropriately to potentially explosive interactions with others in order to mediate and resolve conflict (e.g. communicates in a calm and controlled manner to inflammatory remarks, role play, debate behaviors that occur in current events, etc.).
- 9-12.PE.5.1.3 Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.
- 9-12.PE.5.1.4 Synthesize and evaluate knowledge regarding the role of physical activity in a culturally diverse society (e.g. identify barriers and opportunities for physical activity in the community, document the influence of cultural events on one's own physical activity behavior, interpret the meaning of physical activity through forms of expression such as art, poetry, writing, film, movement; etc.).
- 9-12.PE.5.1.5 Evaluate personal choices for engaging in physical activity over the life span including the influence of age, ability, gender, race, ethnicity, socioeconomic status, and culture (e.g. the impact of family physical activity on self; successes, challenges and enjoyment in lifelong physical activities; the effect of dance, fitness or recreational activities on senior citizens; critique economic commitments, etc.).

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SUBJECT

Proposed Rule – IDAPA08.02.03.004, Rules Governing Thoroughness, Incorporated by Reference –Chemistry Standards

REFERENCE

August 21, 2008

M/S (Luna/Agidius): To approve the Idaho Content Standards for Chemistry to be incorporated by reference into rule. Motion carried unanimously.

M/S (Luna/Thilo): To approve the temporary rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Chemistry. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness, Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The 2007 Legislature approved increased high school graduation requirements, which will first impact Idaho students who enter the ninth grade in the fall of 2009 (graduating class of 2013). Under the new requirements, students need to complete a minimum of six credits in science, and four of these credits must be laboratory courses. Secondary sciences shall include instruction in the following areas:

- Biology;
- Physical science or chemistry;
- Earth, space, environment, or approved applied science.

The Chemistry Standards are a result of the need for a 3rd year science course for the graduating class of 2013. The Chemistry Standards for Grades 11-12 are a list of fundamental areas of study as determined by a panel of Idaho high school and higher education chemistry instructors.

A committee of seven teachers and a higher education representative were solicited to participate in the revision process over a period of two days.

The standards were introduced as temporary rule in the last rulemaking year, because they need to be used prior to the end of the legislative session as schools began to review their district curricular needs. They are now being presented in the 2009 rulemaking year as a proposed rule.

ATTACHMENTS

Attachment 1 –Idaho Content Standards for Chemistry

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STAFF COMMENTS AND RECOMMENDATIONS

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BOARD ACTION

A motion to approve the Idaho Content Standards for Chemistry as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Chemistry.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO CONTENT STANDARDS
GRADE 11-12
CHEMISTRY**

Students are expected to know content and apply skills from previous grades.

Standard 1: Nature of Science

Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.

Goal 1.1: Understand Systems, Order, and Organization

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.1.1 Use the periodic table to predict physical and chemical properties.

Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.2.1 Describe the historical development of the periodic table.
- 11-12.C.1.2.2 Create and interpret graphs of data.
- 11-12.C.1.2.3 Explain and interpret the key concepts of the kinetic molecular theory.
- 11-12.C.1.2.4 Distinguish the common theories defining acids and bases.

Goal 1.3: Understand Constancy, Change, and Measurement

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.3.1 Identify, compare and contrast physical and chemical properties and changes and appropriate computations.
- 11-12.C.1.3.2 Perform computations using scientific notation, the metric system and dimensional analysis.
- 11-12.C.1.3.3 Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.
- 11-12.C.1.3.4 Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.
- 11-12.C.1.3.5 Analyze and solve reaction stoichiometry problems.
- 11-12.C.1.3.6 Express concentrations of solutions in various ways including molarity.
- 11-12.C.1.3.7 Interpret how the presence of solute particles affect the properties of a solution and be able to do calculations involving colligative properties.
- 11-12.C.1.3.8 Analyze quantitative relationships involved in acid/base chemistry including pH.

Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State

No objectives in Chemistry.

Goal 1.5: Understand Concepts of Form and Function

No objectives in Chemistry.

Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.6.1 Demonstrate an understanding of the scientific method.
- 11-12.C.1.6.2 Select and use appropriate scientific equipment, materials and techniques.

Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.7.1 Explain how a series of historically related and documented experiments led to the current model and structure of the atom.

Goal 1.8: Understand Technical Communication

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.1.8.1 Correctly write symbols, formulas and names for common elements, ions and compounds.
- 11-12.C.1.8.2 Communicate scientific investigations and information clearly.

Standard 2: Physical Science

Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.

Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.1.1 Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.
- 11-12.C.2.1.2 Predict the polarity of chemical bonds using electronegativity.

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- 11-12.C.2.1.3 Predict physical properties of compounds based upon the attractive forces between atoms and molecules.
- 11-12.C.2.1.4 Distinguish and classify all matter into appropriate categories.
- 11-12.C.2.1.5 Explain the relationship and reactions of acids, bases, and salts.
- 11-12.C.2.1.6 Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.

Goal 2.2: Understand Concepts of Motion and Forces

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.2.1 Describe the Kinetic Molecular Theory as it applies to phases of matter.

Goal 2.3: Understand the Total Energy in the Universe is Constant

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.3.1 Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.
- 11-12.C.2.3.2 Demonstrate the conservation of matter by balancing chemical equations.
- 11-12.C.2.3.3 Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.

Goal 2.4: Understand the Structure of Atoms

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.4.1 Interpret the classic historical experiments that were used to identify the components of an atom and its structure.
- 11-12.C.2.4.2 Deduce the number of protons, neutrons and electrons for an atom or ion.
- 11-12.C.2.4.3 Describe the relationship between the structure of atoms and light absorption and emission.
- 11-12.C.2.4.4 Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.

Goal 2.5: Understand Chemical Reactions

Objective(s): By the end of Chemistry, the student will be able to:

- 11-12.C.2.5.1 Illustrate the Law of Conservation of Mass and the Law of Definite Proportions.
- 11-12.C.2.5.2 Classify, write and balance chemical equations for common types of chemical reactions and predict the products.
- 11-12.C.2.5.3 Describe the factors that influence the rates of chemical reactions.

Standard 3: Biology

No goals or objectives in Chemistry.

Standard 4: Earth and Space Systems

No goals or objectives in Chemistry.

Standard 5: Personal and Social Perspectives; Technology

Students understand that science and technology interact and impact both society and the environment.

Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.5.1.1 Demonstrate the ability to work safely and effectively in a chemistry laboratory.

Goal 5.2: Understand the Relationship between Science and Technology

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.5.2.1 Assess the role of chemistry in enabling technological advances.

Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

Objective(s): By the end of Chemistry, the student will be able to:

11-12.C.5.3.1 Evaluate the role of chemistry in energy and environmental issues.

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SUBJECT

Proposed Rule – IDAPA 08.02.03.004, Rules Governing Thoroughness,
Incorporated by Reference – Humanities Standards

REFERENCE

August 21, 2008

M/S (Luna/Thilo): To approve the Idaho Content Standards for Humanities to be incorporated by reference into rule. Motion carried unanimously.

M/S (Luna/Agidius): To approve the temporary rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Humanities. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.004, Rules of the Board Governing Thoroughness,
Section 33-1612, Idaho Code

BACKGROUND/DISCUSSION

The Humanities Standards include the following subjects: dance, interdisciplinary humanities, music, theatre, visual arts, and world languages. The Humanities Standards were reviewed and revised in 2008. The newly reviewed Humanities Standards have removed numbering that pertained to the original numbering system. All subjects made slight revisions in wording and adding/deleting words or phrases that were cumbersome or unclear. The revised standards incorporate wording that pertains to P21 (21st Century Partnership) skills, emphasizing skills that directly involve: critical thinking, problem solution, creativity, interpersonal skills, self-direction, accountability, and social responsibility.

A committee of ten teachers, representing drama, music, visual arts, foreign language, integrated humanities, and dance, participated in the revision process. The teachers had worked on previous standards revisions and were very familiar with the standards. After an initial revision, the standards were posted online for comment, and those suggestions were incorporated into the revisions.

The standards were introduced as temporary rule in the last rulemaking year, because they need to be used prior to the end of the legislative session as schools began to review their district curricular needs. They are now being presented in the 2009 rulemaking year as a proposed rule.

ATTACHMENT

Attachment 1 – Idaho Content Standards for Humanities

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STAFF COMMENTS AND RECOMMENDATIONS

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BOARD ACTION

A motion to approve the Idaho Content Standards for Humanities as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the proposed rule change to IDAPA 08.02.03.004, Rules Governing Thoroughness, to incorporate by reference the Idaho Content Standards for Humanities.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: DANCE**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 demonstrate dance movements as associated with places, historical events, and themes across various cultures and disciplines.

Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.1.1.1 Identify and perform dances associated with particular places and events. ~~(868.01.d1)~~
- K-3.D.1.1.2 Identify historical events that have influenced dance. ~~(868.01.d2)~~
- K-3.D.1.1.3 Discuss common subjects, ideas, and themes in dances from different cultures. ~~(868.01.d3)~~
- K-3.D.1.1.4 Describe the role dance plays in today's society. ~~(868.01.d4)~~

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods. ~~(868.02.d1)~~
- K-3.D.1.2.2 Identify common themes or ideas found in other art forms and explore them through movement (e.g., students identify the theme of sadness found in a painting and improvise the idea through movement using “sad” music). ~~(868.02.d2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about dance.~~ Students in grades K-3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

Goal 2.1: ~~Conduct analyses in dance.~~ Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 3, the student will be able to:

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- K-3.D.2.1.1 Talk about dance as a means of communicating meaning. ~~(870.01.d1)~~
- K-3.D.2.1.2 Show through movement how the human body is used to express or communicate action, idea, or experience. ~~(870.01.d2)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions about dance performances.~~

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.2.2.1 Create movement based on a theme (e.g., improvise on the topic of ~~family~~ the solar system). ~~(870.02.d2)~~
- K-3.D.2.2.2 Show how dance elicits various interpretations. ~~(870.02.d3)~~
- K-3.D.2.2.3 Develop and apply ~~arts~~ dance vocabulary when discussing dance forms. ~~(870.03.d1)~~
- K-3.D.2.2.4 ~~Suggest ways the artists get ideas. (870.03.d3)~~ Create a dance phrase, working productively with others, respecting diverse perspectives.
- K-3.D.2.2.5 Voice personal preferences about dances within a classroom or other setting. ~~(870.03.d4)~~
- K-3.D.2.2.65 Observe a dance performance, discuss its meaning, and voice a personal response to it.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades K-3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.1.1 Identify and practice different movement qualities (e.g., ~~glide, slide, wiggle, swing~~ bend, rise, fall, jump).
- K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds. ~~(872.02.d1)~~
- K-3.D.3.1.3 ~~Improvise movement based on various stimuli (e.g., music, verbal clues, sound). (872.01.d4)~~ Demonstrate dance phrases, following a specific floor pattern.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns. ~~(872.02.d2)~~
- K-3.D.3.2.2 Move as an individual and as part of a group without talking. ~~(872.02.d3)~~
- K-3.D.3.2.3 Move at various tempos.

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Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.D.3.3.1 Use ~~movement~~ dance vocabulary to compose a dance phrase. (~~872.03.d1~~)
- K-3.D.3.3.2 Create a ~~movement~~ dance phrase with a beginning, middle, and end. (~~872.03.d2~~)
- K-3.D.3.3.3 ~~Use original ideas and/or concepts from other sources~~ Develop, communicate new ideas to others ~~to create~~ through movement. (~~872.03.d3~~)
- K-3.D.3.3.4 Express ideas, moods, and feelings through dance. (~~872.03.d4~~)

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 research and perform various existing dances and create their own original work based on other art disciplines.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., social, cultural, professional). ~~(902.01.d1)~~
- 4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society. ~~(902.01.d2)~~
- 4-5.D.1.1.3 Identify ways in which dance has been transmitted from one generation to another.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a movement phrase based on a poem, a piece of music, or from a costume). ~~(902.02.d1)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

Analyze and converse about dance. Students in grades 4-5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

Goal 2.1: ~~Conduct analyses in dance.~~ Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning. ~~(904.01.d1)~~

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- 4-5.D.2.1.2 Speculate and experiment with how different artistic choices can change the meaning of a dance. (904.01.d2)

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions about dance performances.~~

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.2.2.1 Discuss how dance reveals themes and ideas. (904.02.d1)
~~4-5.D.2.2.2 Identify ways in which other disciplines relate to movement and dance (e.g., repetition in painting and music). (904.02.d2)~~
4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.
4-5.D.2.2.3 Observe a dance performance and explain how the dance conveyed feelings or ideas.

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 4-5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.1.1 Identify and practice ~~weight shifts, lateral movement, elevation, and jumps.~~ (906.01.d1) transfer of weight, elevation, turning, and falling at varying speeds.
4-5.D.3.1.2 Memorize set patterns of movement. (906.01.d2)
4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies. (906.01.d4)

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.D.3.2.1 Perform dances from at least two different ~~genres~~ dance disciplines (jazz, ballet, modern, tap, folk).
4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement. (906.02.d2)

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

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- 4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, using stage directions. ~~and in space at various speeds.~~
- 4-5.D.3.3.2 ~~Create a variety of solutions to~~ Analyze a movement problem (e.g., move to the floor from standing without using your hands, move like a caterpillar) with a partner or a group, and create a solution. ~~(906.03.d4)~~

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 investigate and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance). ~~(936.01.d1)~~
- 6-8.D.1.1.2 Examine the influence of historical events on the development of the dance form they have performed. ~~(936.01.d2)~~
- ~~6-8.D.1.1.3 Examine the role of dance in holidays and traditional celebrations.~~

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.2.1 ~~Compare traditional and modern dance and find a counterpart with another art form sharing traditional and modern forms. (936.02.d2)~~ Compare ballet and modern dance, and find a counterpoint with music.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about dance.~~ Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: ~~Conduct analyses in dance.~~ Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.1.1 Identify criteria for evaluating dance. ~~(938.03.d2)~~

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6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance. ~~(938.03.d1)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions about dance performances.~~

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.2.1 Compare how various dance ~~forms~~ disciplines express different ideas. ~~(938.02.d2)~~
- 6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance. ~~(938.01.d3)~~
- 6-8.D.2.2.3 Discuss various responses and interpretations of a dance performance. ~~(938.01.d2)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 6-8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.1.1 Practice correct strengthening and stretching sequences. ~~(940.01.d1)~~
- 6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control. ~~(940.01.d5)~~

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases. ~~(940.02.d1)~~
- 6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and sagittal). ~~(940.02.d2)~~
- 6-8.D.3.2.3 Create and follow a floor pattern. ~~(940.02.d3)~~
- 6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance. ~~(940.02.d4)~~

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.3.1 Choreograph and perform short dance works of two different dance stylesdisciplines. ~~(940.03.d1)~~
- 6-8.D.3.3.2 Choreograph a duet. ~~(940.03.d4)~~
- 6-8.D.3.3.3 Create a round or canon for a group of dancers to perform. ~~(940.03.d5)~~

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6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else.
(940.03.d6)

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.1.1 Discuss how dance has a history, purpose, and function in cultures. ~~(970.01.d2)~~
- 9-12.D.1.1.2 Choreograph a dance that illustrates a significant historical event, discovery, or concept. ~~(970.01.d1)~~

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance. ~~(970.02.d1)~~
- 9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about dance.~~ Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goal 2.1: Conduct analyses in dance.

Objective(s): By the end of Grade 12, the student will be able to:

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- 9-12.D.2.1.1 Develop and use dance vocabulary to discuss a variety of dance ~~forms and styles. (973.01.d1)~~ disciplines.
- 9-12.D.2.1.2 Write a critique of a dance performance, examining how dance creates and communicates meaning. ~~(973.01)~~

Goal 2.2: Formulate and express opinions ~~Engage in reasoned dialogue and make decisions about dance performances.~~

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.2.1 Discuss how dance can reveal ~~or portray political and/or cultural issues. (973.02.d1)~~ human thought and global issues.
- 9-12.D.2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.
- 9-12.D.2.2.3 Create ~~and revise~~ a dance, articulating reasons for artistic decisions. ~~and what was gained or lost by those decisions.~~
- 9-12.D.2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.
- 9-12.D.2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer. ~~(973.03.d3)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through dance articulately and expressively.~~ Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres. ~~(975.01.d1)~~
- 9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
- 9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.2.1 Study a piece of choreography and ~~interpret~~ analyze it.

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- 9-12.D.3.2.2 Identify the characteristics of a particular dance style discipline.
- 9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance style discipline.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.3.1 Create a movement phrase, using contrast in energy and tempo.
- 9-12.D.3.3.2 Choreograph a dance based on a theme. (975.03.d1)
- 9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).
- 9-12.D.2.1.3 Discuss the aesthetics of dance. (975.03.d5)

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: INTERDISCIPLINARY**

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines.~~ Interdisciplinary Humanities students explain and discuss the historical and cultural contexts of the disciplines they are studying. Students illustrate the relationships between those contexts by creating original works. Students analyze society through the arts and humanities disciplines.

Goal 1.1: Understand the historical and cultural contexts of the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.1.1 Identify, in context, events and people influential in the development of historical events and/or movements and living cultures. ~~(962.01.a)~~
- 9-12.I.1.1.2 Demonstrate the ways in which the arts and humanities reflect events. ~~(962.01.b)~~
- 9-12.I.1.1.3 Illustrate how an artifact symbolizes and reflects a particular culture and/or time period. ~~(962.01.c)~~

Goal 1.2: Understand the interrelationships within the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.2.1 Acquire a working vocabulary of two or more arts and humanities disciplines. ~~(962.02.a)~~
- 9-12.I.1.2.2 Compare and contrast the products and processes of two arts and humanities disciplines. ~~(962.02.b)~~
- 9-12.I.1.2.3 Illustrate the relationship between two or more arts and humanities disciplines and the extent to which they enhance or influence each other. ~~(962.02.c)~~
- 9-12.I.1.2.4 Create an original work that shows the relationship between two or more arts and humanities disciplines.

Goal 1.3: Understand the interrelationships between cultures.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.1.3.1 Identify the ways the structure of an art or discipline mirrors the structure and values of society. ~~(962.03.a)~~
- 9-12.I.1.3.2 Identify the ways that the humanities disciplines affect human relationships. ~~(962.03.b)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts and humanities. They build literacy and develop critical thinking through analysis and interpretation

~~Conduct analyses, engage in discussions, and demonstrate informed judgment about philosophical, aesthetic, or ethical humanities issues across two or more humanities disciplines~~
Interdisciplinary Humanities students research and analyze important cultural, artistic, and societal issues as they relate to two or more arts and humanities disciplines (e.g., visual art, music, theatre, dance, world language, history, literature). Students discuss abstract ideas and artworks and make judgments about them. Students formulate and present personal conclusions about the importance of the humanities disciplines within a culture.

Goal 2.1: Conduct analyses in the arts and humanities disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.1.1 Relate arts and humanities disciplines to ethical and/or human issues. ~~(964.01.a)~~
- 9-12.I.2.1.2 Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. ~~(964.01.b)~~
- 9-12.I.2.1.3 Research and present findings about the role of artworks in a society.

Goal 2.2: Engage in discussions about arts and humanities issues.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.2.1 Analyze an artifact or idea and debate its meaning in the context of its societal values. ~~(964.02.a)~~
- 9-12.I.2.2.2 Describe the influence of religion on government, culture, artistic creation, technological development, and/or social conduct. ~~(964.02.b)~~
- 9-12.I.2.2.3 Discuss ways in which the arts and humanities break through and create class barriers. ~~(964.02.e)~~
- 9-12.I.2.2.4 Discuss the significance of artworks in a society.

Goal 2.3: Demonstrate informed judgment about philosophical, aesthetic, or ethical arts and humanities issues.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.2.3.1 Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. ~~(964.03.a)~~
- 9-12.I.2.3.2 Create an original work that offers a response to a human problem.

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

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~~Communicate in the humanities disciplines articulately and with creative expression.~~
~~Interdisciplinary~~ Humanities students demonstrate knowledge of themes and meanings in more than one humanities discipline. Students select, analyze, and replicate or imitate significant works in the arts and humanities disciplines. Students create original work that demonstrates knowledge of a(n) historical period, culture, or universal theme.

Goal 3.1: Understand concepts essential to interdisciplinary study.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.1.1 Discuss the role of diverse cultures within the arts and humanities. ~~(966.01.a)~~
- 9-12.I.3.1.2 Identify universal themes in the arts and humanities disciplines. ~~(966.01.b)~~
- 9-12.I.3.1.3 Select and exhibit works that communicate a common meaning.

Goal 3.2: Communicate in the humanities disciplines through application of knowledge and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.2.1 Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview. ~~(966.02.a)~~
- 9-12.I.3.2.2 Interpret how a literary/artistic work relates to the history and/or culture from which it originated. ~~(966.02.b)~~
- 9-12.I.3.2.3 Replicate or imitate a literary/artistic masterpiece, composition, genre, or style through its distinguishing characteristics.

Goal 3.3: Communicate in the humanities disciplines through creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.I.3.3.1 Express, through means other than expository writing, an understanding and appreciation of the arts and humanities. ~~(966.03.a)~~
- 9-12.I.3.3.2 Illustrate a connection between two humanities disciplines, showing how they compliment one another. ~~(966.03.b)~~
- 9-12.I.3.3.3 Create an artistic work that expresses the uniqueness of a historical period or cultural influence. ~~(966.03.c)~~
- 9-12.I.3.3.4 Create a literary work that targets a universal theme.

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: MUSIC**

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 discuss the history, culture, and traditions found in selected musical examples. Students identify ideas and emotions expressed through music and ~~compare a musical selection with another art form.~~ examine how they relate to other disciplines within that culture.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.1.1.1 Name the historical or cultural background of musical selections learned. ~~(868.01.a1)~~
- K-3.Mu.1.1.2 Identify the country or region of musical selections learned. ~~(868.01.a2)~~
- K-3.Mu.1.1.3 ~~Discuss~~Recognize characteristics of suitable music for various occasions and traditions.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines of music and culture.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.1.2.1 Identify ideas and emotions that are expressed through music and other disciplines. ~~(868.02.a1)~~
- ~~K-3.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.~~
~~(868.02.a2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades K-3 ~~identify~~differentiate among simple musical forms;and identify instrument families; and voices. Students discuss preferences for musical examples. Students explain the role of music in their lives.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 3, the student will be able to:

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- K-3.Mu.2.1.1 Examine music as a way to communicate emotions. ~~(870.01.a2)~~
- K-3.Mu.2.1.2 Use music vocabulary to discuss specific works of music. ~~(870.01.a3)~~
- K-3.Mu.2.1.3 Identify sounds of different instrument families and voices.
- K-3.Mu.2.1.4 ~~Identify~~ Differentiate among simple musical forms when they are heard.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.2.2.1 Discuss the importance of music in one's own life. ~~(870.02.a1)~~
- K-3.Mu.2.2.2 Discuss preferences for musical examples using familiar musical terms. ~~(870.03.a2)~~
- ~~K-3.Mu.2.2.3 Demonstrate proper concert behavior.~~
- K-3.Mu.2.2.3 Draw conclusions about the meaning of the term "classical music." ~~(870.02.a2)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades K-3 read and perform simple music notation. Students perform alone and in groups on pitch and in rhythm responding to the conductor. Students create melodic or rhythmic responses using instructor guidelines. Students move to the beat of music.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.3.1.1 Sing independently with a clear tone and on pitch.
- K-3.Mu.3.1.2 Identify symbols and notation in music. ~~(906.01.a3)~~
- K-3.Mu.3.1.3 Read music notation in simple meters or groupings using a system of symbols, numbers, or letters. ~~(872.01.a1)~~

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.3.2.1 Identify and perform simple songs from different cultures and genres. ~~(872.02.a1)~~
- K-3.Mu.3.2.2 Illustrate group singing and instrumental skills in response to conductor cues. ~~(872.02.a2)~~
- K-3.Mu.3.2.3 Echo rhythmic or melodic patterns accurately.
- K-3.Mu.3.2.4 Evaluate and demonstrate proper behavior for different types of music performances.

Goal 3.3: Communicate through music with creative expression.

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Objective(s): By the end of Grade 3, the student will be able to:

- K-3.Mu.3.3.1 Improve musical "answers" to given rhythmic and/or melodic phrases.
(872.03.a3)
- K-3.Mu.3.3.2 Move to the beat of music in both organized and free style in a prescribed manner. (872.03.a2)
- K-3.Mu.3.3.3 Improve movement that is stylistically appropriate to music (e.g., free style). (872.03.a4)

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 identify and describe the use of musical elements from various cultures and time periods. Students explain how music relates to other subject areas, using terms common to the arts.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.1.1 Describe how musical elements are used in music of our own culture as well as other cultures.
- 4-5.Mu.1.1.2 Identify characteristics of music from two different historical periods. ~~(902.01.a2)~~
- 4-5.Mu.1.1.3 Identify specific compositions as belonging to a particular era in music history. ~~(902.01.a3)~~
- 4-5.Mu.1.1.4 Recognize the uses of music in everyday life.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.1.2.1 Identify similarities and differences in the meanings of terms common to other arts disciplines. ~~(902.02.a2)~~
- 4-5.Mu.1.2.2 Compare a musical selection with another art form that uses a similar style.
- 4-5.Mu.1.2.3 Describe ways that music is related to other subject areas within an historical context.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 4-5 identify specific elements of music and sounds of various instruments and voices. Students discuss the importance of music in today's society. Students express personal preferences for a specific work using appropriate arts vocabulary.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.1.1 Describe music as a form of communication. ~~(904.01.a2)~~
- 4-5.Mu.2.1.2 Recognize and identify specific elements of music (melody, harmony, rhythm, form, timbre). ~~(904.01.a1)~~
- ~~4-5.Mu.2.1.3 Identify the sounds of various instruments and voices.~~
- 4-5.Mu.2.1.4~~3~~ Use music vocabulary to discuss specific compositions of various styles and cultures. ~~(904.01.a3)~~

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.2.2.1 Discuss the importance of music in our society. ~~(904.02.a1)~~
- 4-5.Mu.2.2.2 Express personal preferences for a specific work using appropriate arts vocabulary. ~~(904.03.a1)~~
- ~~4-5.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior. (904.03.a4)~~
- 4-5.Mu.2.2.4~~3~~ Identify and discuss copyright issues in music. ~~(904.03.a2)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 4-5 use standard music symbols and terms to read, notate, and perform music. Students sing, alone and with others, accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students also perform in groups blending vocal/instrumental sounds and ~~matching dynamics, breath control, phrasing, and interpretation in response to the conductor~~ or follow a conductor. Students improvise simple melodic phrases.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.1.1 Improvise simple melodic phrases. ~~(940.01.a1)~~
- ~~4-5.Mu.3.1.2 Use standard symbols to notate meter, rhythm, pitch, articulation, and dynamics.~~
- 4-5.Mu.3.1.2 Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. ~~(906.01.a2)~~
- ~~4-5.Mu.3.1.4 Identify specific instruments in a recording or live performance. (906.01.a4)~~

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

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- 4-5.Mu.3.2.1 Sing in harmony using simple ostinatos, partner songs, descants, and canons. ~~(906.02.a1)~~
- 4-5.Mu.3.2.2 Perform independent instrumental parts while other students sing or play contrasting parts. ~~(906.02.a3)~~
- 4-5.Mu.3.2.3 Sing/play accurately with appropriate dynamics, breath control, phrasing, and interpretation while following a conductor.
- 4-5.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.Mu.3.3.1 Improvise, create, or arrange music within specifies guidelines (style, form, instrumentation). ~~(906.03.a3)~~
- ~~4-5.Mu.3.3.2 Sing expressively, either alone or in a musical group.~~
- ~~4-5.Mu.3.3.3 Play rhythmic, melodic and harmonic classroom instruments expressively~~
- 4-5.Mu.3.3.2 Sing/play an improvised simple melody in a call and response context.
- 4-5.Mu.3.3.3 Move to the beat of music ~~in both organized and free style~~ in an organized manner.
- 4-5.Mu.3.3.4 Improvise movement that is stylistically appropriate to music (e.g., free style).
- 4-5.Mu.3.3.5 Create original rhythmic/melodic ostinatos to accompany group performances.

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music. ~~(936.01.a1)~~
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed. ~~(936.01.a2)~~
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed. ~~(936.01.a2)~~
- 6-8.Mu.1.1.4 Identify ~~the roles of~~ prominent musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement. ~~(936.02.a2)~~
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines ~~and~~ of the arts.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.1.1 Identify a musical theme.

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- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1 ~~Describe the significance of music in contemporary society. (938.02.a3)~~ Discuss the roles of professional and amateur musicians in society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology. (973.03.a1)
- ~~6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire. (940.03.a4)~~
- 6-8.Mu.2.2.3 Debate copyright issues in music. (938.03.a3)
- 6-8.Mu.2.2.4 Develop criteria for high musical quality. (938.03.a2)
- 6-8.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others. (938.03.a2)

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students ~~articulate~~ formulate a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

- ~~6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments. (906.01.a1)~~
- 6-8.Mu.3.1.1 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.2 Read and notate music symbols (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). (940.01.a2)
- 6-8.Mu.3.1.3 ~~Articulate~~ Formulate a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

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- ~~6-8.Mu.3.2.1~~ Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. ~~(940.01.a3)~~
- 6-8.Mu.3.2.1 Sing/play accurately and expressively in at least 3-part harmony using with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor. ~~(940.02.a1)~~
- 6-8.Mu.3.2.3 Sing/play expressively with appropriate dynamics and phrasing, considering the intent of the music's creator.
- 6-8.Mu.3.2.3. Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8/Mu.3.2.3. Demonstrate interpersonal skills through working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines. ~~(872.03.a1)~~
- 6-8.Mu.3.3.2 Improvise simple rhythmic and/or melodic accompaniments.
- ~~6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator. (940.03.a)~~
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music. ~~(940.03.a1)~~

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. ~~Students identify famous musicians in contemporary society.~~

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods. ~~(971.01.a1)~~
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history. ~~(971.01.a2)~~
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives. ~~(971.01.a3)~~
- 9-12.Mu.1.1.4 ~~Identify famous musicians in contemporary society.~~ Identify the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style. ~~(971.02.a2)~~
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about music.~~ Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

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Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.1.1 Recognize ~~common themes~~ commonalities in the use of musical elements appearing in music throughout history. ~~(973.01.a4)~~
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms. ~~(973.01.a1)~~
- 9-12.Mu.2.1.3 Compare two contrasting musical works. ~~(973.01.a2)~~
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed. ~~(973.01.a3)~~

Goal 2.2: ~~Engage in reasoned dialogue and make decisions~~ Formulate and express opinions about musical performances.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.2.1 ~~Discuss the roles of professional and amateur musicians in society.~~ ~~(904.02.a2)~~ Evaluate how music participation is critical to global culture.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology. ~~(938.02.a1)~~
- ~~9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.~~
- 9-12.Mu.2.2.3 Offer an alternative for copyright infringement both for the consumer and the artist. ~~(973.03.a3)~~
- 9-12.Mu.2.2.4 Develop criteria for high musical quality and apply it to a live musical performance. ~~(973.02.a1)~~
- 9-12.Mu.2.2.5 Evaluate constructively the quality of one's performance and the performances of others. ~~(973.03.a4)~~

Standard 3: Creative Expression/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through music articulately and expressively.~~ Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students ~~articulate~~ formulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

- ~~9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony. (975.01.a1)~~
- 9-12.Mu.3.1.1 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.

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- 9-12.Mu.3.1.2 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.3 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.
- 9-12.Mu.3.1.4 ~~Articulate~~ Formulate a method of consistent and efficient musical practice. (975.01.a2)

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.2.1 Perform in groups, in at least 4 parts, blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)
- 9-12.Mu.3.2.2 Interpret/perform a musical selection, respecting the intent of its creator. (975.02.a2)
- 9-12.Mu.3.2.3 Perform in a small ensemble or as a soloist using appropriate musical technique. (975.02.a1)
- 9-12.Mu.3.2.4 Discuss and demonstrate the importance of proper concert behavior and attire.
- 9-12.Mu.3.2.5 Demonstrate interpersonal skills by working collaboratively and productively with others.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies. (975.03.a4)
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy. (975.03.a3)
- 9-12.Mu.3.3.3 Create an original harmony to accompany a melody.
- ~~9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills. (975.03.a1)~~
- ~~9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)~~

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: THEATRE**

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 identify elements of theatre, cultural traditions, time periods, ideas, and emotions as expressed through theatre. Students compare written stories to dramatic performances.

Goal 1.1: ~~Explain~~ Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.1.1 Identify a dramatic presentation as belonging to the past or present. ~~or future.~~
- K-3.T.1.1.2 Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting), and plot (story). ~~(868.01.e1)~~
- K-3.T.1.1.3 Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.

Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.1.2.1 ~~Discuss~~ Dramatize how theatre is enhanced by dance, visual art, and music. ~~(868.02.e1)~~
- K-3.T.1.2.2 Compare a written ~~(visual or oral)~~ story with a dramatic performance of that same story. ~~(868.02.e2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades K-3 identify and discuss the elements and meaning of a dramatic performance, using ~~arts~~-theatre vocabulary . Students explain personal preference about a dramatic performance.

Goal 2.1: Conduct analyses ~~in~~ of theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.1.1 ~~Discuss~~ Use drama as a form of communication. ~~(870.01.e2)~~
- K-3.T.2.1.2 Use ~~arts~~ theatre vocabulary to discuss a dramatic performance. ~~(870.01.e3)~~

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- K-3.T.2.1.3 Identify and describe the character, plot, and setting in stories.
- K-3.T.2.1.4 ~~Speculate~~ Discuss on the meaning of a performance.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~ Exercise sound reasoning in understanding and making choices about theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.2.2.1 Verbalize personal preferences for various types of drama. ~~(870.01.e1)~~
- K-3.T.2.2.2 Identify the beginning, middle, and ending of dramatic performances. ~~(870.01.e2)~~
- K-3.T.2.2.3 ~~Explain~~ Express preferences for ~~different parts~~ the various aspects of a dramatic performance. ~~(870.01.e3)~~
- K-3.T.2.2.4 Explain the importance of theatre in one's own life.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades K-3 create and present dramatic performances based on personal experience, imagination, and factual events. Students use theatrical skills to create different characters, scenes, and dialogue. Students employ the elements of scenery, props, costume, and makeup in a dramatic performance.

Goal 3.1: ~~Identify~~ Utilize concepts essential to theatre.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.1.1 Create characters, environments, and situations for dramatization. ~~(872.01.e1)~~
- K-3.T.3.1.2 Vary movement, vocal pitch, tempo, and tone for different characters. ~~(872.01.e2)~~

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.2.1 Use dialogue to tell stories. ~~(872.02.e1)~~
- K-3.T.3.2.2 Interact in imaginary situations. ~~(872.02.e2)~~
- K-3.T.3.2.3 Choose scenery, props, costumes, and makeup for a production. ~~(872.02.e3)~~
- K-3.T.3.2.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4-5 portray historical events and various cultures using theatrical elements. Students discuss theatre as a means of reflecting history and culture. Students analyze the interrelationships of the arts in a live performance.

Goal 1.1: ~~Explain~~ Identify the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.1.1.1 Translate a specific historical event into a dramatic presentation. ~~(902.01.e1)~~
- 4-5.T.1.1.2 Create stage props and scenery that convey historical accuracy in a dramatic reenactment. ~~(902.01.e2)~~
- 4-5.T.1.1.3 ~~Improvise~~ Create dialogue involving historical figures. ~~(902.01.e3)~~
- 4-5.T.1.1.4 ~~Discuss~~ Identify the value of theatre as a means of reflecting history and culture.

Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.1.2.1 Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance. ~~(902.02.e1)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 4-5 use selected criteria to critique performances and justify reasons for personal preferences. Students discuss and analyze the themes and elements of theatre. Students identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

Goal 2.1: Conduct analyses ~~in~~ of theatre.

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Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.2.1.1 Develop and use theatre vocabulary. ~~(904.01.e1)~~
- 4-5.T.2.1.2 Use selected criteria to critique a dramatic performance.
- 4-5.T.2.1.3 Compare and contrast film, television, and theatre as ~~different~~ distinct genres.
- 4-5.T.2.1.4 ~~Discuss~~ Examine theatre as ~~effective or ineffective~~ a means ~~ways~~ to communicate meaning.
- 4-5.T.2.1.5 Justify reasons for personal preference concerning a dramatic performance.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~
Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.2.2.1 Identify how theatre reveals universal themes. ~~(904.02.e1)~~
- 4-5.T.2.2.2 Analyze how facial expression and body language reveal meaning. ~~(904.02.e2)~~
- 4-5.T.2.2.3 Evaluate one's own performance of a scene and the performances of others. ~~(904.03.e4)~~
- ~~4-5.T.2.2.4 Discuss how lighting, sets, and costumes can create meaning in a dramatic performance. (904.03.e2)~~
- 4-5.T.2.2.54 Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.
- 4-5.T.2.2.5 Explain the importance of theatre in our society.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades 4-5 improvise and create dramatizations based on a variety of sources. Students use theatrical elements to convey mood and environment. Students collaborate to produce original and retold narratives. Students show respect for their work and the work of others.

Goal 3.1: ~~Identify~~ Utilize concepts essential to theatre.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.1.1 Improvise dialogue to tell stories and convey information.
- 4-5.T.3.1.2 Create characters, environments, and situations for dramatization.
- 4-5.T.3.1.3 Vary movements, vocal pitch, tempo, and tone for different characters.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.2.1 ~~Select materials to~~ Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production. ~~(906.02.e1)~~
- ~~4-5.T.3.2.2 Use theatrical elements to convey mood and environment. (906.02.e2)~~
- 4-5.T.3.2.2 Demonstrate basic stage movement.

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- 4-5.T.3.2.3 Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- 4-5.T.3.2.4 Show respect for personal work and works of others.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.T.3.3.1 Create characters and plots from a variety of sources.
- ~~4-5.T.3.3.2 Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. (906.03.c3)~~
- 4-5.T.3.3.2 Create a short dramatic scene from narrative literature.
- 4-5.T.3.3.3 Improvise scenes collaboratively, based on relationships and social situations. (906.03.c1)

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 identify and discuss the historical roots of theatre. Students distinguish between different types of acting and identify ways various cultures have used theatre to communicate ideas. Students use and analyze the use of multiple art forms in theatre.

Goal 1.1: ~~Explain~~ Examine the historical and cultural contexts of theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.1.1.1 ~~Identify~~ Investigate theatre's Greek roots. (~~936.01.e1~~)
- 6-8.T.1.1.2 Identify the ways in which many cultures have used theatre to communicate ideas.
- 6-8.T.1.1.3 ~~Discuss~~ Compare and contrast various historical changes and developments in the theatre and stage. (~~936.01.e2~~)
- 6-8.T.1.1.4 Delineate the differences ~~between melodramatic and realistic~~ among various acting styles, genres, and time periods.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.1.2.1 Utilize multiple art forms to communicate ideas effectively.
- 6-8.T.1.2.2 ~~Analyze a dramatic performance's use of multiple art forms.~~ Analyze how other art forms contribute to a dramatic performance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 6-8 compare and contrast theatre of different cultures. Students identify and discuss dramatic elements in a work. Students formulate and defend personal preferences about dramatic performances. Students use theatrical vocabulary to discuss a performance. Students analyze a character's role, actions, and the consequences for actions.

Goal 2.1: Conduct analyses in of theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.2.1.1 ~~Investigate and evaluate~~ Employ theatre as a way to create and communicate meaning. (938.01.e1)
- 6-8.T.2.1.2 Compare and contrast the theatre of different cultures. (938.01.e2)
- 6-8.T.2.1.3 ~~Discuss~~ Compare one's interpretation of a dramatic scene with the interpretations of others. (938.01.e3)
- 6-8.T.2.1.4 ~~Identify and discuss dramatic~~ the theatrical elements that contribute to the meaning of a dramatic work. (938.01.e4)

**Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~
Exercise sound reasoning and understanding in making choices about theatre.**

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.2.2.1 Describe the role of the protagonist and the antagonist in a dramatic performance.
- 6-8.T.2.2.2 ~~Discuss~~ Recognize the elements of conflict, climax, and theme as they relate to theatrical texts.
- 6-8.T.2.2.3 Analyze a character's actions and the consequences they create.
- 6-8.T.2.2.4 Defend one's personal preferences for ~~parts~~ the various aspects of a dramatic work. (938.03.e1)
- 6-8.T.2.2.5 ~~Discuss~~ Utilize drama as a study of human character and personality. (938.03.e2)
- 6-8.T.2.2.6 Use theatrical vocabulary to ~~assess~~ critique a dramatic performance. (938.03.e3)
- 6-8.T.2.2.7 Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
- 6-8.T.2.2.8 Identify roles of professional and amateur performers and theatre technicians in our society.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades 6-8 improvise dialogue and create characters, environments, and situations. Students describe how theatrical and technical elements create meaning in a performance. Students demonstrate basic stage movement and the physical tools for acting. Students use pantomime to tell a story.

Goal 3.1: ~~Identify~~ Utilize concepts essential to theatre.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.1.1 Improvise dialogue to tell stories and convey information at a personal level. (940.01.e1)
- 6-8.T.3.1.2 Create characters, environments and situations to convey a specific idea or mood. (940.01.e2)
- 6-8.T.3.1.3 Vary movements and vocal qualities to convey an interpretation of a character. (940.01.e3)

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.2.1 Identify and describe how ~~theatrical~~ performance and technical elements (~~e.g., characterization, scenery, lighting, costumes~~) communicate the meaning and intent of a dramatic presentation. (~~940.02.c1~~)
- 6-8.T.3.2.2 ~~Use technical elements of theatre to communicate meaning.~~ Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
- 6-8.T.3.2.3 Use pantomime ~~theatre~~ to communicate an idea or tell a story.
- 6-8.T.3.2.4 Demonstrate basic stage movement.
- 6-8.T.3.2.5 Demonstrate the use of physical tools for acting (voice, movement, facial expression, gestures).
- 6-8.T.3.2.6 Show respect for personal work and works of others. (~~940.03.c5~~)

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.T.3.3.1 ~~Perform or create~~ Create and perform an original work. (~~940.03.c1~~)
- 6-8.T.3.3.2 Create a dramatic work that expresses personal understanding, opinions, ~~and~~ or beliefs. (~~940.03.c2~~)
- 6-8.T.3.3.3 Plan and direct scripted scenes. (~~940.03.c3~~)
- 6-8.T.3.3.4 Demonstrate appropriate behavior while attending and/or participating in theatrical events. (~~940.03.c4~~)

**IDAHO CONTENT STANDARDS
GRADE 9-12
HUMANITIES: THEATRE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 identify representative dramatic works from various cultures, historical periods, and theatrical styles. Students describe and compare ~~universal~~-stock characters and archetypes from various cultures. Students create and analyze the use of other art forms in dramatic performances.

Goal 1.1: ~~Explain~~ Examine the historical and cultural contexts of theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.1.1.1 ~~Identify~~ Investigate representative dramatic works from a variety of cultures and historical periods. ~~(971.01.e3)~~
- 9-12.T.1.1.2 ~~Illustrate~~ Demonstrate an understanding of cultural and historical perspectives required by a specific ~~text~~ script. ~~(971.01.e1)~~
- 9-12.T.1.1.3 Identify historical periods and their theatrical styles. ~~(971.01.e3)~~
- 9-12.T.1.1.4 Describe and compare ~~universal~~-stock characters, archetypes, and universal themes ~~situations~~ in dramas from various cultures and periods.
- 9-12.T.1.1.5 Investigate representative playwrights from a variety of cultures and historical periods.

Goal 1.2: ~~Explain~~ Identify the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.1.2.1 ~~Create works that integrate processes and concepts of other art forms.~~
- 9-12.T.1.2.21 Analyze how other art forms contribute to a dramatic performance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze and converse about theatre.~~ Students in grades 9-12 analyze and critique dramatic performances and written texts, using theatrical vocabulary. Students evaluate the success of a dramatic production with respect to intent and audience. Students analyze the central action of a play and discuss its cause and effect. Students compare and contrast modern drama with theatre of earlier periods.

Goal 2.1: Conduct analyses in-of theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.2.1.1 Develop and use theatre vocabulary to critique dramatic performances or written plays. ~~(972.01.e1)~~
- 9-12.T.2.1.2 Compare and contrast ~~the relationship between~~ traditional theatre and contemporary trends in entertainment. ~~(972.01.e3)~~
- 9-12.T.2.1.3 Analyze the central action of the play and discuss its cause and effect.
- 9-12.T.2.1.4 Evaluate how well the dramatic text or production met its intended objectives.

Goal 2.2: ~~Engage in reasoned dialogue and make decisions about dramatic performances.~~ Exercise sound reasoning and understanding in making choices about theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.2.2.1 ~~Describe~~ Develop and defend one's critique of a dramatic performance. ~~(971.03.e1)~~
- 9-12.T.2.2.2 Analyze production and performance appropriateness of a theatrical work within a given community. ~~(972.03.e2)~~
- 9-12.T.2.2.3 Compare and contrast modern drama with the theatre of earlier periods.
- 9-12.T.2.2.4 Analyze how technical elements can create meaning in a dramatic performance.
- 9-12.T.2.2.5 Evaluate how theatrical participation is critical to global culture.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of the works of others, culminating in a performance or presentation.

~~Communicate through theatre articulately and expressively.~~ Students in grades 9-12 interpret, perform, and create scripts to convey story and meaning to an audience. Students create and sustain character through physical, emotional, and social dimensions. Students interpret and perform a script, respecting the intent of its creator. Students build characters and portray situations through improvisation.

Goal 3.1: ~~Identify~~ Utilize concepts essential to theatre.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.1.1 Interpret and perform scripts to convey story and meaning to an audience. ~~(975.01.e1)~~
- 9-12.T.3.1.2 Research and apply physical, emotional, and social dimensions in creating character. ~~(975.01.e2)~~
- ~~9-12.T.3.1.3 Analyze theatrical elements of a dramatic performance. (975.01.e3)~~
- 9-12.T.3.1.3 Utilize theatrical terminology in appropriate settings.

Goal 3.2: Communicate through theatre, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.2.1 ~~Show how~~ Demonstrate how artistic choices can affect performances and formal productions. ~~(975.02.e1)~~
- 9-12.T.3.2.2 ~~Construct~~ Create imaginative scripts that convey story and meaning to an audience. ~~(975.02.e2)~~
- 9-12.T.3.2.3 Interpret/perform a work respecting the intent of its creator. ~~(975.02.e3)~~
- 9-12.T.3.2.4 Create works that integrate processes and concepts of other art forms.
- 9-12.T.3.2.5 Use theatrical elements to convey mood and environment.
- 9-12.T.3.2.6 Plan and utilize technical theatre elements to support a dramatic text.
- 9-12.T.3.2.7 Demonstrate appropriate behavior while attending and/or participating in theatrical events.

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.T.3.3.1 Develop and sustain a character that communicates with the audience. ~~(975.03.e1)~~
- 9-12.T.3.3.2 Organize and conduct rehearsals for production. ~~(975.03.e2)~~
- ~~9-12.T.3.3.3 Plan and develop original set designs that support a dramatic text. ~~(975.03.e3)~~~~
- 9-12.T.3.3.3 Create a dramatic work that expresses personal understanding, opinions, ~~and~~ or beliefs. ~~(975.03.e4)~~
- 9-12.T.3.3.4 Build characters and portray situations through improvisation

Goal 3.3: Communicate through theatre with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K-3.T.3.3.1 Create spontaneous dialogue to express or create characters within a scene. ~~(872.03.e1)~~
- K-3.T.3.3.2 Create and present original or historical/fictional stories.
- K-3.T.3.3.3 Assume roles based on personal experiences, imagination, and reading. ~~(872.03.e2)~~
- K-3.T.3.3.4 Show respect for personal work and works of others.

**IDAHO CONTENT STANDARDS
GRADE K-3
HUMANITIES: VISUAL ARTS**

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades K-3 discuss key differences and similarities in artworks. Students identify the purpose or function of an artwork and explain how it is a record of human ideas and a reflection of its culture. ~~Students name ways in which visual arts compare to other art forms.~~

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.1.1 Compare and contrast key differences and similarities in art works from different time periods or cultures.
- K.VA.1.1.2 Identify the purpose or function of a work of art that was created in the past. ~~(868.01.b2)~~
- K.VA.1.1.3 Explain how art is a visual record of human ideas and a reflection of the culture of its origin.

Goal 1.2: ~~Explain~~ Discuss the ~~interrelationships among~~ interconnections between the visual and performing arts disciplines.arts and societies.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.1.2.1 Name ways in which a work of visual art is ~~similar to another art form.~~ ~~(868.02.b1)~~ reflects the culture from which it came.
- K.VA.1.2.2 Identify ideas and emotions that are expressed through visual arts and other disciplines. ~~(868.02.b2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades K-3 use appropriate arts vocabulary to discuss works of art. Students identify the visual arts as a form of communication and a way to create meaning. Students identify characteristics of various visual art forms. Students discuss that individuals respond to art in a variety of ways. Students respond to art respectfully. Students use problem-solving techniques to respond to, create, and refine visual art forms.

Goal 2.1: Conduct analyses in the visual arts.

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Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.1.1 Identify and respond to characteristics and content of various visual art forms. ~~(870.01.b1)~~
- K.VA.2.1.2 Examine the visual arts as a form of communication. ~~(870.01.b2)~~
- K.VA.2.1.3 Use arts vocabulary to discuss specific works of art. ~~(870.01.b3)~~
- ~~K.VA.2.1.4 Identify the symbols used in works of art.~~
- K.VA.2.1.4 Identify the elements (line, shape, color) in art works and environments.

Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~ Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.2.2.1 Discuss the importance of visual art in one's own life. ~~(870.02.b1)~~
- K.VA.2.2.2 Discuss how art works can elicit different responses. ~~(904.03.b2)~~
- K.VA.2.2.3 Express personal preferences for specific works and styles. ~~(872.02.b3)~~
- K.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- K.VA.2.2.5 Show respect for personal work and works of others. ~~(872.03.b1)~~
- K.VA.2.2.6 Dictate or write an artist's statement (tell what the work is about).

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate and respond through the visual arts articulately and expressively.~~ Students in grades K-3 use art techniques, media, and processes to create and replicate works of art. Students demonstrate safe and appropriate use of art materials. Students apply elements of color, shape, and line in artwork. Students create artwork about self, family, and personal experiences.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.1.1 Acquire and use skills necessary for applying arts techniques, media, and processes. ~~(872.01.b1)~~
- K.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- K.VA.3.1.3 Apply the elements of color, shape, and line in artwork.
- K.VA.3.1.4 Demonstrate skills of observation in the production of artwork.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.2.1 Name and use different art materials to express an idea. ~~(872.02.b1)~~
- K.VA.3.2.2 Apply artistic concepts, knowledge, and skills to original artwork.

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- K.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator. ~~(872.02.b2)~~

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 3, the student will be able to:

- K.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- K.VA.3.3.2 Create artwork about self, family, and personal experiences.

**IDAHO CONTENT STANDARDS
GRADE 4-5
HUMANITIES: VISUAL ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 4–5 compare and contrast specific works of art from different time periods and cultures. Students identify specific works of art and explain how they reflect events in history. ~~Students describe the interrelationships of the elements of various arts disciplines.~~

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.1.1.1 Compare and contrast specific works of art from different time periods or cultures. ~~(902.01.b1)~~
- 4-5.VA.1.1.2 Identify specific works as belonging to a particular era in art history. ~~(902.01.b4)~~
- 4-5.VA.1.1.3 Explain how a specific work of art reflects events in history and/or culture. ~~(902.01.b2)~~
- 4-5.VA.1.1.4 Compare and contrast works of art that represent different cultures that existed during the same period of history. ~~(902.01.b3)~~

Goal 1.2: Explain the ~~interrelationships~~ interconnections among visual and performing arts disciplines.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.1.2.1 Classify the ways in which ideas and subject matter of arts disciplines are related. ~~(902.02.b1)~~
- 4-5.VA.1.2.2 Describe how elements of various arts depict ideas and emotions. ~~(902.02.b2)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades 4-5 use appropriate arts vocabulary to discuss works of art. Students respond to the visual arts as a form of communication, using the elements, materials, techniques, and processes of art. Students

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construct meaning based on elements found in a work of art. Students identify personal preference for works of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.2.1.1 Identify and respond to differences between art materials, techniques, and processes. ~~(904.01.b1)~~
- 4-5.VA.2.1.2 Construct meaning based on elements found in a work of art.
- 4-5.VA.2.1.3 Use appropriate arts vocabulary to discuss a variety of art works. ~~(904.01.b2)~~
- 4-5.VA.2.1.4 Discuss how symbols, subject, and themes create meaning in art. ~~(870.02.b2)~~
- 4-5.VA.2.1.5 Identify elements (line, shape, form, value, texture, color, space) in artworks and environments.

Goal 2.2: ~~Engage in reasoned dialogue and make informed decisions about the visual arts.~~ Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.2.2.1 Observe and describe the presence of the visual arts in today's society.
- 4-5.VA.2.2.2 Discuss how an artwork's properties (e.g., elements, media, techniques) can elicit different responses.
- 4-5.VA.2.2.3 Identify personal preference as one of many criteria used to determine excellence in works of art.
- 4-5.VA.2.2.4 Identify and demonstrate appropriate behavior when attending and/or participating in arts events.
- 4-5.VA.2.2.5 Show respect for personal work and works of others. ~~(906.03.b4)~~
- 4-5.VA.2.2.6 Write an artist's statement (what the picture depicts and why and how the work was created).

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through the visual arts articulately and expressively.~~ Students in grades 4-5 purposefully and appropriately use art techniques, media, and processes to apply the elements in artwork. Students render objects and subject matter from life and communicate ideas from personal experience and other curricular disciplines. Students use the creative process to create works of art. Students write artist's statements.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.1.1 Acquire skills necessary for using arts techniques, media, and processes. ~~(906.01.b1)~~

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- 4-5.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 4-5.VA.3.1.3 Apply the elements of color, shape, line, value, form, texture and space in artwork.
- 4-5.VA.3.1.4 Demonstrate skills of observation through rendering of objects and subject matter from life.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.2.1 Demonstrate how different media, techniques, and processes are used to communicate ideas. ~~(906.01.b1)~~
- 4-5.VA.3.2.2 Experiment with ways in which subject matter, symbols, and ideas are used to communicate meaning. ~~(906.02.b1)~~
- 4-5.VA.3.2.3 Replicate or imitate an existing work, respecting the intent of its original creator.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 5, the student will be able to:

- 4-5.VA.3.3.1 Experiment with different materials, techniques, and processes in the visual arts.
- 4-5.VA.3.3.2 Create a work of art based on personal experience, and/or emotional response. ~~(906.03.b2)~~
- 4-5.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: VISUAL ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 6-8 identify distinguishing characteristics of artists' works and artistic movements. Students analyze the influence of history, geography, and culture on a work of art. Students identify significant works of art and artifacts. ~~Students recognize the interrelationships among visual and performing arts disciplines.~~

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.1.1.1 Identify distinguishing characteristics of style in the work of individual artists and art movements.
- 6-8.VA.1.1.2 Identify and compare works of art and artifacts from major periods on a chronological timeline.
- 6-8.VA.1.1.3 Analyze the influence of history, geography, and technology of the culture upon a work of art. ~~(936.01.b2)~~
- 6-8.VA.1.1.4 Analyze the visual arts of different cultures and time periods and compare to one's own culture.

Goal 1.2: Explain the ~~interrelationships~~ interconnections among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.1.2.1 Identify the role of visual arts in theatre, dance, and musical productions. ~~(971.02.b1)~~
- 6-8.VA.1.2.2 ~~Communicate ways in which integrated art forms create meaning.~~ Understand choices made by artists to create meaning. .

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and communicate about the visual arts.~~ Students in grades 6-8 ~~analyze and interpret~~ respond works of art through properties, using appropriate arts vocabulary. Students make judgments about various art forms and identify criteria used to determine excellence. Students

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discuss ethical issues of plagiarism in the visual arts. Students show respect for the production and ~~exhibiting~~ exhibition of art.

Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.2.1.1 Identify and respond to characteristics and content of various art forms. ~~(938.01.b1)~~
- 6-8.VA.2.1.2 Construct meaning based on elements and principles found in a work of art.
- 6-8.VA.2.1.3 Interpret a variety of art works using appropriate arts vocabulary.
- 6-8.VA.2.1.4 Identify symbols, themes and iconography commonly used in selected diverse cultures.
- 6-8.VA.2.1.5 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, tints, and shades), lines (characteristics, quality), textures (tactile and visual), space (placement, perspective, overlap, negative, positive, size), balance (symmetrical, asymmetrical, radial), and the use of principles in their work and the works of others.

~~Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.~~
Exercise sound reasoning and understanding in making choices in the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.2.2.1 Investigate the various purposes art plays in society today.
- 6-8.VA.2.2.2 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
- 6-8.VA.2.2.3 Determine criteria used in making informed judgments about art.
- 6-8.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. ~~(940.03.b3)~~
- 6-8.VA.2.2.5 Show respect for personal work and works of others. ~~(940.03.b4)~~
- 6-8.VA.2.2.6 Write an artist's statement (foundational background on the subject and the artist and why the work is important to the artist and what medium was employed to express the work).
- 6-8.VA.2.2.7 Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. (938.03.b3)
- 6-8.VA.2.2.8 Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through the visual arts articulately and expressively.~~ Students in grades 6-8 select media, technique, and process based on effective attributes. Students demonstrate refined observation skills. Students effectively apply elements and principles to their work. Students draw from multiple sources for subject matter (personal interests, current events, media, and

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styles) to create original artwork. Students use the creative process as an integral dimension of art production. Students express their intent ~~in written form~~ by writing an artist's statement.

Goal 3.1: Demonstrate skills essential to the visual arts.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.1.1 Identify attributes that make a specific art media, technique or process effective in communicating an idea. ~~(940.01.b1)~~
- 6-8.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 6-8.VA.3.1.3 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates an idea.
- 6-8.VA.3.1.4 Produce art that demonstrates refined observation skills from life.
- 6-8.VA.3.1.5 Experiment with ideas, techniques, and styles in an artist's sketchbook.
- 6-8.VA.3.1.6 Critique one's own work with the intention of revision and refinement.
- 6-8.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.2.1 Illustrate how visual structures and functions of art improve communication of one's ideas. ~~(940.02.b1)~~
- 6-8.VA.3.2.2 Demonstrate the ability to utilize personal interest, current events, media or techniques as sources for expanding artwork.
- 6-8.VA.3.2.3 Create an original artwork that illustrates the influence of a specific artist or artistic style.
- 6-8.VA.3.2.4 Use visual, spatial, and temporal concepts to communicate meaning in a work of art.
- 6-8.VA.3.2.5 Create two pieces that depict a common theme, idea, or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.VA.3.3.1 Utilize different media, techniques, and processes in the visual arts.
- 6-8.VA.3.3.2 Create a work of art that expresses personal experience, opinions, and/or beliefs. ~~(940.03.b2)~~
- 6-8.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create a work of art.
- 6-8.VA.3.3.4 Describe and plan the visual presentation of an artistic work.

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GRADE 9-12
HUMANITIES: VISUAL ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical Aand Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.~~ Students in grades 9-12 assess the impact of history, society, and the environment upon works of art. Students analyze meaning through identifying cultural symbols and icons. Students compare major periods and movements in visual art to other disciplines in the arts and humanities.

Goal 1.1: Discuss the historical and cultural contexts of the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.1.1.1 Identify representative visual works of art from a variety of cultures and historical periods. ~~(971.01.b2)~~
- 9-12.VA.1.1.2 Outline the history and function of a particular visual art form. ~~(971.01.b4)~~
- 9-12.VA.1.1.3 Compare and contrast the historical, social, and environmental contexts that influence artistic expression. ~~(971.01.b3)~~
- 9-12.VA.1.1.4 Compare and contrast aesthetics from different cultural perspectives. ~~(971.01.b3)~~

Goal 1.2: Explain the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.1.2.1 Compare art forms that share common characteristics (e.g. form, line, space). ~~(936.02.b2)~~
- 9-12.VA.1.2.2 Analyze a visual art product or art performance that integrates media, processes, and/or concepts from other performing arts disciplines.
- 9-12.VA.1.2.3 Relate the trends and movements in visual art to other disciplines in the arts and humanities. ~~(971.02.b3)~~

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze and converse about the visual arts.~~ Students in grades 9-12 critique works of art using well-articulated rationale and appropriate arts vocabulary. Students analyze an artist's use of elements and principles in a work of art. Students identify the role of art and artists in today's society. Students discuss the nature of aesthetics and debate ethical issues pertaining to art.

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Goal 2.1: Conduct analyses in the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.2.1.1 Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. ~~(973.01.b2)~~
- 9-12.VA.2.1.2 Construct meaning and support well-developed interpretations of works of art with evidence.
- 9-12.VA.2.1.3 Critique works of art employing appropriate arts vocabulary. ~~(971.01.b1)~~
- 9-12.VA.2.1.4 Identify iconography in an artist's work or a body of work and analyze the meaning.
- 9-12.VA.2.1.5 Analyze an artist's use of elements, principles, and how they contribute to one's interpretation of the artwork.

Goal 2.2: Engage in reasoned dialogue and make informed decisions about the visual arts.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.2.2.1 Identify the role of the arts in today's society, including career and avocation opportunities. ~~(973.02.b1)~~
- 9-12.VA.2.2.2 Discuss the nature of art or aesthetic issues.
- 9-12.VA.2.2.3 Articulate criteria for determining excellence in artwork.
- 9-12.VA.2.2.4 Demonstrate appropriate behavior while attending and/or participating in arts events. ~~(975.02.b2)~~
- 9-12.VA.2.2.5 Show respect for personal work and work of others. ~~(975.02.b3)~~
- 9-12.VA.2.2.6 Write an artist's statement that describes a series of works (background information on the artist, artists and movements that were influential on the work, significance of the body of work).
- 9-12.VA.2.2.7 Debate dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. ~~(973.03.b2)~~
- 9-12.VA.2.2.8 Demonstrate collaborative and interpersonal skills by working productively with others, while creating works of art.

Standard 3: Creation/Performance/Presentation

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

~~Communicate through visual arts articulately and expressively.~~ Students in grades 9-12 select appropriate media and apply artistic techniques and processes with confidence and intention. Students use elements and principles to solve visual arts problems. Students demonstrate well-developed observational skills. Students clearly communicate personal statements, ideas, or themes through a body of artwork and an accompanying artist's statements. Students use the creative process and a personal sketchbook to plan and create a body of work. Students critique their own artwork and the work of others with the purpose of improving it.

Goal 3.1: Demonstrate skills essential to the visual arts.

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Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.1.1 Select and apply media, techniques, and processes effectively and with artistic intention.
- 9-12.VA.3.1.2 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.
- 9-12.VA.3.1.3 Demonstrate how (elements and principles) can be used to solve specific visual arts problems. ~~(975.01.b4)~~
- 9-12.VA.3.1.4 Present convincing or accurately rendered subjects that demonstrate refined observational skills.
- 9-12.VA.3.1.5 Plan, record, and analyze a body of work through keeping an artist's journal or sketchbook.
- 9-12.VA.3.1.6 Critique one's own work with the intent of revision and refinement.
- 9-12.VA.3.1.7 Locate and use appropriate resources in order to work independently, monitoring one's own understanding and learning needs.

Goal 3.2: Communicate through the visual arts, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.2.1 Choose purposefully between visual characteristics of a variety of media and use these to communicate one's own idea.
- 9-12.VA.3.2.2 Discriminate and select from a variety of symbols, subject matter, and ideas to communicate clearly personal statements. ~~(975.03.b2)~~
- 9-12.VA.3.2.3 Create an interpretation of a work respecting the intent of its creator. ~~(906.03.b1)~~
- 9-12.VA.3.2.4 Select and utilize visual, spatial, and temporal concepts to enhance meaning in artwork.
- 9-12.VA.3.2.5 Create a body of work that develops a specific theme, idea or style of art.

Goal 3.3: Communicate through the visual arts with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.VA.3.3.1 Plan and produce a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. ~~(975.03.b1)~~
- 9-12.VA.3.3.2 Apply various symbols, subjects, and ideas in one's artwork. ~~(975.03.b2)~~
- 9-12.VA.3.3.3 Use the creative process (brainstorm, research, rough sketch, final product) to create and critique a work of art.
- 9-12.VA.3.3.4 Determine and execute appropriate visual presentation of an original artwork.

**IDAHO CONTENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES - LEVEL 1**

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

Goal 1.1: Listening

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.
- 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).
- 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).
- 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).
- 7-12.WL1.1.1.5 Recognize number and gender signals.
- 7-12.WL1.1.1.6 Distinguish between formal and informal address.

Goal 1.2: Speaking

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.
- 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.
- 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.

Goal 1.3: Reading

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.
- 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.
- 7-12.WL1.1.3.3 Associate the written text with spoken forms.
- 7-12.WL1.1.3.4 Recognize cognates and borrowed words.

Goal 1.4: Writing

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).
- 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.

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- 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.
- 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation.

~~Analyze, modify, and manipulate language elements.~~ Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use ~~present tense verbs correctly~~ verb patterns (e.g., a specific tense when appropriate). Students use a short, comprehensible sentence structure, although it may not be completely accurate.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).
- 7-12.WL1.2.1.2 Derive meaning from word order.
- 7-12.WL1.2.1.3 Recognize appropriate ~~verb endings in the present tense~~ verb patterns in context or tense.
- 7-12.WL1.2.1.4 Compare linguistic elements among languages.
- 7-12.WL1.2.1.5 Recognize systematic changes in word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.
- 7-12.WL1.2.2.2 Use ~~appropriate verb endings in the present tense~~ acquired verbs appropriately to convey meaning.
- 7-12.WL1.2.2.23 Modify sentences to express positive and negative aspects.
- 7-12.WL1.2.2.34 Organize components of statements, questions, and commands to convey meaning individually and collaboratively.

Standard 3: History, Geography, and Culture

Demonstrate an understanding of ~~the historical, geographical, and cultural contexts of the target language~~ how people and cultures are connected across time in the geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students

demonstrate awareness of customs of politeness (such as forms of address) in the target culture.
~~Cultural discussions are largely in English.~~

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.
- 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.
- 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 1, the student will be able to:

- 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.
- 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.
- 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity).

**IDAHO CONTENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVEL 2**

The student is expected to know content and apply skills from Level 1.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 2 students use the four language acquisition skills with an expanded, but still basic, vocabulary. Students comprehend aural input in longer and more complex pieces (up to several minutes of input at a time). Students follow classroom directions given in the target language. Students read longer (100 to 250 word) passages, which contain both familiar and unfamiliar vocabulary, and use a variety of strategies to decipher the unfamiliar pieces. Students write paragraph length texts about a variety of familiar topics, in a variety of ~~tenses~~ settings (place and time). Students engage in more extended conversation about rehearsed topics with the teacher and respond to unrehearsed but familiar questions with appropriate language. Students present rehearsed information orally. All student output in the second year should be comprehensible to a sympathetic native speaker and/or teacher of the language.

Goal 1.1: Listening

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.1.1 Comprehend expanding vocabulary in isolation and in context.
- 7-12.WL2.1.1.2 Follow general classroom instruction in the target language.
- 7-12.WL2.1.1.3 Distinguish if an action described is taking place in the past, present, or future.
- 7-12.WL2.1.1.4 Comprehend speech in a variety of forms (e.g., regional accents, teacher talking in varying rates of delivery).

Goal 1.2: Speaking

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.2.1 Engage in an extended conversation about rehearsed topics.
- 7-12.WL2.1.2.2 Retell stories and present information (e.g., from texts, visual clues, Internet sources).
- 7-12.WL2.1.2.3 Read texts aloud.
- 7-12.WL2.1.2.4 Respond to familiar, unrehearsed questions and situations using appropriate target language.

Goal 1.3: Reading

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.3.1 Read and comprehend short passages consisting of familiar vocabulary.
- 7-12.WL2.1.3.2 Read and comprehend short passages that contain some unfamiliar vocabulary.

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- 7-12.WL2.1.3.3 Scan authentic sources to gain specific information through visual clues and cognates.
- 7-12.WL2.1.3.4 Read more complex, annotated passages with supplied vocabulary.

Goal 1.4: Writing

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.1.4.1 Write in a variety of forms ~~and a minimum of two tenses using acquired vocabulary structures~~ using acquired vocabulary to focus on time, events, and settings.
- 7-12.WL2.1.4.2 Create paragraph-length writings about familiar topics.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze, modify, and manipulate language elements.~~ Level 2 students recognize and derive meaning from correctly used language elements and manipulate these elements to create texts with meaning. Students create output in speech and writing, which demonstrates improving use of grammar elements, ~~in all tenses taught (past, present, future, etc.) and for nouns and pronouns~~ verbal expression, and vocabulary. Students express preferences in several ways, ask a variety of questions, and express a variety of needs and wishes.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.1.1 Recognize appropriate verb ~~endings in all tenses learned~~ patterns (e.g., tenses and intonations).
- 7-12.WL2.2.1.2 Recognize and derive meaning from correctly used language elements (e.g., nouns, pronouns, articles, adjectives, adverbs, prepositions).
- 7-12.WL2.2.1.3 Predict meaning of unfamiliar words based on context and word families.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.2.2.1 Manipulate language structures to demonstrate comparative and superlative relationships.
- 7-12.WL2.2.2.2 Use language structures to express degrees of preference or differences (e.g., “I like hamburgers,” “I prefer hamburgers to hotdogs”).
- 7-12.WL2.2.2.3 Use language-specific structures to show roles of nouns, pronouns, adjectives, and adverbs in context (e.g., subject, possessive, object).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students

to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

~~Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language.~~ Level 2 students recall the basic geography and history of the target cultures, and furthermore have a deeper understanding of selected regions, persons, and events in the target culture. Students discuss some of the cultural features of the regions in the target language.

Goal 3.1: Historical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.1.1 Analyze the impact of selected historical figures and events on the target culture.

Goal 3.2: Geographical Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.2.1 Examine geopolitical regions selected from the target culture (e.g., focus on a city, geographical entity).

Goal 3.3: Cultural Context

Objective(s): Upon completion of Level 2, the student will be able to:

- 7-12.WL2.3.3.1 Identify unique cultural aspects of regions in the target culture (e.g., food, holidays, customs, celebrations).

**IDAHO CONTENT STANDARDS
GRADE 7-12
HUMANITIES: WORLD LANGUAGES – LEVELS 3-4**

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

Goal 1.1: Listening

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature.
- 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language.
- 7-12.WL3.1.1.3 Gather key information from longer passages.
- 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony).
- 7-12.WL3.1.1.5 Comprehend authentic speech.

Goal 1.2: Speaking

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics.
- 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., circumlocution, synonyms, antonyms).
- 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work).

Goal 1.3: Reading

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.3.1 Acquire new vocabulary through reading.
- 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts.
- 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text).
- 7-12.WL3.1.3.4 Read and comprehend extended narratives.

Goal 1.4: Writing

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects.
- 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works.

Standard 2: Critical Thinking

Students understand the purposes and functions of world languages. They build literacy and develop critical thinking through analysis and interpretation

~~Analyze, modify, and manipulate language elements.~~ Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

Goal 2.1: Analysis of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins.
- 7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned patterns (e.g., modes, tenses, and intonations).
- 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages.
- 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence.

Goal 2.2: Modification and Manipulation of Language Elements and Products

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet).
- 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets).

Standard 3: History, Geography, and Culture

Students demonstrate an understanding of how people and cultures are connected across time in geographical areas represented by the target languages. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

Goal 3.1: Historical Context

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Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.1.1 Examine selected historical figures and events in depth.
- 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.

Goal 3.2: Geographical Context

- 7-12.WL3.3.2.1 Discuss geography in context of class themes.

Goal 3.3: Cultural Context

Objective(s): Upon completion of Levels 3 - 4, the student will be able to:

- 7-12.WL3.3.3.1 React to current events in the target language.
- 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.
- 7-12.WL3.3.3.3 Demonstrate a willingness to be open and responsive to new and diverse perspectives.

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SUBJECT

Proposed Rule - IDAPA 08.02.02.120, Local District Evaluation Policy.

REFERENCE

December 4, 2008 Presented as a review item only, included a presentation by the State Department of Education staff.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-514, Idaho Code
Section 33-514A, Idaho Code
Section 33-515, Idaho Code
Idaho Administrative code, IDAPA 08.02.02. – Section 120, Local District Evaluation Policy

BACKGROUND/DISCUSSION

The Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force. The charge of this task force was to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho, and to present its written recommendations to the Governor, State Board of Education, and the standing Education Committees of the Idaho Legislature. Part of the recommendations made by the Teacher Evaluation Task Force included making changes to Idaho Administrative code, IDAPA 08.02.02. – Section 120, Local District Evaluation Policy.

IMPACT

The task force determined there may be a minor financial impact on some districts that must develop new teacher evaluation models to be in compliance with the revised statutes and rules. The State Department of Education plans to provide technical assistance to districts to offset these costs by utilizing existing Federal Title IIA State Activity Dollars and general fund dollars already set aside by the State Department of Education for leadership training.

ATTACHMENTS

Attachment 1 – Proposed changes to 08.02.02 – Section 120	Page 3
Attachment 2 – Complete 2009 Legislative Report	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the proposed amendments to Idaho Administrative code, IDAPA 08.02.02 – Section 120, Local District Evaluation Policy.

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Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**PROPOSED RULE - IDAPA 08.02.02. – SECTION 120, LOCAL DISTRICT
EVALUATION POLICY.**

**IDAHO ADMINISTRATIVE CODE
State Board of Education**

**IDAPA 08.02.02
Rules Governing Uniformity**

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction ~~are established~~. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (4-1-97)()

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: ()

- a. Domain 1 – Planning and Preparation:** ()
 - i. Demonstrating Knowledge of Content and Pedagogy ()
 - ii. Demonstrating Knowledge of Students ()
 - iii. Setting Instructional Goals ()
 - iv. Demonstrating Knowledge of Resources ()
 - v. Designing Coherent Instruction ()
 - vi. Assessing Student Learning ()
- b. Domain 2 – Learning Environment** ()
 - i. Creating an Environment of Respect and Rapport ()
 - ii. Establishing a Culture for Learning ()
 - iii. Managing Classroom Procedures ()
 - iv. Managing Student Behavior ()
 - v. Organizing Physical Space ()
- c. Domain 3 – Instruction and Use of Assessment** ()
 - i. Communicating Clearly and Accurately ()
 - ii. Using Questioning and Discussion Techniques ()
 - iii. Engaging Students in Learning ()
 - iv. Providing Feedback to Students ()
 - v. Demonstrating Flexibility and Responsiveness ()

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- vi. Use Assessment to Inform Instruction and Improve Student Achievement ()
- d. Domain 4 – Professional Responsibilities ()
- i. Reflecting on Teaching ()
- ii. Maintaining Accurate Records ()
- iii. Communicating with Families ()
- iv. Contributing to the School and District ()
- v. Growing and Developing Professionally ()
- vi. Showing Professionalism ()

042. Participants. Each district evaluation policy shall include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97) ()

023. Evaluation Policy - Content. Local school district policies shall include, at a minimum, the following information: ()

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated. (4-1-97)

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation. (4-1-97)

d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data. (4-1-97)

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations. (4-1-97)

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation. (4-1-97)

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel. (4-1-97)

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action. (4-1-97)

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j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system. (4-1-97)

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. ()

l. Funding – a plan for funding ongoing training and professional development for administrators in evaluation. ()

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. ()

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. ()

o. A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan. ()

034. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel: ()

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

045. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). ()

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Idaho Teacher Evaluation Task Force

EXECUTIVE SUMMARY

The Fiscal Year 2009 public schools budget included \$50,000 for the research and development of the Teacher Evaluation Task Force (See Addendum A: Fiscal Year 2009 Appropriation). The task force is comprised of key stakeholders from around the state who share in the desire to improve education in Idaho by adopting a consistent set of statewide standards for teacher evaluation (See Addendum B: Teacher Performance Evaluation Task Force Members). The task force began meeting in May 2008 with the charge of “developing minimum statewide standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho.”

The scope of work for the task force was focused on examining and reviewing:

- Current Idaho law relating to teacher performance evaluations,
- Teacher evaluation models from around Idaho that were considered highly effective,
- The role of higher education in developing and training Idaho's teachers and administrators,
- National trends and practices in teacher supervision and evaluation.

The following report highlights the work completed by the Teacher Performance Evaluation Task Force, including an overview of the goals, progress to date, key findings and recommendations for minimum statewide standards for teacher evaluation in Idaho.

OVERVIEW

Vision Statement:

To adopt a statewide research-based framework for a teacher evaluation system from which individual school districts will implement a fair, objective, reliable, valid and transparent evaluation process.

Goals:

Develop a teacher evaluation system that:

- Impacts teacher performance
- Incorporates multiple measurements of effectiveness and achievement
- Communicates clearly defined expectations
- Enhances and improves student learning
- Is universally applicable – equality and consistency for large and small across the state
- Has flexibility for unique situations within districts
- Is fair and consistent
- Includes formative and summative evaluations

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- Includes self-evaluation/reflection

Progress:

The Teacher Performance Evaluation Task Force met seven times in person and once via conference call and Web from May 21, 2008 through January 8, 2009. The financial resources appropriated to the State Department of Education for the Teacher Performance Evaluation Task Force were primarily utilized for committee members' travel and associated costs. Other expenditures incurred by the task force included regional public meetings, administrative operating costs and consultant fees. Of the original \$50,000 allocated, a balance of \$9,395.14 remains as of January 1, 2008.

Although the task force discussed and debated pay-for-performance at several meetings, the task force members ultimately decided the scope of their work, as defined by the Legislature, did not include tying standards for teacher evaluation to teacher performance pay. In reviewing the charge established by House Bill 669 that created the Teacher Performance Evaluation Task Force, the members of the task force believed that their sole mission was "to develop minimum standards for a fair, thorough, consistent and efficient system for evaluating teacher performance in Idaho."

To this end, the task force examined Idaho Code and Administrative Rules that govern teacher performance evaluations in Idaho to assist them in understanding where the gaps and inconsistencies existed in the system. They also invited faculty from Idaho's institutions of higher education to participate in a panel discussion focusing on administrator preparation programs and the standards that are being utilized to train Idaho's teachers.

In an attempt to understand the current practices in teacher performance evaluations around Idaho, the task force invited several school districts from across the state to present their teacher evaluation models. Those districts included Nampa School District, Castleford School District, Bonneville School District, Middleton School District, Meridian School District, Boise School District, Blaine County School District, and the Jordan School District in Utah. During these presentations, the task force members examined the advantages and disadvantages of each model and looked for common threads among the evaluation systems in an effort to develop statewide standards.

One of the most common threads was the use of Charlotte Danielson's Framework for Teaching domains and components of instruction. Dr. Danielson is a nationally recognized expert on school improvement and has authored numerous publications for the Association for Supervision and Curriculum Development. An educational consultant based in Princeton, New Jersey, she has worked at all levels of education. Much of Danielson's work has focused on teacher quality and evaluation, performance assessment, and professional development. Danielson developed the Framework for Teaching as a guide to help teachers become more effective and help them focus on areas in which they could improve. The framework groups teachers' responsibilities into

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four major areas, which are clearly defined, and then further divided into components that highlight the practice of effective teaching.

In an attempt to gain a better understanding of Danielson's work, Danielson presented a two-day training for task force members where she walked the task force through the different elements and stages of evaluation and facilitated task force discussions in the following areas:

- State control versus local control in an evaluation model,
- The balance between student achievement and teacher performance in an evaluation system,
- Necessary guidelines and distinctions between evaluation of new and veteran teachers,
- Professional growth and improved practice.

Key Findings:

1. Idaho has a lack of consistency, reliability and validity in measuring teacher performance. Both the standards and procedures by which teachers are being evaluated were found to lack consistency from one district to the next and often within a district from one school to another.
2. Many teachers have expressed concerns about the quality, fairness, consistency and reliability of teacher evaluation systems currently being used across the state.
3. Idaho has a number of school districts that have spent considerable resources to create robust research-based teacher performance evaluation models that have been developed with all stakeholders involved.
4. Administrator preparation programs located within Idaho's institutions of higher education must focus on more adequately preparing administrators for the supervision and evaluation of teachers in a purposeful, consistent way.
5. According to a survey conducted by the Idaho Education Association with a 77% response rate, a majority of Idaho's school districts are utilizing a teacher performance evaluation model that is based on Charlotte Danielson's Framework for teaching domains and components of instruction.
6. Idaho's Core Teaching Standards, which are used to train pre-service teachers and key to the ongoing professional development for practicing teachers, are clearly aligned with Charlotte Danielson's Framework for teaching domains and components of instruction.

Recommendations:

The Teacher Performance Evaluation Task force recommends the following actions to the Superintendent of Public Instruction, the Idaho Legislature, and the Governor:

1. As minimum standards for research-based teacher evaluation in all Idaho schools and districts, the task force recommends adopting the Charlotte Danielson Framework for Teaching domains and components of instruction.
 - a. The domains and components include:
 - i. **Domain 1 – Planning and Preparation**
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 1b: Demonstrating Knowledge of Students
 - 1c: Setting Instructional Goals
 - 1d: Demonstrating Knowledge of Resources
 - 1e: Designing Coherent Instruction
 - 1f: Assessing Student Learning
 - ii. **Domain 2 – Learning Environment**
 - 2a: Creating an Environment of Respect and Rapport
 - 2b: Establishing a Culture for Learning
 - 2c: Managing Classroom Procedures
 - 2d: Managing Student Behavior
 - 2e: Organizing Physical Space
 - iii. **Domain 3 – Instruction and Use of Assessment**
 - 3a: Communicating Clearly and Accurately
 - 3b: Using Questioning and Discussion Techniques
 - 3c: Engaging Students in Learning
 - 3d: Providing Feedback to Students
 - 3e: Demonstrating Flexibility and Responsiveness
 - 3f: Use Assessment to Inform Instruction and Improve Student Achievement
 - iv. **Domain 4 – Professional Responsibilities**
 - 4a: Reflecting on Teaching
 - 4b: Maintaining Accurate Records
 - 4c: Communicating with Families
 - 4d: Contributing to the School and District
 - 4e: Growing and Developing Professionally
 - 4f: Showing Professionalism
 -
2. The task force recommends amending Idaho Code to require that category one contract teachers be included in the evaluation process (See Addendum C: Idaho Code 33-514).

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3. The task force recommends that the language addressing the requirements for evaluation of category two contract teachers be clarified in Idaho Code (See Addendum C: Idaho Code 33-514).
4. The task force recommends amending the language utilized in Idaho Code and Administrative Rule so all language is consistent and will prevent confusion (See Addendums C, D, E and F).
5. Amend Administrative Rule 08.02.02.120 Local District Evaluation Policy to include the following (See Addendum F: IDAPA 08.02.120):
 - a. Districts must adopt or develop a research-based teacher evaluation model that is aligned to state minimum standards based on Charlotte Danielson's Framework for Teaching domains and components of instruction
 - b. Each school district or public charter school's evaluation model must include:
 - i. A plan for ongoing training and professional development for evaluators/administrators and teachers on the district's evaluation standards, tool and process.
 - ii. A plan for funding ongoing training and professional development for administrators in evaluation
 - iii. A plan for collecting and using data gathered from the evaluation tool that will be used to inform and support continued professional development of both administrators and teachers.
 - iv. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement
 - v. A plan for including all stakeholders, including teachers, school board members and administrators, in the development and ongoing review of their teacher evaluation plan.
6. Adopt the following timeline for implementation of the new Idaho teacher performance evaluation standards:
 - a. January 2009: Teacher Performance Evaluation Task Force will present recommendations to the Office of the Governor and members of the Idaho Legislature.
 - b. Spring 2009: The Legislature will address any statutory changes during the 2009 session and corresponding administrative rule changes will be addressed after the Legislative session.
 - c. Summer 2009: The Idaho State Department of Education will begin offering trainings and technical assistance on teacher performance evaluation standards. These trainings will be part of the technical assistance provided by the State Department of Education designed to assist school districts in the implementation of their new evaluation models (See Addendum G: State Department of Education Technical Assistance).

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- d. 2009-2010 school year: Districts will work with educational stakeholders to develop evaluation models.
- e. February 2010: Districts must submit their proposed models to the state for approval. The district's model must be signed by representatives from the Board of Trustees, administrators and teachers.
- f. Fall 2010: At a minimum, districts must begin piloting their approved Teacher Performance Evaluations:
 - i. Districts will be required to submit an interim progress report to the State Department of Education regarding the implementation of their plans.
 - ii. There will be a waiver process for districts that show evidence of progress but need additional time before piloting.
- g. Fall 2011: Full implementation of the teacher evaluation model.

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ADDENDUM A

Fiscal Year 2009 Appropriation:
HOUSE BILL NO. 669

40 SECTION 9. Of the moneys appropriated in Section 3 of this act, up to
41 \$50,000 may be expended by the Superintendent of Public Instruction to defray
42 the costs associated with a Teacher Performance Evaluation Task Force. The
43 Superintendent of Public Instruction shall appoint, convene and provide
44 administrative support for said task force. The task force shall include the
45 following members:
46 (1) Three superintendents, principals or public charter school directors;
47 (2) Three members of school district boards of trustees or public charter
48 school boards of directors;
49 (3) Three classroom teachers, at least two of whom must be members
50 of
51 The charge of this task force is to develop minimum standards for a fair,
52 thorough, consistent and efficient system for evaluating teacher performance in
53 Idaho, and to present its written recommendations to the Governor, State Board
54 of Education, and the standing Education Committees of the Idaho Legislature by
1 no later than January 30, 2009.

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ADDENDUM B

**Teacher Performance Evaluation
Task Force Members**

Representative	Liz Chavez	Idaho House of Representatives, District 7
Head of School	Cody Claver	Idaho Virtual Academy
CEO, MED Management	Reed DeMourant	Eagle
Special Assistant	Clete Edmunson	Office of the Governor
Chairman, Senate Education Committee	John Goedde	Idaho State Senate, District 4
Dean, College of Education	Jann Hill	Lewis and Clark State College
School Board Trustee	Wendy Horman	Bonneville School District
Teacher	Nancy Larsen	Couer d'Alene Charter Academy
School Board Turstee	Mark Moorer	Potlatch School District
Parent	Maria Nate	Rexburg
Teacher	Mikki Nuckols	Bonneville School District
Chairman, House Education Committee	Bob Nonini	Idaho House of Representatives, District 5
President, Oppenheimer Development	Skip Oppenheimer	Boise
Principal	Karen Pyron	Butte County School District
Superintendent	Roger Quarles	Caldwell School District
Parent, PTA	Suzette Robinson	Blackfoot
Teacher	Dan Sakota	Madison School District
Post-Secondary/School Board Trustee	Larry Thurgood	BYU-Idaho
School Board Trustee	Mike Vuittonet	Meridian School District
Teacher	Jena Wilcox	Pocatello School District
Superintendent/Principal	Andy Wiseman	Castleford School District
President, Idaho Education Association	Sherri Wood	Idaho Education Association
Superintendent of Public Instruction	Tom Luna	State Department of Education

ADDENDUM C

33-514. ISSUANCE OF ANNUAL CONTRACTS -- SUPPORT PROGRAMS

CATEGORIES OF CONTRACTS -- OPTIONAL PLACEMENT. (1) The board of trustees shall establish criteria and procedures for the supervision and evaluation of certificated employees who are not employed on a renewable contract, as provided for in section 33-515, Idaho Code.

(2) There shall be three (3) categories of annual contracts available to local school districts under which to employ certificated personnel:

(a) A category 1 contract is a limited one-year contract as provided in section 33-514A, Idaho Code.

(b) A category 2 contract is for certificated personnel in the first and second years of continuous employment with the same school district. Upon the decision by a local school board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local board of the reasons or decision not to reemploy.

(c) A category 3 contract is for certificated personnel during the third year of continuous employment by the same school district. District procedures shall require at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a defined period of probation shall be established by the board, but in no case shall a probationary period be less than eight (8) weeks. After the probationary period, action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or reemployed at the end of the contract term under a continued probationary status. Notwithstanding the provisions of sections 67-2344 and 67-2345, Idaho Code, a decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Each such certificated employee on a category 3 contract shall be given notice, in writing, whether he or she will be reemployed for the next ensuing year. Such notice shall be given by the board of trustees no later than the twenty-fifth day of May of each such year. If the board of trustees has decided not to reemploy the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal

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review of such decision by the board of trustees. The parameters of an informal review shall be determined by the local board.

(3) School districts hiring an employee who has been on renewable contract status with another Idaho district or has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho, shall have the option to immediately grant renewable contract status, or to place the employee on a category 3 annual contract. Such employment on a category 3 contract under the provisions of this subsection may be for one (1), two (2) or three (3) years.

(4) There shall be a minimum of two (2) written evaluations in each of the annual contract years of employment, and at least one (1) evaluation shall be completed before January 1 of each year. ~~The provisions of this subsection (4) shall not apply to employees on a category 1 contract.~~

ADDENDUM D

33-514A. ISSUANCE OF LIMITED CONTRACT -- CATEGORY 1 CONTRACT. After August 1, the board of trustees may exercise the option of employing certified personnel on a one (1) year limited contract, which may also be referred to as a category 1 contract consistent with the provisions of section 33-514, Idaho Code. Such a contract is specifically offered for the limited duration of the ensuing school year, and no further notice is required by the district to terminate the contract at the conclusion of the contract year.

ADDENDUM E

33-515. ISSUANCE OF RENEWABLE CONTRACTS. During the third full year of continuous employment by the same school district, including any specially chartered district, each certificated employee named in subsection (16) of section 33-1001, Idaho Code, and each school nurse and school librarian shall be evaluated for a renewable contract and shall, upon having been offered a contract for the next ensuing year, having given notice of acceptance of renewal and upon signing a contract for a fourth full year, be placed on a renewable contract status with said school district subject to the provisions included in this chapter.

After the third full year of employment and at least once annually, the performance of each such certificated employee, school nurse, or school librarian shall be evaluated according to criteria and procedures established by the board of trustees in accordance with general guidelines approved by the state board of education. Except as otherwise provided, that person shall have the right to automatic renewal of contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the board of trustees of the school district then employing such person not later than the first day of June preceding the expiration of the term of the current contract. Except as otherwise provided by this paragraph, the board of trustees shall notify each person entitled to be employed on a renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than the fifteenth day of May, in each year, except to those persons to whom the board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the board has given the notice required by this section.

Any contract automatically renewed under the provisions of this section shall be for the same length as the term stated in the current contract and at a salary no lower than that specified therein, to which shall be added such increments as may be determined by the statutory or regulatory rights of such employee by reason of training, service, or performance.

Nothing herein shall prevent the board of trustees from offering a renewed contract increasing the salary of any certificated person, or from reassigning an administrative employee to a nonadministrative position with appropriate reduction of salary from the preexisting salary level. In the event the board of trustees reassigns an administrative employee to a nonadministrative position, the board shall give written notice to the employee which contains a statement of the reasons for the reassignment. The employee, upon written request to the board, shall be entitled to an informal review of that decision. The process and procedure for the informal review shall be determined by the local board of trustees.

Before a board of trustees can determine not to renew for reasons of an unsatisfactory report of the performance of any certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, such person shall be entitled to a reasonable period of probation. This period of probation shall be preceded by a written notice from the board of trustees with reasons for such probationary period and with provisions for adequate supervision

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and evaluation of the person's performance during the probationary period. Such period of probation shall not affect the person's renewable contract status. Consideration of probationary status for certificated personnel is consideration of the status of an employee within the meaning of section 67-2345, Idaho Code, and may be held in executive session. If the consideration results in probationary status, the individual on probation shall not be named in the minutes of the meeting. A record of the decision shall be placed in the teacher's personnel file.

If the board of trustees takes action to immediately discharge or discharge upon termination of the current contract a certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, the action of the board shall be consistent with the procedures specified in section 33-513(5), Idaho Code, and furthermore, the board shall notify the employee in writing whether there is just and reasonable cause not to renew the contract or to reduce the salary of the affected employee, and if so, what reasons it relied upon in that determination.

If the board of trustees, for reasons other than unsatisfactory service, for the ensuing contract year, determines to change the length of the term stated in the current contract, reduce the salary or not renew the contract of a certificated person whose contract would otherwise be automatically renewed, nothing herein shall require a probationary period.

ADDENDUM F

08.02.02.120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching domains and components of instruction ~~are established~~. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

01. Standards. Each district evaluation model will be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching domains and components of instruction.

a. Those domains and components include:

i. Domain 1 – Planning and Preparation:

(1) Demonstrating Knowledge of Content and Pedagogy

(2) Demonstrating Knowledge of Students

(3) Setting Instructional Goals

(4) Demonstrating Knowledge of Resources

(5) Designing Coherent Instruction

(6) Assessing Student Learning

ii. Domain 2 – Learning Environment

(1) Creating an Environment of Respect and Rapport

(2) Establishing a Culture for Learning

(3) Managing Classroom Procedures

(4) Managing Student Behavior

(5) Organizing Physical Space

iii. Domain 3 – Instruction and Use of Assessment

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- (1) Communicating Clearly and Accurately
- (2) Using Questioning and Discussion Techniques
- (3) Engaging Students in Learning
- (4) Providing Feedback to Students
- (5) Demonstrating Flexibility and Responsiveness
- (6) Use Assessment to Inform Instruction and Improve Student Achievement

iv.Domain 4 – Professional Responsibilities

- (1) Reflecting on Teaching
- (2) Maintaining Accurate Records
- (3) Communicating with Families
- (4) Contributing to the School and District
- (5) Growing and Developing Professionally
- (6) Showing Professionalism

04. 02. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 13, and each school nurse and librarian (Section 33-515, Idaho Code). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel.

02. 03. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information:

a. Purpose -- statements that identify the purpose or purposes for which the evaluation is being conducted; e.g., individual instructional improvement, personnel decisions. (4-1-97)

b. Evaluation criteria -- statements of the general criteria upon which certificated personnel will be evaluated.

c. Evaluator -- identification of the individuals responsible for appraising or evaluating certificated personnel performance. The individuals assigned this responsibility should have received training in evaluation.

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d. Sources of data -- description of the sources of data used in conducting certificated personnel evaluations. For classroom teaching personnel, classroom observation should be included as one (1) source of data.

e. Procedure -- description of the procedure used in the conduct of certificated personnel evaluations.

f. Communication of results -- the method by which certificated personnel are informed of the results of evaluation.

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation and the procedures for implementing these actions; e.g., job status change. Note: in the event the action taken as a result of evaluation is to not renew an individual's contract or to renew an individual's contract at a reduced rate, school districts should take proper steps to follow the procedures outlined in Sections 33-513 through 33-515, Idaho Code in order to assure the due process rights of all personnel.

h. Appeal -- the procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of certificated personnel evaluations. (4-1-97)

i. Remediation -- the procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.

j. Monitoring and evaluation. -- A description of the method used to monitor and evaluate the district's personnel evaluation system.

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process.

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation.

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.

o. A plan for including all stakeholder including, but not limited to, teachers, board members and administrators in the development and ongoing review of their teacher evaluation plan.

03. 04. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and

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consistent basis. At a minimum, the policy must provide standards for evaluating the following personnel:

(4-1-97)

a. First-, second-, and third-year nonrenewable contract personnel will be evaluated at least once prior to the beginning of the second semester of the school year. (4-1-97)

b. All renewable contract personnel will be evaluated at least once annually. (4-1-97)

04. 05. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code).

Addendum G

Technical Assistance Provided by the State Department of Education

- The State Department of Education will provide regional trainings on the Charlotte Danielson Framework by utilizing existing state and federal dollars to fund the trainings.

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- The State Department of Education will establish a web site with links to sample state-approved district evaluation models that can be utilized by districts as they work to develop their own model. The website will also contain sample evaluation tools and rubrics.

State Department of Education will review each district's Teacher Evaluation Model for approval or recommendations for change. These plans will be reviewed by State Department of Education staff that will be trained to evaluate plans for compliance. Districts whose plans are not approved will have the ability to appeal that decision by filing a rejoinder.

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SUBJECT

Proposed Rule Change IDAPA 08.02.02.021. Rules Governing Uniformity - Endorsements

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule change responds to a statewide challenge in meeting federal guidelines for Highly Qualified status and teacher shortages. In light of increased math and science graduation requirements, it is clear that the state may be facing an even greater shortage in these core content areas. This rule change proposes an avenue to head off a dramatic deficiency. It also allows for more local control and flexibility in meeting certification requirements, especially in consideration of rural districts that have difficulty in hiring and retaining qualified support personnel.

IMPACT

This rule change would allow Professional Technical Education certificated personnel to add content area endorsements. The ultimate impact will be to create opportunities to expand the number of highly qualified teachers capable of teaching in core content areas

ATTACHMENTS

Attachment 1 – Proposed rule change IDAPA 08.02.02.021

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.02.021. Rules Governing Uniformity –Endorsements.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROPOSED RULE CHANGE IDAPA 08.02.02.021

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.02
Rules Governing Uniformity

021. ENDORSEMENTS.

Holders of a Secondary Certificate or a Standard Elementary Certificate, Standard Occupational Specialist Certificate, and Advanced Occupational Specialist Certificate may be granted endorsements in subject areas as provided herein. An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university. To add an endorsement to an existing credential, an individual shall complete the credit hour requirements as provided herein and shall also meet or exceed the state qualifying score on appropriate, state approved content, pedagogy and performance assessments. When converting semester credit hours to quarter credit hours, two (2) semester credit hours is equal to three (3) quarter credit hours. ~~(3-16-04)~~(4-16-09)

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SUBJECT

Proposed rule change to IDAPA 08.02.02.027, Rules Governing Uniformity- Pupil Personnel Services Certificate-Provisional Endorsement- School Nurse

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule change is in response to a need for more uniform language. The term provisional is used erroneously to describe what is truly an interim certificate. A provisional authorization is granted as a one (1) year waiver whereas an Interim certificate is granted for a period of three (3) years while educational requirements are actively being sought after. This endorsement as it applies to the school nurse is an interim endorsement and needs to be worded as such.

IMPACT

This rule change will eliminate any confusion over wording.

ATTACHMENTS

Attachment 1 – Proposed rule change to IDAPA 08.02.02.027

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.02.027, Rules Governing Uniformity- Pupil Personnel Services Certificate-Provisional Endorsement- School Nurse.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROPOSED RULE CHANGE TO IDAPA 08.02.02.027

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.02
Rules Governing Uniformity

03. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of the following requirements. (3-16-04)

a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (SD 0805)

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (SD 0805)

i. Health program management; (SD 0805)

ii. Child and adolescent health issues; (SD 0805)

iii. Counseling, psychology, or social work; or (SD 0805)

iv. Methods of instruction. (SD 0805)

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (SD 0805)

04. ~~Provisional~~Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. ~~(SD 0805)()~~

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed rule change to IDAPA 08.02.02.027, Rules Governing Uniformity, Pupil Personnel Services Certificate, Interim Endorsement- Speech Language Pathologist

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule change responds to a statewide challenge in meeting the shortage of qualified certificated Speech Language Pathologists. Multiple districts have identified a concern in staffing these positions. At the present time, a majority of Speech Language Pathologists are being contracted through outside agencies, however though those providing service often are not fully qualified holding a master's degree. These contracted individuals are being compensated at a much higher rate than certified personnel even though they are not fully certificated and endorsed. This change allows districts to hire those pursuing a master's degree in speech language pathology with the hope of maintaining their services in the district once they are fully certificated. This interim endorsement allows for flexibility in meeting certification requirements, especially in consideration of rural districts that have difficulty in hiring and retaining qualified support personnel.

ATTACHMENTS

Attachment 1 – Proposed change to IDAPA 08.02.02.027

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule change to IDAPA 08.02.02.047, Rules Governing Uniformity- Pupil Personnel Services Certificate- Interim Endorsement- Speech Language Pathologist.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROPOSED CHANGE TO IDAPA 08.02.02.027 Pupil Personnel Certificate

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.02
Rules Governing Uniformity

08. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in Speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. ()

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed rule change to IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation By Reference- Online Teacher Endorsement

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

Past trends indicate, and current forecasts project, continued growth in online virtual schools and programs aimed at K-12 learners (Hassel & Terrell, 2004; Long, 2004; O’Gorman, 2005; Southern Regional Education Board [SREB], 2007). Forty-four states currently offer either state supplemental programs, full-time online programs or both. Increases in enrollments of 50%, from fall 2007 to fall 2008, have been reported by one-third of supplemental programs (Watson, Gemin & Ryan, 2008). Idaho K-12 student enrollments in distance learning courses and programs continue to increase exponentially. In fall 2008, over 10,000 Idaho kids were enrolled in online learning courses for either a portion or all of their school day. This spring, that number rose to 15,000 students. Forces fueling the growing enrollments include funding shortages, outdated facilities (Clark, 2001; Fulton, 2002), and policy initiatives supportive of expanded opportunities for alternative routes to education (Hassell & Terrell, 2004; U. S. Department of Education, 2004; Web-Based Education Commission, 2000).

The unprecedented demand for online teachers prompted by this growth make us question: Who are those teachers and how are they learning to teach online? And perhaps more importantly, how does one successfully teach online? Many virtual schools have responded to this emerging need by training their own teachers. While this model can be useful for contextualized training to a specific environment, it also poses a resource burden on schools not prepared to train both teachers and children. It also creates issues with accountability and consistency in training. Historically, initial teacher training has been the realm of higher education. However, without standards for online teachers, teacher education programs are left having to develop their own guidelines and competencies to map to their coursework, resulting in inconsistencies in the quality of training provided to teachers.

Recently, the North American Council for Online Learning (NACOL) released *National Standards for Quality Online Teaching* (2008). Other state and professional organizations have also released reports or guidelines on standards for online teachers (National Education Association [NEA], 2006; SREB, 2006). These standards provide universities and other entities involved in the professional preparation of teachers a guideline for developing new courses and programs to meet this emerging need. In fall 2008, the Professional Standards Commission created a committee of stakeholders from universities and K12 virtual schools to review and synthesize these standards for adoption in Idaho.

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ATTACHMENTS

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Attachment 2 – List of committee members	Page 5
Attachment 3 – Idaho Teacher Standards for Online Endorsement	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the Professional Standards Commission to approve the proposed Idaho Teacher Standards for Online Teacher Endorsement for inclusion in the Idaho Standards for the Initial Certification of Professional School Personnel.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROPOSED RULEMAKING FOR IDAPA 08.02.02.004

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.02
Rules Governing Uniformity

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved in ~~August 2008~~ April 17, 2009. ()

02. Document Availability. ~~The Standards are available at the Office of the~~ Copies of this document can be found on the State Board of Education website, 650 W. State St., PO Box 83720, Boise, Idaho 83720-0037, and can also be accessed electronically at ~~http://www.idahoboardofed.org~~ http://www.boardofed.idaho.gov. ()

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on November 7, 2008. (SD 0803)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov>. (SD 0803)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on November 12, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (4-11-06)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

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Online Teacher Endorsement Committee 2008-09

Christine Bauer
Diane Boothe
Marcy Copeland
Marsha Davis
Lisa Dawley
Paul Gathercoal
Donna Hutchison
Mary Jones
Misty Knuchell
Christina Linder
Dave Massaro
Allison McClintock
Katie Rhodenbaugh
Kerry Rice
Christi Rood
Chris Wilson

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<u><i>Standard #9: Professional Commitment and Responsibility - The online 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 online teaching.</i></u>	<u><i>14</i></u>

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Standard #10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being..... 15

Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards.

Standard #1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.
2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.
4. The online teacher understands the relationship between online education and other subject areas and real life situations.
5. The online teacher understands the relationship between online teaching and advancing technologies.
6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

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7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Disposition

1. The online teacher realizes that online education is not a fixed body of knowledge but is complex and ever evolving.
2. The online teacher has enthusiasm for online education and the potential to positively impact student learning.

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.
2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).
3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).
4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).
5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.
6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

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.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).
2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).

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3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.
4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Standard #3: Modifying 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.

Disposition

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.
2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

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

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning,

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lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Disposition

1. The online teacher promotes student autonomy, independence and responsibility for lesson mastery.
2. The online teacher promotes, supports, and models creative and innovative thinking, and inventiveness.
3. The online teacher promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).
2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)
3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

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.

Performance

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1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).
2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).
3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard #6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Disposition

1. The online teacher recognizes the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.
2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).
3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.
4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

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

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

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2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.
4. The online teacher uses multiple forms of media to design course content.
5. The online teacher designs course content to facilitate interaction and discussion.
6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

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

-

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard #9: Professional Commitment and Responsibility - The online 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 online teaching.

-

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).
2. The online teacher knows how educational standards and curriculum align with 21st century skills.

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Disposition

1. The online teacher recognizes his/her professional responsibility to contribute to the effectiveness, vitality, and self-renewal of the teaching profession as well as to his/her online school and community.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).
2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.
3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

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

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SUBJECT

Proposed Change to IDAPA 08.02.02.024, Rules Governing Uniformity-Endorsements M-Z

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1258, Idaho Code

BACKGROUND/DISCUSSION

In 2005 Idaho redesigned the social studies endorsement to meet the mandate of No Child Left Behind. No longer was an interdisciplinary endorsement sufficient; content expertise was to be proven in all four of the core content areas contained within the endorsement – government, economics, geography, and history. Though the original design intended to satisfy these requirements making social studies endorsed teachers highly qualified in all of these areas, it was not found to be acceptable by the US Department of Education (USDOE).

Because of the widely rural nature of Idaho, having teachers able to teach in more than one subject area is an absolute necessity. In accordance with direction given from the USDOE, changes have been made to the endorsement to bring the integrated social studies endorsement into compliance with highly qualified status in all four of the core content areas.

IMPACT

The proposed change will align requirements and testing to make social studies endorsed teachers highly qualified in all areas. Provides greater flexibility for districts in hiring one social studies endorsed teacher as opposed to four singly endorsed teachers.

ATTACHMENTS

Attachment 1 – Proposed Change to IDAPA 08.02.02.024

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STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the proposed rule change IDAPA 08.02.02.024. Rules Governing Uniformity –Endorsements M-Z as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROPOSED CHANGE TO IDAPA 08.02.02.024

IDAHO ADMINISTRATIVE CODE
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Rules Governing Uniformity

IDAPA 08.02.02, Rules Governing Uniformity

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

02. Mathematics - Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course. (4-11-06)

05. Natural Science (6-12). An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows: (4-11-06)

a. Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-11-06)

b. Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-11-06)

c. Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-11-06)

d. Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-11-06)

e. Agriculture Science and Technology Endorsement. Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (4-11-06)

06. Physics (6-12). Twenty (20) semester credit hours in the area of Physics. (3-16-04)

07. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Elementary PE Methods; Secondary PE

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Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. (3-30-07)

- 08. Physical Education/Health.** Must have an endorsement in both physical education and health. (3-30-07)
- 09. Physical Science (6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)
- 10. Psychology.** Twenty (20) semester credit hours in the area of Psychology. (3-16-04)
- 11. Social Studies (6-12).** Must have an endorsement in History, American Government/Political Science, Economics, ~~Sociology, Psychology,~~ or Geography plus ~~a minimum of twenty (20) semester credit hours of which the following are required:~~ a minimum of ~~six (6)~~ twelve (12) semester credit hours ~~in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science, of general U.S. history survey; a minimum of three (3) semester credit hours of American Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, Sociology, and Psychology.~~ (4-11-06) (_____) (3-16-04)
- 12. Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-16-04)
- 13. Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)
- 14. Technology Education (6-12).** (3-16-04)
- a.** Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)
- b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

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SUBJECT

Temporary and Proposed rule change to IDAPA 08.02.02.043 Rules Governing Uniformity, Alternative Authorization, Teacher to New Certification/Endorsement

APPLICABLE STATUTE, RULE, OR POLICY

33-1201 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This is in response to the Highly Qualified Teacher (HQT) mandate. In order to assist teachers in meeting highly qualified teacher status this immediate rule change is necessary. The traditional route to endorsement for in-service professionals seeking other endorsement areas is not sufficiently meeting the demands of school districts, particularly those in rural areas. These changes are in alignment with No Child Left Behind (NCLB) and allow for additional options to attain an endorsement. The four options include traditional coursework through a college or university, National Board certification, content specific graduate degree, and standardized content testing (Praxis II) with a mentoring component and/or pedagogical assessment.

These additional routes expedite the attainment of endorsements for teachers who are needed to teach in areas outside of their current endorsement. Under the alternative authorization provisions these additional routes are available to Idaho school districts requesting endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification and is only valid for up to three years and is nonrenewable. All of these additional options for endorsement bring Idaho rule into further alignment with NCLB and the Highly Qualified Teacher mandate.

Option I – Teacher to New Certification was pre-existing under this section before and is now designated option one and titled accordingly. This option is for initial certification and/or endorsement and is for traditional coursework through a postsecondary institution.

Option II – National Board for adding an endorsement. By earning National Board certification in a content specific area, candidates may add an endorsement in that same content area to a valid certificate.

Option III – Master's degree or higher for adding an endorsement. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate.

Option IV – Testing and/or Pedagogical Assessment is for endorsement only. Two pathways are available to some candidates, depending upon endorsement(s) already held. Pathway I acknowledges content areas that are closely compatible in pedagogy with an endorsement area the candidate already qualifies and is experienced. This route requires no coursework once content

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competency has been shown as a result of a passing score on the appropriate Praxis II test and completion of a mentoring component. Pathway II addresses less closely aligned areas and therefore additional pedagogy in content area best practices is required in addition to content knowledge. Both Pathway I and II require a minimum of one year of supervision and mentoring.

IMPACT

This change will assist in-service professionals, especially those in rural areas, to gain additional endorsements and attain HQT status and meeting the federal mandate.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Rule change for 08.02.02.043
Page 3

BOARD ACTION

A motion to approve Proposed Rule for IDAPA 08.02.02.043 Rules Governing Uniformity, Alternative Authorization, Teacher to New Certification/Endorsement.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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TEMPORARY AND PROPOSED RULE CHANGE IDAPA 08.02.02.043

IDAHO ADMINISTRATIVE CODE
State Board of Education

IDAPA 08.02.02
Rules Governing Uniformity

043. ALTERNATIVE AUTHORIZATION – TEACHER TO NEW CERTIFICATION (EFFECTIVE JULY 1, 2006).

The purpose of this alternative authorization is to allow Idaho school districts to request ~~emergency~~ endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable. ()

01. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must ~~declare an emergency and~~ provide supportive information attesting to the ability of the candidate to fill the position. ~~(3-20-04)~~()

02. Alternative Route Preparation Program. (3-20-04)

a. Option I – Teacher to New Certification/Endorsement. (SD 0806)

i. Candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. Candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years.

(SD 0806)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (SD 0806)

iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein.(SD 0806)

b. Option II – National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (SD 0806)

c. Option III – Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. ()

~~**d.**~~ **Option IV – Testing and/or Assessment (endorsement only).** Two pathways are available to some teachers, depending upon endorsement(s) already held. ()

i. Pathway 1 –Endorsements may be added through state-approved testing ~~only, provided that and a mentoring component.~~ ~~†The appropriate test is~~ must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which ~~they~~ the candidate already qualifies and are is experienced. Additionally requires the successful completion of a one-year state-approved mentoring component.()

ii. Pathway 2 - Endorsements may be added through state-approved testing ~~provided that in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced.~~ ~~†The appropriate test is~~ must be successfully completed within the first year of the authorization, ~~in an area closely compatible with an endorsement for which a teacher already qualifies and is experienced.~~ Additionally requires the successful completion of a one-year state-approved mentoring component and passing a final pedagogy assessment.()

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/ DISCUSSION

Idaho Statute §33-1252 sets forth criteria for membership in the Professional Standards Commission including six of the following representatives.

Nominations were sought for the position from the Idaho Division of Professional-Technical Education, the Idaho School Boards Association, the Idaho Education Association and Northwest Professional Educators. Resumes for interested individuals are attached.

Professional-Technical Education:

Glenn Orthel, Division of Professional-Technical Education (renomination)

School Boards Association:

Anne Ritter, Meridian Joint School District (renomination)

Elementary Classroom Teacher:

Cathy Bierne, Coeur d'Alene School District (renomination)

Kelly Gillie, Lapwai School District

Kathleen Davis, St. Maries School District

Madonna Smith, Meridian School District

Secondary Classroom Teacher:

Valerie Williams, Blackfoot School District

Esther Henry, Jefferson County School District

Lourene Wellman, Jefferson County School District

Connie Carpenter Prow, Bruneau-Grand View School District

Jean Robinson, Coeur d'Alene School District

ATTACHMENTS

Attachment 1 – Resume for Glenn Orthel	Page 3
Attachment 2 – Resume for Anne Ritter	Page 7
Attachment 3 – Resume for Cathy Bierne	Page 11
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Attachment 9 – Resume for Lourene Wellman	Page 43
Attachment 10 – Resume for Connie Carpenter Prow	Page 47
Attachment 11 – Resume for Jean Robinson	Page 49

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STAFF RECOMMENDATIONS AND COMMENTS

BOARD ACTION

A motion to approve the appointment of _____ as a member of the Professional Standards Commission for a term of three years, commencing on July 1, 2009, representing professional-technical education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the appointment of _____ as a member of the Professional Standards Commission for a term of three years, commencing on July 1, 2009, representing school board members.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the appointment of _____ as a member of the Professional Standards Commission for a term of three years, commencing on July 1, 2009, representing elementary classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the appointment of _____ as a member of the Professional Standards Commission for a term of three years, commencing on July 1, 2009, representing secondary classroom teachers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

GLENN R. ORTHEL

526 East Kingsford Drive • Meridian, Idaho 83642 • 208.888.5923 • grorthel@yahoo.com

SUMMARY

Education Professional with emphasis in administration, teaching and agriculture. Proven abilities in student academics and activities, budgeting, program planning, curriculum, hiring, evaluation, staff development, data assessment and reporting, research, written communication and public relations.

EXPERIENCE

KUNA JOINT SCHOOL DISTRICT NO. 3, Kuna, Idaho 1997 – Present

Secondary Middle School Science Teacher 2005-Present

Taught 7th grade life science as a member of interdisciplinary team.

- Participated as a team member the implementation of a PLATO remedial program to improve student ISAT scores.
- Created and distributed monthly team newsletter to students and parents.

Director, Alternative Education 2002-2005

Led the Kuna Evening School and Kuna Summer School. Directed staff and student programs including academics, discipline and activities. Completed budgets, reports and communication.

- Improved academic success of students achieving an increase of 5% in credits received with a 5% reduction in student dropouts.
- Integrated technology activities into all curriculum areas.
- Established student discipline program that resulted in a 25% reduction in student discipline referrals.
- Implemented staff development program to improve technology training and alternative education teaching methods.

Transition Principal 2001-2002

Coordinated activities associated with construction of the new high school and transitioning of existing schools into new school configurations. District liaison to City of Kuna, Kuna Planning and Zoning Commission and Ada County Planning and Zoning agencies.

Principal, Kuna High School 1997-2001

Educational leader of a high school of 900 students with a staff of almost 100. Hired, trained, evaluated staff. Administered curriculum, student academics and activities, facilities, budget and reporting.

- Ensured compliance with district, state and federal guidelines of all reports.
- Increase student curricular and extra-curricular opportunities by adding technology, college prep, advanced placement and professional-technical courses.
- Chaired a school-wide design committee that defined and developed building requirements for a new high school.
- Teamed with district patrons and school personnel to achieve a successful bond campaign needed to build a new high school.

MERIDIAN JOINT SCHOOL DISTRICT NO. 2, Meridian, Idaho 1991 - 1997

Assistant Principal, Meridian High School 1993-1997

Administration of a high school of 2600 students and a staff of 200. Supervised teacher evaluation and student attendance, discipline, academics and activities.

- Served as administrative representative to the Meridian FFA Agriculture Advisory Committee.
- Participated in FFA activities that included judging Career Development Activities.

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

GLENN R. ORTHEL (208.888.5923)

PAGE 2

TWIN FALLS SCHOOL DISTRICT NO. 411, Twin Falls, Idaho 83301

1977-1989

Vocational Agriculture Department Head and Instructor

Taught vocational agriculture and science courses. Planned and developed curriculum, facilities, budgets, grants and vocational reports. Supervised the FFA program resulting in local, district, state and national student and program awards.

- Chaired The Idaho Agricultural Science and Technology Curriculum writing team.
- Organized a special project of the local Vocational Agriculture Advisory program and school administration to address declining program enrollment. The project achieved large increases in agriculture student enrollment and received special recognition by being named Outstanding Idaho Vocational Advisory Committee.
- Coordinated with the College of Southern Idaho and the University of Idaho to organize and conduct agriculture contests and educational activities for FFA and 4-H students and agriculture teachers.
- Gained educational and leadership skills through participation in professional organization activities and served as Idaho Vocational Agriculture Teachers' President.

OTHER RELEVANT EXPERIENCE

Transportation Supervisor for the Meridian Joint School District # 2. Managed district bus transportation department that included a fleet of 150 buses and a staff of 170.

Director of Training and Development for DARIGOLD, INC. Provided human resource support and developed operating procedures, training manuals and safety materials.

Consultant for Idaho Division of Professional-Technical Education working on the Carl Perkins Research Project.

Idaho Expo/Western Idaho Fair Board appointed by the Ada County Commissioners. Serve as Agriculture Board Member and Fair Board President.

EDUCATION AND TRAINING

Specialist in Education, University of Idaho. Major in Education Administration

Masters of Science in Agriculture, University of Idaho. Major in Agriculture Education

Bachelor of Science in Agriculture, University of Idaho. Major in Animal Science

PROFESSIONAL DEVELOPMENT

Numerous education and management programs, conferences, seminars and courses that include state and federal legislation, school management, program improvement, distance learning, technology, alternative education, special education, education law and curriculum.

PROFESSIONAL CERTIFICATES

Administration: School Principal – K/12, Vocational Administrator

Teaching: Agriculture Education and Technology, Biological Science and Natural Science

Technology: Basic Technology Competency

TECHNICAL SKILLS

Word, Excel, PowerPoint, Publisher, Schoolmaster, SASSI, PLATO

AFFILIATIONS

Idaho and National Associations of Secondary School Principals

American Society of Training and Development

Idaho and National Agriculture Teachers' Associations

Idaho and National Vocational Associations

University of Idaho Alumni Association

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

GLENN R. ORTHEL
526 East Kingsford Drive
Meridian, Idaho 83642
208.888.5923

EDUCATIONAL ADMINISTRATION COURSEWORK

<u>Course</u>	<u>Course Title</u>	<u>Instructor</u>	<u>Institution</u>
Ed 527 of I	Instructional Theory into Practice (ITIP)	Yankey	U
Ed 581 of I	Systematic and Objective Analysis of Instruction (SOAI)	Foster	U
Edu 530 of I	School Curriculum	Fraley	C
Edu 531 of I	Supervision of Instruction	Teater	C
Edu 534 of I	School Finance	Teater	C
Ed Ad 509 U of I	Introduction to Educational Administration	Friend	
Ed Ad 530	School Law	Lachiondo/ Eberharter-Maki	U of I
Ed Ad 534 of I	The Principalship	Knottingham	U
Ed Ad 587	The Superintendency	Reynoldson/Marshall	U of I
Ed Ad 591	Administration of Personnel	Dennis	U of I
Ed Ad 593 U of I	School Facilities	Bauscher	
Ed Ad 598 U of I	Internship- Secondary School Administration	Reynoldson	
Ag Ed 504 of I	Research and Writing (Ag Image Analysis)	Riesenberg	U
Ag Ed 583 of I	Program Planning and Evaluation	Riesenberg	U
TE 598 BSU	Personnel Evaluation Training	Clark	
Ed Ad 586	Advanced School Finance	Reynoldson/Coble	

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APRIL 16-17, 2009

U of I			
Ed Ad 592	School/Community Relations	Alexander	U of I
Ed TE 505	Principle Centered Teaching	Van Skiver	U of I
Ed TE 505 of I	Building Positive School Culture	Van Skiver	U
Ed TE 503	Restructuring Schools for Success		BSU

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

1270 West Beacon Light Road
Eagle Idaho 83616
March 20, 2008

Idaho State Board of Education
650 West State Street
Boise Idaho

RE: Professional Standards Commission

Dear Sir:

I am writing to express my interest in serving on the above captioned commission. I have been a trustee for Joint School District No. 2 for six years and have been active with the Idaho School Board Association for the last four years. It has been very interesting to work on the issues pertaining to our educational system from a statewide vantage point rather than just from that of a large and growing school district.

I have the time and am willing to put forth the effort to prepare for and attend the meetings of the Professional Standards Commission.

I have attached my resume for your review.

Very truly yours,

ANNE RITTER

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

**ANNE RITTER
1270 West Beacon Light Road
Eagle Idaho 83616**

WORK EXPERIENCE:

September 1983- April 1992

Attorney at Law
Civil Litigation

September 1984-December 1991 (Part time)

Professor: Ventura and Santa Barbara Colleges of Law
Taught pretrial litigation techniques, fundamentals of legal research, remedies, agency and partnership, employment discrimination, case analysis and fundamentals of legal analysis

March-May 1983 (Part time)

Clerk for Los Angeles County Superior Court, Law and Motion

1976-1983

Teacher/ Test Coordinator
ABC Unified School District, Cerritos California
Taught reading, math, language and writing in a continuation high school.
Coordinated all state mandated proficiency tests, conferences and records.

1974-1976

Los Angeles County Superintendent of Schools
Juvenile Diversion Counselor

EDUCATION:

Western State University College of Law, Fullerton, California

Juris Doctor Cum Laude, December 1982
Class Standing 4/115
American Jurisprudence Awards: Criminal Law, Family Law, Wills, Corporations, Uniform Commercial Code
Law Review
Who's Who in American Colleges and Universities, 1982-83

University of Southern California

MSEd, Counseling August 1974

University of Redlands

BA, History, May 1973

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

COMMUNITY SERVICE:

Joint School District Number 2

Trustee, Zone 4 July 2002-present
Committee memberships: Graduation Standards, Alternative Graduation
Standards, Gifted and Talented Education, Instructional Improvement,
Internet Usage, Title 1 Parent Involvement, Continuous Improvement,
Crisis Management Team
Vice Chairman July 2006-present

Idaho School Board Association

Region 3 Chairman 2005-2007
Region 3 Vice Chairman 2007-present

Friends of the Eagle Library

Treasurer 1998-present
Book Sale Chairman 2000-present

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**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

CATHY BIERNE

Coeur d'Alene Charter Academy
4904 N. Duncan Drive
Coeur d'Alene, ID 83815
208-676-1667, ext. 56
e-mail: cbierne@cdacharter.org

PERSONAL DATA

Date of Birth: September 4, 1953
Marital Status: Married, Husband, Robert
Children: Two, John (age 31) and Anna (age 21)
Home Address: 5725 W. Lakeview Court, Rathdrum, ID 83858
(208) 687-1092

EDUCATION

07-25-75 M.Ed., University of Oklahoma, Norman, Oklahoma
Major: Reading Education
Overall G.P.A. 3.59/4.0

05-17-74 B.A., Cameron College, Lawton, Oklahoma
Major: History; Minor: Political Science and English
with teaching certificate in major and minor fields
Overall G.P.A. 3.67/4.00

EMPLOYMENT HISTORY

August 2003 to Present Sixth Grade Classroom Teacher
Coeur d'Alene Charter Academy
4904 N. Duncan Drive
Coeur d'Alene, ID 83815
(208) 676-1667
Principal: Mr. Dan Nicklay

I was hired to teach sixth grade at the Coeur d'Alene Charter Academy in 2003. Sixth grade at the Charter Academy is self-contained. I teach the four core subjects of math, language arts, science and geography to the same students throughout the day. In addition to my teaching duties, I have served as department chairman for the sixth grade during the past three years. I served on the Faculty Senate from May 2005 to May 2007, the In-Service Planning Committee for three years, the Social Committee for four years; and, I have served on the Professional Development Fund Committee since its inception in January 2006. I also act as the faculty contact for incoming and prospective students and parents at the Academy. As such, I meet with families to facilitate their smooth transition into the Academy. Students and staff of the Coeur

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

d'Alene Charter Academy voted me as the 2008 Coeur d'Alene Charter Academy Teacher of the Year.

August 1997 to June 2000 5/6 Classroom Teacher
Classical Christian Academy
3205 East 12th Street
Post Falls, ID 83854
(208) 765-0104
Principal: Mr. Ken Dahlke

I started at Classical Christian Academy and was a substitute teacher for one year. I also taught art on a weekly basis to the 4/5 class during that first same year. Beginning in August 1998, I taught two years in a combined 5/6 classroom. This was my first job in a full-time elementary classroom. I enjoyed the opportunity to teach by integrating subjects. In this very full-time position, I taught core subjects but also art, music and physical education. Additionally, I taught Western Civilization to the 7/8-grade class from August 1999 to June 2000. I left this position to return to full-time mothering.

August 1985 to June 1986 Substitute Teacher, Kindergarten (1/2 day per week)
St. Rose Catholic School
900 Tucker Avenue
Paso Robles, CA 93446
(805) 238-0304
Principal: Sister Mary Patrick

August 1984 to June 1985 History/Reading/English – Grades 7/8
Buttonwillow Union School District
400 McKittrick Highway
Buttonwillow, CA 93446
(661) 764-5248
Principal/Superintendent: Lamont Skiby

At Buttonwillow I was one-half of the 7/8 teaching team. I taught all of the 7/8 students history, reading and English. I taught six distinctly different periods. I left Buttonwillow when I got married and moved out of the area.

September 1981 to June 1984 Title I/Chapter I - Reading Lab Teacher
Jackson Middle School
2601 South Villa Avenue
Oklahoma City, OK 73129
(405) 677-5133
Principal, Mr. George Atwood

At Jackson Middle School I taught in a federally funded reading lab. My students came from varied socioeconomic and racial backgrounds, and their reading abilities ranged from approximately 2.0 to 4.0. I left this position when I moved from the area.

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June 1978 to Legal Secretary
September 1981 Crowe & Dunlevy Law Firm
 Oklahoma City, OK
 Supervising Partner: Mr. Henry Rheinberger

During my 20's I decided I wanted to be a lawyer, and in August of 1978, I started law school at Oklahoma City University Law School. At this time I took a job in a law office to get experience. I made the decision that the legal field was not the area I wanted to pursue and left this job to return to teaching.

August 1977 to Title I/Chapter I – Reading Lab Teacher
May 1978 Rogers Middle School
 % Oklahoma City Public Schools
 P.O. Box 25428
 Oklahoma City, OK 73102
 (405) 297-6527
 Principal: Mr. Steve Brown

At Rogers I taught in a federally funded reading lab that serviced students in grades 6, 7, and 8. I left Rogers to attend law school.

August 1975, to Title I Reading Lab Teacher
January 1977 Anadarko Junior High School
 1400 South Mission
 Anadarko, OK 73005
 (405) 247-6605
 Principal: Mr. Clarence Thompson

In Anadarko I taught a federally funded reading lab for students in Grades 7 and 8. I left this position when I moved to Oklahoma City.

In addition to the teaching experience listed above, during the summers of 1976 and 1978, I taught and tutored Vietnamese students in "English as a Second Language" in Anadarko, Oklahoma, and in Oklahoma City, Oklahoma.

January 1974 to Substitute Teacher
May 1975 Norman Public Schools
 Norman, OK

During this time I substituted at all grade levels and in all subject areas.

Fall 1973 Student Teacher
 Eisenhower Junior High School
 %Lawton Public Schools
 52nd and W. Gore Blvd.

STATE DEPARTMENT OF EDUCATION
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Lawton, OK 73501
Principal: Mr. Abe Duchendorf

During the final semester of my undergraduate studies I student taught in an 8th grade American History class in Lawton, OK.

PROFESSIONAL ASSOCIATIONS

Member, Northwest Professional Educators

CONCLUDING REMARKS

I am almost 55 years old. A large portion of my life has been spent in the “teaching mode.” As a young teenager, I babysat extensively. I was a hospital volunteer in the pediatric department and taught Sunday school classes. *I love kids.*

After leaving teaching full-time the first time in 1985, I spent hours in the various schools that my children attended. I graded papers, published newsletters, organized field trips, class parties, and awards ceremonies. I supervised recess, administered tests, and tutored students. I bandaged banged knees, arbitrated student disputes, soothed hurt feelings, and dried tears. I laughed, cried, and shared both joy and heartaches with the students. (I even cooked 400 potatoes for a school fund-raiser!)

I served on the Staff Development Committee with the Lakeland School District for two years. After leaving full-time teaching for the second time in 2000, I actively participated in my daughter’s school. I am an accomplished legal secretary and such skills are a powerful aid in classroom management. I have mothered. Parenthood is both a learning and a teaching experience. I have a son 31 years old and a daughter 21 years old. I have taught them and I have learned with them, and they have done the same with me.

I believe that every experience in my life and that fact that I have experienced as much life as I have enhances my abilities in the field of education.

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

KELLY GILLIE

2021 Quailwood Drive, Clarkston, WA 99403
(509) 758-9420 kgillie@clearwire.net

EDUCATION:

B.S. Elementary Education, Lewis Clark State College, Lewiston, ID, May 1994
M.Ed. Education, University of Idaho, Moscow, ID, December 2003
Certification: **Idaho Elementary K-8 and Exceptional Child K-12.**

TEACHING EXPERIENCE:

LAPWAI ELEMENTARY SCHOOL

Third Grade Teacher August 2007 - Present

- *Implement lesson development and instruction for all grade level content areas per state standards in an inclusive classroom.
- *Provide appropriate assessments and data collection.
- *Collaborate with grade level teams.
- *Implement Success For All ability grouped reading program.
- *Maintain communication with parents and community members.
- *Coordinate and instruct enrichment activities for intermediate grades.

Special Education Teacher August 1998 - June 2007

- *Implement individualized instruction in an inclusive and pull-out setting for students in grades 4 to 6 with mild disabilities, along with teaming with staff in terms of accommodations, assessments and curriculum development.
- *Assessments, screenings, and evaluations, including lesson plan development.
- *Develop Individual Education Plans and management for 25 to 35 student caseload.
- *Implement Success For All ability grouped reading program.
- *Facilitate MDT, IEP and transition meetings for students and parents.
- *Provide staff training for accommodations.
- *After-school teacher.

LEWIS-CLARK EARLY CHILDHOOD PROGRAM

Disabilities Specialist/Teacher August 1994 - May 1998

- *Supervise 6 staff members & coordinate services in an inclusive setting.
- *Provide program alignment per state guidelines.
- *Maintain community memberships in terms of disability services.
- *Implement individualized instruction for preschool children with mild to severe disabilities, including home visits.
- *Develop Individual Education Plans, and manage goals and objectives for a 40 to 50 student caseload per year.
- *Schedule and facilitate MDT and IEP meetings, along with transition development for birth to three and kindergarten children and families per state guidelines.
- *Implement curriculum development and behavior management programs.
- *Assessment, screenings and evaluation, including lesson plan development.

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

KELLY GILLIE

Page 2

RELATED EMPLOYMENT:

DEPARTMENT OF SOCIAL & HEALTH SERVICE

Clarkston, WA

***Personal Care/Respite Provider - Division Developmental Disabilities**

(October 1989 - November 1991) Provided life skills training and support for individuals with developmental delays in independent living situations and care for children with disabilities.

MONTANA SOCIAL & REHABILITATION SERVICES

Missoula, MT

***Group Home Parent** (August 1985 - September 1987) Provided supervision for youth ages 12 to 18 years with juvenile records. Enforced level system and performed daily anecdotal notes.

PRESENTATIONS:

The Center for Supportive Education Training - Washington State University

Topic: Inclusion and adaptive curriculum for preschool through grade twelve (June 1997).

Infant and Early Childhood Conference - Seattle, Washington

Topic: Parent support and services for children and families with disabilities (May 1991 & 1993).

Education Trust Conference - Washington DC

Topic: Dispelling the Myth; increasing performance at "high risk" schools (November 2003).

RELATED TRAINING:

*100+ hours participating in the Albertson's "Creating High Performing Schools" workshops.

*Assessment Leadership course work in coordination with Creating High Performing Schools and Boise State University.

*400+ hours of workshops and conferences in areas of Reading, Inclusion & Adaptive Curriculum, FAS/FAE, Autism, Behavior Programs ADD/ADHD, and Mandt System.

HONORS AND ORGANIZATIONS:

*Ambassadors Honor Society

*Who's Who Among Students in Universities & Colleges

*President's List

*Student Education Association

*Wright Fellow Recipient: University of Idaho

*Kid's Garden Crisis Nursery Board Member

*Past President Lapwai Education Association

*Past Families Together Board Member

*Past Asotin County Inter-Agency Coordinating Council

*Past Parent to Parent Coordinator

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009



POTLATCH No 1
FEDERAL CREDIT UNION
"Your Community Credit Union"

February 26, 2008

Professional Standards Commission
Idaho Department of Education
PO Box 83720
Boise, Idaho 83720-0027

Dear Sirs:

It was my great pleasure to work with Kelly Gillie for several years in my role as former President of Kid's Garden, a non-profit child respite care center. I worked with Kelly beginning with the formation of this new organization through the completion of our center.

Kelly was an integral part of our group. Her involvement in each aspect of starting our organization from our articles of incorporation through the actual center completion was very valuable to our ability to serve the clients of Kid's Garden.

Her involvement in helping to establish our goals and assisting us in developing the focus of our organization was crucial to our success. She was committed to our tasks and reliable in following through to make sure those tasks were completed. Her ethics and character played a large role in how we established our procedures for operation of our organization and her ability to be fair with those involved in our organization allowed us to establish a well run non-profit corporation that served the needs of many children and families that relied on our assistance in their daily lives.

I have known Kelly for many years prior to our work together for Kid's Garden and we have continued our association since then through other groups and organizations. I would highly recommend her for membership on the Professional Standards Commission for educators in Idaho. Her involvement in many community events and organizations has improved them due to her driven nature to make each aspect of what she is involved in better and stronger.

Sincerely,

A handwritten signature in cursive script that reads 'Chris Loseth'.

Chris Loseth
President & CEO
Potlatch No 1 Federal Credit Union

SOUTHWAY BRANCH
654 Southway Ave.
Lewiston, ID 83501
ORCHARDS BRANCH
1015 Warner Ave.
Lewiston, ID 83501
CLARKSTON BRANCH
1301 Highland Ave.
Clarkston, WA 99403

OROFINO BRANCH
1167 Michigan Ave.
Orofino, ID 83544
CULDESAC BRANCH
509 Main St.
Culdesac, ID 83524

ST. MARIES BRANCH
112 Railroad Ave.
St. Maries, ID 83861
GRANGEVILLE BRANCH
908 W. Main St.
Grangeville, ID 83530

MOSCOW BRANCH
411 N. Main St.
Moscow, ID 83843
PONDERAY (Wal-Mart)
476999 Hwy. 95 N.
Ponderay, ID 83852

POST FALLS BRANCH
3031 E. Mullan Ave.
Post Falls, ID 83854
POST FALLS (Wal-Mart)
3050 E. Mullan Ave.
Post Falls, ID 83854

1-800-843-7128
www.p1fcu.org



STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

February 28, 2008

Professional Standards Commission
Idaho Department of Education
PO Box 83720
Boise, Idaho 83720-0027



Dear Commission Members:

I am very honored to express my support for Mrs. Kelly Gillie to hold a position on the Professional Standards Commission. I have worked with Kelly professionally for 4 years at Lapwai Elementary School in both the teaching capacity and as an active Lapwai Education Association member. I know she would be an exceptional member of your commission.

The first 3 years of my relationship with Kelly were in regards to her expertise in the special needs of our students. She has been our special education teacher for grades 4-6 for eight years. In that time she established many positive relationships with families and was known for being a family and student advocate. She worked with staff to discuss student concerns in a professional manner and was helpful in providing State Law and Guidelines to help teachers and families understand and communicate the best for their students and children. In fact, she was a valuable resource for teachers in helping to apply best practices for special needs students in the classroom, and she provided organized binders for each teacher with resources and suggestions for lesson adaptations and accommodations. She was an integral team member who looked at the big picture of providing the best service and expertise to not only teachers, but students and their families as well. Now Kelly applies this wealth of knowledge in her own homeroom 3rd grade class, giving her a unique perspective in the learning goals and outcome of her students.

Kelly's integrity has been one of her greatest strengths. As a special education teacher, there are difficult situations and sometimes-intense moments to make decisions on behalf of students. She has always handled every situation with extreme professionalism, maintaining her decisions on what is best for the student.

In addition to her teaching professionalism, Kelly has also been an active member of our local Lapwai Education Association. She has been our local building representative, has been a delegate for our teachers, and most importantly, held the position as our President for 3 years. She brought her professionalism and integrity into these positions and continues to be a strong leader in our local LEA.

I have no doubt that Kelly would be a huge resource to any commission in education. She has a well-rounded background in education, teaching, and policy. I highly recommend her as a nominee for the Professional Standards Commission.

Sincerely,

Mrs. D'Lisa Penney-Pinkham
5th Grade Teacher
Lapwai Elementary School
PO Box 247
Lapwai, ID 83540
208-843-2960

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

February 25, 2008

Professional Standards Commission
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Dear Professional Standards Commission Members:

It is with the greatest pleasure that I write this letter to recommend Kelly Gillie for the Professional Standards Commission. Because I have had the opportunity to work with Kelly for the past 10 years in a variety of capacities, I know that she would make an excellent contribution to the commission. Her professionalism, collaboration, efficiency, and dedication make her an invaluable asset to any team.

While working as the Special Education Educator for 4th-6th grade, Kelly identified each student's needs, guiding them toward success, meanwhile maintaining student accountability. She dealt professionally with parents and colleagues in meetings, updating parents and colleagues promptly with any changes or concerns that arose. She always preserved an excellent repore with parents, building foundations of trust. Kelly efficiently took care of the documentation necessary for her position, going out of her way to provide classroom teachers with extra resources to aid in student achievement, all the while preserving student confidentiality.

Kelly has directed the Mars Rover project for the past three years in Lapwai, dedicating large amounts of after school time to prepare students for successful participation in the competition. She has also spearheaded Lapwai's participation in the Local Spelling Bee for the past three years, providing each teacher, student, and parent with the necessary resources, as well as setting up our local competition in preparation for the Regional Spelling Bee. As the Lapwai Education Association President, she took it upon herself to improve association enrollment, keep strong lines of communication open between the Education Association and administration, and make positive contributions to the community. She is always willing to volunteer extra time, unpaid, to make a positive contribution to students, staff, and the community.

Now, as a 3rd grade educator, Kelly has spent countless after school hours, familiarizing herself with her new standards, building positive parent communication, and educating herself on all the new curriculum. It is not uncommon to see her here until 7:00 p.m. or later. Kelly always immerses herself in new tasks, making certain that she is able to fully meet and exceed any new expectation she has acquired.

Kelly Gillie is a trustworthy, committed colleague. I know that she will be a huge benefit to the Professional Standards Commission, and has my unqualified support and recommendation for a position on the Professional Standards Commission.

Sincerely,



Mrs. Jenni Snyder
4th Grade Educator
Lapwai Elementary School
P.O. Box 247, Lapwai, ID 83540
(208) 843-2960

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208)245-3801

OBJECTIVE: I am seeking a position on the Idaho Professional Standards Commission.

QUALIFICATIONS

In my 10 years of teaching, I have provided appropriate instruction to children in grades Pre K-8. During this time I have taken additional responsibilities and focused on strengthening community involvement in our school. By seeking workshops and conferences that focus on subject areas for which I am responsible, I have attempted to use current research and data to offer my students the best learning environment possible. My experience has included working with novice teachers and with college instructors involved in mentoring new teachers in order to provide resources and support that will aid them in a positive transition into the profession.

EDUCATION

1974-1978 High School Diploma, St. Maries High School, St. Maries, ID
1994-1998 B.S. Elementary Education, Lewis Clark State College, Lewiston, ID
2002-2005 M. Ed. Curriculum and Instruction, University of Idaho, Moscow, ID

EMPLOYMENT

1998-1999 *Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Sept. - Jan Served as support personnel for Special Education Department. Responsible for weekly activities for grades K-5.

1999-1999 *Substitute Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Jan - June Performed as long term substitute. Responsible for daily instruction and activities for twenty preschool age children including those with special needs. Responsible for all planning and assessment in fourth grade classroom. In addition assumed all committee activities and assignments for teacher on leave during the final academic quarter.

1999-2005 *Classroom Teacher, UpRiver Elementary, SD #041, St. Maries, ID*
Assigned instruction in Language Arts, Geography, and Math for grades 6-8. This position included work within the Title I program. During this time I served on the technology, spelling bee, and assemblies committees.

2000-2008 *Teacher for Summer Reading Program, SD #041, St. Maries, ID*
Provided remediation for students in primary grades identified through IRI assessments.

2005-present *Classroom Teacher, St. Maries Middle School, SD #041, St. Maries, ID*
Language Arts, Grades 7-8
Responsible for instruction in reading and English. Member of district professional development committee. Mentor for novice teachers. Facilitator for collaboration activities.

RELATED ACTIVITIES

1998-present Active Member St. Maries Education Association
2003-2005 St. Maries Education Association Building Representative
2008-2009 St. Maries Education Association Treasurer; Delegate
2008-present Benewah County Library Association Board Trustee

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009



St. Maries Middle School

Dennis Kachelmier, Principal/Athletic Director

Janel Mercer, Counselor
Ceo Lanphear, Secretary

February 18, 2009

Professional Standards Commission
650 West State Street
PO Box 83720
Boise, ID 83720-0027

To Whom It May Concern;

It is my pleasure to recommend Kathleen A Davis for the classroom teacher opening on the Professional Standards Commission. Mrs. Davis has taught Language Arts at St. Maries Middle School for the past four years, which coincides with my arrival as principal at St. Maries.

Mrs. Davis has been a leader in areas of curriculum, innovation, student personnel and staff development. Her professionalism is beyond her years of experience, and she is definitely a leader of teachers. The conduct of "Kathy" Davis is above reproach. In 27 years of education I believe Kathy Davis would be in the top two people I would recommend for this commission.

Her professional, collaborative demeanor would make her a good selection for the committee due to the ability to work well within a group. Mrs. Davis is professional in her communications to students, staff, and the public. I can think of no limitation or personal attribute that would cause me any area of concern with this recommendation. As a result I give Kathleen A. Davis my highest recommendation, without reservation. If I can provide further information, please feel free to contact me at 208-582-0213.

Sincerely,

Dennis Kachelmier, Principal

1315 Jefferson Avenue
St. Maries, Idaho 83861

Phone: 208-245-3495
Fax: 208-245-0506

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Larise Bailey
1999 Highway 5
St. Maries, ID 83861
208245-7217

February 22, 2009

To Whom It May Concern:

It is a distinct pleasure to recommend Kathleen Davis for a position on the Professional Standards Committee. I have had the pleasure of knowing Mrs. Davis for many years as a fellow educator and friend.

I met Kathy more than fifteen years ago when we enrolled with the Lewis-Clark State College extension program for elementary education. As we both progressed through the education program at LCSC, there were numerous times we worked together on projects that required collaborative efforts. Kathy was, and continues to be, a collaborative professional demonstrating a hard work ethic and commitment to being an effective teacher.

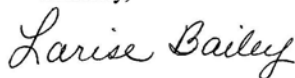
After earning an undergraduate degree in Elementary Education, Kathy went on to teach middle school. During this time she taught multiple subjects in grades sixth through eight grade at UpRiver School in Fernwood, Idaho. She then went on to earn a Masters' Degree in Curriculum and Instruction from the University of Idaho while raising two outstanding daughters, Kimberly and Megan.

Kathy currently teaches at St. Maries Middle School where she also provides leadership in the English department. She is a member of the professional development committee for the St. Maries School District. As a member of this committee, she manages various tasks which include supporting all the teachers throughout the district with ongoing professional development and growth. She displays a high degree of respect for the teachers she works with as well as her students.

In addition to her professional responsibilities, Kathy is an active member of the St. Maries Education Association as well as the Idaho Education Association. She holds the office of Treasurer for the local association along with being a delegate. Her role as a delegate includes being a liaison for our members as well informing all members of important topics that may impact our school district and community.

If selected to this committee, I am confident Kathy would serve as an excellent representative for all teachers in Idaho. The St. Maries School District benefits tremendously from such a highly skilled and trained teacher, and I am certain your committee will receive the same benefits from such a dedicated professional. Kathy would be an excellent choice for this position.

Sincerely,



Larise Bailey

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

February 19, 2009

I am writing this letter of recommendation for Kathy Davis, a middle school English and reading teacher at St. Maries Middle School.

Kathy graduated with a Bachelor of Science degree from LCSC in 1998. After substituting for one year, Kathy began her teaching career at Upriver Elementary in Fernwood, Idaho during the 1999-2000 year. She taught all subjects in grades 6-7-8 until 2005 when she transferred to St. Maries Middle School where she presently teaches reading and English. In addition to teaching, Kathy graduated with a Masters in Curriculum and Instruction from the University of Idaho in 2005.

Kathy, an enthusiastic and engaging teacher, is a facilitator in her classroom. Her excellent rapport and nurturing of students, shows the dedication she has for the profession. An organized teacher, Kathy, has served as a mentor for new teachers. She is a superb role model for all classroom teachers.

Kathy's willingness to serve on the district's Professional Development Committee is an example of her leadership qualities. She contributes ideas serving the interest of all educators and does it well.

Kathy is involved at the local level of the St. Maries Education Association. She is currently the treasurer and serving as a delegate to the Delegate Assembly.

As a future member of the Professional Standards Commission, Kathy would be a reliable, hard working and dependable individual. She is willing to commit her effort and time to this important professional committee. She has the background, motivation, and inspiration to work with her fellow educators. She would definitely be an advocate for the teaching profession.

It is with much pleasure and without reservation that I recommend Kathy Davis for the position on the Professional Standards Commission.

Sincerely,



Dale Baerlocher
Region I
IEA Board of Directors

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

Madonna R. Smith

221 S. Dorset Place
Eagle, Idaho 83616

208-938-7884
mmjak@cableone.net

CREDENTIALS

Multiple Subject Credential, ID, 2001
Technology and Comprehensive Literacy Certified

Multiple Subject Credential, CA, May 2000
Cross-Cultural Language and Academic Development (CLAD) Emphasis
California State University, San Marcos

EDUCATION

Masters of Education – Curriculum and Instruction, May 2004
Northwest Nazarene University, Nampa, ID

Bachelor of Arts - Psychology, May 1987
San Diego State University, San Diego, CA

CERTIFICATION

National Board Certified Teacher –May 2007
Literacy & Language Arts, Elementary to Middle Childhood

EXPERIENCE

Teacher - Grades: K, 1st, 3rd, 4th, Special Education (2001 to present)
Seven Oaks Elementary (2004 to present) Lake Hazel/Discovery (2001 -2004)
Meridian Joint School District #2, ID

- Team leader of the Response to Intervention process
- Developed high expectations for student achievement
- Implemented differentiated instruction to meet student, child-centered goals
- Worked on school and district level committees that included rewriting of science standards, Teacher of the Year selection committee, Student Task Force Leader, and School Safety Support Member

Literacy Impact Teacher – K-5 (Nov. 2000 – June 2001)
Valley Elementary School, Poway, CA

- Provided reading instruction to students reading below grade level
- Adapted curriculum to meet the needs of ELL students

Writing Instructor – 3rd grade (Nov. 2000 – Feb. 2001)
Valley Elementary School, Poway, CA

- Created an after school program designed to strengthen writing skills

Student Teaching – 2nd, 4th grade (January 2000 – June 2000)
Chaparral Elementary School, Poway, CA

- Developed curriculum using CALLA methodologies
- Designed learning centers supporting California Standards

**OTHER
EXPERIENCE**

Community Volunteer

- Organized holiday art workshops for grades K-5
- Tutor for foster care home facility
- Softball Coach
- Girl Scout Leader

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009



SEVEN OAKS ELEMENTARY

1441 S. SEVENOAKS WAY
EAGLE, ID 83616

PHONE (208) 350-4095
FAX (208) 350-4104

KATHLEEN CORNELSON SMITH
PRINCIPAL

February 24, 2009

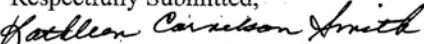
To Whom It May Concern,

I welcome this opportunity to write a letter of support for Madonna Smith in consideration of an appointment to the Professional Standards Commission for Idaho teachers.

As a third grade teacher, Madonna creates a classroom with high expectations, a focus on connecting learning to life, effective use of test data and a safe and humane climate. The above attributes certainly makes Madonna an excellent teacher but she also has all of the skills to be a fair-minded, intelligent member of a Professional Standards Commission.

Madonna is not what I call an "intensity junkie" addicted to being frantically busy and constantly in demand. She takes time to consider each person, each situation, each problem and question. Madonna is both thoughtful and insightful without presenting herself like an "expert". She absolutely never nudges a conversation in one direction or another but only listens and asks questions. Madonna does not engage in practices explicitly designed to exclude but rather is part of our leadership team that helps our staff overcome barriers and respond constructively to problems. She is a leader in the truest sense.

I am confident that Madonna would provide an outpouring of support to the teachers of Idaho while working hard to keep the integrity of the professional standards. Madonna believes in the power of learning, the ability of children to succeed, and the strength of teachers to make a dramatic difference. It is with highest regard that I recommend Madonna for this appointment.

Respectfully Submitted,

Kathleen Cornelson Smith
Principal
Seven Oaks Elementary School

SEVEN OAKS...
A PLACE WHERE COMMUNITY IS INVOLVED, LEARNING IS LOVED
AND CHARACTER IS PROMOTED.



STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Professional Standards Commission
STATEMENT OF SUPPORT
for
Madonna Smith

2/21/09

I've had many opportunities to work with a variety of very strong teachers during my tenure as a school principal. Madonna Smith is clearly one of the most gifted teachers with whom I've worked. Further, she is a person of great integrity.

Madonna Smith would be an exceptional member on the Professional Standards Commission. I'll attempt to summarize my reasoning for this recommendation.

Mrs. Smith is certified to teach all subjects in kindergarten through fifth grade. Further, she received her National Board Certification in 2007. Further, her experience is very diverse and includes ELL students, kindergarten, first grade, third grade, fourth grade, as well as special education.

She's a self-directed professional who actively seeks growth opportunities. She is unassuming in her demeanor. However, she's very informed, articulate and consistently demonstrates research-based practices. She is insightful and has impeccable judgment. However, she doesn't presume to have the answers. She values the perceptions of others as much as her own. She's a good listener and an active contributor. She has a great deal to offer coupled with a hunger to learn.

She is highly respected by her peers and was elected as our Teacher of the Year in 2006-07. She is able to present to her peers in an engaging manner. She consistently models best practices. Her current involvement in the Response to Intervention process at Seven Oaks serves as an example. She provides scientifically research based instruction to several of our students who demonstrate a significant skill deficit in reading, writing, math, or behavior. Progress is monitored weekly and entered into AIMSweb to determine each child's response to her intervention.

Mrs. Smith is a passionate and inspired teacher who invests in her students on a personal level. Her students understand that she sincerely believes in them. She provides engaging grade level instruction, as well as point-of-need instruction which support students who are performing above or below grade level. Every child is expected to learn and grow each day. As a result, her learner outcomes are exceptional. She also invests in her students on a personal level. She's a teacher that students and families will long since remember and always value.

She also serves as an excellent role model for her colleagues and makes a very positive contribution to our school climate.

- She created Homework Hang-Out for students who desire an opportunity to work with a student tutor to improve a skill deficit or complete a homework assignment. She trained many interested 5th grade students to provide strategies for successfully tutoring others. You can find students and tutors working together during afternoon recess each day. She received the Governor's Grant to help fund interactive games that were used in the Homework Hang-Out to support student learning.

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- She trained a cadre of parent volunteers as Literacy Coaches to provide individualized support for students during the school day. This experience proved to be rewarding for students and volunteers alike.
- Through her leadership of our Student Task Force, she has guided our school-wide behavior efforts. Madonna has nurtured a school environment that's characterized by a sincere compassion for children. She participated in the Idaho Virtues Project. She has also completed Love and Logic training with Jim Fay et.al.
- She has provided many opportunities to engage our students in service learning projects which have been beneficial to our school and our community. Seven Oaks Speaks (S.O.S.) was a group of students, under Mrs. Smith's leadership, who operate a Spirit Shop to raise funds to eliminate graffiti. She provided motivational slide shows and videos for our Walkathon, Rake Up Boise team, food collection for the Eagle Food Bank, etc.
- She has also worked closely with our Parent Teacher Association to enhance classrooms with advanced technology including ceiling mounted projectors, document cameras, and airliners.

In summary, Madonna is a powerful teacher and leader. It's my pleasure to recommend her to you as a candidate for the Profession Standards Commission knowing full well that she would be an outstanding member. I'm very fortunate to have the opportunity to work with and learn from this professional. Others should have this opportunity as well.

Sincerely,

Sandra F. Schultz

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

1814 Mortimer Dr.
Boise, Idaho 83712
208.853.5355
February 24, 2009

As a colleague of Madonna Smith's for five years at Seven Oaks Elementary, I am honored to write a letter to the selection committee to better inform you of the many reasons that Madonna Smith is a role model to those around her; parents, teachers, and community members. As a member of the third grade team, I had the privilege of working very closely with Madonna during the school year of 2004-2005. From the moment I met her, I knew that Madonna was a gift to the field of education because of her dedication, attention to detail, sense of compassion for all types of learners, and her willingness to collaboratively work with the third grade team to provide tailored teaching for many groups of students.

Even though it was Madonna's first year at Seven Oaks, and her first year on our third grade team, she lead the way when it came time to work together and find solutions to meet the needs of *all* of our third grade learners. Madonna constantly put research into practice. In her "spare time", Madonna read articles about the way kids learn to read and spell. She also dedicated time by finding the most effective, researched practices of leveling, or grouping, students in order to see the greatest academic gains. As Madonna would share her newly found information with our team, her enthusiasm motivated me to go the extra mile to provide learning for students of all levels. This meant that we all spent a great amount of time planning and prepping new units in order to: meet growth targets for all students, meet/exceed reading fluency rates, and teach our students to become better spellers. With Madonna's enthusiasm, motivation, and leadership, we were able to provide our students with the best resources and effective practices that we could offer. I am very grateful for the unspoken lessons that Madonna has taught me about the teaching profession and the way teachers can choose to positively impact students' lives everyday!

With great admiration,

A handwritten signature in black ink that reads "Dawn Nistal". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Dawn Nistal

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**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

VALERIE WILLIAMS

4436 Burley Drive
Chubbuck, ID 83202
Phone: 208-681-3179, Fax: 208-237-1919
wasivale@cableone.net

OBJECTIVE

- To obtain a classroom teacher's position on the Idaho Professional Standards Commission.

SKILL SUMMARY

- Excellent teaching skills in settings from child to adult; exceptional written and oral communication; experienced in diplomacy; outstanding organization skills; first-rate leadership abilities; practiced committee member; superb written and oral Spanish language skills; experienced working with diverse learning groups; continuing respect for the teaching profession and commitment to maintain high standards for teachers and certification.

EDUCATION

- Idaho State University, Pocatello, Idaho
Doctoral Student in the Education Leadership Program
Expected Graduation: December 2010, GPA 4.0
Prospective Degree: Ed.D. Higher Education Administration
- Idaho State University, Pocatello, Idaho
Graduation: August 1999, GPA: 4.0
Degree Held: M.Ed. Curriculum & Instruction
- Boise State University, Boise, Idaho
Graduation: August 1980, Cum Laude
Degree Held: B.A. Spanish

CERTIFICATION

- Idaho Standard Secondary Teaching Certificate. Endorsement: Spanish, History, Social Studies. 1980-present.
- Idaho Technology Certificate, 1998.

RELATED WORK EXPERIENCE

- **High School Teacher, Blackfoot High School, Blackfoot School District #55, Blackfoot, ID (August 2007-present).** Teach Honors American History A-B;

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

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American History A-B; Honors Economics; and Economics to high school juniors and seniors.

- **Powder Puff Football Coach** to junior and senior girls (2007 to present).
 - **BEA, (Blackfoot Education Association) building representative** (2008 to present).
- **Associate Lecturer, Idaho State University (ISU), College of Education, Educational Foundations (August 2002-May 2007).** Served as an instructor for lower and upper division education courses, including planning, assessment, delivery, motivation, management, human development, and adaptations for diversity; conduct workshops for practicing classroom teachers; plan, organize, and coordinate all-day workshops for interns; serve on various curriculum alignment committees; maintain a focus on current research in the educational field; advise teacher education candidates; and serve as the advisor for the University student program organization branch for the **Idaho Education Association**.
- **Teacher-In-Residence, ISU (August 2001-2002).** Served as an instructor and team-teacher for upper division education courses; served on various curriculum alignment committees; and supervised pre-interns & interns in their field experience.
- **High School Teacher, Blackfoot High School, Blackfoot School District #55, Blackfoot, ID (August 1989-2001).** Taught Spanish IA-B; Spanish IIA-B; World Cultures and History A-B; American History A-B; U.S. Government & Politics A-B; **Advanced Placement** U.S. Government & Politics A-B; Teens, Crime, and the Community; and Street Law.
 - **Law-Related Education Coordinator (August 1998-2001)** Provided the district's teachers with materials and instruction for law-related education (LRE) activities in their classrooms and administered the LRE budget.
 - **Social Studies Department Chair (August 1998-2001)** Supervised seven social studies teachers, conducted staff meetings; discussed curriculum and job duties; created department course schedules, class offerings, and course catalog descriptions; served on faculty search and interview teams for social studies teachers.
 - **BEA, IEA, NEA Building Representative** (1990-1992)
 - **BEA Negotiations Committee Caucus Chair** (1995-2001)
 - **District Insurance Committee Chair** (1998-2001)

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APRIL 16-17, 2009**

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- **District Substitute, Blackfoot School District #55, Blackfoot, ID (August 1987-1989).**
- **Spanish Bilingual Program Director, Blackfoot School District #55, Blackfoot, ID (August 1984-1987).** Administered a K-5 bilingual program in three elementary schools, supervised three instructional aides, assisted classroom teachers, and provided materials to support Spanish-speaking children and their learning activities, also taught two class periods of Beginning Spanish to high school students.
- **Migrant Aide for the Migrant Education Program, Blackfoot High School, Blackfoot School District #55, Blackfoot, ID (September 1984-1985).**
- **Migrant Resource Teacher, Mountain Home School District, Mountain Home, ID (September 1980-August 1982)** Administered a K-12 migrant education program in three elementaries, a junior high school, and senior high school; taught migrant students English language skills; and tutored students in other academic subjects.

PRESENTATIONS

- Representative of the College of Education, ISU Day at the State Capitol and Recruitment Night in various cities across the state.
- ISU, College of Education faculty on Adaptations and assessments.
- Various conferences for professional teaching organizations statewide.

ADDITIONAL ACTIVITIES

- Participant of various public education grant programs.
- Committee member on various state-wide committees & professional organizations.
- State Champion Mock Trial Team Coach, Blackfoot High School
- Youth Government Club Advisor, Blackfoot High School
- Performing Arts Center fund raiser / volunteer, Blackfoot High School
- Model for Arctic Cat Snowmobiles brochures

AWARDS

- Most Influential Professor, College of Education, ISU, 2005 & 2007
- National Dean's List, 2007
- Teacher of the Month, Blackfoot High School, April 1997
- Who's Who Among America's Teachers (two nominations - public school and higher education)
- Empire Who's Who of Women in Education
- Who's Who Empowering Executives & Professionals

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APRIL 16-17, 2009**

Williams, 4

AFFILIATIONS

- ISU Women's Studies Program board member (2005-2007)
- American Association of University Women (2005-2007)
- ISU Professional Women board member (2005-2007)
- Kappa Delta Pi (2004-2007)
- Delta Kappa Gamma (1998-2008)
- Association for Supervision and Curriculum Development (1999 to present)
- Pocatello Pathfinders Association (2004-present)
- National Education Association, Idaho Education Association, Blackfoot Education Association member (1980-2002 & 2007 to present)
- National Council for the Social Studies (1987-2006)
- Idaho Council of History Educators (2000-2006)

REFERENCES

Dr. Peter Denner
Professor and Assistant Dean
Teacher Education
College of Education
Campus Box 8059
Pocatello, ID 83209
208-282-4143

Dr. Scott Crane
Superintendent
Blackfoot School District #55
270 E. Bridge
Blackfoot, ID 83221
208-785-8800

Mr. Michael O'donnel
Business Education Teacher
Blackfoot High School
870 S. Fisher
Blackfoot, ID 83221
(208-785-8810)

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009



BLACKFOOT SCHOOL DISTRICT NO. 55

270 East Bridge Street, Blackfoot, ID 83221
Phone (208) 785-8800 Fax (208) 785-8809
Web Site: www.d55.k12.id.us

February 11, 2009

Idaho Education Association
Professional Standards Commission
Selection Committee

Dear Selection Committee:

The Professional Standards Commission has the responsibility of determining the course of Idaho certification standards, education fair practices, and education ethical standards. These paramount responsibilities effect all professional educators in the state of Idaho, and are responsible for creating high professional standards for Idaho educators.

Due to the importance of this commission, I believe that the members of the commission need to be representatives of the highest quality of Idaho educators. It is, therefore, a privilege and honor to recommend Ms. Valerie Williams to serve as a member of this prestigious commission. I truly believe that Ms. Williams represents the best qualities of a professional educator as exemplified by her years of teaching at Blackfoot High School, Idaho State University, and her continuing efforts to complete her doctorate.

Ms. Williams has the knowledge, expertise, and skills necessary to provide well thought out advise and input. Her oral communication, written, and leadership skills are superb in both English and Spanish. I believe that Ms. Williams would be a great asset to the Professional Standards Commission and pledge my support in allowing her to attend meetings and accomplishing the tasks necessary to enhance the education profession in the state of Idaho. I have no reservation in recommending Ms. Valerie Williams for this position.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott L. Crane".

Scott L. Crane, Ed.D.
Superintendent of Schools

mac
pc: File

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Superintendent of Schools

Chad R. Struhs
Assistant Superintendent

Patricia Farmer
Director - Student Support Services

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009



Office of the
Assistant Dean
College of Education

921 S 8th Avenue
Stop 8059
Pocatello, Idaho
83209-8059

Phone
(208) 282-3807

Fax
(208) 282-4697

Email
dennpete@isu.edu

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February 17, 2009

Dear Idaho Education Association Board of Directors,

I am writing this letter of support on behalf of Ms. Valerie Williams, who has applied for selection as a member of the Professional Standards Commission. Ms. Williams is a classroom teacher at Blackfoot High School (District #55), where she currently teaches American History and Economics. Before serving as a Teacher-In-Residence and Associate Lecturer at Idaho State University (ISU) in Pocatello, Valerie also taught Spanish, History, and Government at Blackfoot High School from 1989 to 2001. Earlier in her career, Valerie served as the Spanish Bilingual Program Director for the Blackfoot School District for three years and as a Migrant Resource Teacher for the Mountain Home School District. Ms. Williams is an outstanding teacher who would bring a wealth of experience and a unique perspective to the Professional Standards Commission. As her resume attests, Ms. Williams has also been an active member of the Idaho Education Association and the National Education Association.

I first met Ms. Williams in the fall of 2001 after she had been selected to be a Teacher-In-Residence in the College of Education. The Teacher-In-Residence program was funded by a grant from the J. A. & Kathryn Albertson Foundation. The program paired outstanding teachers for one year at a time residencies with university professors to work on the transformation of the ISU undergraduate teacher preparation programs. A major goal of the grant was to support the development of a standards-driven assessment system for teacher education. Valerie's involvement in the efforts of our college to undertake this transformation gives her a deep appreciation for the complexities of building assessment systems and for the value of linking standards with assessments. I believe this experience makes her an excellent candidate for serving on the Professional Standards Commission.

Toward the end of her year as a Teacher-In-Residence, an opportunity arose for Valerie to be hired as an instructor in the College of Education to teach undergraduate courses in teacher education. This turned into an opportunity for her to teach with us for several years. Valerie also served as a supervisor of student teaching interns and as the advisor for the College of Education student chapter of the Idaho Education Association. Valerie brought her wealth of classroom teaching experience to our undergraduate teacher preparation programs, where she demonstrated great versatility in her teaching. She was regarded by both her colleagues and her students as an outstanding teacher educator. Valerie's commitment to the professional education and development of teachers is another reason she is an excellent candidate to serve as a member on the Professional Standards Commission.

While at ISU, Ms. Williams was also active on a variety of college committees, including serving as a member of the Teacher Education Core Assessment Committee, which I chaired. Valerie was an articulate advocate for her views and an

ISU is An Equal Opportunity Employer

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Page 2 of 2

active committee member who made significant contributions to the work of the committee. I believe that Valerie has the ability to be an active member on the Professional Standards Commission. Valerie has the experience and commitment necessary to be a strong advocate for teachers.

As a final comment, Ms. Williams is an attractive and poised person who would project a positive, confident, and professional image for the Idaho Education Association. Valerie interacts well with all types of people. She has a strong commitment to teaching and service. She was delightful to have as a colleague. I recommend her highly for selection as a member of the Professional Standards Commission.

Sincerely,



Peter R. Denner, Ph.D.
Assistant Dean

Blackfoot High School

"BRONCO COUNTRY"

Principal
Blaine E. McInelly
Assistant Principal
Brian J. Kress

870 South Fisher Ave.
Blackfoot, Idaho 83221-3305
Phone (208) 785-8810
Fax (208) 785-2329

Assistant Principal
Thomas B. Harrington
Athletic Director
Jeff Marshall

February 20, 2009

Dear Idaho Education Association Board of Directors:

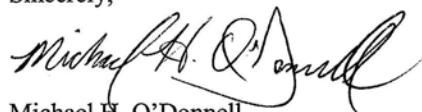
I have had the privilege of working with Valerie Williams at Blackfoot High School for several years both before her departure to complete graduate work and assume a teaching position at Idaho State University, and after her welcomed return to our faculty. Her teaching efforts here at Blackfoot High have allowed me valued contact for collaboration, feedback and friendship.

Ms. Williams also serves at the building representation for the Blackfoot Education Association and has been an excellent sounding board and liaison for association members at the high school. She is always willing to listen and has made a commitment to stay abreast of association and global education issues as they impact students and teachers.

Because of my position providing the high school its on-site technical support as well as fulfilling my duties at a business education teacher, I have had several opportunities to observe Ms. Williams in her classroom and in my computer lab, where her classes have made use of equipment during my prep period. Her organizational skills are apparent. You don't move a classroom of high school students from point A to point B and get them on task without a keen understanding of the challenge.

One of the most outstanding traits Ms. Williams possesses is respect for the value of other people's time. She is always sure to secure permission to use my lab facilities well in advance and quick to thank me for my assistance. She is a joy to work with and a real asset to our faculty. Any team faced with an endeavor that requires intelligence, humor and grace would be stronger with her among its ranks.

Sincerely,



Michael H. O'Donnell
Blackfoot High School

The Higher We Climb the Better the View

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Esther Kaye Henry

271 North 3900 East, Rigby, ID 83442

(208) 745-6783

ehenry@sd251.org

Objective	Become a member of the Idaho Professional Standards Commission	
Association And Community Involvement	<ul style="list-style-type: none">• Merit Badge Counselor, BSA• Jefferson County Fair participant• Farm Bureau Talent Show Winner• Church leadership, teaching, music• Snake River Flood Relief volunteer• Tutoring for remedial college English classes• Alliance Canal weed control—20 years	<ul style="list-style-type: none">• Jefferson Co. Ed. Assoc. Building Rep., 1993-1994• JCEA V.P., 1995• JCEA Pres. Elect, 1996• JCEA President, 1997-1998• JCEA Negotiations Team, 1994-1998• JCEA Grievance Committee, chair—1999-2001• IEA Delegate Assembly Member—10 years• IEA campaign worker for 1% Initiative, 2007
Teaching/ Professional Experience	<p>English Teacher Rigby High School, Rigby, Idaho</p> <ul style="list-style-type: none">• Grades 10-12 remedial, regular, AP courses—15 years• National Honor Society Advisor—9 years• District English curriculum alignment committee—7 years• School Improvement Committee, chair—4 years• AP Institute participant—6 years• Senior class advisor—3 years• District principal selection committee member—4 years• Textbook adoption committee—4 years• 10-year accreditation committee chair—1998• District Harmony Committee member—7 years• Mentor teacher—8 years• English Dept. chair—4 years• Cooperating teacher for student teachers—5 years <p><i>Recognition/Awards:</i></p> <ul style="list-style-type: none">• Jefferson County Teacher of the Year, 2002• Who's Who Among American Educators—1995, 1996, 1997, 2001, 2003• Marquis Who's Who in America, 2007• Marquis Who's Who Among American Women, 2008 <p>English Teacher Springville High School, Springville, Utah</p>	<p><i>1992 to Present</i></p> <p><i>1985 - 1992</i></p>
Education	<p>Master of Arts—Instruction and Technology <i>Western Governors University</i>, Salt Lake City, Utah</p> <p>National Board Certified Teacher—Adolescent/Young Adult Language Arts</p> <p>Bachelor of Arts—English Education, Communications Minor <i>Brigham Young University</i>, Provo, Utah</p>	<p><i>2004</i></p> <p><i>2001</i></p> <p><i>1985</i></p>
References	Enclosed	

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**



Esther Henry
English Instructor, Rigby High School
Rigby, ID 83442

Rigby High School

290 North 3800 East
Rigby, Idaho 83442
Phone: (208) 745-7704
Fax: (208) 745-7707

February 13, 2008

RE: Letter of Recommendation

It is a privilege to write a letter of recommendation for Ms. Esther Henry. She is an exceptional teacher and has the experience and knowledge needed to be a part of the Professional Standards Commission for the State of Idaho. I have complete trust in her work ethic and dedication to students in the field of education. I have observed her teaching, her interactions with students, and can attest of her professionalism.

Ms. Henry's experience is broad and diversified. Following high school graduation as valedictorian, Ms. Henry graduated from BYU-Provo with a BA degree in English and a minor in communications. She has been a teacher for over 22 ½ years. Seven (7) of those years were at Springville High School in Utah. She has taught for over fifteen (15) years here at Rigby High School, Jefferson County School District #251 in Rigby, Idaho.

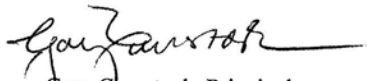
In 2001 Ms. Henry added to her teaching credentials by becoming recognized as a National Board Certified Teacher. Three years later in 2004 she earned a MA degree in Instruction and Technology from Western Governor's University. She is named in several editions of Who's Who among American Educators, as well as the Marquis Who's Who of America.

In addition to being a building representative for the Jefferson County Education Association, she has also been on the negotiations and membership recruitment committees, and grievance committee. She has served as grievance chair, and has served on the district's Harmony Committee for seven (7) years. She has served the JCEA as vice president, president-elect, and association president. She has assisted staff members and support staff when they need to speak with building and district administration. For many years she has been elected by her peers to be an Idaho Education Association representative. On the floor she has spoken openly in support of issues affecting teachers, and she has also been involved in several IEA grassroots campaigns and initiatives. Such actions prove her commitment and dedication to students.

At RHS she has served several times as a mentor teacher, and has assisted as a cooperating teacher. She was chair of the 1998 school accreditation committee, and has been a department head for the English department. Her service includes numerous committees dealing with curriculum alignment, principal selection, textbook adoption, and senior graduation. For the past ten (10) years, she has spearheaded common end-of-course assessments for her department and has proofread district-sponsored grants that were eventually approved. She is an AP English teacher and has three (3) years experience teacher AP English.

Ms. Henry's experience is broad and extensive. Her classroom experiences coupled with her service to education qualify her for being considered for the Professional Standards Commission. Should you need more information concerning this excellent educator, please contact me.

Sincerely,


Gary Comstock, Principal

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Rigby High School

290 North 3800 East
Rigby, Idaho 83442
Phone: (208) 745-7704 – Fax: (208) 745-7707

To Whom It May Concern:

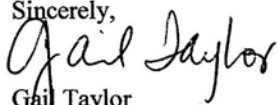
I am writing this letter of recommendation for Esther Henry who is an English teacher at Rigby High School. I have worked with Ms. Henry for seven years and know her to be an excellent teacher who is knowledgeable in her subject area. She has a Masters in Teaching with Technology and has attended AP workshops for both English Language and Literature. Ms. Henry has helped proofread district grants that were submitted and approved. Her knowledge extends into her experience. She has served as a mentor for new teachers, was the chair of the last school accreditation committee in 1998, has been head of the English department for four years, and has been on many district committees for curriculum alignment, principal selection, and textbook adoptions. She is considered a leader in our school and district.

Esther has been a teacher for almost 23 years. She has a reputation in the school as an outstanding teacher. Ms. Henry loves her job and that love translates into learning in her classroom. As a teacher she gives concise instruction so students know exactly what to do. She has exceptional classroom management; students like and respect Ms. Henry, and they enjoy learning in her classroom.

Ms. Henry's organization skills are supreme. Any job she is given is done, done well, and done on time. Her willingness to use her time to help both faculty members and students is invaluable. Her desire to help students succeed compels her to organize her lesson plans and keep grades current. She is genuinely concerned about each student and the progress they are making.

Intelligent and respected, Ms. Henry works well with the other faculty members. She represents the high school faculty on a district Harmony Committee and has also been a local IEA representative for the school. She has worked many after school hours on behalf of her fellow teachers as a representative or advisor. She is always willing to help or do any task necessary.

I can sincerely recommend Ms. Henry for the position on the Professional Standards Commission. If you have any questions about Ms. Henry, feel free to call me at 745-1077 after 4:00.

Sincerely,

Gail Taylor
English Department Chair

"Motivating students to improve their lives through education"

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Suzanne K. Kenny
147 N. 4000 E.
Rigby, Idaho 83442

February 18, 2008

*Sherri Wood, President
Idaho Education Association
PO Box 2638
Boise, Idaho*

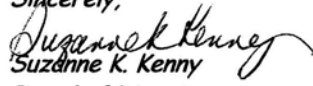
President Wood,

I would like to recommend Ms. Esther Henry for the position that is available on the Idaho Standards Commission. I have known Ms. Henry for 14 years and we have worked together in a variety of circumstances and I feel that I know her well.

Ms. Henry is by far one of the most dedicated educators that I know. She is diligent as a professional educator and leader. She is National Board Certified, has her MA in instruction and technology and she has been included in several editions of Who's Who among American Educators. But more important than this, is that she is an incredible teacher. I have seen her teach and interact with her students in positive and interacting ways. I have talked to students that have had her as a teacher and they all have said that she is fair, kind, diligent and firm. She believes in public education and believes in her students.

I have worked with Ms. Henry through our local association, the Jefferson County Education Association. She has led this association through very difficult situations and I never saw her be anything but professional and strong. Her code of ethics guides her in all that she does and this was demonstrated in many tense situations. Her code of ethics guides her teaching and her relationship with her colleagues. She has guided new teachers and experienced teachers look to her for direction and expertise.

I find Ms. Henry to be fair but will also stand up for what is right for educators. She will be nothing but a strong advocate for educators and she will be an asset on the PSC. She will be a leader on the Commission and they will soon learn of her abilities and will value her professionalism and credibility.

Sincerely,

Suzanne K. Kenny
Board of Directors
Idaho Education Association

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Lourene Wellman

3770 E. 200 N.
Rigby, Idaho 83442
208-521-8376

Career Objective	To obtain a position on the Professional Standards Committee
Education	Western Governor's University (WGU 2005), Salt Lake City, Masters in Learning and Technology. Idaho State University, (1/1983-5/1989) obtained Bachelor of Arts degree with honors majored in secondary education with endorsements in Mathematics and Social Sciences. Have taken the following computer languages: Fortran, Pascal, Basic, and Visual Basic. Other computer skills include Microsoft Word, PowerPoint, Excel, Access, Power School Teacher, and Netscape. Have taken courses and learned how to operate scanners, digital cameras, computer aided overheads, and various PCs, received a technology certification from the State of Idaho in addition to the 65 college credit hours taken between receiving the Bachelor's degree and beginning the Master's degree. In 2004, I completed the Citizens' Law Academy, a public information program offered by the Idaho State Bar and the 7 th District Bar Association. I worked 2 summers in the INEEL Teaming Teachers with Industry course offered by Lockheed Martin Idaho Technologies Company in 1999 & 2000.
Teaching Exp.	Teaching secondary math at Rigby High School in Rigby, Idaho (1998-current). Previous experience includes Bonneville High School (1989), Ririe Junior/Senior High School (1990), District #91 Summer school (1994-6), substitute taught for 20 years within the Rigby school district #251, and private tutoring. Class teaching experience includes General Math, Pre-Algebra, Algebra I & II, Geometry, Pre-Calculus, World Geography, Reading, Writing with Technology, Statistics (dual enrollment), and Trigonometry.
Other work Exp.	Managed a rental house for 20 years. Worked at ZCMI as a sales associate dealing with customers, handling the till, filling and accounting for customer orders, returns, voids, sales, and promotions for 3 years. Coached scholastic bowl teams and math counts teams and National Honor Society.
Personal	Enjoy a personal home computer, finding information on the internet, gardening, sewing, hiking, horseback riding, dancing, bicycling, playing piano, and listening to music. I am married and have 6 children, one in High School and the others have graduated.

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009



Rigby High School

290 North 3800 East
Rigby, Idaho 83442
Phone: (208) 745-7704
Fax: (208) 745-7707

February 28, 2007

Dear Idaho Education Association Leaders,

I am writing this letter on behalf of Lourene Wellman pursuant to her application for a seat on the Idaho Professional Standards Commission. I have served as a colleague of Lourene's for the past two and a half years; I as the Principal at Rigby High School and she as a math teacher at our school.

Along with being an excellent teacher, I have always been impressed with the fact that Mrs. Wellman exhibits a solid analytical and critical mind. It has been manifest, particularly in department meetings, that Lourene has the ability to think deeply upon matters and voice her views, ideas and concerns in a precise, succinct and professional manner. I also believe that Lourene has the personal courage to challenge the status quo and look at matters from new perspectives, a trait that I highly regard and one which I like people on our staff to have, for as George S. Patton said, "If everybody is thinking alike, then somebody isn't thinking."

I believe another indication of Mrs. Wellman's knowledge of the art of teaching is her mentoring and supervision of student teachers. She is currently working with a student teacher and things are going very well. Lourene has the experience, knowledge and background to know what makes for, not only effective, but exemplary classroom instruction.

Due to her experience, expertise and analytical skills, I heartily recommend that the I.E.A. give Mrs. Wellman all due consideration for an appointment to the Idaho Professional Standards Commission, for I believe much consideration is due her. Thanks for your consideration of this most worthy candidate.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark A. Neish', written over a horizontal line.

Dr. Mark A. Neish
Principal

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Rigby High School

290 North 3800 East

Rigby, Idaho 83442

February 26, 2007 Phone: (208) 745-7704 – Fax: (208) 745-7707

To Whom it May Concern:

I would like to recommend Mrs. Lourene Wellman for your consideration. I have worked with Mrs. Wellman for several years and have known her to be an excellent teacher and a wonderful person. She is energetic and enthusiastic. Her excitement for her subject instills a desire for accomplishment in her students. She strives to make her classes interesting and fun while challenging her students to accomplish much more than they would without her direction.

Lourene goes the extra mile for her students in her attempts to reward them for their progress and to stimulate their interest in Mathematics. She is a considerate, caring lady who treats her students and fellow workers with courtesy and respect. She is genuinely interested in helping her students overcome difficulties that may be affecting their performance in her classroom. She is always willing to spend extra time with students when they require it.

Lourene has many professional qualifications for the position she seeks. She has worked to achieve her Master's degree and has served on several professional committees. She has also been active in community affairs. I'm certain she will be an asset to your committee.

Thank you for considering Mrs. Lourene Wellman.

Sincerely,



Mrs. Pat Waddell, Chair
Department of Mathematics
Rigby High School
Rigby, ID 83442
Pwaddell@d251.k12.id.us

"Motivating students to improve their lives through education"

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Rigby High School

290 North 3800 East

Rigby, Idaho 83442

Phone: (208) 745-7704 – Fax: (208) 745-7707

February 23, 2007

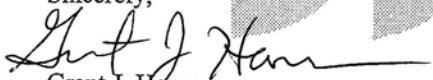
To Whom It May Concern:

It is a pleasure for me to write a letter of recommendation for Lourene Anawalt as she applies to be a member of the Professional Standards Commission. Mrs. Wellman has been a math teacher at Rigby High School for the last nine years. During that time, I have supervised her teaching several times and know her to be an outstanding teacher of the highest professionalism and integrity.

Lourene has had a variety of professional experiences. She is a member of the Idaho and the National Council of Teachers of Mathematics and is currently serving as a state committee member. Here at Rigby High School, she has served as the Scholastic Bowl Coach, Math Counts Coach and as an advisor to the National Honor Society. Currently, she is a member of the regional emergency response team for regional and state emergencies. In 1980 she served as a 4-H teacher, and from 1980 to 1995 as a teacher/leader of a local church youth group.

As a former high school principal, I have worked with the Professional Standards Commission and have a basic understanding of what is required. Lourene is a hard-working professional who would be an outstanding member of that commission. I highly recommend her to you.

Sincerely,



Grant J. Hansen
Assistant Principal

"Motivating students to improve their lives through education"

31040 Hot Creek Road, Bruneau Idaho 83604 • 208-845-2681

Connie Carpenter Prow

Education and Employment:

- I graduated from Western Montana State College in Dillon, Montana in 1981. I got a B.S. in Secondary Education and my major was in science.
- I taught science for one year in Roy, Montana. I taught math and science one year in Glenns Ferry, Idaho. I currently teach science and math at Rimrock Jr. Sr. High School in Bruneau, Idaho and am in my 25th year here.
- I attained a certificate in Secondary Math in 1992.
- I am a National Board Certified Teacher in Early Adolescence Science.
- I am currently the advisor for the 8th grade, our Rimrock Honor Society, and our Rimrock Scholastic Team.
- I am on the Curriculum Committee, the Discipline Committee and the Attendance Committee.
- I am the mentor-peer assistant to all new incoming staff at our high school. This year I have seven teachers that I help and advise. I have done this since the program started.

Awards:

- I was the 2008 Micron Outstanding Science Teacher of the Year in Idaho.
- I have been Secondary Science Teacher of the Year in Idaho, twice. This was under the name of Connie Carpenter.
- I have been District Teacher of the Year.

Presentations:

- I have given workshops on Block-Scheduling.
- I have also been a presenter at the National Science Teachers Association. This was on how to teach cellular biology to students and have fun doing it.
- I have been the guest speaker at two of our senior graduation ceremonies here.

Professional Memberships:

- I am a member of NWPE (Northwest Professional Educators).
- I am a life member of the American Legion Auxiliary.

- I have been a member of the Idaho Science Teachers Association, the National Science Teachers Association, and the Idaho Earth Science Teachers Association. The reason that I have put this in past tense is due to the fact that I was a caregiver to three different relatives for the past thirteen years and was limited on my resources and time. I believed that this took precedence over my involvement with these associations and I am glad that I could take the time to do this for my parents and my aunt. They were the last of my “older generation” of family.

School and Community Service:

- I have helped with our local rodeo that raises funds for our community for over 20 years.
- Currently, I am on a steering committee that is forming a Weed District which will address the noxious weeds in Owyhee County. I am running a poster contest for the local children as an awareness program to our problem here. I also get guest speakers to come and educate us on various types of control methods. I also have my Environmental Science students working with the community to map weed infestations and identify specific weeds.
- I have had my students clean out owl nesting boxes around our area.
- My Honor Society students helped get every child in our two elementary schools in grades K-4 a Christmas present for three in a row. This year they did a coat and glove drive to make sure that our kids were warm.
- I have been a Storm Spotter for our area for many years.
- I am a judge at our local elementary science fair.
- I have had my students present lessons in science to our grade school children to enhance an interest in science and provide role models to them.

**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

Jean Robinson

Current Vitae

(Home) 3508 Moccasin Road
Coeur d'Alene, Idaho 83815

(School) Coeur d'Alene Charter Academy
4904 Duncan Drive
Coeur d'Alene, Idaho 83815

Employment History

2000-present	Earth and Life Science Teacher	Coeur d'Alene Charter Academy
2003-present	Facilitator	JASON Project
1995-present	Facilitator	Project WET Idaho
1988-1999	Earth and Life Science Teacher	Pocatello, Idaho

Education History

1996	Master of Natural Science	Idaho State University
1985	Bachelor of Arts in Education	Idaho State University
1985	Bachelor of Arts in Geology	Idaho State University

Teaching Activities

1995-present	Adjunct Instructor, Idaho State University	
2000-present	Adjunct instructor, University of Idaho	
2005-present	Coach, Middle School Science	Coeur d'Alene Charter Academy
	Bowl Coach	
2004-present	Member, JASON Teacher Advisory Council	
2004-present	Facilitator, JASON Project	
1995-present	Facilitator, Project WET Idaho	
2000	Facilitator Idaho Virtual Campus	Idaho State University

Other Activities

2007-present	Region I Representative, Board of Directors, Idaho Science Teachers Association
2005	JASON Project Argonaut Mysteries of Earth and Mars
2000-2005	Idaho State Department of Education Curricular Materials Selection Committee
2007-present	Education Liaison Idaho Seismic Risk Assessment Team
2001-present	Presenter at Idaho Science Teachers Association annual meetings
2006-2008	Regional Secretary Northwest Middle School Science Bowl
1995	Field Scout Project WET

Awards

2006	Runner-up JASON/National Geographic Hilda Taylor Award for Exemplary Teaching
2002	Who's Who Among American Teachers nomination
2000	Simplot Outstanding Teacher nominee
1996	Who's Who Among American Teachers

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

SUBJECT

Moscow School District Administrative Staff Allowance waiver request to meet Accreditation Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004 (6), Idaho Code

BACKGROUND/DISCUSSION

This request is presented annually to the State Board of Education. It is based on differences between the statutory administrative staff allowance and the administrative staff necessary to meet the administrative accreditation standard. Moscow School District #281 is requesting an additional 0.4125 FTE administrative staff allowance to meet its accreditation standard.

IMPACT

The granting of this waiver request will increase salary and benefit apportionment to Moscow School District #281 by \$34,385.76.

ATTACHMENTS

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

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by Moscow School District #281 for additional administrative staff to meet accreditation standards to be funded by the FY 2009 Public School appropriation in the amount of \$34,385.76.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009**

School Districts and Administrative FTE for NAAS Accreditation

	Enrollment	FTE Instructional Staff	Required FTE Administration
Moscow School District #281			
High School	573		2.0
Junior High School	595		2.0
Russell Elementary School	186	13.9	1.0
West Park Elementary School	286	17.5	1.0
McDonald Elementary School	480	26.6	1.0
Whitmore Elementary School	297	18.9	1.0
Superintendent			1.0
Total	2,417		9.0

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

Moscow School District #281

650 N. Cleveland St. 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

October 15, 2008

Tim Hill
Deputy Superintendent
State Department of Education
P.O. 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 administrative staff to meet accreditation standards.

We are using Northwest Accreditation Standards for all schools in our District: 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

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STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

SUBJECT

Idaho State University Full Program Review Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code

Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The state review of the Idaho State University (ISU) teacher preparation program was conducted September 20-24, 2008 and was chaired by Dr. Dennis W. Ohrtman. The visit was in tandem with a National Council for Accreditation of Teacher Education (NCATE) visit according to the partnership-state protocol supported by the Professional Standards Commission and approved by the State Board of Education. A ten-member State Evaluation Team, an Idaho Education Association (IEA) observer, and two State Department of Education coordinators visited the ISU-Pocatello campus and one of the two satellite campuses at College of Southern Idaho (CSI) in Twin Falls. Representatives from this team also visited four of the partnership schools (K-12) where candidates are placed for clinical and field experiences. The team reviewed twenty-six programs to determine if there was evidence indicating that ISU teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel, i.e., the candidate is knowledgeable in the appropriate subject matter and can implement effective pedagogy.

Team members determined if there was sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed include: course syllabi, meeting minutes, contractual agreements, program plans and descriptions, class assignments and work samples, as well as assessment data. In addition to the review of documents, team members also conducted interviews with unit faculty, candidates, university administrators, university faculty, P-12 principals, P-12 cooperating teachers, and university supervisors.

Communication, Drama, Economics, Foreign Language, Geography and Idaho American Studies with English Emphasis and Visual Arts were evaluated for conditional approval. These programs were not eligible for full approval because the program did not have a sufficient number of students for a thorough evaluation at this time. All programs granted conditional approval will be reviewed within two years to determine if the conditions have been met and if the program is eligible for approval.

IMPACT

In order to maintain their accreditation status and produce graduates eligible for Idaho teacher certification, ISU must offer a teacher preparation program adequately aligned to both NCATE and State Standards.

STATE DEPARTMENT OF EDUCATION
APRIL 16-17, 2009

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to accept the State Review Team Report, thereby granting teacher preparation program approval of Business Education, Early Childhood Blended (Initial and Advanced), Elementary Education (Initial and Advanced), English Language Arts, Family and Consumer Science, Health, Literacy, Mathematics, Physical Education, School Administrators, School Superintendents, Science, Biology, Chemistry, Earth and Space Science, Physics, Social Science, Government and Civics, History, Special Education: Deaf/Hard of Hearing, Special Education Directors, Special Education Generalist, and Med in Human Exceptionality at Idaho State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to accept the State Review Team Report, thereby granting conditional approval of Communication, Drama, Economics, Foreign Language, Geography and Idaho American Studies with English Emphasis and Visual Arts in the teacher preparation program at Idaho State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM REPORT ON FINDINGS

In its visit to

Idaho State University

September 20-24, 2008

For the

I. PROFESSIONAL STANDARDS COMMISSION
State Department of Education

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a. INTRODUCTION

The state review of the ISU teacher preparation program was conducted September 20-24, 2008. The visit was in tandem with an NCATE visit according to the partnership-state protocol supported by the Professional Standards Commission. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers and school administrators, prepared a self-study shared by the two teams. A ten-member State Evaluation Team, an IEA observer, and two State Department coordinators visited the ISU-Pocatello campus and one of the two satellite campuses at CSI in Twin Falls. Representatives from the team also visited four of the partnership schools where candidates are placed for clinical and field experiences. The team's goal was to review twenty-six programs to determine if there was evidence indicating that ISU teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel, i.e., they know the subject matter they teach and are able to teach it effectively so P-12 students learn. Several programs were not reviewed because they have already received accreditation recognition by national accrediting bodies for a specific discipline, including music, school counseling, school psychology, and speech-language pathology. A five member NCATE-trained team examined the unit for evidence that it meets NCATE Standards.

The standards used to validate the institutional report are 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 include: course syllabi, meeting minutes, contractual agreements, program plans and descriptions, class assignments and work samples, as well assessment data. In addition to the review of documents, team members also conducted interviews with unit faculty, candidates, university administrators, university faculty, P-12 principals, P-12 cooperating teachers, and university supervisors.

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PROGRAM RECOMMENDATIONS
Idaho State University, September 20-24, 2008

PROGRAMS	RECOMMENDATIONS
Core Standards	Approved
Business Education	Approved
Communication	Conditionally Approved
Drama	Conditionally Approved
Early Childhood Blended (Initial Program)	Approved
Early Childhood Blended (Advanced Program)	Approved
Economics	Conditionally Approved
Elementary Education (Initial Program)	Approved
Elementary Education (Advanced Program)	Approved
English Language Arts	Approved
Idaho American Studies with English Emphasis	Conditionally Approved
Family and Consumer Science	Approved
Foreign Language	Conditionally Approved
Health	Approved
PROGRAMS	RECOMMENDATIONS
Mathematics	Approved

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Physical Education	Approved
School Administrators	Approved
School Superintendents	Approved
Science	Approved
Biology	Approved
Chemistry	Approved
Earth and Space Science	Approved
Physics	Approved
Social Science	Approved
Geography	Conditionally Approved
Government and Civics	Approved
History	Approved
Special Education: Deaf/Hard of Hearing	Approved
PROGRAMS	RECOMMENDATIONS
Special Education Generalist	Approved
Med in Human Exceptionality	Approved
Visual Arts	Conditionally Approved

Idaho Core Teacher Standards

Standards-Based State Program Approval Rubric for Teacher Preparation Programs

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

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Standard 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.

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

A review of the course syllabi, course requirements, general program requirements, and assessments as well as interviews with candidates and candidate work samples indicates that the programs provide opportunities for teacher candidates to demonstrate an in-depth understanding of content areas. A review of the required course sequences, required syllabi, course requirements, topics, and assessments indicates that teacher candidates demonstrate an adequate knowledge of content, tools of inquiry, and structures of the discipline taught. In addition, they are able to articulate the importance of engaging students in contributing to content development and to describe for students the ways new knowledge in a content area is discovered.

A review of course syllabi, general program requirements, descriptions of required course of study, student work samples, and assessment data provides indication that teacher candidates have an appropriate understanding of subject matter. Performance on the PRAXIS II examination indicates that candidates have a good command of their disciplines. Further interviewing of faculty and candidates, as well as observations of course summative projects indicate that they recognize the application of concepts in a life-long context. Further, through interviews with faculty and students it is evident that instruction and application opportunities are provided for candidates to practice application in field experiences.

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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 Opportunities for Development			X

Methods course syllabi routinely include topics addressing the need to adapt to multiple learning styles. Field experiences afford opportunities for candidates to further develop an ability to test for, or to detect through observation, learning obstacles for individual students. The program prepares candidates to approach content delivery, using multiple approaches. Candidates tailor instruction to respect the intellectual, social, and personal development of each student. There is quantifiable evidence in candidate and student work samples to show student growth. There is also ample proof candidates are prepared to recognize when a particular lesson or strategy is not appropriate for a given student, thus necessitating a change of approaches for optimum learning.

Unit assessments within courses and at the final checkpoint in the candidate experience underscore the fact that candidates know how K-12 students develop and learn. There is reflective evidence in portfolios and work samples to demonstrate unit candidate understanding of the intellectual, social, and personal development of students as they work in the K-12 setting. Triangulation of evidence with cooperating teachers reveals candidates effectively move from classroom theory to practical application of their knowledge in their student teaching placements, readily recognizing when situations demand instruction be differentiated or personalized.

Candidate experiences in the unit program prepare them to be exemplary teachers, especially with diverse populations, according to interviewed administrators from the employment region and to follow-up employer surveys.

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

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Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Need			X
3.2 Modifying Instruction for Individual Learning Needs			X

There is considerable evidence that teacher candidates at the undergraduate and graduate levels capably demonstrate an in-depth understanding and ability to institute curricular adaptations to meet unique and diverse needs for each student, including those with disabilities and the gifted and talented.

This evidence can be found in a number of course syllabi especially EDUC 201 (Development and Individual Differences); EDUC 204 (Families, Communities, Culture); EDUC 309 (Instructional Planning, Delivery and Assessment); SPED 350 (Creating Inclusive Classrooms); and EDUC 401 (Language and Literacy). Verification of this evidence includes interviews with course instructors, public school classroom teachers, practicum, and student teacher candidates, in addition to viewing completed work samples.

Two supporting programs that help candidates understand and deal with learning differences are: (1) the newly instituted Sheltered Instruction Observation Protocol (SIOP) to help teach English Learners, and (2) the well organized School Partnership Program with sites at Fort Hall with a high population of Native American students and Ellis Elementary where nearly fifty percent of the students receive free or reduced lunch.

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Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

Based on the review of core unit requirements, student and faculty interviews, course syllabi, and student work samples, it is evident that teacher candidates receive instruction and rationale for the use of a wide variety of instructional strategies. Teacher candidates receive this background in general education course work and in methods classes specific to their majors. Additional instruction is provided in coursework related to working with special needs students and technology integration. Evidence of the emphasis placed on multiple instructional strategies was provided through teacher candidate interviews and cooperating teacher interviews

Teacher candidates are required to demonstrate and practice the use of a variety of instructional strategies in both course requirements and field experience. Evidence of candidate abilities to address instructional strategies is found in course syllabi, student work samples, and field experience observations. Unit work samples support the ability and requirement to use varied instructional strategies in classes and field experiences.

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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	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

A review of course syllabi, portfolios, interviews with candidates, cooperating teachers, faculty, and students in pre-practicum courses provide adequate evidence that candidates understand the rationale and methods for successful classroom motivation and management skills. In addition to course work and developing a resource notebook, students are exposed to multiple field experiences with numerous cooperating teachers and classrooms situations. Cooperating teachers stated that graduates have the necessary tools and resources necessary to develop individual and classroom strategies that address management, motivation of a diverse student population and discipline. A partner school located on a Native American Indian Reservation with a student population that is nearly 100% non-Caucasian and on free and reduced lunch is a great experience for many candidates.

The program provides evidence that teacher candidates demonstrate an adequate understanding of the principles motivation and management for safe and productive student behavior.

The program provides evidence that teacher candidates are able to create, manage, and modify safe and productive learning environments.

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Standard 6: Communication Skills - The teacher uses a variety of communication techniques 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 Communication Skills			X

Both the unit and content area instruction provide candidates with a strong grounding in a variety of communication techniques. Candidate pass rates on the state technology skills test demonstrate that candidates are able to use audio-visual materials effectively to communicate. Training and modeling of effective technology communication continues throughout the programs. The initial checkpoint requirements of solid ACT scores in English and the required minimum grade point average provide indirect evidence of communication skills in speaking, writing, and listening. Candidates demonstrate proficiency by completing university requirements in written and oral communication by successfully completing required composition courses and one of two communication courses. The conceptual framework, which explicitly informs instruction throughout the program, emphasizes strong communication skills. Interviews at all levels—faculty, adjunct faculty, graduate students, and undergraduates—show that all constituents understand and are committed to the conceptual framework. There is strong emphasis throughout the education program and the content areas on candidate ability to adjust instruction to varied learning styles, to varied achievement levels, and to diverse learners further cultivates in candidates successful communications skills. Sample, candidate lesson plans show that candidates employ oral, written, spoken, and visual communications effectively to provide students with a variety of learning opportunities. Further, candidates articulate effective strategies for communicating material to diverse populations, multiple learning styles, and both high achievers and low achievers. These lesson plans prompt students to think critically and to solve problems appropriate to grade level. Interviews with candidates in various programs within the unit have shown that candidates are consistently clear, articulate, and professional in their communication to individual interviewers and to larger groups.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills			X
7.2 Instructional Planning			X

There is considerable evidence that teacher candidates engage in appropriate planning activities. The syllabi for Education 351 Teaching Strategies in the Secondary School and Education 358 Teaching Social Studies in the Secondary School include significant instructional planning components. Interviews with cooperating teachers indicate that candidates come well prepared to engage in the process of planning and have in fact completed significant amounts of planning in preparation for their classroom work as prescribed in Danielson's framework which places a premium on planning and preparation elements. For example, the principal of West Middle School indicated that his school personnel use the same conceptual framework—a clear indication that community goals are taken into consideration. Student lesson plans are well written, include a reflection element, and exhibit a command of content area knowledge. Interviews with teacher candidates and recent graduates make it clear that this is an area of emphasis and excellence in the program.

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 teaching effectiveness.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills			X
7.2 Instructional Planning			X

Course examinations and reflections judged against performance-based rubrics confirm that unit candidates have an in-depth understanding of assessment tools and terminology, and that they can define what each method is designed to prove. Syllabi consistently include not only assessments of the material in the class, but also how to use assessment

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strategies in the K-12 setting. Faculty model a variety of assessment techniques for candidates who, in turn, apply their assessment knowledge to measure and to improve student learning. Class assignments are given with an assessment component, rubric grids, and scoring instruction. A follow-up review of the assessment significance is a key to developing candidate understanding of various assessment tools. Candidates are taught to analyze and then to use the results to affect change when they student teach. They are expected to document growth of the student performance, often with a pre and post tests on content material. Candidates use assessment results as a guideline for preparing subsequent lesson plans, charting individual and group performance, and reporting on the usefulness the assessment tools they use in the student teaching experience. Employers join cooperating teachers to confirm that the program completers are adept at using effective assessment strategies in a variety of settings.

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

Reflection is a critical component of teacher education and preparation for both faculty and candidates within the unit. The commitment to the processes of reflection is evident from the mandate in the conceptual framework to the self-reported reflection of candidates in their clinical and field experience. Supervisors at that level, cooperating teachers, and employers consistently underscore the commitment of the candidates and graduates to life-long learning based on purposeful reflection. The unit logo mirrors the reality found in the on-site evidence in syllabi, work samples, reflective essays, and interviews. Each piece of evidence within courses and at transition points in the program leads to an in-depth and constantly developing understanding of the benefits of reflection, similar to the accreditation process itself. Candidates clearly master the art and science of teaching as a result of self and peer assessment modeled by faculty members, supervisors, and cooperating teachers. Candidate growth in this area from the initial courses to capstone

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experiences is directed, developmental, and dynamic. Unit faculty and candidates are actively engaged in the process with a commitment to deliver and facilitate education to students in P-12 settings, where reflection is a key component of the assessment and accountability systems.

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 in with Colleagues, Parents, and Community in Partnerships			X

The teacher certification programs in the College of Education at Idaho State University provide a consistent, intentional, and guided experience for candidates to interact with faculty, schools, parents, and the community. Candidates have field experiences in the following teacher education core classes: EDUC 201, Development and Individual Differences; EDUC 204, Families, Communities, and Cultures; EDUC 309, Instructional Planning, Delivery, and Assessment; EDUC 311, Instructional Technology; as well as the student teaching internship. The ISU College of Education has a Partner School Program which directly involves local schools in the teacher education program while providing opportunities for candidates to gain a multitude of opportunities and experiences. Candidates are required to complete two Teacher Work Samples (TWS) where candidates are required to research the school demographics and student characteristics and needs. The Director of Field Experience, in addition to other stakeholders, indicated the respect for and high demand for ISU teacher education graduates. Follow-up reports provide positive feedback on the quality of the ISU graduates, while also providing targeted feedback for improvement of the program.

The teacher education core classes consistently provide guided experiences for candidates to interact with schools and the community. Candidates participate in field experiences that expose and engage them with the community and students of diverse needs. In addition to the methods courses, the curriculum requires candidates to take EDUC 201, EDUC 204, EDUC 309, and SPED 350 that include school and community activities and experiences in developmental and social factors that impact the learning process and strategies for teaching students with diverse needs. This not only provides a collaborative relationships outside of the college, but it also provides valuable learning experiences that

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reinforce the social and environments factors that impact the teaching and learning process. This will positively impact candidate and student learning; and enhance professional growth for faculty in school districts and college faculty through collaboration.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Business Education Teacher Standards

ISU Initial Program

Standards-Based State Program Approval

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 CORE	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful			X

The Business Education Program at Idaho State University prepares candidates for teaching at the middle school/junior high level and the high school level in public and private schools. The program has been in place since 1984 and over 200 candidates have graduated and accepted teaching positions as a Business Education instructor. The curriculum includes the major areas of accounting, consumer economics, computer applications, and administrative management related to business technology education. Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth knowledge of the content and understand the central concepts, tools of inquiry, and structures of the discipline taught.

Candidates demonstrate an in-depth understanding of the subject matter. Several of the technical courses are taken through the College of Technology which are aligned with industry standards and taught by occupational specialists. Faculties appropriately model how to make subject matter meaningful and candidates know how to use materials and resources to contextualize instruction and curriculum to meet the instructional goals in Business Education. Candidates

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are required to pass the Praxis I and Praxis II as a program requirement. Candidates have access to well-equipped laboratories, classrooms, and instructional technology where knowledge and skills are demonstrated through completed projects.

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 CORE	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunity for Development		X	

Interviews conducted with the administrators, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of learning styles and the personal and social factors that impact student learning. Teacher candidates facilitate and provide multiple approaches to support student growth. Understanding the diversity of student development and learning is demonstrated through the teacher work sample and a variety of projects and activities.

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

Interviews conducted with administrators, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Candidates participate in field experiences that expose and engage them with students of diverse needs. Evidence of understanding is assessed through a teacher work sample. In addition to the methods courses, the curriculum requires candidates to take EDUC 201, EDUC 204, EDUC 309, and SPED 350 that include developmental and social factors that impact the learning process and strategies for teaching students with diverse needs.

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	

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Interviews conducted with administrators, faculty, several candidates, and student teachers as well as a review of program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills. Students plan and use a variety of instructional strategies in EDUC 301, EDUC 309, and BED 332 courses, as well as in field experiences.

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	

Interviews conducted with administration, faculty, several candidates, and student teachers as well as a review of program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of the principles of motivation and management for safe, efficient and effective student behavior. Students receive instruction on this standard in EDUC 302. Candidates participate in seminars conducted during the student teaching internship. Candidates reflect through journaling and receive practical advice and supervision from experienced administrators during the student teaching internship.

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.

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

Interviews conducted with the faculty, technology resource personnel, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Candidates instruction in EDUC 301 and EDUC 401 that support this standard. Candidates demonstrate thinking and communication skills, including listening and speaking, writing, and expression in the use of instructional and assistive technologies.

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	

Interviews conducted with faculty, as well as a review of the program requirements and course materials, provide evidence that candidates demonstrate an understanding of how to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals. Candidates receive instruction on occupational and job

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analysis using professional technical advisory committees in HRD 468. Limited evidence was found to support PTE Foundation Standard 7.1, "The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula."

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	

Interviews conducted with the administration, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how to use assessment strategies about student progress and to evaluate work-readiness. Limited evidence was found to support candidate exposure and experience with industry-based technical skill assessment.

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 CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and		X	

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Responsibility as Reflective Practitioners			
9.2 Developing the Art and Science of Teaching		X	

Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to be reflective practitioners. This standard is developed through the use of teacher work samples, journaling, frequent evaluations during the student teaching internship by cooperating teachers and university field supervisors. This standard is also addressed in BED 320 which includes an assessment. Limited evidence was found to support Professional-Technical Education Standard 9.1, "The teacher develops a professional development plan." Candidate's leadership and professional development skills are enhanced by involvement in a Business Professional of America chapter. BPA is a national student organization and the ISU BPA chapter has had a number of national officers and earned a number of national recognitions.

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

Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Students are commonly involved in parent-teacher conferences during the student teaching internship. The students are involved in community and service activities and projects

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through EDUC 201 and BPA activities. Candidates understand how to utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders in HRD 468.

Standard 11: Learning Environment – The teacher creates and manages a safe and productive learning environment.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
11.1 Create and Manage a Safe and Productive Learning Environment.		X	

Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to create and manage a safe and productive learning environment.

Standard 12: Workplace Preparation – The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
12.1 Competing Demands and Responsibilities of the Workplace.		X	

Interviews conducted with the administration, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate ability to teach about how to manage the competing demands of balancing work and personal life.

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Candidates gain an understanding of workplace expectations in HRD 410, HRD 444 and HRD 468. These courses provide a study of coordinated work experience in the educational setting. Candidates demonstrate an understanding of the concepts related to cooperative education, foundations of occupational education, career pathways and guidance, organizing and working with advisory committees, and organization and administration of student groups.

Areas for improvement:

- # 7: Limited evidence was found to support PTE Foundation Standard 7.1, "The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula."
- #8: Limited evidence was found to support candidate exposure and experience with industry-based technical skill assessment.
- #9: Limited evidence was found to support Professional-Technical Education Standard 9.1, "The teacher develops a professional development plan"

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Communication Teacher Standards

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful	X		

Praxis II evidence on Speech Communication indicates that eight students of eight who took the test passed the Praxis II from January 2005 to the present. Course syllabi indicate that courses in speech communications are standards aligned. No student work samples were provided, making a thorough evaluation of the program in speech communications as a single subject major difficult to evaluate. None of the candidates in the education program indicated an emphasis in speech communications. Through a conversation with the Speech/Rhetoric Department, information was given regarding the overall health of the department, with a total enrollment of about 105 students and a capacity for a maximum enrollment of 120. The department chair indicated the debate program is always regionally ranked and often nationally

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ranked. However, of the total enrollment in the department, only a few students have declared an education emphasis. Methods classes are offered once per year, but no work samples of candidates in speech communications were provided.

Area of Improvement:

The available evidence demonstrates that the Unit is positioned to offer a viable program. A system for collecting student artifacts may further enhance viability.

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

(Rubrics) Idaho Drama Teacher Standards

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful	X		

There are not enough students enrolled to determine total program effectiveness.

Area for Improvement:

The available evidence demonstrates that the Unit is positioned to offer a viable program. A system for collecting student artifacts may further enhance viability.

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Recommended Action on All Standards:

- ☐ Approved
- ☒ Approved Conditionally
- ☐ Not Approved

(Rubrics) Idaho Early Childhood Blended Teacher Standards

Idaho State-Initial Program

Standards-Based State Program Approval

Principle 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.

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

Interviews, classroom visits, and a review of the required course sequence, required syllabi, course requirements, topics, work samples, Family Book, and assessments indicates that teacher candidates demonstrate an adequate knowledge of content, tools of inquiry, and structures of the discipline taught. In addition, they are able to articulate the importance of engaging students in contributing to content development and describe for students the ways new knowledge in a content area is discovered. The program provides evidence that teacher candidates demonstrate an in-depth understanding of the traditional content areas and children's growth and development theories. The program also provides evidence that teacher candidates demonstrate in-depth abilities to make subject matter meaningful.

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Principle 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 Opportunities for Development (<i>same as Core Rubrics</i>)			X

An analysis of syllabi, coursework, and assessments including the Ounce Scale, and Child Study Portfolio indicate that candidates demonstrate an adequate understanding of how young children learn and develop. Work samples, observations, and interviews indicate that candidates are able to provide opportunities to support young children's intellectual, social, and personal development.

Methods course syllabi routinely include topics addressing the need to adapt to multiple learning styles. Field experiences, particularly the ECE Partnership School, afford opportunities for candidates to further develop an ability to test for, or to detect through observation, learning obstacles for individual students. The program prepares candidates to approach content delivery, using multiple approaches. Candidates tailor instruction to respect the intellectual, social and personal development of each child. There is quantifiable evidence in candidate and student work samples to show student growth.

Principle 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 students with diverse needs.

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Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3. 2 Accommodating Individual Learning Needs		X	

A review of course syllabi, course assignments, work samples and assessments as well as Child Study Portfolios, and interviews with ISU instructors, indicates that teacher candidates demonstrate an adequate understanding and the aspects of medical care. An adequate understanding of how children differ in their approaches to learning and ability to access multiple sources of information on child care was demonstrated.

Principle 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 learning strategies			X
4.2 Application of multiple learning strategies			X

A review of work samples, lesson plans, and observations as well as a review of required class syllabi, confirm that teacher candidates display an in-depth understanding and use of multiple instructional strategies to develop young students' critical thinking, problem solving, and performance skills. Work samples provided evidence of small group, whole group, direct, inquiry, and other types of instruction in a variety of circumstances. Observations at the ECE Partnership School indicated that teacher candidates were knowledgeable about and able to use appropriate strategies for varying situations.

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Principle 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
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments			X

A review of course syllabi, assignments, observations in the ECE Partnership School and interviews indicate that candidates demonstrate an in-depth understanding of the principles of motivation and management for safe and productive student behavior. Work samples, lesson plans, and observations indicate that candidates are able to create, manage, and modify safe and productive learning environments. The outdoor play area at the ECE Partnership School allows young children and teacher candidates an in-depth opportunity to learn in a healthy and natural environment.

Principle 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills (same as Core Rubrics)		X	

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6.2 Application of Thinking and Communication Skills		X	
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A review of syllabi, assignments, Child Study Portfolio and assessments indicates that candidates are able to model, adjust and use communication skills appropriate for the development age and stage of the child. Observations, analysis of work samples, lesson plans, and interviews indicate that candidates are able to create learning experiences that promote thinking and communication skills, including listening, speaking, writing, and expression in other media.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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 Students' Needs and Community Contexts			X

A review of course syllabi, Child Study Portfolio, Phases 1, 2 assignments, and readings as well as interviews with faculty indicate that candidates demonstrate an in-depth understanding of recommended professional practice for working with families and children based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Evidence is provided that candidates demonstrate an in-depth ability to provide information about an expanded range of family-oriented services.

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Principle 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	

A review of syllabi, observations, and interviews indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Lesson plans, work samples, and interviews indicate that candidates are able to use and interpret formal and informal assessment strategies to evaluate student performance.

Principle 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 (same as Core Rubrics).

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	

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A review of syllabi, lesson plan formats, course assignments, and observations indicate that candidates demonstrate an ability to be reflective practitioners who are committed to their profession. Throughout their program, candidates are asked to reflect upon and journal about their learning. Many lesson plan formats also offered a place for reflection.

Principle 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 in with Colleagues, Parents, and Community in Partnerships			X
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships			X

Instructor interviews, evaluations, and comment postcards indicate that candidates are able to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Evidence suggests that teacher candidates demonstrate an in-depth understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics and to advocate for resources for young children and their families.

Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Early Childhood Blended Teacher Standards

ISU-Advanced Program

Standards-Based State Program Approval

Principle 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.

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

AT THE ADVANCED LEVEL, A REVIEW OF THE REQUIRED COURSE SEQUENCE, REQUIRED SYLLABI, COURSE REQUIREMENTS, TOPICS, AND ASSESSMENTS INDICATES THAT TEACHER CANDIDATES DEMONSTRATE AN ADEQUATE KNOWLEDGE OF CONTENT, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE TAUGHT RELATING TO CHILDREN'S GROWTH AND DEVELOPMENT THEORIES. IN ADDITION, EVIDENCE IS PROVIDED INDICATING THAT THEY ARE ABLE TO ARTICULATE THE IMPORTANCE OF CREATING A BALANCED CURRICULUM.

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Principle 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 Opportunities for Development (<i>same as Core Rubrics</i>)		X	

At the advanced level, an analysis of syllabi, coursework, and assessments including the Ounce Scale, and child study portfolios indicate that candidates demonstrate an adequate understanding of how young children learn and develop. Work samples, observations, and interviews indicate that candidates are able to provide opportunities to support young children's intellectual, social, and personal development.

Methods course syllabi routinely include topics addressing the need to adapt to multiple learning styles. Field experiences, particularly the ECE Partnership School, afford opportunities for candidates to further develop an ability to test for, or to detect through observation, learning obstacles for individual students. The program prepares candidates to approach content delivery, using multiple approaches. Candidates tailor instruction to respect the intellectual, social and personal development of each child. There is quantifiable evidence in candidate and student work samples to show student growth.

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Principle 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 students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3. 2 Accommodating Individual Learning Needs		X	

At the advanced level, a review of course syllabi, course assignments, work samples and assessments as well as child study portfolios, and interviews with ISU instructors, indicate that teacher candidates demonstrate an adequate understanding and the aspects of medical care. An adequate understanding of how children differ in their approaches to learning and ability to access multiple sources of information on child care was demonstrated by a review of course syllabi, course assignments, and assessments.

Principle 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 learning strategies		X	
4.2 Application of multiple learning strategies		X	

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At the advanced level, a review of work samples, lesson plans, and observations as well as a review of required class syllabi, confirm that teacher candidates display an adequate understanding and use of multiple instructional strategies to develop young students' critical thinking, problem solving, and performance skills. Work samples provided evidence of small group, whole group, direct, inquiry, and other types of instruction in a variety of circumstances. Observations at the ECE Partnership School indicated that teacher candidates were knowledgeable about and able to use appropriate strategies for varying situations.

Principle 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	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

At the advanced level, a review of course syllabi, assignments, observations in the ECE Partnership School and interviews indicate that candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. Work samples, lesson plans, and observations indicate that candidates are able to create, manage, and modify safe and productive learning environments. The outdoor play area at the ECE Partnership school allows young children and teacher candidates an opportunity to learn in a healthy and natural environment.

Principle 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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Element	Unacceptable	Acceptable	Target
6.1 Communication Skills (same as Core Rubrics)		X	
6.2 Application of Thinking and Communication Skills		X	

At the advanced level, a review of syllabi, assignments, Child Study Portfolio and assessments indicates that candidates are able to model, adjust and use communication skills appropriate for the development age and stage of the child. Observations, analysis of work samples, lesson plans, and interviews indicate that candidates are able to create learning experiences that promote thinking and communication skills, including listening, speaking, writing, and expression in other media.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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 Students' Needs and Community Contexts		X	

At the advanced level, a review of course syllabi, Child Study Portfolio, Phases 1, 2 assignments, and readings as well as interviews with faculty indicate that candidates demonstrate an adequate understanding of recommended professional practice for working with families and children based upon consideration of knowledge of subject matter, students, the

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community, and curriculum goals. Evidence is provided that candidates demonstrate an adequate ability to provide information about an expanded range of family-oriented services.

Principle 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	

At the advanced level, a review of syllabi, observations, and interviews indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. Lesson plans, work samples, and interviews indicate that candidates are able to use and interpret formal and informal assessment strategies to evaluate student performance.

Principle 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 (same as Core Rubrics).

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

At the advanced level, a review of syllabi, lesson plan formats, course assignments, and observations indicate that candidates demonstrate an ability to be reflective practitioners who are committed to their profession. Throughout their program, candidates are asked to reflect upon and journal about their learning. Many lesson plan formats also offered a place for reflection.

Principle 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 in with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

At the advanced level, instructor interviews, evaluations, and comment postcards indicate that candidates are able to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Evidence suggests that teacher candidates

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demonstrate an adequate understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics and to advocate for resources for young children and their families.

Recommended Action on All Standards:

X Approved

Approved Conditionally

Not Approved

(Rubrics) Idaho Economics Standards

Idaho State-Initial Program

Standards-Based State Program Approval

Standard 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.

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

Evidence is available to demonstrate that Economics is positioned to offer a viable program in the future, but there are no current enrollees. Until the program is populated with candidates, there is no data stream to use as a basis for approving the program.

Area for Improvement:

Due to the lack of candidates, there is no evidence that teacher candidates demonstrate an adequate understanding of basic 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. Nor, due to lack of candidates, is there evidence that the teacher candidates demonstrate an ability to engage students in the application of economic concepts.

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Recommended Action on All Standards:

- ☐ Approved
- ☒ Approved Conditionally
- ☐ Not Approved

(Rubrics) Elementary Education Teacher

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline			X
1.2 Making Subject Matter Meaningful			X

Course syllabi, student interviews, school visits, faculty and staff interviews, and student work samples provide evidence that teacher candidates demonstrate an in-depth knowledge of elementary subject content. Candidates are able to develop connections across the curriculum, while demonstrating an advanced ability to access supplementary information and resources to enhance learning. Candidates use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application, making learning experiences and subject matter meaningful to students.

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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 Opportunities for Development		X	

Review of course syllabi, specifically EDUC 201, as well as candidate interviews, provided evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn. Candidates examine principles of development that affect all learners and investigate the characteristics of different age groups. Candidates analyze those developmental characteristics and reflect on implications they have on classroom practice.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Elementary Education Teacher Standards

ISU-Advanced Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

At the advanced level, a review of required courses, course syllabi, student interviews, school visits, faculty and staff interviews, and student work samples provide evidence that masters candidates demonstrate an in-depth knowledge of elementary subject content. Candidates are able to express theories of learning in education, research in education, the integration of technology in the elementary curriculum, and statistics analysis and interpretation.

Candidates extend their subject matter in social science, language arts, mathematics or language. They are aware of testing, measurement, and assessment as it relates to their extended subject area concentration.

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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 Opportunities for Development		X	

Advanced teacher candidates demonstrate adequate understanding of how young children and early adolescents learn. Candidates examine principles of development that affect all learners and investigate the characteristics of different age groups. Candidates analyze those developmental characteristics and reflect on implications they have on classroom practice.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho English Language Arts Teacher Standards

ISU-Initial Program

Standards-Based State Program Approval

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates 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	

Content course syllabi within the English discipline demonstrate depth and breadth in course requirements and across the English curriculum, evidencing adequate preparation for candidates in English language arts. The syllabi additionally demonstrate the inclusion of the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes and language study.

Course work evidence in: 1) ED 311: Instructional Technology demonstrates candidates' adequate ability through the required Technology Portfolio to integrate technology into classroom instruction supporting instructional and curriculum goals, reflecting effective teaching practice and language arts content; and, 2) ED 401: Language & Literacy scoring

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rubric and artifacts respective to the candidates' ability to evaluate a content area textbook demonstrate adequacy of knowledge in their content area.

PRAXIS I results and data indicates adequate knowledge of literacy (reading and writing) while the PRAXIS II shows adequate knowledge of English language arts. Additional data from candidates' English GPA requirement, teaching performance evaluations, surveys of program candidates and employers, and professional portfolio demonstrate adequate knowledge of English content.

Conversations with faculty and candidates provides further evidence that candidates are adequately prepared to use resources and learning activities that support instructional and curriculum goals reflecting effective teaching practice and knowledge of language arts content.

Principle 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 Opportunities for Development		X	

Course syllabi within the English curriculum demonstrate provision of content that adequately prepares candidates' knowledge concerning the role of maturation in growth in writing, language acquisition, and understanding of literary concepts. Conversations with faculty and candidates along with the course scoring rubric, syllabus and course work in ED 201: Development & Individual Differences demonstrate candidates' ability through a developmental analysis report and Instructor Recommendations to adequately recognize students' levels of language maturity and identify strategies to promote growth.

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Principle 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 students with diverse need (same a Core Rubrics).

Principle 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 learning strategies		X	
4.2 Application of multiple learning strategies		X	

Candidate Teacher Work Samples I and II developed in EDUC 204 Families, Communities, Culture; EDUC 215 Preparing to Teach With Technology; EDUC 301 Inquiring, Thinking, Knowing; EDUC 302 Motivation and Management, EDUC 309 Instructional Planning, Delivery and Assessment, EDUC 401, Language and Literacy demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels. Additional conversations with faculty and candidates along with the courses' scoring rubrics and syllabi and evidence in SPED 350: Creating Inclusive Classrooms where candidates write a lesson plan modification product adequately demonstrate the candidates' ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills that engage students through a variety of language activities.

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Principle 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 (same as Core Rubrics).

Principle 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

Principle 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	

Conversations with faculty and candidates, the courses' scoring rubrics, syllabi, and candidate Teacher Work Samples I and II developed throughout the education curriculum in courses: 1) EDUC 204 Families, Communities, Culture; 2) EDUC 215 Preparing to Teach With Technology; 3) EDUC 301 Inquiring, Thinking, Knowing; 4) EDUC 302 Motivation and Management; 5) EDUC 309 Instructional Planning, Delivery and Assessment; 6) EDUC 401, Language and Literacy adequately demonstrate candidates' knowledge and ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness.

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Principle 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	

Candidates' Teacher Work Samples demonstrate adequate understanding of reflection and a commitment to the teaching profession. Course work such as EDUC 301: Inquiring, Thinking Knowing where candidates write their philosophy of education, ENGL 433 Methods: Teaching English, and course syllabi together with conversations with faculty and candidates provide additional adequate evidence that candidates are able to engage in reading and writing for professional and personal growth and have an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Principle 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 (same a Core Rubrics).

Recommended Action on All Standards:

X Approved

___ Approved Conditionally

___ Not Approved

(Rubrics) Idaho American Studies with English Emphasis Standards

ISU-Initial Program

Standards-Based State Program Approval

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates 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		

As there are no candidates currently enrolled in American Studies with an English emphasis, it does not appear that the program is developed to the level of delivering instruction to meet minimum achievement standards.

Principle 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.

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Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development	X		

As there are no candidates currently enrolled in American Studies with an English emphasis, it does not appear that the program is developed to the level of delivering instruction to meet minimum achievement standards.

Principle 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 students with diverse need (same a Core Rubrics).

Principle 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 learning strategies		X	
4.2 Application of multiple learning strategies	X		

As there are no candidates currently enrolled in American Studies with an English emphasis, it does not appear that the program is developed to the level of delivering instruction to meet minimum achievement standards.

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Principle 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 (same as Core Rubrics).

Principle 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same a Core Rubrics).

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same a Core Rubrics).

Principle 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		

As there are no candidates currently enrolled in American Studies with an English emphasis, it does not appear that the program is developed to the level of delivering instruction to meet minimum achievement standards.

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Principle 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		

As there are no candidates currently enrolled in American Studies with an English emphasis, it does not appear that the program is developed to the level of delivering instruction to meet minimum achievement standards.

Principle 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 (same as Core Rubrics).

Area of Improvement:

Some evidence is available through the current ISU Undergraduate Catalog, course syllabus, and conversations with faculty to demonstrate that the Unit is positioned to offer a program in the future, but there have been no enrollees in the past few years. Therefore, specific evidence is lacking that demonstrates candidates' ability to create learning experiences that make the concepts of English/history, tools of inquiry, structure of knowledge, and the instructional

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processes meaningful to students. Until the program is populated with candidates, there is no data stream to use as a basis to fully approve the program.

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

(Rubrics) Idaho Family and Consumer Science Standards

Idaho State-Initial Program

Standards-Based State Program Approval

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 CORE	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

The Family and Consumer Science Program at Idaho State University prepares candidates for teaching at the middle school/junior high level and the high school level in public and private schools. The curriculum includes the major areas of personal finance, clothing and textiles, foods and nutrition, child development, and interior design and housing. Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an acceptable knowledge of the content and understand the central concepts, tools of inquiry, and structures of the discipline taught.

Several of the technical courses are taken through the Child and Family Studies program. Faculties appropriately model how to make subject matter meaningful and candidates know how to use materials and resources to contextualize

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instruction and curriculum to meet the instructional goals in Family and Consumer Science. Candidates are required to pass the Praxis I and Praxis II as a program requirement. Candidates have access to well-equipped laboratories, classrooms, and instructional technology where knowledge and skills are demonstrated through completed projects.

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 CORE	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunity for Development		X	

Interviews conducted with the administrators, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of learning styles and the personal and social factors that impact student learning. Teacher candidates facilitate and provide multiple approaches to support student growth. Understanding the diversity of student development and learning is demonstrated through the teacher work sample and a variety of projects and activities. The family and consumer sciences curriculum requires candidates to become knowledgeable about human growth and development in CFS 203. Understanding of these concepts is demonstrated through a variety of projects and activities.

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.

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

Interviews conducted with administrators, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Candidates participate in field experiences that expose and engage them with students of diverse needs. Evidence of understanding is assessed through a teacher work sample. In addition to the methods courses, the curriculum requires candidates to take EDUC 201, EDUC 204, EDUC 309 and SPED 350 that include developmental and social factors that impact the learning process and strategies for teaching students with diverse needs.

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
CORE			
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies		X	

Interviews conducted with administrators, faculty, several candidates, and student teachers as well as a review of program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an in-depth understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills. Students plan and use a variety of instructional strategies in EDUC 301, EDUC 309, and CFS 332 courses, as well as in field experiences.

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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		

Interviews conducted with administration, faculty, several candidates, and student teachers as well as a review of program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate understanding of the principles of motivation and management for safe, efficient and effective student behavior. Students receive instruction on this standard in EDUC 302. Candidates participate in seminars conducted during the student teaching internship. Candidates reflect through journaling and receive practical advice and supervision from experienced administrators during the student teaching internship.

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

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Interviews conducted with the faculty, technology resource personnel, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Candidates receive instruction in EDUC 301 and EDUC 401 that support this standard. Candidates demonstrate thinking and communication skills, including listening and speaking, writing, and expression in the use of instructional and assistive technologies.

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	

Interviews conducted with faculty, as well as a review of the program requirements and course materials, provide evidence that candidates demonstrate an understanding of how to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals. Candidates receive instruction on occupational and job analysis using professional technical advisory committees in HRD 468. Limited evidence was found to support PTE Foundation Standard 7.1, "The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula."

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
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CORE			
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Interviews conducted with the administration, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an understanding of how to use assessment strategies about student progress and to evaluate work-readiness. However, limited evidence was found to support candidate exposure and experience with industry-based technical skill assessment.

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 the Art and Science of Teaching		X	

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Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to be reflective practitioners. This standard is developed through the use of teacher work samples, journaling, frequent evaluations during the student teaching internship by cooperating teachers and university field supervisors. This standard is included in the syllabus for CFS 332 but it did not include an assessment. Limited evidence was found to support Professional-Technical Education Standard 9.1, "The teacher develops a professional development plan". Candidate's leadership and professional development skills are enhance by involvement in a Phi Upsilon Omnicron chapter. This is a national postsecondary student organization and the ISU chapter has had a national officer. Candidates are involved in regional and state FCCLA activities which help them to gain an understanding of the role of the FCCLA advisor at the secondary school.

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

Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate the ability to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Students are commonly involved in parent-teacher conferences during the student teaching internship. The students are involved in community and service activities and projects through EDUC 201, Phi Upsilon Omnicron, and FCCLA activities. Candidates understand how to utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders in HRD 468.

Standard 11: Learning Environment – The teacher creates and manages a safe and productive learning environment.

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Element ENHANCEMENT	Unacceptable	Acceptable	Target
11.1 Create and Manage a Safe and Productive Learning Environment.		X	

Interviews conducted with the faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate an adequate ability to create and manage a safe and productive learning environment.

Standard 12: Workplace Preparation – The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
12.1 Competing Demands and Responsibilities of the Workplace.		X	

Interviews conducted with the administration, faculty, several candidates, and student teachers as well as a review of the program requirements, course materials, class assignments, student work, and assessments provide evidence that candidates demonstrate ability to teach about how to manage the competing demands of balancing work and personal life.

Candidates gain an understanding of workplace expectations in HRD 410, HRD 444 and HRD 468. These courses provide a study of coordinated work experience in the educational setting. Candidates demonstrate an understanding of the concepts related to cooperative education, foundations of occupational education, career pathways and guidance, organizing and working with advisory committees, and organization and administration of student groups.

Areas for improvement:

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- # 7: Limited evidence was found to support PTE Foundation Standard 7.1, "The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula."
- #8: Limited evidence was found to support candidate exposure and experience with industry-based technical skill assessment.
- #9: Limited evidence was found to support Professional-Technical Education Standard 9.1, "The teacher develops a professional development plan"

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Foreign Language Teacher Standards

ISU-Initial Program

Standards-Based State Program Approval

II.

Standard 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.

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

Data from candidates GPA and PRAXIS II exams demonstrate adequate understanding of French and Spanish foreign language learning. Course syllabi and conversations with faculty provide evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards and language skills specific to French and Spanish and cultures. There is little teacher candidate evidence demonstrating an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in their target language. Data and candidate artifacts for German language are absent due to no student enrollment.

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.

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Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development	X		

PRAXIS II test results show adequate knowledge regarding process and acquisition of second language learning. Additional data from candidates' GPA requirement demonstrate adequate understanding of Spanish and French. Course syllabi and conversations with faculty provide evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards and language skills specific to Spanish and French and target cultures. There was no evidence available for German candidates due to no enrollment. Absence of teacher candidate artifacts provide little evidence demonstrating an adequate ability to build upon native language skills with new, sequential long-range, and continuous experiences in French, Spanish, or German languages.

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 students with diverse needs.

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

The program provides little evidence that teacher candidates demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

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Absence of teacher candidate artifacts provides little evidence that teacher candidates demonstrate an adequate ability to create learning activities that enable students to grasp the significance of cultural differences and similarities.

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 learning strategies		X	
4.2 Application of multiple learning strategies	X		

Course syllabi and conversations with faculty provide some evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction. Absence of teacher candidate artifacts provides little evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

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 (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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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		

Course syllabi and conversations with faculty provides evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding. Absence of teacher candidate artifacts provides little or no evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to individual student competencies in foreign language learning and modify teaching and learning strategies.

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 (same as Core Rubrics).

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		

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10.2 Utilization of community resources.	X		
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The program provides little evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Absence of teacher candidate artifacts provides no evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Area of Improvement:

The available evidence demonstrates that the Unit is positioned to offer a viable program. A system for collecting student artifacts may further enhance program viability.

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

(Rubrics) Idaho Health Teacher Standards

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline			X
1.2 Making Subject Matter Meaningful			X

Candidates demonstrated an in-depth understanding of concepts, inquiry, and structures within the content as evidenced by poster displays, interviews with candidates, faculty discussions, course syllabi, and assessments.

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 (same as Core Rubrics).

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 students with diverse needs (same as Core Rubrics).

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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 (same as Core Rubrics).

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
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments			X

Candidates demonstrated an in-depth understanding of learning theory, personal development, adaptive instructional techniques and classroom motivation and management as evidenced by poster displays, interviews with candidates, faculty discussions, course syllabi, and assessments. Applied motivation strategies were varied according to student diversity/background and needs. Candidates demonstrated a strong grounding in providing students with adaptive instruction and health-enhancing behaviors as evidenced by lesson plans, candidate interviews and faculty discussions.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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

Candidates demonstrated an in-depth understanding of student jargon and slang associated with high-risk behaviors and how to apply countering jargon to increase the likelihood of right choices. Candidates demonstrated a strong grounding in providing students with information on controversial topics and respectful behavior as evidenced by lesson plans, candidate interviews and faculty discussions.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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 Students' Needs and Community Contexts			X

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Candidates demonstrated an in-depth understanding in both Elements of curriculum construction, content knowledge and lesson preparation and the ability to access current health information. The candidates demonstrated a strong grounding in the use of community resources, especially from the medical profession.

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 (same as Core Rubrics).

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	

While the program does not have a specific course for laws and codes, health law and health policy are addressed within several of the content courses, as evinced by instructor discussions and syllabi. Students are, for example, introduced to ethical issues in HE 221; state laws and policy in HE 332, international, national, and local policy and laws in HE 442.

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.

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Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Instructional Technology Standards

ISU-Advanced Program

Standards-Based State Program Approval

The Department of Instructional Methods and Technology offers the Master of Education in Instructional Technology. This degree program prepares educators to greater depth in a cognitive area and in this way influences directions in elementary and secondary school curriculum. Students seeking Idaho certification in the area of their training must meet any requirements of the State Board of Education for certification. As this is not a program leading to teacher certification, the program was not reviewed.

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(Rubrics) Idaho Instructional Technology Standards

ISU-Advanced Program

Standards-Based State Program Approval

The Department of Instructional Methods and Technology offers the Doctor of Philosophy in Instructional Technology. This degree program prepares students to assume positions of leadership in instructional design, research, measurement, and evaluation. Graduates direct instructional design, research, measurement or evaluation projects as faculty at colleges and universities, in private and public institutions, or work as individual consultants. As this is not a program leading to teacher certification, the program was not reviewed.

(Rubrics) Idaho Literacy Teacher Standards

ISU-Advanced Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

The literacy advanced degree prepares candidates for a Masters of Education with a literacy emphasis. Coursework prepares students in literacy development, assessments, remediation, psychology, and multicultural implications. Candidates are taught to build on strengths of individual learners and to support students in their development of reading, writing, listening, speaking, and viewing. Course syllabi support the candidate knowledge of the major components of reading-phonemic awareness, word identification, vocabulary and background knowledge, fluency, comprehension strategies, and motivation.

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.

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Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

EDUC 519 provides evidence that teacher candidates demonstrate an in-depth understanding of historical and current research related to literacy and the significance and impact of home language and culture on the development of literacy.

The graduate literacy coursework, through syllabi review, demonstrate evidence that teacher candidates demonstrate an in-depth ability to design and implement developmentally and linguistically appropriate literacy instruction.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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

Candidates demonstrate an in-depth understanding of current research-based best practices about the prevention, identification, intervention, and remediation of literacy difficulties; methods for accelerating and scaffolding students'

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development of literacy strategies; and the impact of learning disabilities, giftedness, and language histories on literacy development.

Candidates understand how students differ in their approaches to learning and they create instructional opportunities that are adapted to learners with diverse needs. They are able to implement structured, sequential, multi-sensory literacy instruction, differentiated reading instruction, and utilize flexible grouping in response to student performance.

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 learning strategies			X
4.2 Application of multiple learning strategies			X

Candidates demonstrate an in-depth understanding that students who experience literacy difficulties need to be included in classroom interactions that develop higher-level thinking. Candidates understand and use a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills. Through course syllabi and candidate interviews it is apparent that candidates demonstrate an in-depth ability to integrate literacy instruction into all academic content areas.

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.

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Element	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

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Candidates effectively plan and implement instructions that motivate readers intrinsically and extrinsically. They are taught to investigate children's literature interests, and be aware reading levels of students in their class to guide in selecting appropriate texts. Candidates assist students in discovering reading for personal purposes.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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			

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Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Candidates are able to select and administer formal and informal assessments including technology-based assessments. They learn how to identify and examine characteristics of reading disabilities. Candidates become adept at using formal literacy assessments such as:

- Test of Language Development (TOLD)
- Woodcock-Johnson Reading Battery
- Miscue Analysis
- Bader Reading and Language Inventory
- Peabody Picture Vocabulary Test (PPVT)
- Test of Nonverbal Intelligence (TONI III)

Additionally, candidates will be required to interpret Wechsler Intelligence Scale for Children (WISC) scores.

Candidates then analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle. They are taught to analyze and assessment tools to place students along a developmental continuum. Candidates recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.

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 (same as Generalist Rubrics).

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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 (same as Core Rubrics).

Element	Unacceptable	Acceptable	Target
10.1 Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		X	
10.2 Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships		X	

Course syllabi and candidate interviews provide evidence that teacher candidates understand sources and community-based programs that promote family literacy and support literacy development.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) – Idaho Mathematics Standards

ISU-Initial Program

Standards-Based State Program Approval

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

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Mathematics			X
1.2 Making Mathematics Meaningful		X	

The methods and core mathematical syllabi provide evidence that teacher candidates have an in-depth understanding of mathematics as delineated in professional and institutional standards. Course assessments and Praxis II also provide evidence that candidates have an adequate understanding of mathematics, as delineated in professional and institutional standards.

Faculty, candidate, and cooperating teacher interviews and the teacher work sample (TWS) provided evidence that teacher candidates have the ability to make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students.

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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 (same as Core Rubrics).

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 students with diverse needs (same as Core Rubrics).

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple mathematical learning strategies		X	
4.2 Application of multiple learning strategies		X	

The core mathematics, education classes (Ed 311 and SPED 350) and assessments provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical tools, models, and technologies; problem-solving approaches; and other strategies to investigate, communicate, and understand mathematics.

Interviews with faculty, candidates, and cooperating teachers, as well as the teacher work sample (TWS) provide evidence that teacher candidates demonstrate an adequate ability to use and develop learning activities to foster multiple viewpoints and ways of knowing and engage students in exploring, conjecturing, justifying hypotheses, mathematical discourse, and problem solving. Math 175 also provides ways to develop flexibility in solving problems and ways to approach solving problems. Math 343 provides ways for students to develop the use of technology using *Geometers Sketch pad*.

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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 skill (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Teacher work samples (TWS), and teaching performance evaluations provide evidence of teacher candidate ability to assess student mathematical reasoning. Interviews of candidates and cooperating teachers also provide evidence of teacher candidate ability to assess student mathematical reasoning. Currently the program is missing a Secondary Math Methods course. Some of the material is in Math 127 (The Language of Mathematics), which covers some of the information needed to provide candidates with a way to assess student mathematical reasoning.

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 (same as Core Rubrics).

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 (same as Core Rubrics).

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Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications in contexts outside of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Significant mathematical connections		X	
11.2 Application of mathematical connections	X		

The mathematics program provides evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between strands of mathematics and linkages between mathematics and other fields. Math 343, which is required of all three math education degrees, requires that teachers demonstrate adequate understanding of mathematical linkages through geometry; connections with geometry, history of Euclidean, *Geometer's Sketchpad*, and the history of Euclidean Geometry.

Interviews with faculty provide evidence that candidates have inter-connectedness between strands of mathematics and linkages between mathematics and other fields are discussed with the candidates.

However, the mathematics program provides little or no evidence that teacher candidates demonstrate an adequate ability to help students make connections between the strands of mathematics and to apply mathematics in other contexts.

Area for Improvement:

There is an absence of artifact or candidate work samples to show how candidates help students make connections between the strands of mathematics and how candidates help students to apply mathematics in other contexts.

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Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

Rubrics – Idaho Physical Education Standards

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline			X
1.2 Making Subject Matter Meaningful			X

Candidates are strongly grounded in subject matter knowledge as evinced by syllabi, program catalog requirements, student poster displays, candidate interviews, and faculty discussions.

Examination of course syllabi, sample student work, and sample lesson designs interviews indicate that teacher candidates have adequate knowledge to apply content in meaningful and real life applications. Interviews with faculty and students demonstrated that students are capable of adjusting instruction and applying creative approaches to reaching students, thereby making physical education meaningful.

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..

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Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning (<i>same as Core Rubrics</i>)			
2.2 Provide Opportunities for Development			X

Candidates demonstrated in-depth understanding of movement and fitness and the ability to apply content to adapted lesson plans, as evidenced by poster displays, syllabi, graded lesson plans, and faculty discussions.

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

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs (<i>same as Core Rubrics</i>)			
3.2 Accommodating Individual Learning Needs			X

Candidates have a strong understanding of individual learning needs and preferences. Faculty are highly qualified and model instructional approaches and assess candidate performances. Student interviews and poster displays revealed candidates understand how to modify instruction to diverse student populations.

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 (same as Core Rubrics).

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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
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments			X

Candidates demonstrate in-depth understanding of student management and motivational strategies, as evidenced by poster displays, student interviews, and faculty discussions. Candidates receive training in how to create a positive learning environment and the use of communication skills necessary to motivate students was evident in candidate interviews.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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			X

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Matter and Curriculum Goals			
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts			X

Lesson and unit plans, course syllabi, and candidate interviews demonstrated that candidates have in-depth understanding of instructional planning and are given clinical setting experiences implement them and learn from supervisory mentoring. Candidate interviews included returning graduate students who explained how instructional planning skills are used in undergraduate teaching as well as K-12 applications.

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	

Developmentally appropriate assessment of student learning with formal and informal strategies and techniques existed in course syllabi, poster displays, candidate interviews, and faculty discussions. "Diagnostic assessment and performance assessment" were adequately displayed which advance student performance and "close the assessment loop" for the candidate.

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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.

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 (same as Core Rubrics).

Standard 11: Safety – The teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety			X
11.2 Creating a Safe Learning Environment			X

Candidates demonstrated a strong grounding in understanding of the value and application of safety in physical education activities.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Foundation Standards for School Administrators

ISU-Advanced Program

Standards-Based State Program Approval

NOTE: The educational leadership program of study provides master and specialist degrees preparing principals and superintendents. The program does not maintain aggregated assessment data on candidates (The program lost five years of aggregated candidate assessment during support staff reorganization.) The program does, however, maintain an assessment cycle that includes candidate portfolios, degree exist projects known as “case studies,” a faculty rating system of candidate performance, and annual assessment reports for the past two years (developed by the program’s assessment coordinator). The program also provides a commendable inter-departmental course-of-study to the Special Education Department as part of preparing special education directors and receives inter-departmental course-of-study support from Core Professional Studies. Structurally, the program evinces strong integration with other college departments.

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline			X
1.2 Making Subject Matter Meaningful			X

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Examination of program work samples (internship portfolios, graduate poster displays, case studies, and required course-of-study syllabi), an interview with a recent graduate and discussions with program faculty provide evidence that candidates are adequately prepared in this Standard. Candidates complete a comprehensive six-credit internship that includes mentoring and leadership experiences at all three grade levels, providing candidates with an in-depth understanding of both elements.

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 Opportunities for Development			X

The ability to assess instructional needs and connect them to staff supervision and development that advances student achievement is evidenced by program documents including syllabi, portfolios, and case studies. Examination of program work samples (internship portfolios, case studies, graduate poster displays, and required course-of-study syllabi), an interview with a recent graduate and discussions with program faculty provide evidence that candidates are adequately prepared in this standard. Candidates receive three credits of instruction from the Core Professional Studies Department in theories of learning (EDUC 602) and nine credits from the program faculty in supervision of instruction, use of student achievement data to improve school performance, and curriculum leadership (EDLLA 613, 614, 615). Candidates demonstrate in-depth understanding in both elements of this standard.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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

Candidates receive managerial training in organizational operations such as budgeting and facility operation (EDLA 608) and receive supportive instruction across the MEd curriculum. Examination of program work samples (internship portfolios, case studies, graduate poster displays, and required course-of-study syllabi), an interview with a recent graduate and discussions with program faculty demonstrate candidates are adequately prepared in this standard. The program does not include a school finance course.

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 learning strategies		X	
4.2 Application of multiple learning strategies		X	

Candidates receive instruction and experiences related to diversity within the program and through community interaction during the six credit internship and from the school communications and public relations course (EDLA 642). Examination of program work samples (internship portfolios, case studies, graduate poster displays and required course-of-study syllabi), an interview with a recent graduate and discussions with program faculty provide evidence that candidates are adequately prepared in this standard. Most candidates enter the program from area schools with low SES and receive continued diversity understanding during the "all levels internship." The program is seeking ways to increase candidate interaction with other forms of diversity—racial, ethnic, and cultural—via special institutes and events.

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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	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

The program emphasizes personal and professional ethics in its education equity and ethics course (EDLA 630). Examination of program work samples (internship portfolios, case studies, and required course-of-study syllabi), an interview with a recent graduate and discussions with program faculty provide evidence that candidates are adequately prepared in this standard. Candidate case studies typically address questions of ethical conduct and personal/professional values.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

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

The program's legal strand is evident in the course syllabus for EDLA 612 School Law and candidate portfolios. Examination of program work samples (internship portfolios, case studies, graduate poster displays, and required course-of-study syllabi), an interview with a recent graduate and discussions with program faculty provide evidence that candidates are adequately prepared in this standard. Candidates also receive understanding of governance from the course professional studies courses EDUC 601 Research and Writing and EDUC 610 Applied Educational Statistics.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Standards for School Superintendents

ISU-Advanced Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline			X
1.2 Making Subject Matter Meaningful			X

The program course-of-study for the superintendent endorsement is strongly grounded with the six standards. Its application of finance, law, policy, planning, and data-driven decision making forms the basis for this enhanced “catalyst” standard. Program faculty are highly experienced and bridge theory with praxis in real-life, case study lessons. Evidence exists in syllabi, portfolios, case-study projects, and faculty discussions that support the development of candidate competency and alignment with the college conceptual framework in terms of reflection, knowledge, learner, and assessment.

Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Foundation Standards for Science Teachers

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science		X	
1.2 Making Science Meaningful		X	

The program provides evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

The program provides evidence 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 through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

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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 Opportunities for Development		X	

The program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

The program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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 Multiple Learning Strategies		X	
4.2 Application of Multiple Learning		X	

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Strategies			
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The program provides evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

The program provides evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate student 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 (same as Core Rubrics).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques 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 program provides evidence 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).

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The program provides evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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 (same as Core Rubrics).

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	

The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

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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 (same as Core Rubrics).

Principle 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	

The program provides evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 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 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Element	Unacceptable	Acceptable	A. Target
12.1 Understanding of Laboratory and Field Experiences		X	
12.1 Effective Use of Laboratory and Field Experiences		X	

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The program provides evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

The program provides evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Standards for Biology Teachers

ISU-Initial Program

Standards-Based State Program Approval

Principle 1: Knowledge of Biology - 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	

The program provides evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruct

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Standards for Chemistry Teachers

ISU-Initial Program

Standards-Based State Program Approval

Principle 1: Knowledge of Chemistry - 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 program provides that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Standards for Earth and Space Science Teachers

ISU-Initial Program

Standards-Based State Program Approval

Principle 1: Knowledge of Earth and Space Science - 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 program provides evidence that teacher candidates demonstrate 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.

The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

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Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Standards for Physics Teachers

ISU-Initial Program

Standards-Based State Program Approval

Principle 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 program provides evidence that teacher candidates demonstrate an adequate understanding of physics content.

The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations , that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Standards for Natural Science Teachers

ISU-Initial Program

Standards-Based State Program Approval

In addition to meeting the Idaho Core Standards and the Idaho Foundation Standards for Science Teachers, Idaho natural science teachers must meet the standards set for the teaching of each of the sciences, biology, chemistry, earth and space science, and physics.

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(Rubrics) Idaho Standards for Physical Science Teachers

ISU-Initial Program

Standards-Based State Program Approval

In additional to meeting the Idaho Core Standards and the Idaho Foundation Standards for Science Teachers, Idaho physical science teachers must meet the standards set for the teaching of chemistry and physics

(Rubrics) Idaho Foundation Standards for Social Science Teachers

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

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

Interviews with the department chairperson, elementary social studies methods instructor, and the College of Education administrators reveal that there has been reorganization of the course offerings and have been instituted during the past school year. This new program is designed to give secondary candidates a better and more comprehensive experience in the Social Studies field. Visits with faculty and practicum students further substantiate the fact that the new program of study is a major improvement. The faculty believe that the new alignment will help improve Praxis II scores.

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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 Opportunities for Development		X	

Social Studies candidates are required to take a number of courses that help understand human development and learning. Specific courses include “Development and Individual Differences,” “General Psychology and Sociology,” and “Social Diversity.”

Interviews with candidates reveal that a variety of classroom experiences and involvement in community activities are helpful in the understanding of human development.

Recommended Action on All Standards:

X Approved

___ Approved Conditionally

___ Not Approved

(Rubrics) Idaho Standards for Geography Teachers

ISU-Initial Program

Standards-Based State Program Approval

Evidence is available to demonstrate that the Unit is positioned to offer a viable program in the future, but there are no current enrollees. Until the program is populated with candidates, there is no data stream to use as a basis for approving the program.

Candidates who complete the Social Studies program may teach secondary geography.

Standard 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.

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

Area for Improvement:

The Unit appears to be positioned to offer a viable program. There is no substantial evidence by which to judge the program.

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

(Rubrics) Idaho Standards for Government and Civics Teachers

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

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

A review of syllabi, required course lists, work samples, and interviews with candidates indicate a strong knowledge of the subject area along with critical thinking, social science research, and analytical writing. The faculty has developed an assessment process to measure the knowledge content for POLS 331 "Introduction to Comparative Politics." This course includes many of the teaching methods that will be helpful for political science majors planning to teach in secondary education.

Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Standards for History Teachers

ISU-Initial Program

Standards-Based State Program Approval

B.

Standard 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.

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

Interviews with faculty in the history program provide evidence that demonstrates an adequate knowledge base for students to become viable candidates to gain a secondary teaching certificate. Visitations with instructors revealed that the recent addition of HIST g418 "United States History for Teachers" provides the necessary methods and tools to be a successful classroom teacher. Interviews with practicum students help support this revision.

Instructors are in the process of analyzing the Praxis II scores to find ways to better align the curriculum and improve scores.

Recommended Action on All Standards:

☒ Approved

☐ Approved Conditionally

☐ Not Approved

(Rubrics) Idaho Special Education Standards for Teachers of Students Who Are Deaf and/or Hard of Hearing

ISU-Initial Program

Standards-Based State Program Approval

Principle 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

The methods and core syllabi, as well as the course assessments, projects, and teacher works samples for deaf and/or hard of hearing, provide evidence that the teacher candidates have an acceptable understanding of theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing; various educational placement options consistent with program philosophy and their impact on deaf and/or hard of hearing students' cultural identity and linguistic, academic, social, and emotional development; and the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families.

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Interviews with faculty, candidates, and cooperating teachers provide evidence that teacher candidates have the ability to use the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.

Principle 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 (same as Generalist Rubrics).

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

The methods and core syllabi, as well as the course assessments for deaf and/or hard of hearing, provide evidence that teacher candidates demonstrate adequate understanding of how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn; and how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Teacher candidates are aware of the impact of instructional choices on deaf and/or hard of hearing students. Teacher and candidate interviews showed the ability to identify levels of language and literacy development and design appropriate lessons.

Principle 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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

The methods and core syllabi, as well as the course assessments for deaf and/or hard of hearing, provide evidence that teacher candidates demonstrate an in-depth understanding of the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.

Teacher and candidate interviews demonstrated the ability to adapt lessons to the individual learning need of the deaf and/or hard of hearing student. Interviews also provides evidence that the teacher candidates demonstrate an in-depth ability to use information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Principle 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 learning strategies		X	
4.2 Application of multiple learning strategies		X	

The methods and core syllabi, as well as the course assessments for deaf and/or hard of hearing, provide evidence that teacher candidates demonstrate an adequate understanding of how to enhance instruction with visual materials, technology and instructional

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exploration for students who are deaf and/or hard of hearing.

Interviews with teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to develop and implement best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

Principle 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	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

The methods and core syllabi and interviews of faculty for deaf and/or hard of hearing provide evidence that teacher candidates demonstrate adequate knowledge of the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.

Interviews with teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction for students who are deaf and/or hard of hearing and who have multiple disabilities. Classroom management skills included how to plan and implement instruction unique to deaf and/or hard of hearing students. This includes meeting the social and emotional needs of the deaf and/or hard of hearing students.

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Principle 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Generalist Rubrics).

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Communication Skills		X	

The methods and core syllabi along with interviews of faculty for deaf and/or hard of hearing provide evidence that teacher candidates demonstrate an adequate ability to understand the role of the interpreter, as well as the use and maintenance of assistive devices.

Interviews with teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to use resources materials, resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing; and maintain a learning environment that facilitates the services of the interpreter, note taker, other support personnel, and other accommodations. Candidates acquire communication skills through the course work, field experiences, and special assignments.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals). (same as Generalist Rubrics)

Principle 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

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8.2 Using and Interpreting Program and Student Assessment Strategies			X

The methods and core syllabi, as well as the course assessments for deaf and/or hard of hearing, provide consistent evidence that teacher candidates understand the appropriate accommodations for the particular degree of hearing loss.

The candidates consistently demonstrate, through course assessment and TWS, that they know and can use a variety of instruments and specialized terminology needed to assess students with special needs related to deaf and/or hard of hearing. They are also provided with opportunity to practice assessing students during their on going clinical practice, field placement, and as part of class assignments.

Principle 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 (same as Generalist Rubrics).

Principle 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 Understanding the Roles of Students, Colleagues,		X	

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Parents/Guardians, and Community in Partnerships			
10.2 Interacting with Students, Colleagues, Parents/Guardians, and Community in Partnerships		X	

The methods and core syllabi along with interviews of faculty for deaf and/or hard of hearing provide evidence that teacher candidates demonstrate an adequate understanding of the roles and responsibilities of teachers and support personnel in educational practice; the resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies; and the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.

The methods and core syllabi along with interviews of faculty and candidates for deaf and/or hard of hearing provides adequate evidence that teacher candidates demonstrate an adequate ability to facilitate the coordination of support personnel to meet communication needs of students who are deaf and/or hard of hearing. Core courses, field trips, and class assignments provide opportunity to study and practice skills relating to partnerships.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Standards for Special Education Directors

ISU-Advanced Program

Standards-Based State Program Approval

NOTE: The Special Education Director program of study has two strands: 1) degree and 2) endorsement. Candidates with a master's degree and leadership experience enroll in the endorsement strand that combines selected Educational Leadership (school law, using data to improve school leadership, supervision of instruction, and community relations) with Special Education courses (exceptional child, administration of special education law, internship, and family resource management) tailored to candidate needs. Course delivery includes college faculty and regional consultants/adjuncts. The use of professional and inter-departmental resources is a commendable practice. Candidates who do not hold a graduate degree and who have limited leadership experience enroll in a "traditional" special education graduate program and enhance it with the same inter-departmental courses for the endorsement. The SpEd Director course-of-study includes, at any one time, only a few part-time practitioner candidates (3-5) who enroll in courses "as available". The program does not maintain aggregated assessment data on candidates; it is, however, in the process of reorganizing existing assessment measures and data files as part of a college wide effort at the graduate level.

Standard 1: Visionary and Strategic Leadership—A school administrator is an educational leader who promotes the success of each student 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 of Visionary and Strategic Leadership	X	
1.2 Application of		

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Visionary and Strategic Leadership		X	
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Candidates are grounded in visionary and strategic leadership as evidenced by course syllabi, inter-departmental collaboration, faculty interviews, and student internship work samples—typically summaries of experiences with mentors and progress on goals assigned by program faculty. The program’s use of the Educational Leadership courses (EDLA 642 and 613) are successful examples of collaboration that supports Elements 1 and 2. Endorsement candidates demonstrate leadership competency in Standard 1.

Standard 2: Instructional Leadership—The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and 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	

Candidates are grounded in visionary and strategic leadership as evidenced by course syllabi, inter-departmental collaboration, faculty interviews, and student internship work samples—typically summaries of experiences with mentors and progress on goals assigned by program faculty. The program’s use of the Consumer Family Science (CFC 531) course is a successful example of collaboration in Element 2.1. Endorsement candidates demonstrate leadership competency in Standard 2.

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 each student.

Element Unacceptable		Acceptable Target	
3.1 Understanding of Management and Organizational Leadership		X	

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3.2 Application of Management and Organizational Leadership		X	
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Candidates are grounded in visionary and strategic leadership as evidenced by course syllabi, inter-departmental collaboration, faculty interviews, and student internship work samples—typically summaries of experiences with mentors and progress on goals assigned by program faculty. The program's use of the Educational Leadership law course (EDLA 612) is a successful example of collaboration in both elements and faculty are examining ways to expand the special education law focus. Endorsement candidates demonstrate leadership competency in Standard 3.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

(Rubrics) Idaho Special Education Teacher Standards Special Education Generalist

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

A survey of program evidence including interviews with ISU faculty, course syllabi, and Praxis II results, reveals that candidates demonstrate adequate skills in subject matter and content knowledge. Specifically, candidates demonstrate understanding of instructional models for children with mild to severe disabilities. They also evaluate the effectiveness of their own instruction. They demonstrate knowledge of special education law and its impact on instruction and due process for children with disabilities. In addition, teacher candidates demonstrate the ability to infuse appropriate techniques to adapt instruction for children with disabilities. Teacher candidates convey the importance of cooperation and collaboration with school staff members and families to increase the success of children with disabilities.

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A REVIEW OF THE REQUIRED COURSE SEQUENCE, REQUIRED SYLLABI, COURSE REQUIREMENTS, TOPICS, AND ASSESSMENTS INDICATES THAT TEACHER CANDIDATES DEMONSTRATE AN ADEQUATE KNOWLEDGE OF CONTENT, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE TAUGHT. IN ADDITION, THEY ARE ABLE TO ARTICULATE THE IMPORTANCE OF ENGAGING STUDENTS IN CONTRIBUTING TO CONTENT DEVELOPMENT AND DESCRIBE FOR STUDENTS THE WAYS NEW KNOWLEDGE IN A CONTENT AREA IS DISCOVERED.

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 Opportunities for Development		X	

An analysis of syllabi, coursework, and assessments indicates that candidates demonstrate an adequate understanding of how students learn and develop. Work samples, observations, and interviews indicate that candidates are able to provide opportunities to support students' intellectual, social, and personal development. The program provides evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm. The program provides evidence that teacher candidates demonstrate an adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities.

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Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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

A review of course syllabi, course assignments, and assessments as well as interviews with candidates and ISU instructors, indicates that teacher candidates demonstrate understanding of how students differ in their approaches to learning. Students are required to complete an inquiry project of their choice around a topic regarding special needs.

The program provides evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning. Evidence of teacher candidate ability to adapt curriculum and understand the unique development of children with various disabilities, is found in interviews with program candidates, course syllabi, and faculty interviews. Candidates demonstrate their ability to perform assistive technology evaluations for children with mild to severe disabilities and to plan for the implementation of appropriate assistive technology devices and strategies. Candidates learn about low incidence disabilities. They acquire skills in learning how to find information about low incidence disabilities rather than working directly with students

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 learning strategies		X	
4.2 Application of multiple learning strategies		X	

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The program provides evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities. A review of work samples, lesson plans, and observations as well as a review of required class syllabi, confirm that teacher candidates display an adequate understanding and use of multiple instructional strategies to develop students' critical thinking, problem solving, and performance skills. Interviews indicated that teacher candidates were knowledgeable about and able to use appropriate strategies for varying situations. After an examination of teacher candidate projects, course syllabi, and faculty interviews, it is evident that teacher candidates have adequate knowledge of social/behavior skills and intervention planning for children with disabilities.

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	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

A review of course syllabi, assignments, and interviews indicate that candidates demonstrate an understanding of the principles of motivation and management for safe and productive student behavior and theories of behavior concerning students with disabilities. Work samples, lesson plans, and observations indicate that candidates are able to create, manage, and modify safe and productive learning environments.

A review of teacher candidate portfolios and course syllabi shows that teacher candidates demonstrate understanding of behavior planning and principles of changing child behavior. Candidates are able plan for behavioral change and

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demonstrate an adequate ability to develop and implement positive behavior supports for students, reflect plans in the IEP, and adjust lessons accordingly.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

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

The program provides evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities. A review of syllabi, assignments, and assessments indicates that candidates are able to model and use communication skills appropriate to professional settings.

The program provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of verbal and non-verbal communication techniques that expand the communication skills of students with disabilities. Course syllabi, candidate and faculty interviews indicate that teacher candidates understand strategies that facilitate communication for students with disabilities. Strong skills in awareness and use of assistive technology to facilitate communication are evident. Teacher candidates are able to perform assistive technology evaluations for children across grade levels and with various disabilities to increase their ability to speak, read, write, and perform computations. They collaborate with related service providers, such as speech/language pathologists, to increase child communication and implement programs consistently.

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Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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 Students' Needs and Community Contexts		X	

A review of course syllabi, assignments, and readings as well as interviews with faculty indicate that candidates demonstrate an understanding of how to plan and prepare instruction used in the development of skills for students with disabilities based upon consideration of knowledge of subject matter, students, and curriculum goals.

Teacher candidates demonstrate an understanding of curriculum and instructional strategies for children with disabilities across the curriculum. Lesson and unit plans reveal thoughtful consideration of child skills in relationship to classroom expectations. Content is tied to Idaho standards and multiple instructional strategies are articulated. Lesson and unit plans are created for children who struggle with reading, math, written language, and social studies.

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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 program provides evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities. Evidence is included in candidate projects, course syllabi, and faculty interviews. Candidates use both formal and informal evaluation tools to determine child strengths and needs. Standardized instruments include those most used in Idaho schools. Teacher candidates also use observation, criterion-referenced tests, and teacher-made tools to assess children who are struggling in the classroom. Because reading is critical to school success, candidates develop skills in the reading process from phonemic awareness to comprehension. Teacher candidates learn about response to intervention models. Assessment is included across several courses where reading, math, written language, behavioral, social skills, and assistive technology needs are evaluated. A summary of evaluations is included in eligibility reports where candidates document the IEP team process to determine if a child qualifies for special education.

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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 (same as Generalist Rubrics).

9.2 Using and Interpreting the Code of Ethics of the Council for Exceptional Children and other standards and policies of the profession.		X	
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The program provides evidence that teacher candidates demonstrate an adequate understanding of the Council for Exceptional Children's Code of Ethics and has the ability to facilitate and/or comply with legal and ethical concerns regarding students with disabilities. A review of syllabi, lesson plan formats, course assignments, and observations indicate that candidates demonstrate an ability to be reflective practitioners who are committed to their profession and have a clear understanding of the Children's Code of Ethics.

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 (same as Core Rubrics).

Element	Unacceptable	Acceptable	Target
10.1 Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		X	

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10.2 Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships	.	X	
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The program provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program. The program provides evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Teacher interviews, evaluations, and interviews with faculty indicate that candidates are able to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Evidence was included in teacher candidate interviews, conversations with local teachers and administrators, faculty interviews, and course syllabi.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

Rubrics – Idaho Med in Human Exceptionality/ Special Education with Initial Certification

ISU-Advanced Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

At the advanced level, A survey of program evidence including interviews with ISU faculty, review of theses, and course syllabi, reveals that advanced students demonstrate adequate skills in subject matter and content knowledge. Specifically, these students demonstrate understanding of instructional models for children with mild to severe disabilities. They demonstrate knowledge of special education law and its impact on instruction and due process for children with disabilities. In addition, advanced students demonstrate advanced knowledge of ways to infuse appropriate techniques to adapt instruction for children with disabilities.

A REVIEW OF THE REQUIRED COURSE SEQUENCE, REQUIRED SYLLABI, COURSE REQUIREMENTS, TOPICS, AND ASSESSMENTS INDICATES THAT ADVANCED STUDENTS DEMONSTRATE AN ADEQUATE KNOWLEDGE OF

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CONTENT, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE TAUGHT. IN ADDITION, THEY ARE ABLE TO ARTICULATE THE IMPORTANCE OF ENGAGING STUDENTS IN CONTRIBUTING TO CONTENT DEVELOPMENT AND DESCRIBE FOR STUDENTS THE WAYS NEW KNOWLEDGE IN A CONTENT AREA IS DISCOVERED.

IT IS WORTH NOTING THAT DATA WAS NOT DISAGGREGATED AND THE DATABASE INCLUDING THIS MATERIAL WAS EMBEDDED IN THE UNDERGRADUATE DATA. DUE TO THE LIMITED DATA AND SMALL NUMBER (6) OF STUDENTS PRESENTLY ENROLLED IN COURSEWORK, IT IS DIFFICULT TO ASSESS THIS PROGRAM.

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 Opportunities for Development		X	

At the advanced level, an analysis of syllabi, coursework, and assessments indicates that teachers demonstrate an adequate understanding of how students learn and develop. Theses, observations, and interviews indicate that students are able to provide opportunities to support students' intellectual, social, and personal development. Teachers demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm. Teachers demonstrate an adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities.

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Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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

A review of course syllabi, course assignments, and assessments as well as interviews with ISU instructors, indicates that advanced students demonstrate understanding of how students differ in their approaches to learning.

At the advanced level, students demonstrate an adequate ability to individualize instruction and provide support for student learning. Evidence of teacher ability to adapt curriculum and understand the unique development of children with various disabilities, is found in theses, course syllabi, and faculty interviews. Advanced students demonstrate their ability to perform assistive technology evaluations for children with mild to severe disabilities and to plan for the implementation of appropriate assistive technology devices and strategies.

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 learning strategies		X	
4.2 Application of multiple learning strategies		X	

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At the advanced level, students demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities. A review of work samples, theses, as well as required class syllabi, confirm that advanced students display an adequate understanding and use of multiple instructional strategies to develop students' critical thinking, problem solving, and performance skills. Interviews indicated that students were knowledgeable about and able to use appropriate strategies for varying situations. After an examination of student projects, course syllabi, and faculty interviews, it is evident that students have adequate knowledge of social/behavior skills and intervention planning for children with disabilities.

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	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

At the advanced level, a review of course syllabi, assignments, theses, and interviews indicate that students demonstrate an understanding of the principles of motivation and management for safe and productive student behavior and theories of behavior concerning students with disabilities. Work samples, lesson plans, and observations indicate that candidates are able to create, manage, and modify safe and productive learning environments.

A review of course syllabi, theses, and faculty interviews shows that advanced students demonstrate understanding of behavior planning and principles of changing child behavior. Students are able plan for behavioral change and

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demonstrate an adequate ability to develop and implement positive behavior supports for students, reflect plans in the IEP, and adjust lessons accordingly.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

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

At the advanced level, the program provides evidence that the teacher demonstrates an adequate understanding of strategies and techniques that facilitate communication for students with disabilities. A review of syllabi, assignments, and assessments indicates that candidates are able to model and use communication skills appropriate to professional settings.

The program provides evidence that advanced students demonstrate an adequate ability to use a variety of verbal and non-verbal communication techniques that expand the communication skills of students with disabilities. Course syllabi, theses and faculty interviews indicate that teachers understand strategies that facilitate communication for students with disabilities. Adequate skills in awareness and use of assistive technology to facilitate communication are evident.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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		X	

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Students' Needs and Community Contexts			
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At the advanced level, review of course syllabi, assignments, and readings as well as interviews with faculty indicate that teachers demonstrate an understanding of how to plan and prepare instruction used in the development of skills for students with disabilities based upon consideration of knowledge of subject matter, students, and curriculum goals.

Teachers demonstrate an understanding of curriculum and instructional strategies for children with disabilities across the curriculum. Lesson and unit plans reveal thoughtful consideration of child skills in relationship to classroom expectations. Content is tied to Idaho standards and multiple instructional strategies are articulated. Lesson and unit plans are created for children who struggle with reading, math, written language, and social studies.

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	

At the advanced level, teachers demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities. Evidence is included in projects, course syllabi, and faculty interviews. Advanced students use both formal and informal evaluation tools to determine child strengths and needs. Standardized instruments include those most used in Idaho schools. Teachers also use observation, criterion-referenced tests, and teacher made tools to assess children who are struggling in the classroom. Advanced students expand on response to intervention models. Assessment is included across several courses where reading, math, written language, behavioral, social skills,

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and assistive technology needs are evaluated. A summary of evaluations is included in eligibility reports where teachers document the IEP team process to determine if a child qualifies for special education.

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 (same as Generalist Rubrics).

9.2 Using and Interpreting the Code of Ethics of the Council for Exceptional Children and other standards and policies of the profession.		X	
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At the advanced level, teachers demonstrate an adequate understanding of the Council for Exceptional Children's Code of Ethics and have the ability to facilitate and/or comply with legal and ethical concerns regarding students with disabilities. A review of syllabi, lesson plan formats, course assignments, and observations indicate that teachers demonstrate an ability to be reflective practitioners who are committed to their profession and have a clear understanding of the Children's Code of Ethics.

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 (same as Core Rubrics).

Element	Unacceptable	Acceptable	Target
10.1 Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		X	

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10.2 Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships	.	X	
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At the advanced level, teachers demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program. The program provides evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Teacher interviews, evaluations, and interviews with faculty indicate that teachers are able to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Recommended Action on All Standards:

☒ **Approved**

☐ **Approved Conditionally**

☐ **Not Approved**

Rubrics – Idaho Visual Arts Teacher Standards

ISU-Initial Program

Standards-Based State Program Approval

Standard 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.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

Data gathered regarding the grade point average of visual arts education majors indicate a strong GPA for three students of 3.55 and the GPA for visual arts education minor students indicates a 3.66 GPS for those students. This report was taken from 2004 data. More recent information was not available. From January 2005 to the present, ten candidates (100% of all taking the Praxis II) passed the exam with a Mean score of 174.2, with a qualifying score of 155. A conversation with the department chair indicated that knowledge and performance of students is acceptable. He also noted concern that students with a single subject education major in art may not have adequate knowledge of subject matter to be prepared for the secondary classroom.

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.

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Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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.

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		

A statement provided by the chair of Arts and Sciences indicated that during the most recent school year (2007-08) “not enough students enrolled in Art 334, the methods course, so the course was cancelled....We would need additional students to be able to determine how or if the program needs adjustment.” With no student work samples provided, determination of classroom motivation/management skills is not data based. Although safety skills are most likely present in the arts classroom, material artifacts to prove this level of performance need to be provided.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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.

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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 (same as Generalist Rubrics).

9.2 Using and Interpreting the Code of Ethics of the Council for Exceptional Children and other standards and policies of the profession.		X	
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No specific work samples were provided. A statement provided by the chair of Arts and Sciences indicates that students are “keepi ng with regular art majors.” Due to a lack of recent art ed ucation graduates and metho ds course finishers, department professors do not articulate a clear u nderstanding of the art educ ation major. However, it is logical that if students are doing well on Praxis II information, that they are doing an acceptable job of creating meaningful art work and understanding their art making processes. Candidates in art education were not present at group interviews.

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 (same as Core Rubrics).

Area for Improvement:

The available evidence demonstrates that the Unit is positioned to offer a viable program. A system for collecting student artifacts may further enhance viability.

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

Idaho State University
Exhibits Reviewed

Assessment Folder Documents

[001 Early Childhood Accreditation Website.docx](#)
[001 Early Childhood Accreditation Website.docx](#)
[001 EChildhood Accreditation Website.docx](#)
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[Decision Points Assessments.doc](#)
[Demographics of P-12 student diversity TWS2.doc](#)
[Demographics on P-12 Schools AF07.doc](#)
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**Idaho State University
List of People Interviewed**

	Group Person		Title
Friday, September 19th	Twin Falls Program	Dr. Fay Kelle	ISU, College of Education (COE) Twin Falls Faculty
		Lois Tinker	ISU, COE, Twin Falls Admin. Assistant
		Dr. Beverly Ray	ISU, COE Faculty, Department of Educational Foundations
		Ms. Chris Vaage	Director, University Programs TF
		Ms. Lesa Wagner	Asst. Director, University Programs TF
		Maggie Seipel	Admin. Asst. Twin Falls
		Dr. Sally Pena	ISU, COE Faculty, Early Childhood Program
		Dr. Lloyd Peterson	ISU, COE Faculty, Special Education Program
		Rich Henderson	
		Melody McNabb	
		Kami Michelli	Candidate
		Steve Fullmer	Candidate
		Dr. L. Egbert	Cooperating Teacher
			Faculty Member, CSI
Sunday, September 21st	Poster Sessions	Dr. Fay Kelle	Faculty Representing Twin Falls' Programs

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		Dr. Beverly Klug	Faculty representing Bellon Visiting Author
		Dr. Jeong-il Cho	Faculty representing Special Education
		Liz Dayton Stuart Mullins	Candidate representing Special Education
		Dr. Angela Luckey Dr. Beverly Ray	Faculty representing Teacher Education
		Renell Robinson	Candidate representing Teacher Education
		Dr. Jack Newsome	Partnership Schools Representative
		Dr. Sara Helfrich	Faculty representing Literacy
		Amanda Matthews	Candidate representing Literacy
		Dr. Paul Jantz Dr. Gary Nunn	Faculty representing School Psychology
		Stacy Acor Cynthia Sears	Candidate representing School Psychology
		Jenniene Kauer	Faculty representing Family and Consumer Sciences
		Char Byington	Candidate representing Family and Consumer Sciences
		Dr. Roger Rankin Brenda Jacobsen	Faculty representing Business Education
		Cassidy Cook	Candidate representing Business Education
		Dr. Sally Pena	Faculty representing Early Childhood
		Michael	Candidate representing Early Childhood

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		Coronado, Valerie Fedon, and Amy Koplin	
		Dr. Mike Lester Dr. Carolyn Faure Dr. Karen Appleby	Faculty representing Sports Science and Physical Education
		Kaylynn Fager	Candidate representing Sports Science and Physical Education
		Dr. Shane Moulton	Faculty representing Instructional Technology and Design
		Kristin Flicker	Candidate representing Instructional Technology and Design
		Dr. Mark Neill	Faculty representing Educational Administration
		Dr. Martha Martin	Candidate representing Educational Administration
		Dr. Chuck Zimmerly	Intermountain Center for Educational Effectiveness Representative
		Dr. Erika Schulte	Music Education Faculty
		Mark Anderson	Music Education Candidate
		Dr. Janette Olsen John Batacan	Health Education Faculty
		Carrie Connett	Health Education Candidate
		Dr. David Mercaldo	Deaf Education Faculty
		Bethany	Deaf Education Candidate

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		Hundley	
		NSF Grant	Dr. Rosemary Smith
Monday, September 22nd	Group Person		Title
8:00 am	Franklin Middle School	Dr. Jack Newsome	COE Associate Dean
		Howard Peck	Franklin Principal
		Ken Dehl Diane Andersen Josh Nielsen Natalie Barfuss	Cooperating Teachers
		Lee Jay Cook James Litchfield Marcus Gallo Kurt May Kari Kelsey Tyrell Neal	Candidates
		Patrick Vereeken	Franklin School Asst. Principal
	Ellis Elementary School	Trent Merica Denise Thompson Jeanne Hymas Tawna Eborn	Cooperating Teachers
		Jocelyn Foreman Danyiel Ward Katie Bodily Arica Trost Ashley Bartauskys	Candidates

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		Jill Jorgensen Rachel Thomas Lisa Young	
		Betsy Goeltz	Ellis School Principal
9:00	Assessment Director	Dr. Peter Denner	Assistant Dean for Assessment
	Intermountain Center for Educational Effectiveness (ICEE)	Dr. Chuck Zimmerly	Interim Director of the ICEE
	University Placement	Troy Case	Career Center Director
	Student Leaders of Organizations	LeeaYoungblood Kimberly O'neill	Student Council for Exceptional Children Representative
		Caitlin Krueger	Business Professionals of America Representative
		Joelle Brown	Student Idaho Education Association Representative
		Tymeron Turk	Sport Science, Health and Physical Education (SHEPERDS)
		Paohsi Wang and Devshikha Bose	Kappa Delta Phi Representative
		Stacy Acord James Dickson	School Psychology
		Dawnette Arrowood	PhiU- Professional Society for Family and Consumer Sciences
10:00	President and VPs	Dr. Steve Adkison	Associate Vice President for

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	for Academic Affairs		Academic Programming and Review
	Admissions and Retention Committee	Dr. Drew Myer	Committee Chair and COE Faculty
		Dr. Paul Jantz	Past Chair, and COE Faculty
		Dr. Karen Applebee	COE Faculty
		Ms. Paula Mandeville	Advising Officer
		Chris Belcher	COE Candidate
	Department Chairs	Dr. Beverly Ray	Department of Educational Foundations
		Dr. Stephanie Peterson	Department of Educational Learning and Development
		Dr. Jerry Lyons	Department of Sports Science and Physical Education
		Dr. Jonathan Lawson	Graduate Department of Educational Leadership and Instructional Technology
	COE Faculty	Dr. Fay Kelle Dr. Matt Sanger Dr. Peter Denner Dr. Sally Pena	Department of Educational Foundations
		Dr. Lloyd Peterson Dr. Gary Nunn	Department of Educational Learning and Development
		Dr. Mike Lester Dr. John Fitzpatrick	Department of Sports Science and Physical Education

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		Dr. Jean Thomas Dr. Jane Strickland Dr. Mark Neill Dr. Shane Moulton	Graduate Department of Educational Leadership and Instructional Technology
11:00	Open Meeting with Candidates	Mr. Nick Hyde Ms. Maike Baumgart Tausha Eastvold Peggy Welsh Jennifer Breshear Joelle Brown Kimberly O'Neill	Candidate Candidate Candidate Candidate Candidate Candidate Candidate
	Program Leaders outside COE	Dr. David Mercaldo	Deaf Education Program Coordinator
		Dr. Janette Olsen	Health Education Program Coordinator
		John Batacan Dr. Tony Seikel	Health Education Faculty Speech Pathology
	Field Experiences Coordinator	Dr. Roger Rankin	COE faculty and Field Experiences Coordinator
	COE Teacher Ed. Core Assessment Committee	Dr. Peter Denner	Chair, Assistant Dean for Assessment
		Dr. Jack Newsome	COE Associate Dean
		Dr. Julie Newsome	COE faculty
		Dr. Shelly Counsell	COE faculty
		Dr. Sara Helfrich	COE faculty

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		Dr. Shane Moulton	COE faculty
		Dr. David Coffland	COE faculty
		Brenda Jacobson	COE faculty
		Verla Negus	Administrative Assistant
1:00	Teacher Education Committee	Dr. Deborah Hedeem	Dean of the COE
		Dr. Randy Earles	Music Department
		Dr. Caroline Faure	SSPED
		Dr. Cynthia Hill	Economics Department
		Dr. Margaret Johnson	Arts & Sciences Associate Dean
		Dr. David Mercaldo	Communication Science & Disorders
		Dr. Jack Newsome	Associate Dean College of Education
		Dr. Sally Pena	COE Faculty
		Dr. Roger Rankin	Director of Field Experience
		Dr. Matt Sanger	COE Faculty
		Dr. Steve Shropshire	Physics Department
	Faculty Senate Reps.	Dr. Alan Frantz	COE faculty
		Dr. Shane Moulton	COE faculty
		Dr. Dave Delehanty	Faculty Senate Chair
	University Supervisors	Erika Schulte	Music Education Faculty
		Roger Wheeler	Coordinator of University Supervisors
		Judy Liday	University Supervisor
		Rita Haggardt	University Supervisor

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		Sharon Fleischmann	University Supervisor
		Rick Parkin	University Supervisor
	VP Finance	Dr. Jim Fletcher	Vice President for Finance & Administration
		Dr. Kent Tingey	Vice President for University Advancement
2:00	VP Special Programs/Enrollment	Dr. Larry Ford	Associate Vice President for Special Programs and Enrollment Management
	VP Research	Dr. Pam Crowell	Vice President for Research
	Leadership Team	Dr. Deb Hedeem	COE Dean
		Dr. Jack Newsome	COE Associate Dean
		Dr. Peter Denner	COE Assistant Dean
		Dr. Shane Moulton	Faculty Senate Representative
		Dr. Beverly Ray	Department of Educational Foundations
		Dr. Stephanie Peterson	Department of Educational Learning and Development
		Dr. Jerry Lyons	Department of Sports Science and Physical Education
		Dr. Jonathan Lawson	Graduate Department of Educational Leadership and Instructional Technology
		Debbie Gerber	Finance Officer
		Dr. Julie Newsome	NCATE Coordinator
		Dr. Roger Rankin	Coordinator of Field Experiences

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3:00	Adjunct Faculty	Dr. Wendy Ruchti Dr. Jennifer Hooper	Department of Educational Foundations adjunct
		Lisa Baker Cheryl Schiera	Department of Educational Learning and Development
	Graduate Studies Committee	Dr. Stephanie Peterson	COE Faculty and Committee Chair
		Dr. Peter Denner	Assistant Dean for Assessment
		Dr. Roger Rankin	Department of Educational Foundations
		Dr. Lloyd Peterson	COE faculty
		Dr. Jane Strickland	COE faculty
		Chris Belcher	COE Student
	Arts and Science Faculty	Dr. Margaret Johnson	Associate Dean of the College of Arts and Sciences
		Ms. Jenniene Kauer	COE faculty, Secondary Education Program Area Leader
		Dr. Rosemary Smith	Assoc. Prof. of Biology
		Dr. Jim DiSanza	Prof. of Communications
		Dr. David Wold	Adjunct Sociology
		Dr. Tesa Stegner	Professor of Economics
		Dr. Robert Fisher Dr. Cathleen Tarp	Professor of Mathematics Associate Professor Foreign Languages
	COE Advising Office	Paula Mandeville	COE Student Advising Coordinator

**STATE DEPARTMENT OF EDUCATION
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4:00	Student Teaching Candidates	Tiffany Ulrich Johnson	COE Candidate
		Connie Mallory	COE Candidate
		Kirsten Leavitt	COE Candidate
		Linda Losee	COE Candidate
		Kristina Iwakiri	COE Candidate
		Jeffrey Margulieux	COE Candidate
	Alumni	Brent Faure	SSPE alum
		Joanne Toevs	Literacy alum
		Dr. Shu Yuan Lin	Instructional Technology alum
		Aaron Hall	Teacher Ed. Alum
		Moniquita Love	Literacy alum
	Advanced Program Candidates	Asami Morita	SSPE Candidate
		Tiffany Halliman	MEd.
		Michael Spall	Instructional Technology
		Lisa Baker	DELD
	Cooperating Teachers	Sherry Van Every	Ellis Elementary Teacher
		LaDean Smith	Hawthorne Middle School Teacher
		Teresa Bosen	Highland H.S. Teacher
		MaryAnne Hansen	Irving Middle School Teacher
		Wendy Shelman	Pocatello H.S. Teacher
Tuesday,	Group Person		Title

**STATE DEPARTMENT OF EDUCATION
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September 23rd			
8:00	Library	Sandra Shropshire	Associate University Librarian Collections and Technical Services
	Distance Learning	Sheldon Harris	Interim Systems Administrator
		Randy Gains	Chief Information's Officer
		Blake Beck	Manager, Educational Technology Services
	Fort Hall Elementary	Dr. Jack Newsome	COE Associate Dean
		Dr. Beverly Klug	COE Faculty
		Gail Siemen	Partnership School Coordinator
		Garth Hansen	Fort Hall Principal
		Sandy Rainy	Fort Hall Partnership Liaison (through spring 2008)
	Idaho Falls Campus	Frank Mason	Distance Learning Coordinator
	Bush Elementary School	Jeannie Johnson	School Principal
		Danielle Collins	COE adjunct faculty
		Zoe Jorgensen	Cooperating Teacher & COE adjunct faculty
		Annie Rutz	Cooperating Teacher
		Melanie Wittman	Cooperating Teacher
		Anne Wicher	Cooperating Teacher
		Chris Wilmes	Cooperating Teacher
		Cathy Stumph	Teacher Candidate

**STATE DEPARTMENT OF EDUCATION
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		Sandra Charboneau	Teacher Candidate
		Hal Tobin	Teacher Candidate
		Alie Evans	Teacher Candidate
		Andrea Frei	Teacher Candidate
		Megan Smith	Teacher Candidate
		Allison Williams	Teacher Candidate
		Ashlee Burke	Teacher Candidate
		Taletha Judy	Teacher Candidate
		Tina Martindate	Teacher Candidate
		James Jones	Teacher Candidate
		Dustin Medellin	Teacher Candidate
		Richard McIsaac	Teacher Candidate
		Matthew Pancheri	Teacher Candidate
		Lindee Parkinson	Teacher Candidate
		Carolyn Howard	Teacher Candidate
		Elizabeth Olsen	Teacher Candidate and Grow Your Own
		Neida Mendoza	Teacher Candidate and Grow Your Own
9:00	Technology Resources	Sheldon Harris	Interim Systems Administrator
		Dr. Shane Moulton	COE faculty
	Institutional Data	Christy Lauer	Associate Director Institutional Research
	Promotion and Tenure Committee	Dr. Dotty Sammons	COE faculty
		Dr. Alan Frantz	COE faculty

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		Dr. Jerry Lyons	COE faculty
		Dr. Gary Nunn	COE faculty
		Dr. Roger Rankin	COE faculty
10:00	Open Faculty Meeting	Dr. Jeong-il Cho Dr. Mike Lester Dr. Jane Strickland Dr. Paul Jantz Dr. John Fitzpatrick Dr. Karen Applebee Dr. Angela Luckey Dr. Shu-Yuan Lin	
	Affirmative Action Officer	Leonard "Buddy" Frazier	Director of Diversity
11:00	Early Childhood Partnership School	Dr. Sally Pena	COE faculty
		Dr. Shelly Counsell	COE faculty
	Instructional Materials Center	Dr. Shu Yuan Lin	COE faculty
	Regional Special Education Office	Beth Eloee-Reep	Special Ed. Regional Consultants
		Frank Howe	Special Ed. Regional Consultants

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009**

TAB	DESCRIPTION	ACTION
1	PRESIDENTS' COUNCIL REPORT	Informational Item
2	UNIVERSITY OF IDAHO ANNUAL REPORT	Informational Item
3	IDAHO DIVISION OF PROFESIONAL- TECHNICAL EDUCATION ANNUAL REPORT	Informational Item
4	IDAHO STATE HISTORICAL SOCIETY BOARD APPOINTMENTS	Motion to Approve
5	LEGISLATIVE UPDATE	Informational Item
6	MEDICAL EDUCATIONAL EDUCATION RECOMENDATIONS	Motion to Approve
7	STRATEGIC PLANS – INSTITUTIONS, AGENCIES AND SPECIAL/HEALTH PROGRAMS	Motion to Approve
8	DIVISION OF PROFESSION TECHNICAL EDUCATION – CWI REGION III DESIGNATION	Motion to Approve

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

SUBJECT

Presidents' Council Report

BACKGROUND/ DISCUSSION

Dr. Jerry Beck, President of the College of Southern Idaho and current Chair of the P residents' C ouncil with g ive t he bi -monthly r eport for t he P residents' Council.

ATTACHMENTS

Attachment 1 – Presidents' Council Report

Page 3

BOARD ACTION

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

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IDAHO UNIVERSITIES AND COLLEGES PRESIDENTS' COUNCIL

• **Discussion Points of the Tuesday, January 27, 2009 meeting.**

Discussion was held by Presidents and Board members present about the membership of the Presidents' Council and the rotation of chairmanship. It was agreed that someone with direct supervision from the State Board of Education should chair the group at least every other year. It was suggested that we have discussions on this topic along with the following items for clarification.

- A. Mike Rush to locate rotation schedule
- B. Some meetings could/should be held by teleconference
- C. Council should meet with the governor at least three times a year

• **Submission of agenda items for State Board meetings.**

- Dr. Rush asked for everyone's help in getting agenda items by stated deadlines. Currently the board only has 5-7 days to read 1000 – 1500 pages of materials.
- In recent months the agenda has been held up due to institutions not providing all the necessary agenda items timely.

• **Full-time student status being 12 credits**

This topic was broken into two categories.

A. Full-time Status

At the January meeting the Board passed fulltime status for consistency across the board and to be congruent with financial aid policy.

B. Fiscal Impact

Additional information is being requested from each institution as to what the financial impact would be if tuition fees were charged on a per credit basis. This topic will carry over to the next meeting.

• **Discussion of Out of State Recruitment**

A discussion was held as to whether institutions should be looking to out of state recruitment to fill seats in selected areas.

The February 3rd meeting is cancelled.

The next meeting is Tuesday, March 3rd.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

SUBJECT

University of Idaho Progress Report

BACKGROUND/DISCUSSION

Annually, 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 the University of Idaho has supplied an overview of its status and accomplishments. President Daley-Laursen will be in attendance and will present a summary of the accomplishments and future goals of the university.

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

SUBJECT

Idaho Division of Professional-Technical Education Agency Report

BACKGROUND/DISCUSSION

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 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 an overview of its status and accomplishments.

Ann Stephens, Administrator of the Idaho Division of Professional-Technical Education (IDPE), will be in attendance at the meeting and will present a summary of the accomplishments and future goals of IDPTE.

BOARD ACTION

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

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IDAHO STATE HISTORICAL SOCIETY

SUBJECT

District 6 appointment to the Idaho State Historical Society Board of Trustees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Section § 31-4124 and 67-4124, Idaho Code.

BACKGROUND/DISCUSSION

The Idaho State Historical Society is charged with responsibility for the preservation of the state's history and prehistory. This is done primarily in accordance with Chapters 41 of Title 67 of the Idaho Code, and through other statutory capacity, such as that provided under Titles 14, 33, 58, and 63. Chapter 41, Title 67 as above provides statutory authority for the Society to preserve and protect the state's historic, archaeological, architectural, and cultural resources.

The State Board of Education is responsible for appointing members to the Idaho State Historical Society Board of Trustees. Under the Board's appointment procedures the Board may re-appoint an incumbent to the Board of Trustees without soliciting other candidates. For an open appointment the Board of Trustees is required to advertise the vacancy in the Society's publications and through other regional and local historical societies. The Board of Trustees reviews all application received and forwards only the most highly qualified applicants, in order of preference to the Board for consideration. In making the final appointment, the Board is required to consider geographic representation and qualifications as provided for in Idaho Code §67-4124.

- 1) One vacancy on the Board of Trustees of the Idaho State Historical Society has been in place since November 2008, when Bert Marley resigned his position as Trustee for District 6.

The Idaho State Historical Society issued a news release to all media in District 6, issued correspondence to the Chambers of Commerce, historical societies, history departments of local universities, tribal offices, and preservation organizations. District 6 encompasses Bannock, Caribou, Bear Lake, Franklin, Oneida, and Power counties.

The following actions were also undertaken:

- January 31, 2009: Six applications were received by the nominating committee. The nominating committee consisted of John Walker, District 3; Jesse Walters, District 4; Hope Benedict, District 7.
- February 20-March 3, 2009: The nominating committee interviewed applicants by phone.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- April 2, 2009: The ISHS Board of Trustees took action on recommendations for the new board member for District 6.

District 6 Board Appointment Recommendation: The Board of Trustees of the Idaho State Historical Society respectfully submits to the State Board of Education the following recommendation, in order of preference, for consideration:

1. James "Jim" Johnson
2. Henry Stam
3. Cleve Davis

We look forward to the prompt appointment of this position to the ISHS Board.

IMPACT

This appointment will fill all vacant positions on the ISHS Board of Trustees.

ATTACHMENTS

Attachment 1 – Applicant Information

Page 3

BOARD ACTION

A motion to approve the appointment of James "Jim" Johnson, District 6, to the Idaho State Historical Society Board of Trustees for a term beginning upon appointment and ending December 31, 2012.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APRIL 16-17, 2009

*Jim Johnston Team
com*

W. James "Jim" Johnston

Home 6375 S. Bannock Highway
Pocatello, Idaho 83204
(208) 233-6671

Office Home Specialists Real Estate
150 N. Main Street
Pocatello, Idaho 83204-0010
(208) 232-9041

Educational Experience

- Doctoral Studies, Political Science, Idaho State University, Pocatello, Idaho, 1972
- Master's Degree, Education, Brigham Young University, Provo, Utah, 1968
- Bachelor of Science, Education, University of Idaho, Moscow, Idaho, 1965
- Student Body President, University of Idaho, 1964-1965
- Real Estate Designations: ABR, CRB, CRS, GRI, SRES

Real Estate Experience

- V.P. National Association of Realtors, Region 12, 2009
- National Director, National Association of Realtors, 2000-2007
- National Trustee, RPAC, 2001-2006
- State President, Idaho Association of Realtors, 1998
- Coldwell Banker President's Elite, 1984-1988 (Top 1/4 of 1% salesmen in US)
- Remy-Johnston Real Estate, co-owner, 1978-1980
- Johnston Real Estate, owner, 1980-1982
- Coldwell Banker Real Estate, owner, 1983-2001
- Keller Williams Real Estate, owner, 2001-2005
- Home Specialists Real Estate, Executive sales associate, 2005-present
- Idaho Real Estate instructor, 11 years

Community Service

- District Governor, Rotary International, District #5400, 2002
 - President, Greater Pocatello Chamber of Commerce, 1998-1999
 - President, Grand Teton Council of Boy Scouts of America, 1979-1982
 - President, Idaho State Civic Symphony, 2005-2006
 - President, United Way of Southeast Idaho, 3 years
 - *Red Cross Bd of Directors*
-

Awards and Honors

- Idaho's Business Leader of the Year, Idaho State University, 2007
- Contributing Citizen Award by Pocatello Mayor and City Council, 2004
- Silver Beaver, Grand Teton Council of Boy Scouts of America, 1997
- "Chief Helping Hands" designation, Chamber of Commerce, 1985
- Realtor of the Year: Idaho Assoc., 1997; local association 1980 and 1991
- Distinguished Senior Award by University President D.R. Theophilus, 1965

Family

- City of Pocatello "Family of the Year" runner-up, 1980
- Wife of 43 years Karen has a Doctorate in Education; former school administrator
- Father of 8 adult children; all are college graduates; all 5 sons are Eagle Scouts

6375 Bannock Highway
Pocatello, Idaho 83204
February 20, 2009

Steve Barrett
Management Assistant
Idaho State Historical Society
2205 Old Penitentiary Road
Boise, Idaho 83712-8250

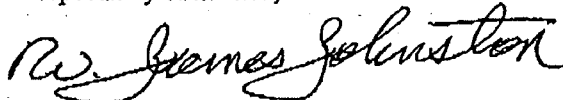
Dear Steve,

I am very interested in the District 6 Trustee position with the Idaho State Historical Society.

My interest in the state of Idaho and its history has been keen since listening to "The Idaho Story" on the radio as a young child and studying Idaho in the 4th grade at Lincoln Elementary in my home town of Twin Falls.

Enclosed you will find a brief resume of my activities.

Respectfully submitted,



W. James Johnston

Associate Broker

ABR, CRB, CRS, GRI, SRES

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 16-17, 2009

Steve Barrett

From: Henry E. Stamm, IV [hestamm@isu.edu]
Sent: Tuesday, January 27, 2009 10:07 AM
To: Steve Barrett
Subject: Bio & Vita for HE Stamm



short bio.doc (28 KB)



shortvitanew.doc
(40 KB)

Dear Steve,

I understand Laura Woodworth-Ney has nominated me to a vacant position of trustee for the Idaho State Historical Society. I have attached a short biographical document and a short, but representative curriculum vita to support this nomination.

It gives me great pleasure to have been nominated for the position and as an active historian, working with both Idaho & Wyoming Indian peoples, I would like to serve in the role as trustee. I am very much interested in preserving the artifacts and textual records of all people of Idaho, disseminating information about the past to the people of Idaho, and assisting those who seek to publish, display, or otherwise present such materials throughout the state.

I should mention that I have some experience working with the Idaho History Museum and the Lemhi County Historical Society. In fact, Ruth Benedict has asked my assistance on a planned project about documenting and displaying some of their materials. I am also in the planning stages on a collaborative NEH grant that will focus on reservation boarding school life at Fort Hall (and Wind River in Wyoming).

Thank you for considering my application.

Best,

Henry E. Stamm, IV

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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Henry E. Stamm, IV, has been a research scholar at Dartmouth College and has taught history at the University of Alaska Anchorage, and SUNY--Oswego. He holds the Ph.D. from the University of Wyoming, with an M.A. from Appalachian State University and his B.A. from Rice University. He is the author of *People of the Wind River: The Eastern Shoshones, 1825-1900* (University of Oklahoma Press, 1999), as well as several articles and a website on Shoshone art hosted by the Wind River Historical Center of Dubois, Wyoming. Stamm is an adjunct assistant professor of history for Idaho State University and lives in Pocatello, Idaho. He is continuing his research on the people of the Wind River with additional research on the Shoshone & Bannock people of Fort Hall. Recent presentations and publications have emphasized the historical context of understanding cultural and generational trauma among indigenous peoples. An ongoing current project focuses on viewing cultural transformation of the Eastern Shoshones through the lenses of their material culture and art. He is also working on a sequel to his first book and also a collection of historical sketches, short stories and vignettes about the Indian and white communities of the Wind River Basin. Finally, he is beginning a project on the history of the reservation boarding schools at Wind River and Fort Hall.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

V I T A E

Henry E. Stamm, IV
9082 Cinnamon Ridge, Pocatello, ID 83204
208.233.4681 (voice) 208.233.4681 (fax)
e-mail: hestamm@ida.net

EDUCATION

University of Wyoming, Laramie WY. Ph.D., 1993
Appalachian State University, Boone, NC. MA, 1989
Rice University, Houston, TX. BA, 1971

ACADEMIC APPOINTMENTS

2005-2009 Visiting Assistant Professor of History, Idaho State University, Pocatello, ID
1999-present Historical Consultant, Wind River Historical Center, Dubois, WY
1996- 1999: Visiting Research Scholar, Department of History, Dartmouth College
1997-1998: Adjunct Professor of History, University of New Hampshire System
1994-1996: Adjunct Professor of History, University of Alaska Anchorage
1993-1994: Adjunct Professor of History, SUNY College of Oswego

BOOKS

Stamm, Henry E. *People of the Wind River: The Eastern Shoshones, 1825-1900*.
Norman: University of Oklahoma Press, 1999.

TELEVISION

Stamm, Henry E (consultant). *Washakie: Last Chief of the Eastern Shoshone*. Wyoming
Public Television, 2002.

BOOK CHAPTERS

Stamm, B. Hudnall, and Stamm, Henry E., "Trauma and Loss in Native North America:
An Ethnocultural Perspective." In Kathleen Nader, Nancy Durbrow, and B.
Hudnall Stamm, eds., *Honoring Difference: Cultural Issues in the Treatment of
Trauma and Loss*. Philadelphia: Brunner/Mazel, 1999.

JOURNAL ARTICLES

Stamm, Henry E. and Stamm, B. Hudnall. "Starvation by Civilization: Eastern
Shoshones, 1885-1900." Under review for *Annals of Wyoming*.
Stamm, Henry E. "Range Wars: Cowboys and Indians at Wind River, 1880-1890."
Journal of the West 38 (January 1999), 48-55.
Stamm, Henry E. "Boomtown Evangelism: The Reverend Joseph W. Cook and St.
Mark's Church, Cheyenne, Wyoming, 1867-1870." *Anglican and Episcopal
History* 66 (June 1997), 132-153.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

Stamm, Henry E. "The Peace Policy Experiment at Wind River: The James Irwin Years, 1870-1877." *Montana, The Magazine of Western History* 41 (Summer 1991), 56-69.

GRANTS AND CONTRACTS

2002	\$8,500	Historic Use of the Shoshone National Forest. Funded by Lucius Burch Center at the Wind River Historical Center, Dubois, WY; and Shoshone National Forest, Cody, WY.
2001-2003	\$13,500	History of Shoshone Bannock Art: Continuity & Change in the Northern Rockies. Funded by Lucius Burch Center at the Wind River Historical Center, Dubois, WY; Wyoming Council for the Humanities; and Idaho Humanities Council.
2001	\$5,000	At Home in the Woods: The History of the Upper Wind River Tie Hack Industry. Funded by Lucius Burch Center at the Wind River Historical Center, Dubois, WY
2000	\$5,000	Fort Hall Landowners Alliance Manual Project. Funded by A Territory Resource, Seattle, WA
1999-2000	\$15,000	The Rupert Weeks Translation Project. Funded by the Lucius Burch Center at the Wind River Historical Center, Dubois, WY:
1999-2000	\$2,000	Eastern Shoshone Digital History Project. Funded by the Lucius Burch Center at the Wind River Historical Center, Dubois, WY

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

RECEIVED

January 18, 2009

JAN 22 2009

From: Cleve Davis

ISHS FISCAL OFFICE

To: Whom it May Concern

3/3 @ 2:00

Subject: Letter of Interest

This is my letter of interest for serving on the Board of Trustees for Idaho State Historical Society representing southeastern, Idaho. Although, there are many reasons why I would like to serve on the Board of Trustees my primary reason is to help preserve and protect the often poorly and misrepresented history of the Shoshoni and Bannock People. As a member of the Shoshone-Bannock Tribes, it is sad for me to go into surrounding committees and observe the unfamiliarity of local people and politicians towards understanding the culture and history of Idaho's indigenous people.

I strongly feel that citizens of Idaho can learn a lot from traditional oral knowledge and culture of Idaho's indigenous people. If presented in the right way, Indian philosophies and culture have the power to sustain natural resources and provide clean water and air for all. If selected to serve on the Board, I would like to help bridge the gap between the Tribes and non-Indian people of Idaho.

Currently, I'm finishing up an Interdisciplinary Master of Science Degree and Post Baccalaureate Geotechnology Certificate at Idaho State University. Although, I lack an advance academic degree I consider myself a serious student of Idaho history. I have conducted extensive research both professionally, academically, and personally on the history, languages, and traditional teachings of the Shoshoni and Bannock People. The history and cultures that have affected the indigenous people of Idaho is the same history that makes Idaho what it is today. Being a student of Geoscience, I also have an interest in use of Geographical Information Systems in historical and archaeological studies.

Below are classes that I have completed at the graduate level that will be useful if selected to serve on the Board of Trustees:

- Environmental Law & Regulation
- Public Lands: Politics/Policy
- Archaeological Field School (Hells Canyon, Idaho)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Linguistic Field Methods
- Principles of GIS
- Advanced Shoshoni Language
- Geotechnology Seminar
- Stone Tool Analysis

For your information, I have lived in southeastern Idaho my whole life and have expert knowledge of the terrain, rivers, resources, and cultures of the area. With this experience and education, I can offer the Board of Trustees new insights on preserving and protecting the rich history and cultures of Idaho. Thank you for the opportunity to serve on the Board of Trustees.

Sincerely

A handwritten signature in cursive script, appearing to read "Cleve Davis".

Cleve Davis

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

CLEVE DAVIS

Shoshone-Bannock Tribal Member, 4024-C

RR 6 Box 329

Pocatello, Idaho 83202

Phone/Fax: (208) 237-3276

Cell: (208) 479-2519

Email: cleve@panakwate.com

Website: www.panakwate.com

WORK EXPERIENCE

Photographer, 9/2008-Present

Waa-muuza, Fort Hall, Idaho

As a photographer and owner of Waa-muuza, I conduct and manage all aspects of portrait studio photography. Being the primary photographer, I work closely with clients and subjects many of whom are Shoshone-Bannock Tribal members who want photographs of themselves dressed in traditional regalia. This position requires some understanding of the Shoshoni and Bannock languages which clients and subjects often speak. The services offered by Waa-muuza also include photo restoration and fine art printing. As such, I regularly use Adobe Photoshop CS3 software and professional large format printers (i.e., Epson Stylus Pro 7880, HP Photosmart Pro B9100). In addition to on-sight photo shoots, I have also setup and managed off-sight photo shoots at pow-wows and other local events on the Fort Hall Reservation. My experience as a photographer also includes supervising two employees with photography sales.

General Manager, 4/2006-Present

Bannock Ecological, Fort Hall, Idaho

As general manager and owner of Bannock Ecological, I have competed for and successfully completed five independent contracts, two of which were over \$30,000. Through these projects I have gained experience with developing, coordinating and writing environmental planning documents and ethnographic and biological resource reports. Three major projects I have developed and written as an independent contractor for the Shoshone-Bannock Tribes include: developing and writing the Shoshone-Bannock Tribes' Traditional Uses of Natural Resources of Grand Teton National Park, National Elk Refuge, and Yellowstone National Park; Woodland Management Plan for the Fort Hall Reservation; and Final Environmental Assessment (EA) for the Starlight Creek Continuous Conservation Reserve Program (CCRP) Lease. Project work of this position requires regular use of ArcGIS 9.2 software and Trimble GeoXT GPS unit. My experience as a general manager also includes hiring and supervising a fisheries biologist and writer editor.

Native American Interpretive Specialist, 5/2008-9/2008

Shoshone-Bannock Tribes, Indian Creek Guard Station, Idaho

As an interpretive specialist, my primary duties were to present interpretive information to river users about the Indians of the Middle Fork of the Salmon River country and emphasize federal regulations for preserving cultural resources. As such, my interpretive presentations focused on the original inhabitants of the area the *Tukudeka* (Bighorn Sheepeaters) and Sheepeater War of 1879. Specifically, I would cover the *Tukudeka* language (Shoshoni) and culture, and the rich archaeology of the *Tukudeka* still present within the river corridor. As part of my presentations, I would also reemphasize and convey a deeper understanding of the cultural resource preservation regulations of the Frank Church River of No Return Wilderness and Middle Fork of the Salmon River Wild and Scenic River.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Natural Resource Specialist, 4/2006-3/2007

Bureau of Land Management, Pocatello, Idaho

As a natural resource specialist, I functioned as an emergency stabilization and rehabilitation (ESR) coordinator of burned areas and technical expert assessing impacts to vegetation and special status plant species of the eastern Idaho. As an ESR coordinator my experience includes: contract administration, collection and development of native plant materials, ecological monitoring and inventories, resource advising on wildland fires, writing and reviewing of environmental documents and ESR plans for compliance with law and policy, and implementing large scale ESR plans on public lands. Project work required regular use of ArcGIS 9.1 software and Trimble GPS units. This position required regular supervision and training of ESR and wildfire personnel with implementing ESR actions on public lands.

Botanist, 3/2000-4/2006

Bureau of Land Management, Pocatello, Idaho

As a botanist, I functioned as the technical expert for assessing impacts to vegetation from proposed projects on public lands. My experience as a botanist includes: monitoring and inventorying special status plant species, collection of native plant materials, and maintenance of the Pocatello Field Office herbarium. From 2003-2006, I was assigned co-lateral duties as the National Environment Policy Act (NEPA) coordinator for the Pocatello Field Office. As the NEPA coordinator, I was responsible for: reviewing and writing Categorical Exclusion, Documentation of NEPA Adequacy, and Environmental Assessments; ensuring public, agency, and tribal participation during land use planning; and filing and maintaining permanent records of planning documents. Project work required regular use of ArcGIS 9.1 software and Trimble GPS units. My experience as a botanist also includes supervising and training a crew of four in the collection of native plant materials for the Seeds of Success Project.

GRANT WRITING EXPERIENCE

- Inventory of Ute Ladies'-tresses (*Spiranthes diluvialis*) on the Fort Hall Reservation
 - Submitted to U.S. Fish and Wildlife Service by Shoshone-Bannock Tribes on 1/30/2006
 - Total amount of grant was \$34,111
 - Not funded
- Big Sagebrush Restoration and Establishment Research on the Fort Hall Reservation
 - Submitted to U.S. Fish and Wildlife Service by Shoshone-Bannock Tribes on 1/30/2006
 - Total amount of grant was \$237,308
 - Not funded
- Bannock and Shoshone Language Word Inventory of Natural Resources
 - Submitted to Sven and Astrid Liljeblad Endowment Committee by Cleve Davis on 4/25/2008
 - Funded for \$900
- Native American Geoscience Advancement National Science Foundation (NSF) Grant NSF 08-605
 - Grant submitted to NSF by Idaho State University, Shoshone-Bannock Tribes, and Snake River Basin Business Association on 12/11/2008
 - Total amount of grant is approximately \$2,000,000
 - Identified as Sr. Personnel of the Grant

EDUCATION

American Council on Education, Edmonds, Washington

Course: Contract Officer Representative/Contract Officer Technical Representative Certification
2 Semester Hours (4/2006)

Idaho State University, Pocatello, Idaho

Bachelor's Degree - 5/2000; Major: Botany

128 Semester Hours

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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COMPUTER SOFTWARE KNOWLEDGE

Platform	Type	Name	Skill Level
PC	Word Processing	MS Word 2007, MS Word 97-2003	Advance
Macintosh	Word Processing	iPages	Intermediate
PC	Spreadsheet	MS Excel 2007, MS Excel 97-2003	Advance
PC	Database	MS Access 2007, MS Access 97-2003	Advance
PC, Macintosh	Image Processing	Adobe Photoshop CS3	Advance
PC, Macintosh	Vector Graphics	Adobe Illustrator CS3	Novice
Macintosh	Image Processing	iPhoto	Intermediate
PC	Geographical Information System	ArcGIS 9.2	Advance
PC	Geographical Information System	ArcGIS 9.2 Spatial Analyst Extension	Advance
PC	Geographical Information System	Geopathfinder Office	Advance
PC	Audio	Olympus Digital Wave Player	Advance
PC	Presentation	MS Powerpoint 2007, MS Powerpoint 97-2003	Advance
PC	Word/Image Processing	Adobe Acrobat 8 Professional	Intermediate
Macintosh	Video	Final Cut Studio 2	Intermediate

SPECIALIZED EQUIPMENT KNOWLEDGE

Equipment	Skill Level
Canon EOS40D, SLR Camera	Advance
Trimble GeoXT, GPS Unit	Advance
Sony Handycam HDR-SR10, Camcorder	Advance
Pentax Opti, Camera	Advance
Garmin Etrex Vista, GPS Unit	Advance
Epson Stylus Pro 7880, Large Format Printer	Advance
HP Photosmart Pro B9100, Large Format Printer	Advance

SPECIALIZED TRAINING

2007 Water Erosion Prediction Project (WEPP)
2005 Proper Functioning Condition Riparian Assessment (BLM)
2005 Intermediate ArcGIS 9 (BLM)
2003, 2005 NEPA Analysis (Environmental Assessment Focus) (BLM)
2004 Idaho Native Plant Society (INPS) Moonwort (*Botrychium*) Workshop
2004 Introduction to ArcGIS (BLM)
2004 Introduction to Metadata Documentation (BLM)
2003 INPS Wild Buckwheat (*Eriogonum*) Workshop
2002 S-130, S-190, I-100 Basic Fire School (BLM)
2000 Introduction to GIS Using ArcView (BLM)

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SPECIALIZED SKILLS

- Whitewater Kayaking, Intermediate
- Mountaineering/Rock Climbing, Advance
- Backcountry Skiing, Advance
- Wilderness Survival, Advance
- Whitewater Raft Navigation, Advance

LANGUAGES SPOKEN

- English, fluent
- Bannock (Northern Paiute), understand
- Shoshoni, understand

AFFILIATIONS

- Snake River Small Business Association
- Idaho Native Plant Society

PUBLICATIONS

- Davis, C. 2008. Final Environmental Assessment for the Starlight Creek Continuous Conservation Reserve Program Lease. CTRT-08-0515. Bannock Ecological. Fort Hall, Idaho.
- Davis, C. 2008. Shoshone-Bannock Tribes' Traditional Uses of Natural Resources of Grand Teton National Park, National Elk Refuge, and Yellowstone National Park. Bannock Ecological. CTRT-07-0005. Shoshone-Bannock Tribes. Fort Hall, Idaho.
- Davis, C. 2008. Shoshone-Bannock Tribes Woodland Management Plan for the Fort Hall Reservation. Bannock Ecological. CTRT-06-1231. Fort Hall, Idaho.
- Davis, C. 2007. Identifying Potential Ski Terrain Using ArcGIS 9.2 in the Western Part of the Greater Yellowstone Area, Including Eastern and Central Idaho. Principles of GIS Graduate Project. Idaho State University. Pocatello, Idaho.
- Davis, C. 2007. Survey for Ute lady's tresses (*Spiranthes diluvialis*) for the Fort Hall Historic Landmark Bank Stabilization Project. A report prepared for the U.S. Bureau of Reclamation. CTRT-06-0889. Bannock Ecological, Fort Hall, Idaho.
- Davis, C. 2007. The Middle Fork of the Salmon River – Its Vegetation and Flora. Sage Notes. A Publication of the Idaho Native Plant Society Vol. 29 (2): 8-12.
- Davis, C. 2006. Identification of plant collections from the Craters of the Moon National Monument/Preserve. PO: 02649014. Idaho State University. Pocatello, Idaho.
- Davis, C. 2006. Plants of Eastern Idaho, including the Bannock and Shoshone Plant Names. Bannock Ecological. Pocatello, Idaho.
- Davis, C. 2006. Mountain Plants of Southeastern Idaho. Self Published. Pocatello, Idaho.
- Davis, C. 2005. Ute Ladies'-tresses Discovered on the Fort Hall Indian Reservation. Sage Notes, Idaho Native Plant Society. Volume 27 (2).
- Davis, C. 2003. Plant Species of the Deep Creek Mountains. Technical Bulletin No. 03-5, Idaho Bureau of Land Management, Boise, Idaho.
- Davis, C. 2001. How the Bannock and Northern Shoshone of Southern Idaho Made Use of Some Native Plants. Sage Notes. A Publication of the Idaho Native Plant Society Vol. 23 (3): 9-11.

PROFESSIONAL PHOTOGRAPHY

- 2008: Picturing Our Natural Heritage, Idaho State University, Idaho Falls, Idaho
- 2008: Sawtooth Science Institute, Idaho State University Division of Continuing Education, Idaho Museum of Natural History, Pocatello Idaho.
- 2007: Picturing Our Natural Heritage, Idaho Museum of Natural History, Pocatello Idaho
- 2006: Cordillera Gallery, Pocatello Idaho

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PROFESSIONAL PRESENTATION

- 2008: The Shoshone-Bannock Tribes Treaty Rights Seminar. Co-presenter on "Gathering" by the Shoshoni and Bannock People.

REFERENCES

Drusilla Gould

Title: Shoshoni Language Instructor, Idaho State University

Phone: (208) 282-2629

Email: gouldrus@isu.edu

Reference Type: Professional, Educational

Christopher Loether, PhD

Title: Professor of Anthropology

Phone: (208) 282-2629

Email: loetchri@isu.edu

Reference Type: Educational

Roger Rosentreter, PhD

Title: Botanist, Idaho State Office, Bureau of Land Management

Phone: (208) 373-3824

Email: roger_rosentreter@blm.gov

Reference Type: Professional

AWARDS/HONORS

- 2006 Time-Off Award for contributions to the development of the Draft Pocatello Resource Management Plan/Environmental Impact Statement.
- 2004 On-the-Spot Award for major contributions to the goals of the Pocatello Field Office.
- 2003 On-the-Spot Award for assuming duties as the Pocatello Field Office NEPA Coordinator.
- 2002 STAR Award for independent and self initiated efforts in developing a strong botanical assessment program in the district.
- 2001 On-the-Spot Award for independent efforts in the formulation of district standards for the assessment of Special Status Plant Species.

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SUBJECT

Legislative Update

BACKGROUND/DISCUSSION

Following is a list of legislative items affecting the Board and their current status from the 2009 legislative session.

STATE BOARD LEGISLATIVE INITIATIVES

S1013 *Commission for Libraries move to self-governing agencies:*

S1011 *State Historical Society move to self-governing agencies.*

H0018 *CWI Sick leave transfer:* Ensures safe and complete transfer of accrued sick leave for current employees of the Larry Selland College of Technology at Boise State University to the College of Western Idaho.

S1019 *Council for Technology abolished:* Grant program goes to State Department of Education (SDE).

S1074aa/aa *Deaf & Blind, Bureau of Educational Services.* Creates an Idaho Bureau of Educational Services for the Deaf and the Blind.

S1079 *Motorcycle Training Program:* Moves the responsibility for oversight of the Skills Advantage for Riders Motorcycle Training Program (STARS) from the State Department of Education to the Division of Professional Technical Education (PTE).

S1012 *Proprietary school agent background, tuition recovery:* This revises and strengthens registration process for proprietary schools, repeals registration exemption for flight schools, strengthens requirements for background checks and changes the manner in which the tuition recovery fund is structured.

S1078 *School District Boundary changes, Department of Education:* This legislation clarifies procedures relating to the correction and or alteration of public school boundaries, district consolidation and some provisions of certain elections.

S1018 *Professional Technical Education for Prisoners:* Designates the state board for professional technical education (SBOE) , in cooperation with the state board of corrections as the responsible entities in the education of prisoners who are under the jurisdiction of the department of corrections.

H199 *Deferred Compensation:* Adds to existing law to provide that the State Board of Education and the Board of Regents of the University of Idaho may establish additional retirement plans for college, university and state board

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employees. Passed House 58-9-3. Currently sits in Senate Finance Committee (as of 3-06)

LEGISLATIVE SET BACKS:

H0019 *Power to convey property:* Intended to statutorily recognize the SBOE's ability to dispose of property without condition in the same manner that state statute recognizes that any local school district(s) and or community colleges. The SBOE sought specific legislation in 2008 to support the transfer of property from BSU to CWI. *Bill "held" in Senate Ed Cmte on 2-17-09 having passed full house 60-9-1.*

HIGHER EDUCATION RELATED (not Board supported or opposed)

S1121 *Charter school hearings, notice to districts.* Mandates that proper public notification be given in order to ensure maximum public input and participation. Passed both House and Senate (with amendments). Awaits Gov signature.

H 211 *College student residency requirements, college breaks.* Clarifies unintended consequences of 08 Bill on Residency 181. Would change provision to 30 months allowable out of state for education purposes and not establishing other state residency- allow Idaho citizen to return with full residency privileges for purposes of higher education. *Sits in House Education Committee Chairman's drawer.*

H252 *Financial emergency declaration, teacher contracts.* Consensus bill on K-12 funding provisions of teacher contracts, declarations of financial emergency. Has passed both House and Senate, awaits Gov signature.

H262 *Teacher early retirement repeal, reduced funding intent.* Freezes one year advance on experience grid and repeals the early retirement incentive in FY10. On 3rd reading calendar in Senate.

H256a *Student transportation costs, state funding changed:* Changes high density districts reimbursement calculations, eliminates reimbursement for field trips. Passed House 50-20 on 3/25, currently sits in amending order on the Senate Floor (4-9)

S1181 *Education Bd, Office of, approp, legislative intent:* Passed full Senate on 4-9 (34-1-0) (Schroeder nay)

HJM 007 *Medical education degree:* Resolves that federal funding be identified and made available for the Doctor of Medicine degree in Idaho. Passed House 56-11-3

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SJM101 *Medical Residency*: Urges Congress to provide additional financial opportunities to fund medical residency programs. Passed Senate on voice vote. Sits on House 3rd reading calendar as of 3-18.

H0078 *School trustee vacancy, replacement appointments*: Provides for an at-large appointment to local school district trustees when vacancy occurs between elections. Signed into law 3-25

SJR101 *Constitutional Amendment* authorizing University of Idaho to charge tuition. Passed Senate 32-2-1 (3-3), Passed House 64-3-3 (4-8). Now goes to next general election ballot for public vote/approval-rejection.

S1159 *Support unit calculation for divided school districts*: Removed favorable calculation for districts who deconsolidate. Passed Senate 23-10-2 on 3/27, Failed on House floor 25-45-0 on 4/7

STAFF COMMENTS AND RECOMENDATIONS

This particular legislative session was one that required an extraordinary measure of cooperation, coordination and consultation in order to forward the Board's overall objectives and intents. Staff worked closely with the Governor, staff, legislative leadership and germane committees to accomplish the stated goals.

BOARD ACTION

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

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SUBJECT

Medical Education Committee Recommendation Implementation

REFERENCE

January 26, 2009

Board accepted finding of the State Board of
Education Medical Education Study Committee

BACKGROUND/DISCUSSION

The Board has determined that there is a serious shortage of physicians in Idaho to meet the needs of the State's growing population. This shortage is most acute in primary care (family practice medicine, internal medicine, psychiatry, and pediatric medicine) and especially in rural areas of the State. The Board's vision for expanded medical education in Idaho, embodied in the medical education recommendations, is to meet the State's physician need by drawing together the expertise and synergies of the medical education stakeholders, including the State's universities, the University of Washington School Of Medicine, the Boise V.A. Medical Center, and Idaho's health care providers. Through collaboration, the Board shall leverage the existing health science education programs at Idaho's three universities along with our longstanding participation in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) regional medical program to begin (within a relatively short time-frame) expansion of medical education opportunities in the State of Idaho. The Board currently anticipates expanding and enhancing physician residency programs, expanding the number of WWAMI seats for Idaho students, and leading the efforts with the medical education stakeholders to jointly develop a collaborative and comprehensive plan to establish a four-year Idaho based Medical Degree (MD) program.

PLANNING/COORDINATION/GOVERNANCE

Idaho currently lacks a governance structure to encourage and coordinate the efforts of all critical stakeholder groups in planning, developing and expanding medical education programs. While the Board reviews/approves the strategic plans, performance reports and budgets of three residency programs and Idaho funded student support to attend the University of Washington (WWAMI program) and University of Utah MD programs, there is no mechanism to pull together all the important stakeholders in creating a strategic vision and long-range plan for coordinated expansion of these programs and adding new programs. It is therefore recommended that the Board establish a position to be filled by an individual with strong medical education credentials and the ability to effectively coordinate the contributions of all stakeholders. This individual would be given significant responsibility to assist stakeholders and to facilitate the steps necessary through the authority of the Board to establish an Idaho based MD

program and to further strengthen the program through expanded contributions from the State's institutions, including Idaho State University (ISU), Boise State University (BSU) and the University of Idaho (UI). Initial steps suggested by the Board of Education for follow-up review and implementation by the stakeholders include the following:

PRIORITY ACTIONS FOR EXPANDED MEDICAL EDUCATION

1. Expand Medical Residency Opportunities

The Governor recommended \$416,100 in General Funds for ongoing base funding in support of expansion of residents at Idaho's two family medicine residency programs. This expansion effort began as a Governor's Initiative in FY 2008 with one-time Millennium Funds. The Joint Finance and Appropriations Committee (JFAC) have approved \$318,400 on-going funding for this recommendation from the Governor. The Governor has also requested \$296,100 for expansion of the Rural Training Tracks at Idaho's two family medicine residency programs but JFAC did not provide funding for this recommendation. Increasing the number of State funded seats at medical schools residency programs for those Idaho students to attend after receiving their MD. Medical students have a far greater tendency to stay where they complete their residencies than where they attend medical school. Idaho needs to aggressively increase the level of State support to existing residency programs and add new full residencies in internal medicine, pediatric medicine and psychiatry. The number of residency seats available each year (new residents) in the State should match, and ideally, exceed the number of State funded first year undergraduate medical education seats (currently 28 annually with planned rapid expansion to 48 or more).

2. Expand Idaho WWAMI Seats; Evaluate Adding a First Year Cohort at Idaho State University

Currently, there is a first-year cohort of 20 Idaho WWAMI students at the University of Idaho. Further expansion of the WWAMI first year at the UI will require funding additional facilities. In addition to adding seats at the UI, it may also be cost-effective to start a second cohort of 10-20 first-year WWAMI students at Idaho State University. Given ISU's health professions role and mission (and corresponding existing faculty and facilities), University of Washington School of Medicine officials have indicated they will consider a new first-year cohort at ISU when funding becomes available. WWAMI would need to conduct a study before making this determination.

3. Adding the WWAMI Second Year of Medical Education in Idaho

Currently, a full three years of WWAMI medical education toward an MD can be completed in Idaho. The first year is completed at the UI and it may also be possible to be expanded to include ISU (as proposed above). The third and fourth years of medical education primarily involve clinical experiences with students working with actual patients under the careful supervision of practicing physicians. The WWAMI program has developed an extensive network of clinical training sites throughout Idaho with the potential of expanding these sites as needed. One way in which a four-year MD program may be established in Idaho is to provide the second year of medical education in the State (the WWAMI second year is currently being accomplished in Seattle). While the second year of medical education involves extensive classroom activity, the stakeholders may determine that much of this can be accomplished through distance learning technology from Seattle. Even with the classroom learning, the trend in medical education is to begin significant student exposure to clinical settings in the second year. The only location in the State with sufficient clinical opportunities to support 40 plus medical students is the Treasure Valley with its concentration of large hospitals, clinics, the V.A. medical center and a wide variety of physician medical specialties. WWAMI officials have indicated that the second year of medical education could be established in the Boise area within three years from the time that funding becomes available. This would require extensive collaboration with Boise State University, Idaho State University and the University of Idaho. Lewis-Clark State College may also be able to contribute to the medical education expansion effort. Idaho schools would be asked to provide health sciences and clinical faculty, facilities, and where needed, distance learning technology to meet all second year curriculum requirements. The University of Washington School of Medicine has expressed willingness to enter into a partnership through the Board of Education for coordinated collaboration with our public college and universities, as well as other important Idaho stakeholder groups to study the cost and feasibility of delivering the second year of medical school in Idaho.

4. Completing Development of an Idaho-based MD Program

Once the State has established all four years of WWAMI medical education in Idaho, over time, we could continue to expand the medical education program to meet growing needs, begin working toward independent accreditation and eventually achieve full independence from the University of Washington School of Medicine. An independent, Idaho-based MD program could have a positive economic impact on the State's economy and accelerate development of biomedical research opportunities. Each Idaho University

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would continue to contribute to the Idaho-based MD program as we collectively leverage our resources to grow a medical school.

IMPACT

Expanding and adding primary care residency programs, expanding WWAMI with a first-year cohort at Idaho State University, building the WWAMI second year of medical education in the State, and establishing a medical education position in the Office of the State Board of Education would represent a huge step toward resolving the physician shortage problem facing our citizens and provide a needed boost to the State's economy. Funding these initiatives will be challenging but with good leadership, making coordinated/optimum use of existing public and private resources, and building on established and highly successful programs already in operation, these steps for expanded medical education can be accomplished at a reasonable cost. Most of the funding for residency programs in the State comes from private sources. Even a relatively modest increase in State support could be leveraged into significant increases in the number of residency seats available. The University of Washington School of Medicine will study and report back to the State Board of Education the estimated cost of a first year cohort at ISU and delivering the second year of medical school in Idaho.

ATTACHMENTS

Attachment 1 – Findings and Recommendations of the
State Board of Education Medical Education Study Committee

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to direct the Executive Director of the Board to take action to establish and seek funding to create a Medical Education position on the Board staff to provide planning, coordination and facilitate collaboration on implementation of the Medical Education Study Committee recommendations.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to support the Governor's initiative to expand State funded support for Idaho medical residency programs and for the Executive Director to work closely with the Governor's Office to develop new initiatives to expand State support for medical residency programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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A motion to request funding in FY2011 for the expansion of ten (10) additional State funded WWAMI seats (total of 30 funded seats) with the addition of a new cohort of ten (10) students at Idaho State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to direct staff to work with the University of Washington School of Medicine to develop a comprehensive plan for establishing the second year of medical education in Idaho with the understanding that the University of Washington School of Medicine will pay for the cost of developing the plan. The plan must be brought back to the Board for approval and authorization to seek funding for implementation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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State Board of Education Medical Education Study Committee

Report of Findings and Recommendations

January 7, 2009

Findings

1. Graduate Medical Education (Physician Residency) programs play a critical role in expanding the supply of physicians in a state. The location of a physician's residency is an important factor in determining the location of that physician's future practice. Idaho currently has three state supported residency programs, including only two family practice residencies.
2. There is a serious shortage of physicians in rural Idaho and of primary care¹ physicians throughout Idaho. This shortage is expected to worsen because of retirements, economic inequities and other factors.
3. Programs for attracting and retaining primary care and rural physicians in Idaho are inadequate.
4. Increased access to undergraduate (studying for an MD or DO) medical education is necessary to address the current and future shortage of physicians in Idaho. Ultimately, an Idaho-based medical program would provide significant benefit to the state.
5. Incentive programs for recruiting and retaining physicians that are applied close to the time physicians begin their medical practice are most effective.
6. Selection of medical students based on their proclivity to practice in rural areas is an important factor in recruiting physicians to rural areas.
7. The number of Idaho medical school graduates can be increased by expanding seats through WWAMI², WICHE³, osteopathic schools, University of Utah and other programs.
8. The WWAMI program has been very successful in Idaho. A relatively high percentage of WWAMI students return to practice in Idaho and the WWAMI association has nurtured biomedical research opportunities in the State.
9. Current government reimbursement formulas tend to favor specialists to the disadvantage of primary care physicians and physicians practicing in rural Idaho.

¹ For the purposes of this report, all references to primary care include: family practice medicine, internal medicine, psychiatry and pediatric medicine.

² The University of Washington regional medical program conducted in collaboration with the states of Washington, Wyoming, Alaska, Montana and Idaho (WWAMI)

³ The Western Interstate Commission for Higher Education-Professional Student Exchange Program

Recommendations (in order of priority)

1. Expand the development of graduate medical education (residency programs) opportunities in the State of Idaho focusing on primary care and rural practice. In partnership with Idaho hospitals, the VA, Idaho doctors, private enterprise and Idaho's colleges and universities, the State of Idaho should promote and assist the funding of these programs.
2. Immediately increase the State funding support for Idaho WWAMI students to expand the number of seats from 20 per year to 40 per year (adding 10 per year over the next two years) and encourage the WWAMI program to establish the full four years of medical education opportunity in Idaho.
3. Expand the total number of medical seats for Idaho sponsored_students to between 60 to 90 per year (an aggregate total of 240 to 360) as soon as practicable through partnerships with WWAMI, WICHE, University of Utah, osteopathic schools and other medical schools taking into consideration the following factors:
 - a. Quality
 - b. Return rate
 - c. Cost effectiveness
 - d. Retention
4. The State Board of Education will oversee an initiative to engage all stakeholder groups (ISU, UI, BSU, LCSC, University of Washington ,VA Medical Center, the hospitals, and the Idaho Medical Association) to jointly develop a collaborative and comprehensive plan for establishment of a 4-year, Idaho based MD program.
5. Encourage medical school admission committees to use selection criteria for admission into Idaho sponsored medical seats which maximize potential for practice in primary care and rural areas.
6. Work with sponsored medical programs to insure that Idaho medical students participate in an Idaho rural rotation (clerkship) as part of their program.
7. Expand and enhance the current Idaho Rural Physician Incentive Program (RPIP)⁴ to help recruit physicians to rural Idaho.
8. Consider providing a tax incentive for physicians practicing in rural Idaho.
9. Increase Medicaid reimbursement rates for primary care physicians.
10. Consider developing a pay-back provision for Idaho sponsored medical school seats.

⁴ The RPIP is currently in Idaho statute and will begin dispersing funds to selected physicians in the near future.

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SUBJECT

Approval of Institution, Agency, and Special/Health Programs Strategic Plans

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code

BACKGROUND/ DISCUSSION

The State of Idaho requires the Board and institutions, agencies and Special/health programs under the oversight of the board submit a strategic plan each year in July. These draft strategic plans have been developed by institutions' and agencies' staff.

Many of the institutions have comprehensive, lengthy strategic plans as required as part of their accreditation process. For this reason some of the plans submitted are condensed to meet the Board office and the Division of Financial Management (DFM) guidelines.

The guidelines set by the Board office follow DFM and Idaho Code requirements. The Board office requested that strategic plans include the following (and should follow the general format of the Board's approved 2009 Strategic Plan):

- * ***Vision and/or Mission Statement:*** Provide a comprehensive outcome-based statement covering major division and core functions of the agency.
- * ***Goals for major divisions:*** A goal is a planning element that describes the broad condition or outcome that an agency or program is trying to achieve.
- * ***Objective:*** The objective is a planning element that describes how the agency plans to achieve a goal.
- * ***Performance Measures:*** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator).
- * ***Benchmarks:*** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean a national industry standard or agency research of circumstances that impact performance capabilities).
- * ***External Factors:*** Identify external factors that are beyond the control of the agency that affect the achievement of goals.

IMPACT

Once approved, OSBE will submit the strategic plans to DFM. If the Board does not approve the strategic plans as submitted, the Board may direct staff to work with the agencies, institutions, and special/health programs to revise their strategic plans for final approval at the regular June meeting.

ATTACHMENTS

Attachment 1 –	OSBE Scholarships & Grants	Page 3
Attachment 2 –	OSBE WICHE Professional Student Exchange	Page 5
Attachment 3 –	OSBE University of Utah Medical Education Program	Page 7
Attachment 4 –	OSBE Family Medicine Residency of Idaho	Page 9

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Attachment 32 –	College of Southern Idaho	Page 165

BOARD ACTION

A motion to approve the 2010-2014 Institution, Agency, and Special/Health Program Strategic Plans as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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APRIL 16-17, 2009

**Office of the State Board of Education
Scholarships and Grants
Strategic Plan
2010-2014**

Mission Statement

The State Board of Education provides administrative oversight for a variety of programs designed to assist Idaho students who are pursuing postsecondary education. These programs include a range of scholarships, grants, and work-study opportunities, and reflect the Board of Education and the Legislature's belief that substantial economic and social benefits accrue to the state if deserving students have the option and, where possible, financial assistance in gaining a good education. Listed below are programs currently administered for the Board by the Office for the Board:

Program	Type	Funding Source
Robert R Lee Promise A	Scholarship	State
Robert R Lee Promise B	Scholarship	State
Opportunity	Scholarship	State
Atwell Parry	Work Study Program	State
Minority "At Risk"	Scholarship	State
Teachers/Nurses	Loan Forgiveness	State
Freedom	POW/MIA Scholarship (Fee Waiver)	State
Public Safety Officer	Scholarship (Fee Waiver)	State
Grow Your Own Teacher	Scholarship	State
Leveraging Educational Assistance	Scholarship	State/Federal
Byrd Honors	Scholarship	Federal

Goal

Increase access to postsecondary education and improve the continuation rate for Idaho high school graduates by helping students pay for educational costs.

Objective 1

Administer all assigned programs in a manner that ensures maximum effective use of state and federal resources.

Performance Measure

Percentage of all secondary completers continuing to postsecondary education.

Percentage of eligible applicants served by each program.

Benchmark

Fifty percent of all secondary completers continue to postsecondary education within 3 years of high school graduation.

One hundred percent of eligible applicants receive timely processing of their applications.

Objective 2

Increase the number and percentage of Idaho minority and English as second language (ESL) students who pursue postsecondary education.

Performance Measure

Percentage of minority student secondary completers that continue to postsecondary education.

Benchmark

Thirty five percent of minority student secondary completers continue to postsecondary education.

Objective 3

Increase the number of scholarship available to Idaho's best and brightest students to attend an Idaho educational institution.

Performance Measure

Number and percentage of highly qualified applicants (3.5+ GPA and 28+ ACT equivalent score) receiving Promise A scholarships

Benchmark

Fifty percent of highly qualified applicants are selected for Promise A scholarships.

Key External Factors Beyond Agency Control

- Scholarship, grant and work study are funded by state and federal appropriations. Continuation, expansion or creation of new programs depends on the continued support from the Governor and legislators.
- The funding available for some programs is not adequate to cover all applicants who meet minimum qualifications and therefore some well qualified applicants may not be selected for program support.
- The lack of a statewide longitudinal data system with unique student identifiers may limit the data collection efforts necessary to compile the performance measures.

Office of the State Board of Education
WICHE Professional Student Exchange
(Field of Optometry)
Strategic Plan
2010-2014

Mission Statement

The Western Interstate Commission for Higher Education (WICHE) and its 15 member states provides expanded student access to higher education programs through the Professional Student Exchange Program (PSEP). With PSEP, Idaho students have an opportunity to enroll in professional schools offering academic programs not available in our State. Idaho pays a standard “state support fee” to WICHE that varies in amount with each academic program and in return, an Idaho student can attend a professional educational program in another WICHE at approximately that state’s resident tuition cost. While many academic program options exist under the WICHE PSEP program to include medical schools, Idaho currently only participates in the field of Optometry. The State supports two new Optometry students each year or an annual total of eight students through four years of training. The State’s participation in WICHE not only provides an opportunity for Idaho students to study Optometry but also helps ensure an adequate supply of Optometrists to meet the needs of our citizens.

Goal I

Attract high quality Idaho students to the WICHE PSEP program that also have an interest in returning to Idaho to practice Optometry.

Performance Measure

Number of students applying for each funded seat per year

Number and percent of Idaho supported students returning to Idaho to practice Optometry

Benchmark

Attract two well qualified applicants for each position filled

50 percent of graduates return to Idaho to practice Optometry

Goal II

Produce two highly-trained and fully-qualified Optometrist each year

Performance measure

Pass rate on the National Board of Examiners Optometry Examination

Benchmark

100 percent pass rate on Board of Examiners Optometry

Key External Factors Beyond Agency Control

While applicant screening will include interest in practicing in Idaho, the program has no control on factors which will ultimately dictate the location and opportunities pursued by program graduates. Funding for this program depends on continued financial support from the Idaho Legislature.

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**Office of the State Board of Education
University of Utah Medical Education Program
Strategic Plan
2010-2014**

Mission Statement

The University of Utah Medical Education Program provides eight Idaho students each year with the opportunity to attend the University of Utah School of Medicine with financial support from the State of Idaho. There are 32 Idaho students in total receiving State financial support to attend the four year medical education program. This partnership between Utah and Idaho allows our students to receive medical training not currently available in the State and, since many of the graduates return to Idaho to practice medicine, helps meet Idaho's need for more practicing physicians to care for its citizens.

Goal I

Provide high quality medical education to State funded Idaho students each year in the four year program.

Objective 1

Recruit eight high quality Idaho students each year that have an interest in practicing primary care medicine and returning to Idaho after completing their medical education.

Performance Measure

- Number of Idaho funded students applying/number and percentage selected
- Average GPA and MCAT Score of admitted Idaho students
- Pass rate of Idaho students on U.S. medical licensing examination

Benchmark

- Number of applicants will be sufficient to ensure high quality selections
- Medical exam pass rate for Idaho students will be 100 percent
- Number and percentage of graduates entering a primary care residency program

Objective 2

Recruit and encourage new Idaho M.D. graduates to attend residency training in Idaho or return to Idaho after completion of residency.

Performance Measure

- Number and percentage of all University of Utah Medical Education program graduates practicing in Idaho
- Number of recent graduates applying for residency training seats in Idaho
- Number of recent graduates applying for residency training seats in primary care medicine

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Benchmark

50 percent of Idaho supported University of Utah Graduates return to Idaho to practice medicine

Key External Factors Beyond Agency Control

- Funding or even expansion of the University of Utah Medical Education Program is dependent on continued financial support from the Idaho Legislature. As Idaho begins to grow medical education programs in the State, the University of Utah Medical Education Program may be expanded or phased out in favor of an Idaho medical education initiative.
- Currently, Idaho supported University of Utah Program graduates have no requirement to return to Idaho to practice medicine. The number and percentage of graduates eventually practicing medicine in Idaho will depend on the number of Idaho residency seats available to University of Utah graduates, and medical practice opportunities in the State for graduates of residency programs in other states.

**Family Medicine Residency of Idaho Strategic Plan
2010 - 2014**

VISION STATEMENT:

To produce outstanding family physician leaders for their communities.

MISSION STATEMENT:

The mission of our program is three-fold:

- Train superb medical school graduates to become outstanding physicians;
- Prepare broadly trained family physicians to practice in rural Idaho; and
- Serve the underserved.

GOALS:

Education - To provide an outstanding family medicine training program to prepare future family medicine physicians.

Objective:

1. To create an exceptionally high quality medical education environment to train future family physicians.
 - *Performance Measure:* Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates. Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.
 - *Benchmark:* At least 95% of all program graduates become ABFM Board certified. FMRI program performance above the national average (>50%) on an annual basis.
2. FMRI will obtain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM).
 - *Performance Measure:* FMRI will track its accreditation status and potential citations.
 - *Benchmark:* Maintain 100% full and unrestricted ACGME program accreditation and correct all citations.

Family Medicine Workforce - To produce Idaho's future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to keep as many of these residents in Idaho as possible post graduation from residency.

Objective:

1. To recruit outstanding medical school students to FMRI for family medicine residency education.
 - *Performance Measure:* FMRI will track how many students match annually for residency training in family medicine at FMRI.

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- *Benchmark:* At least ten medical students matched per year at FMRI.
- 2. To graduate fully competent family physicians ready to practice independently the full scope of family medicine.
 - *Performance Measure:* FMRI will track the number of graduates per year from our residency program.
 - *Benchmark:* FMRI will graduate at least nine family physicians per year from the program.
- 3. To keep as many family physicians as possible in Idaho after residency graduation.
 - *Performance Measure:* FMRI will encourage all graduates to practice in Idaho and track how many remain.
 - *Benchmark:* 50% retention rate of graduates to practice in Idaho.
- 4. To produce as many family physicians as possible to practice in rural Idaho.
 - *Performance Measure:* Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.
 - *Benchmark:* 40% of graduates staying in Idaho will stay in rural or underserved Idaho.

Key External Factors

Funding:

The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. The major revenue drivers for FMRI are 50% from patient fees, 25% from the area hospitals, 8% from the State Board of Education, 2% from Upper Payment Limit (UPL), 10% from grants, and 5% from research. The biggest unknown is in regards to the Upper Payment Limit (UPL) payment to FMRI this year. Additionally, the Idaho State Legislature support for a request for expanded maintenance and expansion funding that would be approved by the State Board of Education and JFAC are critical to the program's success.

Legislation/Rules:

As noted above to the Idaho State Legislature's support of FMRI request for increased maintenance and expansion funding is critical to be able to meet the projected workforce training of family physicians that this state needs. We are in great hopes the State Board of Education and the Idaho State Legislature will back this request of FMRI as it has in the past. The current economic environment could result in more difficulty in obtaining funding.

Governor's Support:

Governor C.L. "Butch" Otter in his January 2006 State of the State asked FMRI to expand rural family medicine training for Idaho. We are in great hopes that the Governor will continue his strong support in his budget for FMRI and graduate medical education training in family medicine and for the workforce production of future family physicians for Idaho.

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Hospital Support:

FMRI requires contributions from both Saint Alphonsus Regional Medical Center and St. Luke's Regional Medical Center in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The current economic environment could result in more difficulty in obtaining hospital funding.

Medicaid/Medicare:

FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center Look-Alike designation model that Medicaid and Medicare perform. This increased reimbursement funding is critical to the financial bottom line of the Residency. It appears that Medicaid and Medicare will continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. FMRI hopes that this is the case. As mentioned before, the current economic environment could result in more difficulty in obtaining funding.

Residency Review Committee – Family Medicine (RRC-FM)

Accreditation of our new rural training track in the Magic Valley is contingent upon the RRC-FM's decision which will occur this year. We will give them every reason to accredit this new rural training track but obviously the decision is outside of our control and theirs to make.

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Office of the State Board of Education
Rural Physician Incentive Program
Strategic Plan
2010-2014

Mission Statement

To recruit and attract primary care physicians to underserved areas of rural Idaho.

Goal I

Complete development of RPIP administrative rules and obtain Board and Legislative approval of the proposed rules.

Objective 1

Administrative rules are fully developed.

Performance Measure

RPIP administrative rules are reviewed and approved.

Benchmark

RPIP administrative rules are approved by the Board not later than June, 2009.

Objective 2

Administrative rules are submitted for review by the Legislature.

Performance Measure

Administrative rules have been reviewed and approved by the Legislature to ensure a timely start in administering the RPIP and disbursement of funds.

Benchmark

RPIP administrative rules are approved by the 2010 Legislature.

Goal II

Develop the necessary administrative structure for effective administration of the RPIP program.

Objective 1

Establish the RPIP Oversight Committee with a group of knowledgeable individuals and stagger terms of appointment to ensure continuity of Committee operations over time.

Performance Measure

The Oversight Committee is established and begins administrative activities with support from the Board Office.

Benchmark

The Oversight Committee begins RPIP administrative activities not later than January, 2010.

Objective 2

Develop the first annual priority list of eligible physicians/communities for consideration and selection by the Board for a debt payment awards.

Performance Measure

Selection of debt payment award recipients is completed and funds are disbursed.

Benchmark

The first group of physicians to receive debt payment awards is selected by the Board not later than April, 2010 for fund disbursement in July, 2010. Award recipients will be processed so as to be identified annually in April of each subsequent year.

Goal III

Explore options to enhance and expand the RPIP.

Objective 1

The Oversight Committee contacts key personnel in public and private organizations that may be helpful in increasing the visibility and funding support for the RPIP.

Performance Measure

The Oversight Committee will annually make a report to the Board containing ideas and possible sources of funds for expansion and/or increased support of the RPIP.

Benchmark

Report made annually to the Board in January or February.

Objective 2

The Oversight Committee will conduct an annual survey of physicians/communities receiving payments under the RPIP.

Performance Measure

The Oversight Committee will include an analysis of RPIP effectiveness for recruiting and retaining physicians in underserved areas of Idaho.

Benchmark

Effectiveness data is included the annual January-February report to the Board.

Key External Factors Beyond Agency Control

- Funding for the RPIP is derived from fees assessed Idaho supported medical students at the University of Washington and the University of Utah. Future funding of the program depends of continued Legislature financial support to these medical students.
- The ability to recruit physicians into rural Idaho depends on the general supply and demand for physicians throughout the country and the availability of other competing incentive programs.
- Statute limits the dollar amount of disbursements to \$50K over five years. Over time these program constraints could reduce the competitiveness of the RPIP.
- The remoteness of some Idaho rural communities may make it difficult to attract qualified physicians to some of these communities, even with a debt payment program.

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Office of the State Board of Education
Advanced Clinician Psychiatry (Residency) Track
Strategic Plan
2010-2014

Mission Statement

Idaho Advanced Clinicians Track is the psychiatry residency program offered through the University of Washington in cooperation with the Boise Veterans Affairs Medical Center, Saint Alphonsus Regional Medical Center and Saint Luke's Health System. The program supports three residents in each of four years of training. Two years of training is conducted in Seattle and two additional years are conducted in Boise. This psychiatry residency program is one of three residency programs in the state currently receiving funding support from the Legislature. Expansion of the psychiatry residency has also been identified by the State Board of Education as one of their highest priorities for expansion of medical education opportunities in the state.

Goal I

Attract quality students to the Psychiatry Residency Program that also have an interest in practicing in Idaho

Performance Measure

Number students applying each year

Number of students offered a residency seat before a residency match

Benchmark

Attract two well qualified applicants for each position filled

Goal II

Produce three highly trained and fully qualified Psychiatrists in 2010 and work toward adding a new residency seat each year from 2011-2014.

Objective

Train excellent general psychiatrists to practice in smaller communities with a particular emphasis on teaching resident skills in outpatient and inpatient consultation-liaison psychiatry and working effectively with primary care providers.

Performance Measure

Pass rate on the Board of Medicine examination

Number of graduates remaining in Idaho

Number of graduates practicing in medically underserved areas of the state

Benchmark

100 percent pass rate on Board of Medicine examination

50 percent of graduates remain in Idaho

Key External Factors Beyond Agency Control

While resident applicant screening will include interest in remaining and practicing in smaller Idaho communities, the program has no control on factors which will ultimately

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dictate the location and opportunities pursued by program graduates. The state only provides about 10 percent of the annual cost of a psychiatry residency seat. Expansion of the residency program will require additional financial support from both public and private sources.



Idaho Division of Professional- Technical Education 2010-2014 Strategic Plan

March 20, 2009



**Idaho Division of
Professional-Technical
Education**

Welcome!

The Division of Professional-Technical Education is an integral part of the State Board of Education's overall plan and process for the delivery of quality education and a seamless system of educational services throughout Idaho. Professional-technical education provides Idaho's youth and adults with technical skills, knowledge, and attitudes necessary for performance in a highly effective workplace.

Eighty percent of jobs in Idaho require less than a four year baccalaureate degree. These jobs requiring less than a four year baccalaureate degree are becoming increasingly sophisticated requiring quality technical education as well as a solid academic foundation. Professional-technical education is the delivery system for addressing this need. A component of the technical college system is workforce training which focuses on short term training for adults to retrain and upgrade their skills to meet labor market demands.

This plan provides direction for the professional-technical education system to inform, organize and affect continued efforts to deliver professional-technical programs and services to people throughout the state. The strategic planning process is dynamic and enhances our continuous improvement philosophy. The ultimate impact of this plan will depend on the efforts of dedicated teachers, administrators, and business people. We, in the Division, appreciate the opportunity to help facilitate those efforts and welcome suggestions for improvements.

Ann Stephens, State Administrator

Mission Statement

The mission of the Professional-Technical Education System is to provide Idaho's youth and adults with the technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace.

Vision Statement

Economic vitality as well as quality of life is dependent on effective people equipped with the necessary skills, knowledge and attitudes to compete effectively, work efficiently and safely while balancing responsibilities to the family and the community. A qualified skilled workforce is essential to the competitiveness of Idaho's businesses and industries and the well-being and safety of Idaho's citizens. Professional-Technical Education is the delivery system that focuses on this need.

Professional-Technical Education is Idaho's public workforce education and training delivery system and is devoted to preparing students for occupations requiring less than a four year baccalaureate degree. This includes training for workers already in the workplace and for adults needing basic academic skills.

Quality, access, accountability, responsiveness and commitment to continuous improvement are hallmarks of Idaho's Professional-Technical Education System.

AUTHORITY

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Chapter 19, Title 67, and Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for the DPTE is delineated in Idaho Code, Chapter 22, and Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions. Section 33-1002G allows school districts to establish professional-technical schools and 39-5009 established the displaced homemaker account for appropriation to the State Board of Professional-Technical Education.

Goal 1 - Quality

Improve the quality of Idaho's professional-technical education system.

Objective 1: Promote initiatives that improve the quality of professional-technical education.

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Performance Measure: Number of PTE concentrators who take a state approved Technical Skill Assessment (TSA).

Benchmark: The number of PTE concentrators who take a state approved TSA will increase each year.

Objective 2: Promote business and industry participation in professional-technical education.

Objective 3: Recruit and retain qualified professional-technical educators.

Objective 4: Promote professional development opportunities for students, teachers and counselors.

Objective 5: Use continuous improvement processes to assess program quality and effectiveness.

Goal 2 – Access

Provide access to professional-technical education programs and services.

Objective 1: Provide alternative delivery systems to support underserved regions and workforce development training.

Objective 2: Inform students and parents about professional-technical education, occupations, educational programs, schools, and scholarships.

Objective 3: Inform partners, including business and industry, agencies, and economic development entities, about professional-technical education.

Objective 4: Expand opportunities that help special populations participate in professional-technical programs and services.

Objective 5: Maintain access to quality postsecondary and adult professional-technical education programs and training opportunities.

- Performance Measure: Number of postsecondary programs and training opportunities.
- Benchmark: Number of postsecondary programs and training opportunities will be maintained or increased each year.

Objective 6: Provide educational programs and services for adults who lack the level of basic skills and literacy necessary for effective citizenship and productive employment.

- Performance Measure: Number of adults served in ABE Centers.
- Benchmark: Number of adults who achieved positive transition to jobs or postsecondary education will be maintained or increased each year.

Goal 3 – Accountability

Ensure effective and efficient use of professional-technical education resources.

Objective 1: Review, revise and implement policies to make efficient use of professional-technical education system resources.

Objective 2: Ensure funds designated for the professional-technical education system are efficiently managed to support the role and mission.

Objective 3: Maintain efficient financial and accounting systems for the Division and the professional-technical education system.

Objective 4: Maintain high placement rates.

- Performance Measure A: Number of postsecondary professional-technical education completers who achieve positive placement or transition.
- Benchmarks: The number of postsecondary completers who achieve a positive placement is at 90 percent or better.

- Performance Measure B: Number of secondary completers who transition to postsecondary education or training.
- Benchmark: The number of secondary completers who transition to postsecondary education or training will increase each year.

KEY EXTERNAL FACTORS

- Rapid technological change
- Diversification of Idaho's job market
- Adequate supply of qualified instructors
- State and federal legislation
- State and national economic climates
- State employment rates

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*Idaho Public
Television*
STRATEGIC PLAN
2010-2014

Idaho Public Television STRATEGIC PLAN 2010-2014

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals, and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meeting the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board of Education (SBOE). This plan displays SBOE goals alongside the Agency's Strategic Planning Issues.

Peter W. Morrill
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich, and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational, and cultural television and related resources;
- Creating Idaho based educational, informational, and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing, and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

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SBOE Goal 1:QUALITY: Set policy and advocate for continuous improvement of the quality of Idaho's educational system.

IdahoPTV Objectives for Quality:

- 1) Provide high quality television programming and new media content.
 - Performance Measure(s):
 - Number of awards for IdahoPTV media and services.
 - Benchmark: FY10 – meet or exceed 35
- 2) Progress toward quality DTV implementation.
 - Performance Measure(s):
 - Number of DTV channel hours of transmission.
 - Benchmark: FY10 – meet or exceed 137,240
 - Number of transmitters broadcasting a DTV signal.
 - Benchmark: FY10 – 5 of 5
 - Number of DTV-ready translators (DTT).
 - Benchmark: FY10 – 39 of 39
 - Number of licensed DTV fill-in translators (DTS).
 - Benchmark: FY10 – meet or exceed 1 of 7
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 10
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 7
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY10 – meet or exceed 73.1%
- 3) Provide relevant Idaho-specific information.
 - Performance Measure(s):
 - Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.
 - Benchmark: FY10 – meet or exceed 1,795
- 4) Be a relevant educational and informational resource to all citizens.
 - Performance Measure(s):
 - Full-day IdahoPTV viewership as compared to peer group of PBS state networks – indexed to 100.
 - Benchmark: FY10 – meet or exceed 100
- 5) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
 - Performance Measure(s):
 - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY10 – meet or exceed 97.5%
 - Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
 - Benchmark: FY10 – meet or exceed 13,500

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SBOE Goal 2: ACCESS: Set policy and advocate for improving access for individuals of all ages, abilities, and economic means to Idaho's educational system.

IdahoPTV Objectives for Access:

- 1) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
 - Performance Measure(s):
 - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
 - Benchmark: FY10 – meet or exceed 97.5%
 - Number of service hours of descriptive video service provided via the second audio program to aid those with impaired vision.
 - Benchmark: FY10 – meet or exceed 13,500
- 2) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
 - Performance Measure(s):
 - Total number of hours of educational programming.
 - Benchmark: FY10 – meet or exceed 8,842
- 3) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
 - Performance Measure(s)
 - Number of visitors to our Web sites.
 - Benchmark: FY10 – meet or exceed 2,100,000
- 4) Progress toward digital implementation, as a statewide infrastructure in cooperation with public and private entities.
 - Performance Measure(s):
 - Number of DTV channel hours of transmission.
 - Benchmark: FY10 – meet or exceed 137,240
 - Number of transmitters broadcasting a DTV signal.
 - Benchmark: FY10 – 5 of 5
 - Number of DTV-ready translators (DTT).
 - Benchmark: FY10 – 39 of 39
 - Number of licensed DTV fill-in translators (DTS).
 - Benchmark: FY10 – meet or exceed 1 of 7
 - Number of cable companies carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 10
 - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
 - Benchmark: FY10 – meet or exceed 7
 - Percentage of Idaho's population within our DTV signal coverage area.
 - Benchmark: FY10 – meet or exceed 73.1%
- 5) Contribute to a well-informed citizenry.
 - Performance Measure(s):
 - Number of channel hours of news, public affairs, and documentaries.
 - Benchmark: FY10 – meet or exceed 10,000

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SBOE Goal 3: ACCOUNTABILITY: Set policy and advocate for effective and efficient use of resources in delivery of Idaho's educational system.

IdahoPTV Objectives for Accountability:

- 1) Operate an efficient statewide delivery/distribution system.
 - Performance Measure(s):
 - Total FTE in content delivery and distribution.
 - Benchmark: FY10 – less than 29.22
- 2) Operate an effective and efficient organization.
 - Performance Measure(s):
 - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
 - Benchmark: FY10 – yes/yes/yes

Key External Factors

(Beyond the control of Idaho Public Television):

Funding:

Most Idaho Public Television strategic goals and objectives assume at least current levels of on-going financial support from the State of Idaho, Corporation for Public Broadcasting, and private contributions. These funding sources can be uncertain.

Much of the content that Idaho Public Television airs comes from other organizations, both nationally and regionally. If their program production funding sources change (up or down), it also could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Legislation/Rules:

Recent state statute and rule changes typically have not impacted Idaho Public Television.

Federal Government:

A great deal of funding, for both operational and infrastructure, comes from various entities of the federal government. A sudden downward change in these funding pools could affect IdahoPTV's ability to fulfill this strategic plan.

Various aspects of IdahoPTV's program functions fall under federal oversight including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

As a result of congressional action, the federal government, through the Federal Communications Commission, has ordered the cessation of operation of all analog television transmitters in the United States beginning on June 12, 2009. This landmark legislation will have significant impact on upwards of 608,000 viewers in the Idaho area (according to A.C. Nielsen, Inc., November 2007) who rely on over-the-air analog television. This federally mandated shutdown of analog television may also reduce the size of audiences for television viewing both nationally and locally. Also, the federal government has not mandated that A.C. Nielsen measure audiences who watch local television stations' digital channels except the primary channel. IdahoPTV's HD, Learn, and World channels viewership will not be surveyed. In addition, the federal government has known for years that digital signals do not travel well in

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mountainous areas. Idaho City, Emmett, Boise Front/Harris Ranch, Glens Ferry, mid/southern Wood River Valley, and the Portneuf Valley are going to be impacted. The federal government has recently implemented a "fix" to this problem. We are working hard to obtain licenses and equipment funding via federal, state, and private sources. An immediate impact on IdahoPTV may be a decline in donations because some viewers may not be able to receive our signal because they live in one of the areas listed above or have not purchased a digital TV receiving device.



Idaho Division of
Vocational Rehabilitation

2010 - 2014

Content and Format

Since Federal and Idaho State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting purposes in this Strategic Plan. This Plan will cover federal fiscal years 2010 through 2014.

The Plan is divided into three sections. The first section focuses on the Vocational Rehabilitation Program and presents specific goals, objectives and strategies for achieving these goals. The following section relates to the IDVR State Renal Disease Program. The final section addresses external factors impacting IDVR.

Vocational Rehabilitation Program Vision Statement

“Your success at work means our work is a success.”

Vocational Rehabilitation Program Mission Statement

“Preparing individuals with disabilities for employment and community enrichment.”

Vocational Rehabilitation Program Goals

Goal #1 – Continually improve the quality of Vocational Rehabilitation services available to eligible Idahoans with disabilities to prepare for, obtain, maintain, or regain competitive employment and long term Supported Employment within the context of available resources.

1. **Objective:** Increase the number of individuals who successfully become employed after receiving VR services.

Performance Measure: The number of individuals who successfully achieve the employment outcome objective.

Benchmark: The number of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

2. **Objective:** Increase the number of transition age youth who successfully become employed after receiving VR services

Performance Measure: The number of transition age youth who successfully achieve the employment outcome objective.

Benchmark: The number of transition age youth exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

3. **Objective:** Increase the earnings of individuals who successfully become employed after receiving VR services.

Performance Measure: The earning capacity of those who become employed.

Benchmark: The average hourly earnings of individuals exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

4. **Objective:** Increase the number of individuals with significant disabilities placed in employment with long term job support.

Performance Measure: The number of individuals in employment who receive long term support.

Benchmark: The number of individuals with significant disabilities placed into employment with long term job support shall be equal to or exceed the previous year's performance.

5. **Objective:** Utilize Information Technology to its maximum capacity.

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- A. **Performance Measure:** Increase the efficiency and capacity of record storage.
Benchmark: Initiate a pilot project on document imaging in one region by 2010.
- B. **Performance Measure:** Information Technology/Skill Development of all personnel.
Benchmark: Ongoing education and training will increase.
- C. **Performance Measure:** Identify the most effective case management software to meet the agency's needs.
Benchmark: On-going research by IT and Field staff to identify/review software solutions.
6. **Objective:** Statewide consistency for orientation and training to ensure continuity among all levels of staff.
- Performance Measure:** A comprehensive Training Manual for VR Counselors, VR Assistants, Regional Managers, and Assistant Regional Managers.
Benchmark: One module of the Training Manual will be completed per year over the next four years.
7. **Objective:** Expand Employment Opportunities for Clients
- Performance Measure:** Implementation and use of the job development pilot project.
Benchmark: Job development pilot project will be implemented and in use by 2010.
8. **Objective:** Enhance revenue opportunities for VR programs.
- Performance Measure:** Increase grant opportunities and collaboration with other agencies to develop shared projects.
Benchmark: Collaboration with other agencies will meet or exceed the previous year.
9. **Objective:** Establish the most appropriate governance model for IDVR.
- Performance Measure:** During SFY2010, IDVR will work with the Governor's office to identify a future location for IDVR within state government.
Benchmark: A location will be identified during SFY2010.

Goal #2 - Ensure that all eligible individuals with disabilities have equal access to services.
--

1. **Objective:** Assure that individuals of minority backgrounds have equal access to services
- Performance Measure:** Maintain or increase the number of individuals from minority backgrounds who successfully become employed after receiving Vocational Rehabilitation services.
Benchmark: The number of individuals with disabilities from minority backgrounds exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

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2. **Objective:** Adequately meet the employment needs of the increasing Adult Corrections population statewide.

Performance Measure: Maintain or increase the number of individuals from the Adult Corrections population statewide who successfully become employed after receiving Vocational Rehabilitation services.

Benchmark: The number of individuals with disabilities from the Adult Corrections population exiting the VR program who achieved an employment outcome shall be equal to or exceed the previous year's performance.

3. **Objective:** Strengthen partnerships with community partners

- A. **Performance Measure:** Participation in the meetings and activities of community programs including but not limited to the Consortium for Idahoans with Disabilities (CID), Workforce Investment Act (WIA), State Independent Living Council (SILC), Developmental Disabilities Council, Advisory Commission on Correctional Education and Programs, Interagency Working Group, and Secondary Transition Group to support their efforts.

Benchmark: Increase regular attendance

- B. **Performance measure:** Increase collaboration with Community Rehabilitation Partners (CRP) to develop shared projects.

Benchmark: Collaboration with CRPs will meet or exceed previous year.

4. **Objective:** Create a collaborative effort with community partners, which results in a temporary homeless project for people with disabilities who currently encounter housing barriers that impede their capacity for employment.

Performance Measure: Decrease the number of individuals with disabilities who are incurring homelessness because of the current economic downturn.

Benchmark: The number of individuals with disabilities who are provided shelter assistance.

Goal #3 - Ensure that IDVR is compliant with the Rehabilitation Services Administration (RSA) 2009 Information Guide.

Objective: Create an internal audit process that achieves the vocational outcome goals established by RSA.

Performance Measure: Monthly audits will be conducted statewide to address the current RSA performance objectives and policies.

Benchmark: IDVR will achieve a minimum of 90% compliance in all areas measured by the monthly audit review.

State Renal Disease Program

Mission

To provide financial assistance for lifesaving medical care and treatment to Idaho residents who are experiencing end-stage renal disease; and who do not have the financial resources to meet all their end-stage renal disease medical needs; and for whom work is not an option; or are employed, but unable to afford lifesaving kidney related expenses on a continuing basis.

Vision

No Idaho resident experiencing end-stage renal disease should be at risk of death solely due to the inability to financially secure timely and appropriate medical intervention.

Goal #1 – Provide Idahoans experiencing end-stage renal disease with a program for financial assistance for needs relating to life saving medical services.

1. **Objective:** Achieve an overall satisfactory rating for the State Renal Disease Program.

Performance Measure: The percentage of Idaho residents served in the program.

Benchmark: Achieve a minimum of 90% overall satisfaction rating.

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the clientele served and the variety of disabilities addressed. Challenges facing the Division include:

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR is dedicated to keeping current of the latest trends in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Center located at the University of Idaho.

Changes in the Medical Industry

Continuing advancements in the medical industry as well as changes relating to insurance and financial benefits pose complex questions for the Vocational Rehabilitation Counselor. This is especially true in determining eligibility and services. Many IDVR Counselors and Managers are involved with health and disability-related organizations to keep abreast of these changes.

Idaho's Economy

While Idaho has seen tremendous growth in its population in the past ten years, the current economic downturn is posing unique and challenging barriers to Idahoans with disabilities. IDVR has received an economic stimulus budget from RSA. The distribution of this money is reflected within the three overarching goals outlined within the strategic plan.

Political Climate

The political elements are by far the most difficult for IDVR to overcome since they are essentially out of the control of the Division. At the state level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

During SFY2009, the Governor's office determined that a study should be conducted to determine the best location within state government for this program. This undertaking has also been referenced within the strategic plan.

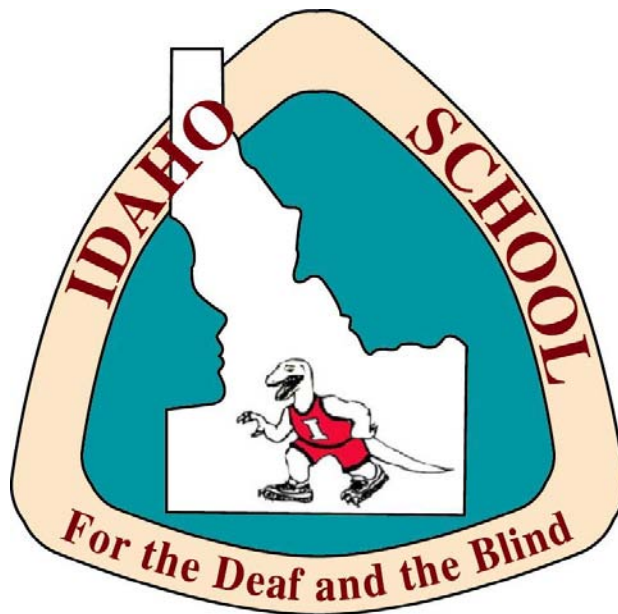
IDVR is also affected by decisions made at the federal level. The direction Congress chooses regarding reauthorization of the Rehabilitation Act will impact the future of Vocational Rehabilitation in Idaho. Federal funding decisions, e.g., training grants, block grants, funding reductions, program deletions, changes in health care and employment standards and practices are areas that would impact the Division's planning process.

All staff of the Idaho Division of Vocational Rehabilitation take pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability,

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STRATEGIC PLAN



2010-2014

ISDB STRATEGIC PLAN 2010-2014

The Idaho School for the Deaf and the Blind (ISDB) is an integral part of the State Board of Education's overall system of quality education throughout Idaho. This plan describes the agency's vision, mission and desired educational outcomes for youth with sensory-loss. The ISDB also follows the Goals for Elementary and Secondary Schools as defined by the State Board and the Department of Education as well as Idaho Quality Standards. Specific details of the agency's objectives and activities to support the plan and provide quality services to Idaho's children, their families and their school districts are included in its Operational Plan, available under separate cover.

ISDB's Strategic Plan 2009-2012 outlines major Agency and State Board targets for ISDB services. It should be noted that pending legislation, according to SB #1074, may result in changes that impact this agency and its activities.

Mary L. Dunne, Superintendent

VISION STATEMENT

Education, communication and independence for life.

MISSION STATEMENT

- The Idaho School for the Deaf and the Blind (ISDB) is a leading center of educational expertise in the state of Idaho available to all children with hearing and/or vision loss (including those with additional disabilities), their families, local education providers and statewide policy makers.
- ISDB's campus and outreach programs provide a continuum of educational opportunities, services and support designed to meet the individual needs of children with hearing and/or vision loss, including those with additional disabilities, from birth to age 21+ and ensure that these children achieve their potential for independence and success.

ISDB GOALS & OBJECTIVES

Goal 1—QUALITY:

Sustain and continuously improve service delivery, educational programs and student outcomes.

Objectives for quality:

1. Direct efforts at continuous improvements in programming that support student growth.

Performance Measure:

- Student growth data from early childhood and state testing protocols.

Benchmarks:

- Early childhood data places ISDB toddlers and children with vision or hearing loss within the range of age-appropriate developmental skills.
- Student growth measures evidence 1 year growth or more for year of school.

2. Engage parents in activities that increase their knowledge and their child's achievement.

Performance Measure:

- Annual parent survey.

Benchmark:

- Parents representing different communication, literacy and placement choices will indicate 90% satisfaction with student learning opportunities and program goals.

3. Continue to update equipment and staff training to support innovative use of communication/computer technologies for student learning

Performance Measure:

- Technology Log with inventory, staff trainings, student/staff use and annual assessment

Benchmark:

- "Innovative" technology strategies increase by 10% each semester in each teaching team

4. Maintain, increase and scaffold independent living activities.

Performance Measures:

- Independent Living Skills Curriculum Checklist
- Workshop surveys

Benchmarks:

- New independent living skills documented each quarter
- Workshops for teachers, cottage staff, and parents earn high marks for satisfaction and usefulness (on a 5 point rating scale, 90% are 4 or better)

5. Direct agency efforts at continuous improvement in post-graduation outcomes.

Performance Measure:

1. Post-graduation data

Benchmarks:

2. The numbers of ISDB graduates in each placement category (below) will compare to national/state averages by 2013.
 - * Percent of college/program completers
 - * Percent of long-term employment rates
 - * Percent of individuals with supported living needs placement

Goal 2—ACCESS:

Provide access for students and staff to skills, knowledge and community services.

Objectives for Access:

1. Increase student participation in opportunities for receiving non-traditional credits (dual credit, Tech-Prep, IDLA)

Performance Measure:

3. Number of students enrolled

Benchmark:

- Students enrolled in advanced opportunities programs will increase annually

2. Increase student participation in video conferencing to explore and connect with the world

Performance Measure:

- Number of students in innovative, out-of-classroom learning groups

Benchmark:

- 5% increase in student connections with other students or resources documented each semester

3. Maintain assistive technologies needed for students to access their education, communities and a competitive workplace in the 21st Century.

Performance Measure:

- Inventory/ checkout

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Benchmark:

- Each student has prescribed/appropriate assistive technologies available to him/her

4. Continue and increase efforts to coordinate training and mentoring for educational interpreters working in public schools to improve student access to instruction in LEAs.

Performance Measure:

- EITC Training and mentoring log

Benchmark:

- Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009

5. Continue and increase efforts to train and mentor para-educators working with students who are visually impaired

Performance Measure:

- Video Conferencing Log: workshop participation
- AT Training Log

Benchmark:

- Para-educators working in LEAs pass the NLS literary Braille transcription exam by February 2011
- Para-educators working in LEAS demonstrate proficiency in using a variety of assistive technologies annually

Goal 3—EFFICIENCY:

Deliver educational, habilitation and information programs and services in a manner which makes effective and efficient use of resources.

Objectives for efficiency:

1. ISDB Educational Interpreter Training Coordinator orchestrates statewide educational interpreter training and mentoring opportunities to increase consistency and equity statewide.

Performance Measure:

- EITC Training and mentoring log

Benchmark:

- Educational Interpreters working in LEAs score 3.5 or better on the EIPA (Educational Interpreter Proficiency Assessment) by August 2009

1. Provide additional training and information to identified screeners statewide.

Performance Measure:

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- Video Conferencing Log: workshop participation
Benchmark:
 - Increase outreach workshops/training to hearing screeners by 5% annually
- 3. Provide additional Orientation and Mobility services statewide.
Performance Measure:
 - O & M Log
Benchmarks:
 - Increase O & M services on campus to 4 days per week.
 - Determine the needs of students in their LEA with the education team
- 4. Continue and increase collaborative partnerships to increase service availability, improve networking, and minimize duplication
Performance Measure:
 - ISDB directory of contact information, meeting schedules and joint activities
Benchmark:
 - Directory is reviewed annually for 2-1-1 alignment and shown to be 80% complete
- 6. Enhance connectivity of ISDB staff/students with families, professionals, other students, and resources using video conferencing to increase services and reduce costs.
Performance Measure:
 - Video Conference Log
 - Car mileage Reports
Benchmark:
 - Increase use of video conferencing by 5% each semester.

Key External Factors:

Funding:

State funding to support ISDB goals and objectives has been cut by 6%. Neither federal grants (IDEA-B) nor ARRA monies have been granted.

Public, Private, Parochial and Home Schools:

ISDB Outreach Consultants make recommendations to the local, primary educators of a child/student with sensory loss. Their decision to apply or disregard professional recommendations meant to affect change for their students is voluntary— there is no effective process of negotiation or appeal.

Referral of Students from LEAs:

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Many LEAs in their efforts to provide a free and appropriate education in what they believe is a least restrictive environment are waiting too long to refer students for the level of services available at the campus center. Many students transfer to ISDB with minimal language and literacy competency, a history of failure, a sense of inadequacy and social isolation presenting difficult “odds” for success.

Misinformation:

During a State Board and Legislative review of ISDB programs a great deal of misinformation was generated, some of which lingers still. Full repair will take time.

Senate Bill #1074:

Pending legislation making IESDB an independent Bureau with its own Board of Directors, will change ISDB governance in ways that will be determined by the yet-to-be created IESDB Board.

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Idaho State Department of Education
Public Schools Strategic Plan
2010-2014

Vision Statement

To establish an innovative and flexible education system that focuses on results, inspires all students and prepares them to be successful in meeting today's challenges and tomorrow's opportunities.

Mission Statement

The Idaho State Department of Education is accountable for the success of all Idaho students. As leaders in education, we provide the expertise and technical assistance to promote educational excellence and highly effective instruction.

Indicators Of A High Quality Education System

- High student achievement
- Low dropout rate
- High percentage of students going on to post-secondary education
- Close achievement gap
- All decisions based on current accurate data
- Efficient use of all resources

Guiding Principles

- Every student can learn and must have a high quality teacher in every classroom.
- Market forces must drive necessary change.
- Current and new resources must focus on the classroom.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement.

- Increase district and school capacity to establish and maintain a positive education climate, with emphasis on a safe learning environment, and the intellectual, physical, social and psychological well-being of every child.

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- Continue efforts to remove barriers to teacher certification and provide support to those who want to enter the teaching profession.
- Increase dissemination of and accountability for research-based best practices in teacher preparation and provision of ongoing professional development that support student success.
- Continue efforts to provide increased pay for teachers in leadership and mentoring roles.
- Coordinate a statewide school improvement effort for those schools needing assistance to meet Adequate Yearly Progress goals.
- Increase the level of parental and community involvement in the education system by seeking partnerships with and feedback from all education stakeholders.
- Focus the statewide dropout prevention efforts of all education partners to reduce Idaho's dropout rate and increase graduation rates.
- Continue to support the establishment of public charter schools, public magnet schools and online educational opportunities to offer parents more quality choices in education for their children.
- Provide timely and relevant information, technical assistance and funding to Idaho's educators, schools, districts, students, parents, business leaders and the community, with a focus on excellent customer service.
- Increase efficiency of data collection procedures from school districts and public charter schools.
- Support efforts by school districts to consolidate services and streamline operations to make more efficient use of taxpayer funds and put more dollars into the classroom.

The State Department of Education partners with independent school districts to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Goal 1: Ensure students have the skills and knowledge necessary to succeed from kindergarten to high school graduation and post-secondary education.

Objective 1. Improve student achievement at the middle school level.

Performance Measure: Create a Middle School Taskforce to craft recommendations to improve student achievement.

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Benchmark: A proposal to increase student achievement in middle school will pass through Legislative rule in the 2010 Legislative session.

Objective 2: Improve access to post-secondary education while in high school.

Performance Measure: Create a Concurrent Credit Committee to evaluate current access to post-secondary education and recommend enhancement of opportunities.:

Benchmark: A proposal to increase concurrent credit opportunities will pass the Legislature in the 2010 Legislative session.

Goal 2: Ensure every teacher is highly qualified and is compensated for their results to improve student achievement.

Objective 1: Help teachers meet the criteria set forth by No Child Left Behind to be "highly qualified."

Performance Measure: Partner with school districts and utilize federal Title 2 funds to provide professional development opportunities to educators.

Benchmark: Every teacher in Idaho will be deemed as highly qualified.

Objective 2: Create a pay-for-performance system for teachers to reward them for skills, knowledge and student achievement results.

Performance Measure: Partner with educational stakeholders to enhance teacher compensation in Idaho.

Benchmark: Comment is sought on the plan and a pay for performance plan passes the Legislature.

Goal 3: Create a longitudinal data system where teachers, administrators and parents have accurate student achievement data for a child's educational career.

Objective 1: Create a unique student and teacher identifier for use statewide.

Performance Measure: Roll out a unique student identifier statewide.

Benchmark: Every student will have a unique student identifier.

Objective 2: Rewrite internal State Department data system known as IBEDS.

Performance Measure: Create a plan to rewrite IBEDS and work with a company known for their educational experience to rewrite code.

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Benchmark: A company will be hired to rewrite IBEDS and will complete the rewrite by 2009.

Objective 3: Successfully develop a longitudinal data system.

Performance Measure: Create a system for entering and reviewing data for every student, school, and district in Idaho.

Benchmark: Every student, school, and district can review student achievement data over time.



STRATEGIC PLAN

2010-2014

BOISE STATE UNIVERSITY
STRATEGIC PLAN 2010-2014

Boise State's Environment and Role

The Boise metropolitan area, with its population of more than 650,000, is a regional center for business and government. It is the capital of Idaho and is hundreds of miles from the next bigger metropolitan area. Although there are other institutions in the area, Boise State University is the only "full-service," comprehensive state university in the region, and therefore shoulders the responsibility for the bulk of post-secondary education, research support for the area, and service to the community.

Boise State University is typical of state universities in that it was given a very broad role and mission by its governing board, the Idaho State Board of Education. Although the statement of role and mission provides guidance as to areas to be emphasized, it gives Boise State remarkably broad latitude in determining the ways in which we will achieve that role and mission.

Role and mission as per the Idaho State Board of Education

In October 1998, the Idaho State Board of Education adopted the present role and mission statements for each of Idaho's four institutions of higher education. Boise State's is as follows:

"Boise State University is a comprehensive, urban university serving a diverse population through undergraduate and graduate programs, research, and state and regional public service.

As provided by the State Board of Education, Boise State University will formulate its academic plan and generate programs with primary emphasis on business and economics, engineering, the social sciences, public affairs, the performing arts, and teacher preparation. Boise State University will give continuing emphasis in the areas of the health professions, the physical and biological sciences, and education and will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum."

Boise State's Vision: To Become a Metropolitan Research University of Distinction

Boise State's vision is to become to become a metropolitan research university of distinction. Our emergence as a metropolitan research university is an inevitable and unstoppable result of the interaction of two factors: our role in our state system of education and the environment in which we are located. To do so *with distinction* will depend on the effectiveness with which we have translated our vision into our strategic plan, *Charting the Course*, and our success in implementing that plan.

The Strategic Planning Process

Beginning in January 2005, more than 600 Boise State University faculty, staff and students participated in 30 focus groups and provided input via the Web to collectively define and operationalize the vision of Boise State as a metropolitan research university of distinction. As a result of this process, the vision was defined in terms of four “destinations” and the “milestones” that would demonstrate our progress toward those destinations.

The four destinations are as follows:

- *Academic Excellence*: high-quality, student-focused programs that integrate theory and practice, engage students in community-based learning, and are informed by meaningful assessment.
Milestone: Recognized for integrating research with teaching and learning in high-quality programs.
- *Public Engagement*: the University’s academic mission is linked with its community partners to address issues of mutual benefit.
Milestone: Recognized for partnerships that contribute to regional growth and development.
- *Vibrant Culture*: embraces and fosters innovation, responsiveness, inclusiveness, accessibility, diversity, and effective stewardship.
Milestone: Recognized as a center for cultural and intellectual exchange that enriches the community.
- *Exceptional Research*: progressive scholarship and creative activity, and graduate programs that have groundbreaking applications locally, regionally, and globally.
Milestone: Recognized for faculty and students who excel in research.

With the vision clearly defined, the process of charting a strategic course continued with a planning team of 40-plus persons, representative of university faculty, staff, and administrators. Hundreds of interviews, Web input, focus groups, and other data were used as the basis for an analysis to identify our strengths, weaknesses, opportunities, and threats. A key outcome of that analysis was the identification of the five key areas in which we need to focus our efforts if we are to be successful in attaining our vision: resources, infrastructure, people, connections, and culture. Next, a set of 10 goals was derived to guide our progress in those five areas. The result was Boise State’s strategic plan *Charting the Course*.

Boise State University’s Destinations, Goals, Strategies, and Performance Measures

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Destinations:

Note that all 10 goals (below) contribute to each of the destinations and that strategies (listed below under goals) contribute to each goal.

Destination: Academic Excellence

Performance Measures and Benchmarks:

- Student Perception of Academic Challenge as measured by the National Survey for Student Engagement (NSSE). Benchmark: Rating equal to that at peer institutions.
- Student Perceptions of Active and Enriching Learning Environments as measured by the NSSE. Benchmark: Rating equal to that at peer institutions.
- Students participating in courses with a Service Learning component. Benchmarks: (i) substantial increase each year, (ii) participation equal to that at peer institutions.
- Specific Accomplishments

Destination: Public Engagement

Performance Measures and Benchmarks:

- Students Participating in Community-Based Projects for Courses (NSSE). Benchmark: Increase from previous year; comparable to peers
- Students engaged in voluntary activities through the Volunteer Services Board. Benchmark: Increase from previous year
- Funding for Public Service Activities. Benchmark: Increase from previous year
- Specific Accomplishments.

Destination: Vibrant Culture

Performance Measures and Benchmarks:

- Racial diversity of the student body. Benchmark: Increase from previous year.
- Student rating of supportive campus environment (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Interactions with students of different beliefs and ethnicity (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Student participation in leadership activities. Benchmark: Increase from previous year
- Specific Accomplishments

Destination: Exceptional Research

Performance Measures and Benchmarks:

- Externally funded research expenditures. Benchmark: Increase from previous year
- Sponsored project proposals and awards. Benchmark: Increase from previous year
- Doctoral graduates. Benchmark: Increase from previous year; sufficient to gain next higher Carnegie rating
- Number of publications and number of citations of Boise State publications. Benchmark: Increase from previous year
- Specific Accomplishments

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Goals and Strategies.

Note that strategies may contribute to multiple goals

Goal I. Develop network and outreach opportunities with the community

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Promote and reward research in and with the community.
- Create a community college
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
- Promote collaboration and sharing of information between campus and the community.

Performance Measures and Benchmarks:

- Sponsored project funding from state, local, and private sources. Benchmark: Increase from previous year
- Students participating in applied experiences (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Impact of the Idaho Small Business Development Center. Benchmark: Increase from previous year
- Specific Accomplishments

Goal II. Respond to the educational needs of the region

Strategies:

- Create a community college
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
- Offer flexible course delivery options

Performance Measures and Benchmarks:

- Dual enrollment credits generated. Benchmark: Increase from previous year
- Degrees & Certificates Awarded. Benchmark: Increase from previous year
- Enrollment Headcount and FTE. Benchmark: Increase from previous year
- Credit hours taught. Benchmark: Increase from previous year
- Credit hours generated and graduates per citizen in service area. Benchmark: Increase from previous year
- Percent of student financial aid met. Benchmark: Increase from previous year
- Number of new academic programs created. Benchmark: Increase from previous year
- Specific Accomplishments

Goal III. Provide development opportunities for faculty to integrate research and teaching

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.
- Develop flexible workload policies for faculty.

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- Promote and reward research in and with the community
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
- Facilitate faculty collaborations across departments and colleges.
- Promote collaboration and sharing of information between campus and the community.
- Secure funds for sponsored research activity.

Performance Measures and Benchmarks:

- Number of students participating in research projects with faculty (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Number of student participants in Undergraduate Research Conference. Benchmark: Increase from previous year
- Number of graduate assistantships. Benchmark: Increase from previous year
- Specific Accomplishments.

Goal IV. Build and maintain facilities to support programs and create an attractive and accessible environment

Strategies:

- Create a community college.
- Build residential communities for students, faculty, and staff.
- Secure funds for sponsored research activity.
- Build and sustain a comprehensive advancement/fundraising program.
- Implement the campus master plan.

Performance Measures and Benchmarks:

- Square feet of classroom, instructional labs, research labs, residential, and study space per student. Benchmark: Peer data from Society for College and University Planning
- Square feet of research and office space per faculty member. Benchmark: Peer data from Society for College and University Planning
- Cumulative new space added. Benchmark: Increase from previous year
- Carbon footprint. Benchmark: Decrease from previous year; better rating than peers.
- Number of students in on-campus residential halls. Benchmark: Increase from previous year
- Specific Accomplishments

Goal V. Promote diverse communities that foster faculty, staff, and student interaction

Strategies:

- Implement Freshman Success Task Force Action Plan
- Create active learning opportunities in-class and out-of-class
- Build residential communities for students, faculty and staff
- Facilitate faculty collaborations across departments and colleges
- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Develop and promote programs to internationalize campus
- Implement the campus master plan

Performance Measures and Benchmarks:

- Number of students & faculty in study abroad programs. Benchmark: Increase from previous year

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- Student perception of encouragement of interactions among those with different beliefs and ethnicities. NSSE rating. Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Student perception of quality of student and faculty interactions (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Perceptions of receiving fair and equal treatment (Campus Climate Survey). Benchmark: Increase from previous year
- Number of students in on-campus residential halls. Benchmark: Increase from previous year
- Specific Accomplishments

Goal VI. Recruit and retain an academically prepared and diverse student body

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Expand student recruitment efforts
- Create additional opportunities for student financial assistance
- Implement the Freshman Success Task Force Action Plan
- Create active learning opportunities in-class and out-of-class
- Create a community college
- Offer flexible course delivery options
- Build residential communities for students, faculty and staff
- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Develop and promote programs to internationalize campus
- Promote to the State the value of investing in higher education
- Secure funds for sponsored research activity
- Implement the campus master plan

Performance Measures and Benchmarks:

- Freshman Retention Rate (first time full time). Benchmark: Increase from previous year
- 6 year grad rate (first time full time). Benchmark: Increase from previous year
- Incoming student HS GPA and class standing. Benchmark: Increase from previous year
- Incoming student ethnic diversity. Benchmark: Increase from previous year
- National Merit Scholar acceptances. Benchmark: Increase from previous year
- Scholarship Dollars per Student FTE. Benchmark: Increase from previous year
- Average need-based loans. Benchmark: Increase from previous year
- Specific Accomplishments

Goal VII. Recruit and retain faculty and staff to support the vision

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.
- Develop flexible workload policies for faculty.
- Promote and reward research in and with the community.

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- Facilitate faculty collaborations across departments and colleges
- Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
- Schedule, promote, and facilitate involvement in cultural and intellectual events
- Develop and promote programs to internationalize campus
- Promote to the State the value of investing in higher education
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program
- Implement the campus master plan

Performance Measures and Benchmarks:

- Faculty salaries as a percent of national average (AAUP). Benchmark: comparable to peers
- Professional staff salaries as a percent of national average (CUPA). Benchmark: comparable to peers
- Number of tenured/tenure-track faculty members. Benchmark: Increase from previous year
- Number of full-time lecturers. Benchmark: Increase from previous year
- Student FTE per budgeted faculty FTE. Benchmark: decrease from previous year; comparable to peer institutions.
- Specific Accomplishments

Goal VIII. Provide student-centered services

Strategies:

- Implement the Freshman Success Task Force Action Plan
- Create active learning opportunities in-class and out-of-class
- Offer flexible course delivery options
- Build residential communities for students, faculty and staff
- Schedule, promote, and facilitate involvement in cultural and intellectual events

Performance Measures and Benchmarks:

- Number of students receiving academic services: tutoring and advising. Benchmark: Increase from previous year
- Student rating of academic advising (NSSE). Rating increases each year and is comparable to that at peer institutions.
- Student rating of academic support (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Student rating of administrative personnel and offices (NSSE). Benchmark: Rating increases each year and is comparable to that at peer institutions.
- Specific Accomplishments

Goal IX. Create an organization that is responsive to change

Strategies:

- Redesign annual evaluation and promotion and tenure criteria to include integration of research and teaching.
- Develop flexible workload policies for faculty.

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- Create a community college

Performance Measures and Benchmarks:

- Number of organizational development workshops held by Training and Development. Benchmark: Increase from previous year
- % of university policies revised. Benchmark: Increase from previous year
- % of units with up-to-date assessment plans. Benchmark: Increase from previous year
- Specific Accomplishments

Goal X. Obtain fiscal resources necessary to support the vision

Strategies:

- Reward, promote, and publicize student and faculty successes in research and the integration of research with teaching.
- Create additional opportunities for student financial assistance
- Create a community college
- Align educational offerings with economic development needs and incorporate employers' input into curriculum design.
- Develop a staffing plan, compensation packages, and structures commensurate with a metropolitan research university
- Secure funds for sponsored research activity
- Build and sustain a comprehensive advancement/fundraising program

Performance Measures and Benchmarks:

- Revenues received from all sources. Benchmark: Increase from previous year
- Contributions to the Boise State Foundation. Benchmark: Increase from previous year
- Sponsored project income. Benchmark: Increase from previous year
- Average educational expenditures per student. Benchmark: Increase from previous year
- Specific Accomplishments

Key External Factors (beyond the control of Boise State University)

Funding:

Boise State University's strategic goals and objectives assume ongoing and sometimes significant levels of additional funding from the State Legislature. Additional funding to operate comes from private donations and tuition/fee revenue. None of these sources is entirely predictable from year to year.

Legislation/Policies

Beyond funding considerations, policies related to educational offerings, employment practices, capital projects, etc. are embedded in Idaho Code as well as State Board of Education policy. Boise State policies, procedures and practices must adhere to Idaho Code and State Board of Education policy.

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**Small Business
Development Center**
directions solutions impact

Strategic Plan 2010-2014

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-contracts with their host institutions. The locations result in 90% of Idaho's businesses being within a 1 hour drive:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University - Boise
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ Idaho State University - Idaho Falls



Services include confidential one-on-one consulting and focused training. Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

Mission:

To enhance the success of small businesses in Idaho by providing high-quality consulting and training.

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

directions solutions impact

Operating Principles:

Service is the primary product of the Idaho SBDC. Creating and maintaining a high standard of service requires a commitment to four principles:

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1. **Focus on the Client:** The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact must be considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.
2. **Devotion to Quality:** Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.
3. **Concentration on Innovation:** To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.
4. **Commitment to Integrity:** The Center values integrity and will conduct all of our services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:

The Idaho SBDC will focus on the following priorities:

1. **Maximum client impact** – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.
2. **Strong brand recognition** – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.
3. **Increased resources** – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.
4. **Organizational excellence** – The Idaho SBDC is in the top 10% of SBDC's on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2004 with no conditions. The organization must continually improve to maintain this excellence.

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Market Segments:

The small business market served by the Idaho SBDC can be divided into three segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients. The Idaho SBDC Marketing Plan contains additional information on state demographics and how these segments fit into the overall plan.

Segment 1:

Pre-venture – These potential clients are not yet in business. They will be assessed for the level of effort already put into the venture. Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea. They will need to take further steps before scheduling an appointment with a consultant. These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services. A small segment of these clients will be designated as high impact potential clients (Segment 3).

Segment 2:

Established businesses – This segment has already established a business. A consultant will meet with them to evaluate their needs and formulate a plan to address them. The majority of businesses in this category will have 20 employees or less. Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category. This segment will also contain some businesses that will be designated as high impact potential (segment 3). Businesses in this category will generally have 20 or fewer employees.

Segment 3:

High impact potential – This segment is composed of the top 15% of clients in each region based on their potential to grow sales and jobs. This segment is not consistent throughout the state but is relative to the business potential based on economic conditions in the region. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system. Businesses in this category will generally have between 10 and 50 employees or have the potential to grow to this size within five years.

Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business. It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

Allocation of Resources:

The Idaho SBDC shifts resources as appropriate to achieve the goals of the Strategic Plan. The SBA portion of the Idaho SBDC's budget increased about 8% in 2008 after remaining flat since 1998. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. Currently, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. Currently, the annual budget for the Idaho SBDC is distributed as follows:

- ♦ Personnel = 71% of total budget, 90% excluding indirect costs
- ♦ Operating (travel, consultants, supplies, etc.) = 8% of total budget and 10% excluding indirect costs
- ♦ Indirect costs = 21%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

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In addition to financial constraints, the Operations Manual sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Needs:

In the statewide survey – two areas were identified as client needs that have not been a focus for the Idaho SBDC:

- Networking
- Health care insurance
- Web 2.0

In addition to these two focus areas, regional needs identified were:

- Access to capital
- Motivating employees/Customer service
- Pricing
- Websites/E-commerce
- Marketing strategies

These topics will be the incorporated into training courses and professional development for consultants.

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
<ul style="list-style-type: none">• No-cost• People – expertise, passion, and professional development system• Public and private partnerships and networks• Systems for high performance• Leadership at all levels	<ul style="list-style-type: none">• Changes in the economy• Strategic partners – leveraging resources• Entrepreneurial culture• Increase in angel investors• New business trends – green, etc.• Baby boomers
Weaknesses	Threats
<ul style="list-style-type: none">• Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies)• Sharing tools and resources at state and national levels• Geographical area• Implementation – lack of focused planning and disciplined follow-up	<ul style="list-style-type: none">• Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding• Reduced funding at state and federal level• Competitors

Goals and Objectives:

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Maximum Client Impact

Goal 1: Grow client impact (capital, sales and jobs) 25% from 2008 goals to 2013.

Objective 1.1: Proactively manage high impact potential (HIP) clients (startup and established businesses) by identifying them in the MIS system, following up within 120 days, and capturing impact.

Performance Measure: # of high impact clients

Benchmark: Minimum of 15% of clients identified each year by 2013

Performance Measure: Follow-up with high impact clients within 120 days.

Benchmark: 100% contacted within 120 days

Performance Measure: Impact measures

Benchmark: 25% increase in capital, sales, and jobs by the end of 2013

Objective 1.2: Create a portfolio of services, tools and resources tied to the areas covered in the assessment tool.

Performance Measure: portfolio of tools

Benchmark: Tools for every area of the assessment tool by 2012

Objective 1.3: Create consistency in how impact measures are collected and recorded.

Performance Measure: create process and definitions on capturing impact by Dec. 2009

Benchmark: process integrated into the operations manual and consistently applied

Objective 1.4: Evaluate and create new initiatives to serve the changing needs of clients. Develop and implement an energy efficiency internship program and a sustainable business initiative by 2010.

Performance Measure: energy reduction over 1 year

Benchmark: average of 15% reduction in energy use per business served

Performance Measure: # of businesses engaged in sustainable business services

Benchmark: 100 businesses taking advantage of sustainable business services

Strong Brand Recognition

Goal 2: By 2013, stakeholders and the target market will recognize the Idaho SBDC brand and associate it with high performance small businesses.

Objective 2.1: Create and implement a marketing calendar for the state office and each regional office each calendar year.

Performance Measure: Marketing Calendars developed

Benchmark: 20% increase in awareness by 2013

Objective 2.2: Review the Marketing Plan each year to determine a few areas to focus on. Schedule review of marketing plan progress during the monthly management meetings.

Performance Measure: Yearly update and prioritization.

Benchmark: 20% increase in awareness by 2013

Objective 2.3: Establish a baseline brand awareness metric by Jan. 2010

Performance Measure: process established

Benchmark: baseline metric established

Objective 2.4: Create a new tag line, policy for using logo/tag line and collateral materials by July 2009

Performance Measure: policy developed

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Benchmark: 20% increase in awareness by 2013

Objective 2.5: Develop referral system for partners referring clients to the SBDC and for SBDC to refer clients to other resources by January 2010.

Performance Measure: system established

Benchmark: capture referrals in MIS system

Objective 2.6: Update the Idaho SBDC website and make it more interactive by January 2010.

Performance Measure: website visitors

Benchmark: 20% increase in visitors

Increase Resources

Goal 3: By 2013, cash funding will increase by \$200,000/year above the 2007 level and in-kind resources will be valued at \$500,000.

Objective 3.1: Develop a funding strategy that identifies regional and statewide funding needs, the associated additional activities or gaps that the funding will address, potential sources for each need, who will be responsible for approaching the sources, and a timeframe for completion.

Performance Measure: funding strategy developed by March 2009

Benchmark: \$200,000 in additional funding

Objective 3.2: Promote and deliver NxLevelL online.

Performance Measure: # of online classes/year

Benchmark: \$20,000 generated from online classes by 2012

Objective 3.3: Create system to share Idaho SBDC success with key funding organizations.

Performance Measure: # of letters and recommendations

Benchmark: 10 letters/year to each JFAC member by 2009 and ongoing

Objective 3.4: Create common branded trainings, including webinars and other online training, and seek sponsorship.

Performance Measure: # of trainings

Benchmark: 6 trainings/year

Performance Measure: revenue generated

Benchmark: net \$5,000 in revenue from common branded trainings

Objective 3.5: Use students, faculty, volunteers and other experts to augment SBDC consulting. Set and attain yearly goals in the action plan.

Performance Measure: yearly goals set in regional action plans

Benchmark: 10 student projects or 500 volunteer hours per year per office

Objective 3.6: Increase the use of technology to serve clients more efficiently. Set and attain yearly goals.

Performance Measure: SBA technology assessment

Benchmark: highest score on SBA technology assessment

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Organizational Excellence

Goal 4: The Idaho SBDC remains in the top 5 of all SBDCs each year as determined using SBA and Chrisman metrics adjusted for funding.

Objective 4.1: Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews.

Performance Measure: reviews (SBA exam, office reviews, Accreditation, etc.)

Benchmark: highest rating

Objective 4.2: Evaluate, modify and meet critical measures yearly.

Performance Measure: critical measures

Benchmark: 100%

Objective 4.3: Strengthen the needs assessment process and incorporate into marketing calendar. Conduct statewide survey biennially and regional needs annually.

Performance Measure: systematic process

Benchmark: process implemented

Objective 4.4: Develop and implement a yearly calendar of topics for monthly management meetings to include strategic plan, accreditation standards, marketing, success stories, action plans and needs.

Performance Measure: plan implemented

Benchmark: top 5 ranking

Objective 4.5: Conduct a lean office exercise to identify and eliminate waste in the organization by 2010.

Performance Measure: waste identified

Benchmark: 100% of waste is removed from organization

Objective 4.6: Achieve greater engagement of the Advisory Board by including them on the newsletter distribution, monthly critical measures, and success stories.

Performance Measure: level of participation

Benchmark: 95% participation in each Advisory Council meeting

Objective 4.7: Increase efficiencies by upgrading Center IC by December 2009.

Performance Measure: upgraded system

Benchmark: new features being used

Objective 4.8: Collaborate with other states – the NW states for professional development and the top tier states for best practices benchmarking.

Performance Measure: # of collaborative meetings

Benchmark: 2/year with each segment

Objective 4.9: At least 4 Idaho SBDC employees are involved on an ASBDC committee or interest group by 2014.

Performance Measure: number of Idaho SBDC employees engaged in ASBDC

Benchmark: 4 employees/year

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TechHelp Strategic Plan 2010 – 2014

Vision:

Accessible Organization - TechHelp will be an accessible organization with effective communication flowing to and from its manufacturing customers, partners and employees. TechHelp will also be a learning organization that provides its stakeholders with value-added and mutually beneficial solutions that drive business and personal growth.

Customer Satisfaction - TechHelp will be in the vocabulary of all Idaho manufacturers because of its reputation for business relationships based on long-term commitment, trust, tangible results and putting company interests first. TechHelp will further enhance customer satisfaction by helping businesses transform their operations while helping them become self-sufficient in managing the change.

Statewide Impact - TechHelp will be seen as a public investment that pays for itself through significant returns to businesses, stakeholders and the state economy. Idaho's leaders will be aware of TechHelp's specific contribution to the state economy, including higher productivity and wages, an increased tax base, quality jobs for Idaho graduates, growth in rural areas and improvements to the environment.

Mission:

To provide professional and technical assistance, training and information to strengthen the competitiveness of Idaho manufacturers and targeted service firms through continuous product and process innovation.

Goal I: Impact on Manufacturing – Deliver a positive return on both private business investments and public investments in TechHelp by adding value to the customer and the community.

Objectives for Impact:

1. Offer products and workshops that meet Idaho manufacturers' product and process innovation needs.
 - a. *Performance Measure:*
 - i. Client economic impacts resulting from projects
 - b. *Benchmark:*
 - i. Reported impacts for sales, savings, investments and jobs exceed those reported in the prior year
2. Exceed federal system goals for Manufacturing Extension Partnership.
 - a. *Performance Measure:*
 - i. Score on federal Minimum Acceptable Impact Measures

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b. Benchmark:

- i. Greater than 85 out of 100 possible points

Goal II: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems and Board members.

Objectives for Efficiency:

- 1. Improve efficiency of client projects.

a. Performance Measure:

- i. Federal dollars expended per surveyable project/event

b. Benchmark:

- i. Four-quarter moving average below the national median for all MEP centers

- 2. Improve effectiveness of client projects.

a. Performance Measure:

- i. Bottom-line client impact ratio (sum of client-reported savings plus 15 percent of client-reported sales divided by federal investment in center)

b. Benchmark:

- i. Four-quarter moving average above the national median for all MEP centers

Goal III: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives for Financial Health:

- 1. Increase total client fees received for services.

a. Performance Measure:

- i. Net revenue from client projects

b. Benchmark:

- i. Annual net revenue exceeds the budgeted amount

- 2. Increase external funding to support operations and client services.

a. Performance Measure:

- i. Total dollars of grants for operations and client services

b. Benchmark:

- i. Total dollars of grants for operations and client services exceed the prior year's total

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Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. A deep downturn in the economy could affect the ability of Idaho manufacturers to contract TechHelp's services.

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IDAHO COUNCIL ON ECONOMIC EDUCATION

Financial Literacy & Economic Education Across Idaho

Strategic Plan 2010 – 2014

Vision

Over the next five years Idaho will experience significant improvement in the overall quality of life of its citizens, the competitiveness of its economy in the world marketplace, the economic and financial expertise of its teachers and the financial literacy of its students as a result of the work of the Idaho Council on Economic Education, its affiliated Centers, its sponsoring universities and the Idaho community at large.

Mission

The mission of the Idaho Council on Economic Education and its Centers at the University of Idaho, Boise State University, College of Southern Idaho and Idaho State University is to provide teacher and student training and materials in regard to economic and financial literacy education so that Idaho will be able to compete and prosper in the rapidly changing global economy.

The Council and its Centers work closely with the State Department and Board of Education, local school districts, universities, other government agencies and with the business community to ensure that Idaho teachers and students receive the highest quality training and education available in regard to economic and financial literacy.

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Goals, Objectives and Performance Measures

Goal 1: Community Involvement. Engage Idaho's universities, key government agencies, elected officials, school districts, businesses and the general public in the important mission of economic and financial education of Idaho's youth.

Objective 1: Develop an engaged and active Board of Directors that includes members from all six regions of Idaho, with representation from the above mentioned stake holder groups.

Performance Measures

Benchmarks

- | | |
|---|----|
| • Number of Board Members | 12 |
| • Economic events attended by each Board Member | 2 |

Objective 2: Provide community volunteer opportunities in economic and financial education for Idaho's teachers and youth.

Performance Measures

Benchmarks

- | | |
|------------------------------|-------|
| • Hours of volunteer service | 1,600 |
|------------------------------|-------|

Goal 2: Training and Materials. Provide training and materials for teachers and students throughout the entire state of Idaho.

Objective 1: Promote, provide and manage the International Economic Summit program throughout Idaho to prepare students to live and work in the rapidly changing global economy.

Performance Measures

Benchmarks

- | | |
|----------------------------|----|
| • Summit programs per year | 10 |
|----------------------------|----|

Objective 2: Promote, provide and manage financial literacy education throughout Idaho including the Stock Market Game and other programs as appropriate.

Performance Measures

Benchmarks

- | | |
|-----------------------|-------|
| • Teams participating | 1,500 |
|-----------------------|-------|

Objective 3: Expand economic and financial education to include on-line programs in order to reach teachers and students who would not otherwise be able to participate.

Performance Measures

Benchmarks

- | | |
|------------------------------------|---|
| • On-line courses offered annually | 1 |
|------------------------------------|---|

Goal 3: International Competitiveness. Expand economic education to include international awareness, an understanding of the process of globalization and the ability to work with people of other nations with the goal in mind of keeping Idaho competitive in the future.

Objective 1: Provide training to schools with programs in international education

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Performance Measures

Benchmarks

- Number of districts received training annually

3

External Factors

Funding

Operation of the Idaho Council and Centers depends on funding from a variety of sources include the Boise State and the other sponsoring universities, the annual state budgeting process, fees charged for participating in programs and from outside grants and donations. Any disruption of these sources of funding would negatively impact the Council's ability to reach the goals and objectives outlined in this plan.

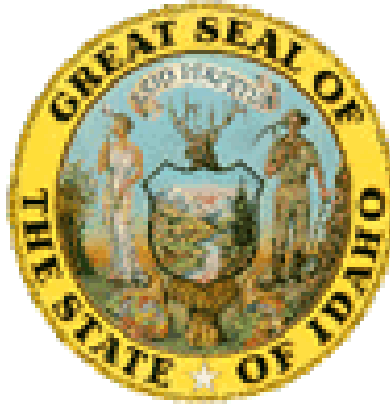
School Districts and Schools

Programs offered by the Idaho Council and Centers are not mandatory, even though these programs are tied to Idaho's state achievement standards. The Council's ability to reach the goals outlined depends on the willingness and ability of districts and schools to support and participate in the programs offered.

Contact

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Idaho State University Strategic Plan

Mapping Our Future: Leading in Opportunity and Innovation

2010-2014 Executive Summary

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Idaho State University

Vision: Idaho State University strives to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health care, and other services provided to the people of Idaho, the Nation, and the World; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

State Board of Education-Assigned Mission: As a regional public Doctoral/Research University, Idaho State University meets the needs of a diverse population with certificate, associate, baccalaureate, master's and doctoral degree offerings, as well as family practice, dental, and pharmacy residency programs. Through programs in pharmacy and health-related professions, ISU is the state's lead institution for education in the health professions and related biological and physical sciences. The preparation of teachers, administrators, and other education professionals is another primary emphasis at ISU. Programs in business and engineering respond to a variety of current and emerging demands within the state and region, and, with the change in focus of the Idaho National Laboratory to nuclear science, ISU will expand its programming in this area and continue its leadership. ISU is committed to maintaining strong arts and sciences programs as independent, multifaceted fields of inquiry and as the basis of other academic disciplines. The University offers a substantial array of graduate programs in the arts and sciences, education, and health professions. As a part of its community college function, ISU provides students high quality professional education and technical training in response to the needs of private industry.

GOAL ONE: *Achieve academic excellence in undergraduate, graduate, professional, and technical education.*

OBJECTIVE 1.1: Enhance program excellence through an effective student mix and the maintenance of a strong and balanced student enrollment.

Performance Measure 1: Number of Level 2 (well-prepared) students as a percent of student population.

Benchmark: Number of Level 2 students meets or exceeds last year's numbers.

Performance Measure 2: Overall student enrollment numbers.

Benchmark: Student enrollment numbers meets or exceeds last year's numbers.

OBJECTIVE 1.2: Recruit and retain a faculty that sustains a high quality learning environment through effective teaching, productive scholarship, and committed institutional and public service.

Performance Measure: Number of successful faculty recruitments as a percent of searches implemented.

Benchmark: Number of successful recruitments meets or exceeds last year's numbers.

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OBJECTIVE 1.3: Provide library services that enhance the effectiveness of academic programming and research support for students and faculty.

Performance Measure: Fiscal and organizational resources to maintain and enhance existing library resources.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

OBJECTIVE 1.4: Create and maintain instructional facilities that enhance program effectiveness.

Performance Measure: Level of fiscal and organizational resources to maintain and enhance existing facilities.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

GOAL TWO: *Increase the University's research profile to strengthen our institutional curricula and ability to meet societal needs through the creation of new knowledge.*

OBJECTIVE 2.1: Develop and maximize the creative and scholarly performance of ISU faculty and students.

Performance Measure: Levels of external grants, awards, and contracts.

Benchmark: Levels meet or exceed last year's level.

OBJECTIVE 2.2: Develop strategic public and private partnerships focused on advancing the institutional mission, programming needs, and the needs of surrounding public and private entities.

Performance Measure: Numbers of public and private partnerships in place.

Benchmark: Numbers of partnerships to meet or exceed last year's numbers.

OBJECTIVE 2.3: Create and maintain research facilities and infrastructure that enhance program effectiveness.

Performance Measure: Level of fiscal and organizational resources to maintain and enhance existing facilities.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

GOAL THREE: *Advance medical and health care education throughout the state and region through increasing the quality of healthcare, the number of practicing health care professionals, and promotion of translational research.*

OBJECTIVE 3.1: Increase the numbers of clinical faculty employed by and affiliated with the University.

Performance Measure: Numbers of clinical faculty employed by and affiliated with the University.

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Benchmark: Numbers of clinical faculty employed/affiliated meets or exceeds last year's numbers.

OBJECTIVE 3.2: Develop strategic public and private partnerships with health care organizations, facilities, and professional and provider organizations throughout the state and region.

Performance Measure: Numbers of public and private partnerships in place.

Benchmark: Numbers of partnerships to meet or exceed last year's numbers.

OBJECTIVE 3.3: Enhance both governmental support and finances as well as external fund raising focused on health and medical education.

Performance Measure: Levels of governmental support and external grants and contracts focused on health and medical education.

Benchmark: Levels meet or exceeds last year's levels.

OBJECTIVE 3.4: Establish a distributive medical education program to leverage existing health care expertise and serve needs across the State of Idaho.

Performance Measure: Concrete understanding of specific medical education needs across the State of Idaho.

Benchmark: Collaboration with State work group to produce statewide study.

GOAL FOUR: *Prepare students to function in a global society.*

OBJECTIVE 4.1: Enrich learning and research opportunities for both students and faculty through greater development of international programming.

Performance Measure: Numbers of international study and exchange agreements in place.

Benchmark: Numbers of agreements in place meet or exceed last year's numbers.

OBJECTIVE 4.2: Recruit and retain students, faculty, and staff from underrepresented groups to better serve institutional and community needs for integration of multicultural and gender-related perspectives in our range of programming.

Performance Measure: Numbers of student, faculty, and staff from underrepresented groups as percent of overall numbers.

Benchmark: Numbers in each category meet or exceed last year's numbers.

OBJECTIVE 4.3: Create instructional, research, residential, and social environments that encourage the social integration of all students, faculty, staff, and the larger community.

Performance Measure: Numbers of programs/events that foster peer involvement, social engagement, and institutional connections early in students' college careers.

Benchmark: Numbers of programs/events meet or exceed last year's numbers.

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GOAL FIVE: *Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world.*

OBJECTIVE 5.1: Enhance partnerships with other institutions of higher education throughout the state and region.

Performance Measure: Number of partnerships with other institutions of higher education.

Benchmark: Number of partnerships meets or exceeds last year's number.

OBJECTIVE 5.2: Strengthen partnerships with K-12 organizations to enhance students' abilities to enter and ascend ISU's educational ladder of opportunity.

Performance Measure: Number of partnerships with K-12 organizations.

Benchmark: Number of partnerships meets or exceeds last year's number.

OBJECTIVE 5.3: Develop and maintain continuing education services founded on quality, access, affordability, and flexibility.

Performance Measure: Numbers of continuing education offerings and range of services offered.

Benchmark: Number of offerings and range of services offered meets or exceeds last year's numbers.

OBJECTIVE 5.4: Enhance existing alumni relations and support and develop further resources aimed at supporting the University's mission.

Performance Measure: Update and streamlining of alumni organization data and records processes.

Benchmark: Successful implementation of applicable ERP modules/interface.

GOAL SIX: *Promote the efficient and effective use of resources.*

OBJECTIVE 6.1: Develop a culture of effective and efficient governance based on organization, communication, accountability, consistency, relationship building, and university-wide prioritization.

Performance Measure: Comprehensive institutional strategic plan.

Benchmark: Completion of plan and alignment across colleges/units.

OBJECTIVE 6.2: Provide an administrative infrastructure that provides proper budgeting processes and sound budgetary oversight.

Performance Measure: Comprehensive institutional budget process.

Benchmark: Further refinement of plan and implementation institution-wide.

OBJECTIVE 6.3: Develop a clear and concise Manual of Administrative Policies and Procedures that help to ensure compliance with applicable laws and regulations, promote operational efficiencies, enhance the University's mission, and reduce institutional risks.

Performance Measure: Numbers of MAPPS completed and implemented.

Benchmark: Numbers of MAPPS will meet or exceed last year's numbers.

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OBJECTIVE 6.4: Strengthen fiscal controls, with attention to stakeholder involvement and understanding, to maximize the propriety of and control over financial transactions, as well as ensure that assets are protected and costs are incurred only when necessary.

Performance Measure: Numbers of external audit recommendations.

Benchmark: Numbers of recommendations will show decrease or meet last year's numbers.

OBJECTIVE 6.5: Ensure that Information Technology Services supports the university's missions for teaching and learning, research, and administration applications by providing appropriate information and instructional technology and support, built on an effective and reliable information technology infrastructure.

Performance Measure: Fiscal and organizational resources to maintain and enhance existing ITS resources.

Benchmark: Level of fiscal and organizational resources meets or exceeds last year's level.

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KEY EXTERNAL FACTORS

(BEYOND DIRECT CONTROL OF IDAHO STATE UNIVERSITY)

Funding:

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities.

Legislation/Rules:

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute or rule and are not under institutional or SBOE control. Changes to statute and rule desired by the institution are accomplished according to state guidelines. As with SBOE rules, rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

Federal Government:

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels.

Local/Regional/National/Global Economic Outlook:

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of monies students and prospective have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. As commodities prices for a range of items from food to fuel continue to experience volatility, we can expect students' economic experiences to continue to affect their ability and willingness over the short term to engage higher education.

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Regional and National Demographic Trends:

As with economic trends, demographic trends throughout the region and nation continue to affect both recruitment into higher education, as well as a range of progress and completion issues. These changing social demographics and the corresponding changes in our student and prospective student demographics will make it increasingly important for ISU to critically examine our range of services and functions and to continue to refine them to better serve the range of constituencies which constitute our institutional and larger communities.

**ISU Department of Family Medicine
Strategic Planning Update 2010-2014**

Mission Statement

The Idaho State University Family Medicine Residency provides a collegial learning experience through which residents become mature, competent and compassionate family physicians. In an environment characterized by academic, technological and clinical innovation, each learner and teacher is encouraged to pursue a path of individual professional growth and leadership. From public policy advocacy to cutting edge information technology to high-quality, multidisciplinary care for the underserved, we seek and encourage the best in family medicine

GOAL 1: Access – Recruitment of physicians for Idaho

Objectives for access:

1. Hospitalist – complete formation of PMC/ISU hospitalist program
 - *Performance measure:*
 - Number of hospitalists
 - *Benchmark:*
 - Achieve critical mass of 5 hospitalists
2. Improve residency recruitment methodology
 - *Performance measure:*
 - Number of residents recruited
 - *Benchmark:*
 - All National Residency Matching Program positions filled
3. Achieve accreditation for new rural training track (RTT) in Rexburg
 - *Performance measure:*
 - Application and site visit approval for RTT
 - *Benchmark:*
 - Initial accreditation for RTT granted by Residency Review Committee
4. Expand first-year class to 7 residents to fill RTT
 - *Performance measure:*
 - Number of residents
 - *Benchmark:*
 - Number of residents will increase
5. Assist ISU in developing new medical departments
 - *Performance measure:*
 - Number and diversity of medical departments
 - *Benchmark:*
 - Number of departments will increase

GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research

Objectives for quality:

1. Embed quality improvement and pay-for-performance initiatives into all clinical activities
 - *Performance measure:*
 - Quality indicators as quantified by the Medical Quality Improvement Consortium (MQIC)
 - *Benchmark:*
 - Improve MQIC quality indicator scores
2. Develop experiential learning modules for ISU Health Information (HI) degree
 - *Performance measure:*
 - Number of HI experiential learning modules
 - *Benchmark:*
 - Number of HI learning modules will increase
3. Improve resident teaching and documentation of psychosocial issues in electronic health record (EHR)
 - *Performance measure:*
 - Documentation of psychosocial issues in EHR
 - *Benchmark:*
 - Percentage of charts with documentation of psychosocial issues will increase
4. Develop additional pediatric training opportunities with the Spokane Family Medicine Residency Program
 - *Performance measure:*
 - Number of pediatric rotations in Spokane taken by ISU Residents
 - *Benchmark:*
 - Number of pediatric rotations in Spokane will increase
5. Expand clinical research program by identifying new project opportunities
 - *Performance measure:*
 - Number of new clinical research projects
 - *Benchmark:*
 - Number of new research projects will increase

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program

Objectives for efficiency:

1. Identify the best operational and financial structure to maximize funding streams and clinical revenues
 - *Performance measure:*
 - Identify residency structural change with a potential for improving funding streams

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- *Benchmark:*
 - Structural change initiated
- 2. Transition residency program through change in ownership and administration of Portneuf Medical Center (PMC)
 - *Performance measure:*
 - Level of support from PMC for ISU Family Medicine
 - *Benchmark:*
 - No reduction in financial and programmatic support

Key External Factors (beyond control of the ISU Department of Family Medicine)

These key external factors have been categorized by access, quality, and efficiency.

ACCESS

Workforce needs:

Idaho remains a physician shortage area. The residency is needed to assist the state in recruiting physicians especially for rural areas.

Indigent Care:

The indigent, Medicare and Medicaid patients have poor access to care. The residency is critical to provision of care.

National Institutes of Health Funding:

The program's research division is based on a continuing level of NIH research funding.

Federal Title VII Funding:

The program continues to develop a number of initiatives including a perinatal outreach program, women's health and quality improvement programs based on Title VII grants.

QUALITY

The Family Medicine Residency of Idaho (Boise):

The ISU Family Medicine Residency in Pocatello is dependent on the Boise residency for pediatric training as there is insufficient pediatric training available in Pocatello.

The University of Washington WWAMI program:

Idaho and all the Washington, Alaska, Montana and Wyoming programs are dependent on the UW network for Faculty development programs, director support, interim program evaluations, chief resident training, legislative updates and program research and scholarship enhancement.

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EFFICIENCY

Hospital sponsorship:

The residency funding is dependent on hospital sponsorship and pass-through of Medicare medical education funds.

Upper Payment Limit funds:

Federal upper payment limit funds are claimed by the state annually with some pass through both to nursing and physician education.

Medicare:

The level of reimbursement from Medicare to hospitals through cost reporting process underpins graduate medical education throughout the nation.

Community Health Center:

The residency intends to merge with a CHC. Ongoing CHC funding and a maintained relationship is critical to the success of that component of the strategic plan.

Strategic Planning – Mid-term (3-5 years)

The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

GOAL 1: Access – Recruitment of physicians for Idaho

Objectives for access

1. Expand core residency program to 8-7-7 with two residents in RTT
 - *Performance measure:*
 - Number of residents
 - *Benchmark:*
 - Increased number of residents
2. Start a hospitalist fellowship program
 - *Performance measure:*
 - Number of hospitalist fellows
 - *Benchmark:*
 - Increased number of hospitalist fellows

GOAL 2: Efficiency – Improve long-term financial viability of the department/residency program

Objectives for access

1. Develop and a Foundation giving plan for a new primary care center of excellence
 - *Performance measure:*
 - Amount of foundation giving
 - *Benchmark:*
 - Increased amount of foundation giving

Idaho Dental Education Program

STRATEGIC PLAN

2010 - 2014

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry.

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

Goal 1: Provide access to a quality dental education for qualified Idaho residents.

Objective:

Provide dental education opportunities for Idaho residents comparable to residents of other states.

- *Performance Measure:*
 - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
 - Current contract in place with Creighton University School of Dentistry or another accredited dental school.
- *Performance Measure:*
 - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*
 - Average National Board examination scores will be above 70%.
- *Performance Measure:*
 - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.

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- *Benchmark:*
 - Pass rate will meet or exceed 90%.

Objective:

Provide additional opportunities for Idaho residents to obtain a quality dental education.

- *Performance Measure:*
 - Number of students in the program.
- *Benchmark:*
 - Increase the number of students in the program from 8 to 10.

Goal 2: Maintain some control over the rising costs of dental education.

Objective:

Provide the State of Idaho with a competitive value in educating Idaho dentists.

- *Performance Measure:*
 - State cost per student.
- *Benchmark:*
 - Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:

Help meet the needs for dentists in all geographic regions of the state.

- *Performance Measure:*
 - Geographical acceptance of students into the IDEP program.
- *Benchmark:*
 - Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.
- *Performance Measure:*
 - Return rates.
- *Benchmark:*
 - Maintain return rates of program graduates in private practice which average greater than 50%.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective:

Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

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- *Performance Measure:*
 - Continuing Dental Education (CDE).
- *Benchmark:*
 - Provide at least one continuing dental education opportunity biannually.

- *Performance Measure:*
 - Remediation of Idaho dentists (if/when necessary).
- *Benchmark:*
 - Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:

Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain.

Program Participant Choice:

Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. As this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

2010-2014
Strategic Plan
Idaho Museum of Natural History

Seven Strategic Directives were identified that encompass the plan for the Idaho Museum of Natural History over the next three years. These are areas of focus and goals that lead to the delivery of core services and achievement of the vision. They are:

- Fulfill and enhance core services
- Increase revenue
- Strengthen the Museum's professional standing
- Strengthen relationships with key constituents
- Ensure acquisition, retention, and professional development of necessary staff / human resources
- Create and implement a shared Museum vision
- Identify, develop and implement effective, efficient technology systems to support all Museum functions

The goals identified within these areas of focus encompass all Museum activities for the next three years. In a few cases it was recognized that a goal was larger than three years could accommodate, and five years was set as the time frame. Each Goal has supporting objectives with related measures and benchmarks.

Brief History of the Idaho Museum of Natural History

The Idaho Museum of Natural History was founded in 1934 in Pocatello as the Historical Museum at the Southern Branch of the University of Idaho, as Idaho State University was then called. The Museum was established by a group of professors in an effort to collect, preserve, and display the region's natural and cultural heritage

The earliest collections, consisting of about 5,000 objects, were primarily anthropological, archaeological and historical artifacts largely donated by the Pocatello Chamber of Commerce and faculty and supporters of the Southern Branch. The biological collections were developed by faculty in the Biological Sciences Department at approximately the same time. The Museum was governed by a 17-member Historical Museum Committee until the mid-1950's when it was renamed the Idaho State College Museum and its first full-time director was appointed. In 1963, Idaho State College

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became Idaho State University, and the Museum changed its name to the Idaho State University Museum.

For many years, the Museum's holdings were strewn about the ISU campus in a variety of buildings. In 1976, Museum offices, exhibits and collections finally found a permanent home in the old library building, now known as the Museum Building. In 1977, the museum reoriented its mission to focus on natural history and the Ray J. Davis Herbarium and zoological collections were formally transferred from the ISU Department of Biological Sciences. Its historical collections were deaccessioned to the Idaho State Historical Society, the Bannock County Historical Society, and the Idaho State University Library.

Also at this time, Museum and university officials worked at the state level to gain recognition for the Museum. In May 1977, the Idaho State Board of Education adopted a resolution requesting that Governor John Evans designate the Idaho State University Museum as the Idaho Museum of Natural History (IMNH); he signed this proclamation on July 1, 1977. In 1986, the Idaho State Legislature confirmed the governor's proclamation by enacting legislation that formally designated the Museum as the official state museum of natural history (Idaho Statute 33-3012)

IMNH now exists as a Special Program of Public Service (with separate line-item funding) of the Idaho State Board of Education, with Idaho State University providing additional support, advocacy and supervision. Currently the Museum holds and cares for over 500,000 natural and cultural objects in its collections areas located in the Museum building's basement and fourth floor. The basement also houses the exhibition fabrication shop and artifact and fossil preparation laboratories. The main floor contains administrative offices, the Education Resource Center, education classroom, and Children's Discovery Room, the Stirton-Kelson Library, exhibition galleries, exhibition graphics studio, and Museum Store. Research areas, including the Idaho Virtualization Laboratory, space for student and visiting researchers, and curator offices are found in the basement and on the fourth floor

In 2009, the Idaho Museum of Natural History will celebrate its 75th birthday

Guiding Principles

Core Functions mandated by Idaho Statute 33-3012

- To collect, care for, research, interpret and present, through educational programs and exhibitions, Idaho's cultural and natural heritage
- To support and encourage local and municipal natural history museums throughout the state of Idaho

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Mission Statement

The Idaho Museum of Natural History actively nurtures an understanding of and delight in Idaho's natural and cultural heritage. As the official state museum of natural history, it acquires, preserves, studies, interprets and displays natural and cultural objects for Idaho residents, visitors and the world's community of students and scholars. The Museum also supports and encourages Idaho's other natural history museums through mentoring and training in sound museological practices.

Core Values

Stewardship: We care for collections with dedication and accountability

Community: We engage a diverse community by understanding their interests and empowering their personal relationship with natural and cultural heritage

Excellence: We educate and inspire with professional integrity, scholarship, research and innovation

Respect: We listen, consider, and respond fairly to all voices

Vitality: We flourish by cultivating multiple, diverse avenues of support

Vision of Success

- IMNH is well recognized by its constituents and colleagues for outstanding research, collections, and interpretation of Idaho's natural and cultural treasures. We consistently draw diverse and increasing patronage from scholars, educational institutions, and the public-at-large
- We pursue programs in collections enhancement and research to support our mission
- Our interpretive programs are based on audience input, academic research and professional standards, and are scholarly, meaningful, accessible and engaging
- Idaho natural history museums benefit from IMNH resources and services
- Research, collections, and interpretation have an ample and appropriate facility in accordance with all accepted standards of curation, care and delivery
- Diverse funding sources amply support all aspects of operation and staff positions for IMNH mission areas and the retention of outstanding employees
- Partners – educators, businesses, state and federal agencies, and other community service organizations and individuals – are actively engaged in fulfilling the IMNH mission through contributions of funding, time, expertise and advocacy
- Appropriate technologies support all IMNH mission areas efficiently and effectively

Motto

“Nurturing an understanding of and delight in Idaho's natural and cultural heritage”

Strategic Directives and Goals Objective Plans

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Strategic Directive I: Fulfill and enhance core services

Goal 1: Deliver core services

Objectives:

- Collect, care for, research, and interpret Idaho's natural and cultural treasures
- Support and encourage Idaho's natural history museums

Measures:

- Identify natural and cultural treasures that require attention and need to be collected and preserved
- Complete cataloging and data entry for objects in collections
- Reduce number of objects requiring conservation
- Properly accession and store new collections
- Properly process all loan and access requests
- All research initiatives continue to produce results as specified in research plans
- Create educational programs and exhibits to produce results as specified in interpretative and exhibit plans
- Serve on boards and present at conferences of Idaho Association of Museums and Western Museum Association conferences and provide mentoring and traveling exhibits as requested

Benchmarks:

- Meet or exceed the American Association of Museum's Accreditation Program Standards and attain reaccreditation

Goal 2: Strengthen collections and enhance their status

Objectives:

- Evaluate local, national, and international significance of all collections
- Evaluate collections for weaknesses, explore how to correct
- Explore our user audiences and examine venues for promoting our collections to new users
- Explore costs for undertakings identified
- Implement plans as indicated

Measures:

- Report written on significance of collections
- Report written on weaknesses and recommendations for correction
- Explore options for promoting collections such as presenting at conferences, hosting conferences, increasing publications, and attending professional meetings
- Identify funds needed to address promoting collections to new users and correcting weaknesses in collections
- Collections strengthened and status improved

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Benchmark:

- Increase in the total number of users and venues identified equal to or exceeding the preceding year

Goal 3: *Increase space for all Museum functions*

Objectives:

- Assess and prioritize available space and needs
- Develop and implement plan to optimize available space
- Conduct campaign to raise awareness of supplemental space needs
- Explore ideal IMNH facility

Measures

- Comprehensive lists of available space / needs developed
- Detailed lists of needs outlining size and usage developed
- Report written outlining plan to optimize available space for high priority needs developed
- Implement plan to optimize usage of available space implemented
- Invite ISU / SBOE to tour museum and to recognize and support IMNH space needs
- Get ISU / SBOE engaged in seeking solutions for space needs
- White paper addressing ideal IMNH facility produced

Benchmarks

- Increase in the amount of space utilized by all museum staff, collections, and functions

Goal 4: *Increase Museum research opportunities*

Objectives:

- Develop materials that describe IMNH strengths and research opportunities
- Meet with appropriate entities (e.g. ISU departments, state agencies, etc.) to disseminate information and investigate partnerships
- Hold retreat-like forum to discuss IMNH strengths and opportunities
- Hold second forum to present and vet the ideas
- Explore refined list
- At least one idea is being pursued

Measure:

- Prepare presentation package
- Present all ISU departments with strengths and depth of IMNH for research opportunities
- White paper assembled with list of potential areas to explore and a plan for whom, when, and how
- Refined list of ideas assigned for further fleshing out (resources needed, start-up and sustainability costs, funding opportunities)

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- White paper prepared describing each idea

Benchmark:

- Increase IMNH funding through grants, contracts, and external funding from previous year

Goal 5: Strengthen Museum exhibits and educational programs to better represent mission, research, and collections for a wider audience

Objectives:

- Develop and implement interpretive plan reflecting our mission, research, and collections and which rigorously incorporates audiences' needs and curriculum standards

Measure:

- Creation of interpretive plan to assist with development of exhibits and educational programs in accordance with the IMNH Strategic Plan

Benchmark:

- Increase in the number of exhibits, temporary exhibits, and educational programs produced and assessed

Goal 6: Attain economic self-sufficiency for the Museum Store

Objectives:

- Create business plan for Museum Store
- Create a viable Museum E-store
- Increase sales for on-site Museum Store
- Make store manager position full-time and permanent

Measure:

- Business plan is created and implemented
- Museum E-store is created and implemented
- Store manager position becomes full-time and permanent

Benchmark:

- Amount of increase in store sales at least 10% over previous year bringing the store toward economic self-sufficiency

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Goal 7: Expand IMNH Membership Program

Objectives:

- Increase IMNH Membership by conducting a yearly membership drive
- Initiate Kid's Membership Program
- Encourage broader community support
- Increase member participation in Museum events
- Integrate and coordinate membership events with Museum divisions and activities
- Develop and implement membership events schedule
- Follow through with membership benefit events and recognition at each level

Measures:

- Assess effectiveness of annual membership drives
- Assess interest in kids membership program, and, if sufficient interest establish strategies and protocols
- IMNH and the Friends of the Museum will co-sponsor at least one successful activity to encouraged broader community support of the Membership Program
- Monthly meetings for staff to integrate and coordinate membership events
- Explore donor recognition

Benchmarks:

- White paper produced outlining history, current relationship and potential role of the Friends of IMNH
- Member survey developed and data collected; results assessed and protocols developed
- Several meetings have been held with the Friends' to explore potential partnerships that encourage broader community support of the Membership Program
- Continually assess protocols, membership benefits, members events and recognition strategies, and increase member participation by 10% over preceding year

Goal 8: Explore and pursue opportunities to publish Museum-related topics

Objectives:

- Assess audiences for Museum-related publications
- Based on audience assessment, develop a business plan for Museum-related publications, if indicated
- Pursue opportunities to publish Museum-related topics, if indicated
- Business plan for publishing Museum-related topics implemented

Measures:

- Profile of IMNH publications audiences obtained
- Create a business plan for producing and marketing publications
- Develop Museum-related publications
- Pursue publication opportunities

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Benchmarks:

- Number of publications successfully planned, completed, and offered to constituent groups

Strategic Directive II: Increase revenue

Goal 1: Pursue funding from repositing agencies in support of collections

Objectives:

- Examine existing agreements and other repository structures
- Track IMNH resources currently expended for repository activities
- Review national repository storage and processing fees
- Solicit MOUs from repositing agencies
- Prepare and send letter to repositing agencies including status report for their collections; solicit their comments
- Explore marketing our repository services to a regional audience
- Actively track and support appropriate legislation that funds repositing agencies' collection activities
- Follow up as indicated

Measures:

- Letters and reports sent; feedback received
- Feasibility report produced

Benchmarks:

- Report of findings produced
- MOUs with 100% of agencies repositing collections at IMNH
- Funding for repository collections increased by 10% over the previous year

Goal 2: Foster an environment to enable exploring and pursuing more grant opportunities

Objectives:

- Brainstorm with staff about potential projects suited to grants
- Prioritize projects based on available staff and resources
- Identify available granting resources, especially funding sources for previous IMNH projects, and identify matching requirements
- Based on priority ranking and available matching resources, begin writing grants
- Follow up as indicated

Measures:

- Identify and produce prioritized list of projects to pursue
- Identify available resources and matching requirements
- Submit grant proposals by appropriate deadlines

Benchmarks:

- Increase in the number of grant proposals submitted from previous year
- Increase in the number of grant proposals received from previous year

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- Increase in the total dollars received from grant funding

Goal 3: *Increase sponsorships for public programs*

Objectives:

- Determine sponsorship opportunities for programs as they arise
- Develop sponsorship approach for each program
- Create list of appropriate potential sponsors based on approach
- Create sponsorship pitch materials for each program (as needed)
- Secure sponsorships

Measures:

- Identify sponsorship opportunities
- Generate list of potential sponsors for each program
- Solicit support from potential sponsors

Benchmarks:

- Sponsorship money will increase by 10% over previous year

External Factors Influencing this Goal

- Competitive funding environment challenges our ability to present Museum opportunities to potential sponsors

Strategic Directive III: Strengthen the Museum's visibility and professional standing

Goal 1: *Strengthen Museum visibility and name recognition*

Objectives:

- Assess current Museum visibility and name recognition
- Create annual general Museum marketing plan
- Implement strategies from marketing plan
- Develop strategies for differentiating IMNH from other museums
- Track marketing plan success

Measures:

- Update marketing plan
- Implement strategies and protocols
- Track visitation and log visitor comments
- Surveys created and implemented; results tabulated

Benchmarks:

- Attendance at Museum programs will increase over previous year
- Percent of visitation will increase over previous year
- Number of newspaper, television, and other media spots will increase over previous year

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Goal 2: *Attain reaccreditation with the American Association of Museums*

Objectives:

- Secure or develop required documents, as necessary
- Complete Self-Study
- Host Visiting Committee for on-site reaccreditation evaluation
- Museum reaccreditation secured

Measures:

- All required documentation identified and developed
- Self-study questionnaire and required documentation completed and submitted on time
- On-site evaluation completed

Benchmarks:

- Fully reaccredited without concerns or conditions

Goal 3: *Complete and implement American Association of Museum's Museum Assessment Program (MAP) III - Public Dimension Assessment (PDA)*

Objectives:

- Implement peer reviewers' Assessment Report

Measures:

- Implementation goals assessed during yearly strategic planning; progress form completed and submitted on time

Benchmarks:

- Meet or exceed the recommendation made by the Assessment Report

Goal 4: *Conduct year-long state-wide 75th Anniversary celebration for Museum in 2009 - 2010*

Objectives:

- Secure the support of key entities (ISU administration/departments, SBOE)
- Convene Celebration Committee
- Develop Celebration timeline and budget
- Plan activities and secure sponsors
- Hold year-long state-wide celebration of Museum's 75th Anniversary

Measures:

- Secure support of key entities
- Identify and select potential committee members and hold regular meetings
- Celebration timeline and budget developed
- Activities planned and sponsors secured

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Benchmarks:

- Host a successful year-long state-wide celebration of the Museum's 75th Anniversary beginning December 2009
- Secure long-term support and increased funding for IMNH

Strategic Directive IV: *Strengthen relationships with key constituents*

Goal 1: *Increase understanding of users of core Museum services, their needs, and their preferred receipt of services*

Objectives:

- Review previous surveys for information about who our audiences are and what we learned from the survey process
- Develop new surveys for visitors and the community-at-large to test their needs and how they would like them delivered
- Hold focus groups to learn how IMNH can better serve its audiences
- Create a statewide Museum Advisory Board
- Track, analyze, and use information gathered to shape core services

Measures:

- Create report of audience findings and target audience
- Create and implement at least one survey
- Create and hold at least one focus group
- Create list of potential board members, create advisory board and begin holding regular meetings
- Summary report with recommendations produced

Benchmarks:

- Using input from surveys and focus groups, the Museum will identify the communities it serves and makes appropriate decisions in how it serves them
- Advisory board is created with representation from around the state

Goal 2: *Strengthen relationship with ISU administration, faculty, students and the community-at-large*

Objectives:

- Assess and strengthen the relationships with ISU administration, faculty, students, and other major entities such as Obler Library and the Center for Ecological Research and Education
- Assess and strengthen relationships with likely community partners

Measures:

- Develop and implement survey to identify key issues and explore solutions
- Hold regular meetings between director and key administrators, deans, directors, department chairs, etc

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- Invite at least three key administrators, deans, directors, department chairs, etc. to tour the Museum
- Invite ASISU officers and/or Senate to tour the Museum
- Present a \$.50/per student budget request to ASISU to be allocated to support IMNH and to allow students better access to the Museum and its programs
- Follow up on recent successes, and continue to host events directed toward the ISU community
- Work with ISU community partners to encourage their support and participation in Museum activities.

Benchmarks:

- Increase in the number of ISU visitors and ISU partners working with the museum over the previous year
- Increase in the number of community visitors and communities partners working with the museum over the previous year

Strategic Directive V: Ensure acquisition, retention, and professional development of necessary staff / human resources

Goal 1: Increase opportunities for professional development

Objectives:

- Assess professional development needs
- Identify professional development opportunities
- Develop and implement a plan to provide increased professional development
- Regularly assess and revise plan for increased professional development

Measures:

- Assess all staff's professional development needs and identify professional development opportunities
- Create and implement a plan for increased professional development
- Reassess professional development needs on an annual basis

Benchmarks:

- 100% of staff are able to pursue at least one professional development opportunity each year

Goal 2: Increase number of human resources (work study, undergraduate and graduate students, volunteers and/or paid staff)

Objectives:

- Identify our current human resource base and sources
- Identify specific projects that require additional assistance and explore avenues for filling those needs
- Monitor and enhance volunteer services program

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Measures:

- Annually project human resource needs and submit requests through the budget process
- Explore additional avenues for filling additional assistance needs such as work study, student interns, etc
- Continue to recruit volunteers

Benchmarks:

- AAM's Characteristics of an Accreditable Museum require that the composition, qualifications, and diversity of the Museum's leadership, staff, and volunteers enable it to carry out the Museum's mission and goals
- Increase in the number of volunteer service hours
- Number of human resources increased over the previous year

External Factors Influencing this Goal

- Many IMNH strategic goals and objectives assume ongoing and substantive levels of State line-item legislative appropriations. Availability of state revenues, upon which appropriations depend, has been woefully inadequate to meet human resource needs

Goal 3: *Review job descriptions and performance plans for all Museum functions*

Objectives:

- Assess Strategic Plan and job descriptions to determine relevancy of educational advancement, degree attainment, and skill development of staff and faculty
- Create new job descriptions/performance plans to account for relevant changes

Measures:

- Revise and update all staff and faculty job descriptions and performance plans and have them approved by appropriate administrative units and agencies.

Benchmarks:

- In accordance with the AAM's Characteristics of an Accreditable Museum, 100% of staff will have an accurate and completed job description and performance plan in place

Strategic Directive VI: *Create and implement a shared Museum vision*

Goal 1: *Create and implement a shared Museum vision*

“We’ve planned the work . . . Now, we work the plan together”

Objectives:

- Strengthen team work
- Perform long-range planning and assess sustainability
- Identify and prioritize long-term goals (5 to 10 year)

Measures:

- Hold regular team-building activities

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- Assess and prioritize current IMNH activities and resources with regard to planning and sustainability; revisit Strategic Plan semiannually and revise if necessary
- Annual meetings held to identify and prioritize long-term (5-10 years out) goals; goals folded into Strategic Plan as indicated

Benchmarks:

- 100% of staff and faculty are offered the opportunity to participate in long-term planning and the prioritization of goals along with training, development, and team-building activities

Goal 2: Increase Opportunities for Institutional Development

Objectives:

- Assess institutional development needs
- Identify institutional development opportunities
- Develop, implement, and assess plan to provide for increased institutional development

Measures:

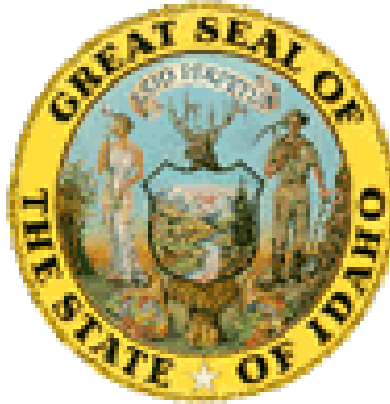
- Compile a list of institutional development needs and available opportunities
- Create a plan for increased institutional development
- Plan to increase institutional development opportunities implemented
- Revised plan to increase institution development opportunities implemented

Benchmarks:

- The Museum's governing authorities and staff will think and act strategically to acquire, develop, and allocate resources to advance the mission of the Museum

External Factors Influencing this Goal

- For the Museum to operate in a fiscally responsible manner requires ongoing legislative and ISU support. The nature of the funding environment, historically, has not allowed this to occur. For example, over the past 15 years over 50% of the Museum's funded staff positions were eliminated. Additionally, the past external organizational structure has impeded the Museum's ability to seek outside funding. Today, however, to assist in effectively advancing the Museum's mission, there is a clear and formal indication that Idaho State University, through its new president and leadership team, will support and help advance IMNH and its mission and vision



University of Idaho STRATEGIC PLAN 2010-2014

The University of Idaho STRATEGIC PLAN 2010-2014

The University of Idaho is an internationally recognized land-grant institution combining research, graduate, and professional education with a strong undergraduate base in the liberal arts and sciences.

VISION STATEMENT

Our *teaching and learning* activities seek to engage every student in a transformative journey of discovery and understanding. Our *scholarly and creative activity* aspires to generate knowledge that strengthens the scientific, economic, cultural, social, and legal foundations of an open, diverse, and democratic society. Our *outreach and engagement* facilitates lifelong learning and energizes the development of prosperous and environmentally sound communities, while enhancing the relevance and excellence of our academic enterprise. Programs in the arts and athletics aspire to high levels of accomplishment and visibility.

Our work is shaped by a passion for knowledge, innovation and creativity, by the rigor of high academic and ethical standards, by the attainment of each individual's full human potential, by the enrichment generated through diversity, and by the dissolution of cultural and organizational barriers. We are committed to improving our community, the communities we serve, and the facilities necessary for us to fulfill our vision and mission.

We emphasize quality and access, focusing our efforts on sustaining strong programs and investing resources in strategic directions that advance the interests of Idaho in an increasingly interdependent and competitive world. Through collaboration across strong academic disciplines, and through the creation of public, private, and community partnerships, we will undertake bold initiatives to promote science, technology, and their applications; to invigorate the liberal arts and sciences; to catalyze entrepreneurial innovation; to steward the natural environment; and to develop the design, lifestyles and civic infrastructures of sustainable communities.

MISSION STATEMENT

Type of Institution

The University of Idaho is a high research activity, 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 is also responsible for regional medical and veterinary medical education programs in which the state of Idaho participates.

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The University of Idaho will formulate its academic plan and generate programs with primary emphasis on agriculture, natural resources, metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs related to the foregoing. The University of Idaho will give continuing emphasis in the areas of business, education, liberal arts and physical, life, and social sciences, which provide the core curriculum or general education portion of the curriculum.

Programs and Services

Baccalaureate Education: Offers a wide range of baccalaureate and professional programs.

Graduate-Research: Offers a wide range of masters, doctoral and professional programs and also coordinate and conducts extensive research programs that are consistent with state needs.

Extension Services, Continuing Education and Distance Education: Supports extension offices throughout the state in cooperation with federal, state and county governments, provides life-long learning opportunities and uses a variety of delivery methods to meet the needs of select, yet diverse constituencies in the state and region.

Associate Education: None

Certificate/Diplomas: Offers academic certificates representing a body of knowledge, that do not lead to a degree.

Technical and Workforce Training: None

Constituencies Served

The institution serves students, business and industry, the professions and public sector groups throughout the state and nation as well as diverse and special constituencies. The university also has specific responsibilities in research and extension programs related to its land-grant functions. The University of Idaho works in collaboration with other state postsecondary institutions in serving these constituencies.

Teaching & Learning

Goal I: *Engage students in a transformational experience of discovery, understanding, and global citizenship.*

Objective A: Build and sustain competitive advantages through innovative curricula of distinction.

Performance Measure: The number of programs engaged in assessment processes that result in the review and refinement of curricular and/or co-curricular learning activities to strengthen student learning.

Benchmark: Eighty-five percent of the programs completing this year's assessment cycle will have developed action strategies for making improvements by December, 2009.

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Objective B: Develop effective integrative learning activities to engage and expand student minds.

Performance Measure: The university will continue to engage in “Program Prioritization” activities in order to identify areas of programming for strategic investment, and by implication, areas to de-emphasize.

Benchmark: All of the university’s academic programs will be reviewed using criteria identified by the Provost’s Council. Program recommendations will be worked through Faculty Council and the State Board of Education in the spring or summer, 2009.

Performance Measure: The university will seek proposals for innovations that can further position the university for continued relevance and impact on undergraduate and graduate education, scholarly and creative activity, and outreach and engagement.

Benchmark: Proposals will be selected in the spring of 2009 and given high priority in the next planning and budgeting cycle to insure successful implementation.

Performance Measure: Students will participate in experiential learning opportunities (research, service learning, study abroad and internships) during their UI experience.

Benchmark: A tracking system will be established by Fall 2009 and baseline data on participation will be collected in order to set a benchmark by summer 2010.

Scholarly and Creative Activity

Goal 2: *Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.*

Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.

Performance Measure: Faculty Position Description and Performance Evaluation forms will explicitly recognize interdisciplinary work and outreach/engagement.

Benchmark: Definitions of interdisciplinary work and outreach/engagement along with an appropriate target of participation will be developed by Fall 2009.

Objective B: Emphasize scholarly and creative activities that support the University’s strategic themes, the research-extensive and land grant missions, and strategically important graduate and professional programs.

Performance Measure: Relative compensation for both Teaching Assistants and Research Assistants will be increased annually as compared with the Graduate Assistant Stipend Survey rankings produced by Oklahoma State University.

Benchmark: Each year the University will improve its overall average rank in the Oklahoma State University Graduate Assistant Stipend Survey.

Outreach and Engagement

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Goal 3: *Engage with the public, private and nonprofit sectors through mutually beneficial partnerships that enhance teaching learning, discovery and creativity.*

Objective A: Build upon, strengthen and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.

Performance Measure: Average percent of faculty FTE dedicated to outreach.

Benchmark: A tracking system, baseline data and performance benchmark will be established by Fall 2009.

Objective B: Deliver undergraduate, graduate, continuing professional education and Extension programs and opportunities for lifelong learning.

Performance Measure: Students will participate in service learning opportunities during their UI experience.

Benchmark: A system of tracking student hours of participation will be established by Fall 2009 and baseline data will be collected in order to set a benchmark by summer 2010. (This is a subset of Goal 1, Objective B.)

Organization, Culture and Climate

Goal 4: *Create and sustain an energized community that is adaptable, dynamic and vital to enable the University to advance strategically and function efficiently.*

Objective A: Sustain and enhance a positive work climate to enhance the quality of University life.

Performance Measure: Quality of University life will be measured using campus surveys by Spring 2009.

Benchmark: Survey results will provide baseline data against which quality of University Life will be measured at regular intervals, and benchmarks will be established by summer 2010.

Objective B: Sustain and enhance an organizational structure, policies and procedures that enable the University to attain its other goals.

Performance Measure: Participation by UI Faculty and Staff in university-wide learning and professional development programs.

Benchmark: Twenty percent of faculty and staff will have participated in professional development programs by Fall 2009.

Performance Measure: Students will have access to supportive and effective advising.

Benchmark: A system for tracking student advising opportunities and standards for advising will be developed, and baseline data collected by Spring 2010.

Key External Factors:

State Board of Education (SBOE): Achievement of strategic goals and objectives assumes SBOE support and commitment to UI's unique role and mission.

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New Leadership: Achievement of strategic goals and objectives assumes understanding and support for the UI's vision and strategic plan by the new president.

Funding: Economic conditions will play an important role in the perceived value and effectiveness of higher education in the coming years. On-going and appropriate levels of funding from state and federal sources will be critical for the success of our strategic plan.



University of Idaho

Idaho WOI (WI)/
Caine Veterinary Teaching Center

STRATEGIC PLAN

2010 - 2014

Idaho-WOI (WI)/Caine Veterinary Teaching Center

STRATEGIC PLAN 2010-2014

VISION STATEMENT

Improved health of and production by Idaho's food producing livestock

MISSION STATEMENT

Our mission is to transfer science-based medical information and technology concerning animal, zoonotic, food safety, and related environmental issues, through education, research, public service, and outreach to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Authority and Scope:

The original Tri-State (Washington-Oregon-Idaho)(WOI) Veterinary Teaching Program was authorized in 1973 by the Idaho legislature. The Caine Veterinary Teaching Center (Caine Center) at Caldwell, an off-campus unit of the University of Idaho's Veterinary Science Department was opened in 1977, as a part of Idaho's contribution to the then WOI Regional Program in Veterinary Medicine.

The Caine Center serves primarily as a food animal referral hospital/teaching center where veterinary students from Washington State University and Oregon State University participates in two-to-four-week elective food animal production medicine rotations during their senior year of veterinary school.

The Program has undergone change since its inception; originally guaranteeing 60 Idaho resident students (15 per year) access to a veterinary medical education through a cooperative agreement with WSU, whereby students are excused from paying out-of-state tuition. It now provides only 44 students with the same. The Caine Center now resides in the Dept of Animal and Veterinary Science, UI's College of Agriculture and Life Sciences and Oregon dropped out of the cooperative program in 2005. Thus, the Program now involves only Idaho and Washington State University students. (WI Program).

The present WI Program is an AVMA-accredited veterinary medical program. Faculty members are specialized in virology, bacteriology, immunology, medicine, and surgery and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department and WI Regional

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Veterinary Medicine Program. The Veterinary Pathology discipline was lost in 2005 when our board certified veterinary pathologist retired.

The Caine Center's service and diagnostic program is tied closely to the food animal production medicine teaching program which offers individual animal diagnosis and treatment plus disease outbreak investigation services to the veterinarians and livestock producers in Idaho. Live animal hospital cases referred from practicing veterinarians are used as teaching material as the case is worked up. Samples are often sent to the Caine Center's laboratories directly by veterinarians who need diagnostic help with disease problems.

The establishment of the original WOI Program motivated the development of a cooperative graduate program with Washington State University, allowing cross-listing of the WSU Veterinary Science graduate courses. Thus, UI students are able to enroll for coursework leading to the U of I Masters degree and to the WSU PhD degree programs through the University of Idaho. The cooperative graduate program has also enhanced research cooperation between WSU and UI faculty members.

Responsibility for the Caine Center programs, daily operations, supervision and leadership for the faculty and staff lies with a Teaching Program Coordinator who functions as a Unit Administrator under the administrative supervision of the Head of the AVS Department.

Teaching:

A teaching-oriented faculty with a practical approach to clinical problem solving provide 1 to 4 week blocks of time devoted to general food animal medicine, dairy production medicine, reproduction/biotechnology, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

Disease agents, fluid therapy, drug treatment, nutrition, record keeping, and necropsy are emphasized in clinical skills and individual animal medicine instruction. Production medicine stresses record keeping and interpretation, investigational skills, animal well being, and environmental stress for beef cattle, dairy cattle and small ruminants.

Caine Center faculty provides summer internship opportunities for the AVS Department undergraduate program, especially designing them for the pre-veterinary students. They also provide a summer dairy and veterinary experiential learning program (IBVEP) for first and second year WSU veterinary students. One WI Program faculty member stationed at Moscow serves as an advisor for pre-veterinary students, teaches an undergraduate veterinary science course and teaches in the second- and third-year instructional programs at the WSU College of Veterinary Medicine.

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The Caine Center and AVS faculty also make use of the Caine Center facility to offer continuing education programs for veterinarians and livestock producers and the faculty themselves are involved in statewide producer educational programs.

On average, 65-75% of new Idaho resident graduates of the WOI (WI) Program are licensed to practice veterinary medicine in Idaho annually

Research:

Examples of Nationally and Internationally acclaimed research done at the Caine Center include that done on cryptosporidiosis, anaplasmosis, neonatal calf diseases, fluid therapy, reproductive diseases of cattle and sheep, genetic control of ovine foot rot, EID (electronic identification) of beef cattle, Johne's disease in cattle, sheep and goats, and scrapie in sheep. A long collaboration with the Idaho Department of Fish & Game on wildlife/domestic disease interaction has resulted in elucidation of the Pasteurellaceae group of organisms causing death in bighorn sheep. The faculty has secured significant outside funding to conduct their research. They have published numerous scientific papers. The research is dedicated primarily to that relevant to regional disease problems.

Service/Outreach/Extension:

Caine Center faculty members also have responsibility for outreach activities, although none of them have official Extension appointments. Their regular activities of daily/regular interaction and consultation with livestock producers, commodity groups, veterinarians, UI Extension specialists, and others on a variety of topics including: production medicine, disease control or prevention, and reproductive problems are all service orientated. Several faculty members contribute material on a regular basis to lay publications and industry newsletters, and many are active in their state and national professional associations.

Through comprehensive diagnostic services, disease investigations, and clinical studies provided on a fee-for-service done in conjunction with the teaching program has significantly benefited many producers through the control of a number of economically devastating diseases.

Teaching and Learning

Goal 1. Quality

Objective: Continue to provide and improve a quality, highly-rated and effective teaching program with an innovative and practical approach to clinical problem-solving.

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Strategies:

- Seek out new teaching opportunities utilizing large food- animal production facilities that allow students actual hand-on experience not available in a formal educational facility. i.e. calving, lambing, kidding, milk sampling, surgery, etc,
- Utilize expertise of specialists in AVS and other departments to further expose students to basic specialized learning experiences.
- Incorporate local veterinary practitioners and agency specialists as part of the interdisciplinary instructional team.
- Expand partnerships with industry, state and local government agencies, and private foundations to encourage the funding of unique learning opportunities such as internships, preceptorships and residencies.

Performance Measures:

- Number of students in senior blocks
- Student evaluations
- Number of hours spent by students on producers' properties gaining hands' on experience
- Number of guest lecturers per block
- Contact hours with outside veterinarians

Benchmark:

- Having students for at least 80% of scheduled blocks
- Having at least 35% of the WSU Senior Class rotate through the Caine Center
- Each student averaging at least 12 hrs of direct hands-on experience on clients farms.
- At least one guest lecturer per block
- An average of 4 hrs of contact time per student with outside veterinarians.

Scholarly and Creative Activity

Goal 1 Quality.

Objective: To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.

Strategies:

- Make sure that each faculty member has adequate time to pursue their research interests.
- Mentor new faculty and make sure they progress in an organized fashion towards reaching tenure and maximize their contribution to the Caine Program and the University of Idaho.
- Continue to nurture interaction between the AVS Dept/Moscow faculty, the Caine Center, and the WSU Veterinary School to promote collaboration on research projects, particularly for the newer faculty.
- Encourage faculty to seek out and apply for grants and contracts from all sources including federal and state government agencies, industry, private organizations and foundations.

Performance Measures:

- Time faculty members have to do research
- Amount of external funding.
- Published papers in peer-reviewed journals and abstracts that meet CALS performance goals for each faculty member

Benchmark:

- Each faculty should have at least 40 hrs per week devoted to research.
- Each faculty should have submitted the number of grants based on their research appointment and expectations.
- Each faculty member should meet expectations or better on their annual review.
(2 papers/year based on 100% research.)

Outreach and Service –

Goal 1. Quality

Objective: Endeavor to expand diagnostic laboratory and field services for the veterinarians and livestock producers in Idaho and the region.

Strategies for Objective:

- Encourage the participation of faculty and staff in extension activities whenever possible.
- Encourage the participation of all faculty members in field disease investigations.
- Continue to monitor quality control in all laboratories. Pursue any questions or complaints concerning results until the situation is resolved.
- Encourage continuing education of laboratory staff in their given specialty.
- Partner with other University departments or units and state agencies to enhance service, improve quality, and expand diagnostic testing for zoonotic and communicable diseases of importance to Idaho and the Northwest region. Specifically, advocate for the hiring of a Veterinary Pathologist to be shared with the Idaho Department of Agriculture Veterinary Laboratory.
- Continuous updating of clinical and laboratory instrumentation as budgets allows to enhance diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.
- Implement and keep updated a fee-for-service structure that helps provides adequate budgetary support for additional laboratory personnel – over and above those supported by the State – based on costs of diagnostics, other available funding, and industry need.
- Maintain support personnel adequate to ensure increased volume of activity can be efficiently serviced.

Performance Measures:

- Field investigation numbers.
- Laboratory diagnostic and live animal case accessions.
- Number of laboratory personnel that participate in continuing education

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- Number of hours of continuing education accumulated by laboratory personnel.
- New techniques or equipment incorporated into laboratories protocols.

Benchmarks:

- Each faculty member to give at least one Extension producer presentation or demonstration (oral or written) per year.
- Each faculty member should do at least 3 field investigations/year.
- Laboratories diagnostic acquisitions should increase each year by at least 3% in normal economic times.
- Live cases acquisitions should remain steady or increase in normal economic times.
- Adequate case accessions to support 3 laboratory FTEs.



WWAMI

WWAMI is Idaho's regional medical education program, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine (UWSOM)**. Idaho medical students spend the first year of their medical education on the campus of the **University of Idaho** in Moscow, study medicine on the campus of UWSOM in Seattle during their second year, and complete their third and fourth year clinical training at **regional medical sites in Boise, across Idaho**, or throughout the **WWAMI** (Washington, Wyoming, Alaska, Montana, Idaho) region.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

UWSOM and its partner WWAMI Medical Program in Idaho are dedicated to improving the general health and wellbeing of the public. In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**. The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations**;
- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine**.

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho**, who have joined in a unique regional partnership. UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;

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2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;
3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;
4. Advance patient care and improve health through discovery and application of new knowledge;
5. Teach, model, and promote:
 - a. the highest standards of professionalism, honor, and integrity, treating others with empathy, compassion, and respect;
 - b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;
 - c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;
6. Encourage students to maintain and model a balanced and healthy lifestyle;
7. Foster dedication to service, including caring for the underserved;
8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and
9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

Alignment with the Idaho State Board of Education Strategic Plan
2010-2013

Goal I: Quality – Sustain and continuously improve the quality of medical education, training, research, and service.

Objective: Provide excellent first year medical education in biomedical and clinical sciences.

- *Performance measure:* pass rate on the U.S. Medical Licensing Examination, Step 1, taken during 2nd year of medical training.
- *Benchmark:* U.S. medical student pass rate.

Goal II: Access – Continuously improve access to medical education for individuals of diverse backgrounds, particularly the underserved in medicine.

Objective: Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

- *Performance measure:* the number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.
- *Benchmark:* National ratio of state applicants to medical school per state-support seat.

Goal III: Efficiency and Outcomes – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective 1: Increase medical student interest in rural and primary care practice in Idaho.

- *Performance measure:* the number of WWAMI rural summer training placements in Idaho each year.
- *Benchmark:* 50% of class interested in rural training experiences following first year of medical education.

Objective 2: Maintain interest in primary care medicine for medical career choice.

- *Performance measure:* Percent of Idaho WWAMI graduates choosing primary care specialties for residency training each year.
- *Benchmark:* 50% of Idaho WWAMI graduating class choosing primary care residency training, in keeping with WWAMI mission.

Objective 3: Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- *Performance measure:* Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.
- *Benchmark:* target rate – national average or better.

Objective 4: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- *Performance measure:* Ratio of any WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student seats funded by the State.
- *Benchmark:* target ratio – 60%

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the needs for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

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AGRICULTURAL
RESEARCH &
EXTENSION
SYSTEM
STRATEGIC PLAN

2010-2014

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension System
Strategic Plan
2010-2014

MISSION STATEMENT

The College of Agricultural and Life Sciences honors the intent and purpose of the original land-grant mission by serving the people of Idaho and our nation:

- 1) by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- 2) through the discovery, application, and dissemination of science-based knowledge,
- 3) through identification of critical needs and development of creative solutions,
- 4) by fostering the health and well being of individuals, communities and society,
- 5) by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- 1) excellence in innovative discovery, instruction and outreach,
- 2) open communication,
- 3) individual and institutional accountability,
- 4) integrity and ethical conduct,
- 5) accomplishment through collegial teamwork and partnership,
- 6) responsiveness and flexibility,
- 7) individual and institutional health, success and productivity.

VISION STATEMENT

We are committed to being Idaho's recognized leader and innovator in agricultural and life sciences, respected regionally, nationally and internationally through focused areas of excellence in teaching, research and extension, serving as a critical knowledge bridge to society.

The College of Agricultural and Life Science's mission is to support economic growth and enhance the quality of life for the people of Idaho by:

- * preparing students to be innovative leaders in a global society,
- * helping people improve their lives through research-based education and leadership development focused on issues and needs, and

- * providing new knowledge to support agriculture and enhance the understanding of natural and human resources.

Goals

Teaching and Learning: Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective:

1. Attract and retain the appropriate number of diverse, high quality undergraduate and graduate students.
Performance Measure: The number and diversity of students enrolled in College of Agricultural and Life Sciences' academic programs.
Benchmark: A significant yearly increase in overall enrollment and diversity of enrollment.
2. Use innovative curricula and technology to develop skills for life-long learning and produce globally engaged graduates.
Performance Measure: A broad audience of learners will acquire knowledge and skills appropriate to global awareness through means of cutting-edge technology.
Benchmark: Number of new courses developed and delivered to both traditional and non-traditional learners via non-traditional means.
3. Assess learning outcomes to demonstrate effectiveness and improve our programs.
Performance Measure: Develop and implement methods to independently evaluate and improve student learning.
Benchmark: Implementation of evaluation method and documentation of result.

Scholarly and Creative Activity: Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

1. Promote outstanding, influential research in discovery and application/integration that is competitive with peer institutions.
Performance Measure: Increased level of grants awarded for scientific discovery, application/integration.
Benchmark: Increased number of licenses and patents.
2. Provide undergraduates with opportunities to participate in scholarly and creative activity.

Performance Measure: Students will participate in a variety of learning experiences that produce a scholarly product or notable impact to their overall UI education.

Benchmark: Mechanisms for engaging students in scholarly and creative activity will be developed by Fall 2010.

3. Address the needs of stakeholders by conducting research with regional, national and international impact and recognition.

Performance Measure: Develop nationally recognized research programs that meet the identified needs of stakeholders/clientele.

Benchmark: Number of scholarly products and programs delivered addressing identified stakeholder needs.

Outreach and Engagement: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

1. Provide research-based education that anticipates and responds to high priority stakeholder needs.

Performance Measure: Faculty will engage stakeholders in a variety of experiential and traditional learning opportunities that meet their educational and informational needs.

Benchmark: Develop an assessment tool that provides faculty with reliable information regarding stakeholder needs by Fall 2010.

2. Integrate teaching, research and extension using interdisciplinary teams to solve economic, environmental and social problems.

Performance Measure: Funding support for interdisciplinary faculty positions.

Benchmark: Number of interdisciplinary faculty positions among colleges.

3. Address the needs of Idaho's changing population including underserved audiences.

Performance Measure: Development of programs that address the changing demographics and population needs of Idaho stakeholders.

Benchmark: Develop an assessment tool that provides faculty with reliable information regarding stakeholder needs.

4. Maintain a strong statewide presence by strategically locating personnel and resources.

Performance Measure: Place personnel and allocate resources in alignment with the College of Agricultural and Life Sciences strategic plan to meet the highest priority needs.

Benchmark: Number of college personnel located at Agricultural Research and Extension Centers throughout the state.

5. Engage students in addressing community based needs using Extension.
Performance Measure: Provide creative and innovative opportunity for students to engage in community based learning experiences of mutual benefit.
Benchmark: A methodology will be developed for engaging students in community based, experiential learning opportunities by Fall 2010.

Organization, Culture and Climate: Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.

1. Attract and retain highly qualified, diverse faculty, staff and students.
Performance Measure: Advertise for open positions in areas where we will attract a diverse faculty and staff.
Benchmark: Increased level of diversity within the ranks of College of Agricultural and Life Sciences faculty, staff and administration.
2. Demonstrate fairness in expectation, evaluation and compensation.
Performance Measure: Develop clear performance guidelines for faculty and staff.
Benchmark: College units will clearly document expectations of performance based on rank and position descriptions.
3. Create and support an atmosphere of loyalty, trust, collegiality and inclusiveness.
Performance Measure: Quality of the work environment within College of Agricultural and Life Sciences will be measured by implementing a college-wide survey by Fall 2010.
Benchmark: Survey results will provide a baseline data against which quality of the work environment will be periodically measured.
4. Reduce academic, institutional and administrative barriers to achieve an efficient and creative workplace.
Performance Measure: Develop a taskforce to review current processes and procedures.
Benchmark: Taskforce makes recommendations to the college Dean by Spring 2010.

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Forest Utilization Research and Outreach (FUR)

2010-2014

STRATEGIC PLAN

Forest Utilization Research and Outreach

Mission Statement

The effect of the Forest Utilization Research and Outreach (FUR) program is to increase the productivity of Idaho's forest lands by conceiving, analyzing, and developing methodologies that improve intensive forest harvesting practices, improve and increase wood use and wood residue utilization technologies, improve forest regeneration, forest and rangeland restoration, and nursery management practices, demonstrate state-of-the-art scientifically, socially and environmentally sound forest and range nursery, regeneration, and management practices, provide through the Policy Analysis Group unbiased factual and timely information on natural resources issues facing Idaho's decision makers.

FUR is located in the College of Natural Resources at The University of Idaho, which is an internationally recognized land-grant research institution combining research, outreach, graduate, and professional education.

We emphasize quality and access, by strategically investing in distinctive and relevant programs and facilities. Through collaboration and consultation we undertake initiatives designed to promote science, technology, and their applications to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by the Forest Utilization Research (FUR) will lead to improved capabilities in Idaho's workforce and beyond to address critical natural resource issues by producing new knowledge and leaders in the areas of forest regeneration, fire science and management, and forest ecosystem services and products, especially bio-energy.

This work will be shaped by a passion to fuse scientific knowledge with best natural resource management practices to promote learning partnerships and collaboration across organizational boundaries such as governments, private sector enterprises, landowners and non-governmental organizations to catalyze entrepreneurial innovation in the natural resource sector and to steward the natural environment.

Forest Utilization Research and Outreach (FUR) GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Objective A: Promote an environment that increases faculty engagement in interdisciplinary scholarship.

Strategies:

1. Use hiring to strengthen interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.
2. Establish, renew, remodel, and reallocate facilities to encourage collaborative interdisciplinary inquiry and provide access to information resources and innovative technologies.

Performance Measures:

Number of CNR faculty involved in interdisciplinary, FUR related scholarship.
Laboratories and field facilities that support FUR interdisciplinary inquiry.

Benchmarks:

Number of faculty and number of facilities meet targets set for interdisciplinary Forest Utilization Research in CNR

Objective B: Emphasize scholarly and creative activities that support the college's strategic themes, the research-extensive and land-grant missions, and strategically important graduate and professional programs.

Strategies:

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland regeneration, nursery management practices, forest and rangeland productivity, fire science and management, ecosystems services and products.
2. Build strategic research and technological transfer activities statewide and regionally through unbiased analyses of the Policy Analysis Group.

Performance Measure:

Products and services provided by CNR for statewide FUR stakeholders

Benchmark:

Number of service events and total participants in CNR events provided for FUR stakeholders.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

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Strategies:

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues.
2. Engage with communities and organizations through flexible partnerships that share resources and respond to local needs and expectations.
3. Foster key industry/business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests, rangelands, and waterways.

Performance Measure:

Cases served: examples include: communities served; workshops/tours conducted; FUR stakeholder attendees; invited presentations; research, teaching and service projects; research studies completed/published; private landowners assisted and seedling research projects.

Benchmark:

Meeting target numbers for examples above.

Goal 3: Teaching and Learning

Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective A: Develop effective integrative learning activities to engage and expand student minds.

Strategies:

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services.
2. Integrate educational experiences into research programs at CNR outdoor laboratories, including the college Experimental Forest, the Forest Nursery complex, and McCall campus.
3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measures:

FUR learning and research opportunities integrated into CNR undergraduate, graduate and professional capacity building programs on and off University of Idaho campuses and sites.

FUR learning, research and opportunities involving alumni and stakeholders on and off University of Idaho campuses and sites.

Benchmark:

Meeting target numbers for activities proposed above.



Lewis-Clark State College

Strategic Plan Summary

FY2010-2014

Lewis-Clark State College

Strategic Plan FY2010-2014

VISION STATEMENT

Unique among Idaho's institutions of higher education, LCSC will fulfill the SBOE vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team. LCSC's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on quality of instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs. Lewis-Clark students' personalized instruction will be complemented by personal application of knowledge and skills in the real world, as embodied in the College's motto: "*Connecting Learning to Life*." LCSC will be an active partner with the K-12 school system, community service agencies, and private enterprises and will support regional economic and cultural development. LCSC will strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs; student fees; housing, textbook, and lab costs; and financial assistance to ensure affordability. LCSC will vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness. LCSC will nurture the development of strong personal values and will emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the state, the nation, and the world.

MISSION STATEMENT

LCSC's official role and mission statement (approved by the SBOE in 1998) is provided below:

1. Type of Institution

Lewis-Clark State College is a regional state college offering undergraduate instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the state and local economy and other educational programs designed to meet the needs of Idahoans.

Lewis-Clark State College will formulate its academic plan and generate programs with primary emphasis in the areas of business, criminal justice, nursing, social work, teacher preparation, and professional-technical education. The College will give continuing emphasis to select programs offered on and off campus at non-traditional times, using non-traditional means of delivery and serving a diverse student body. Lewis-Clark State College will maintain basic strengths in the liberal arts and sciences, which provide the core curriculum or general education portion of the curriculum.

2. Programs and Services (listed in order of emphasis)

- **Baccalaureate Education:** Offers a wide range of baccalaureate degrees and some qualified professional programs.
- **Associate Education:** Offers a wide range of associate degrees and some qualified professional programs.
- **Certificates/Diplomas:** Offers a wide range of certificates and diplomas.
- **Distance Learning:** Uses a variety of delivery methods to meet the needs of diverse constituencies.
- **Technical and Workforce Training:** Offers a wide range of professional, technical and outreach programs.
- **Continuing Education:** Provides a variety of life-long learning opportunities.
- **Research:** Conducts select coordinated and externally funded research studies.
- **Graduate:** None.

3. Constituencies Served: The institution serves students, business and industry, the professions, and public sector groups primarily within the region and throughout the state, as well as diverse and special constituencies. Lewis-Clark State College works in collaboration with other state and regional postsecondary institutions in serving these constituencies.

I. QUALITY: Support the Idaho State Board of Education's efforts to continuously improve the quality of Idaho's educational system.

Objectives for quality

1. Continue developing a compensation system that rewards LCSC employees for knowledge, skills, and productivity while promoting recruiting, hiring, and retention.
 - **Performance Measure:** Median total compensation by classification as a percentage of peer institutions.
 - **Benchmark:** All faculty and staff compensation within 90% of median for peer institutions, normalized for CPI and location. (SBOE benchmark)
2. Continue activities to insure re-accreditation by NWCCU on 2009.
 - **Performance Measure:** Successful NWCCU re-accreditation effort.
 - **Benchmark:** Re-accredited in October 2009- Y/N.
3. Increase the availability of highly qualified teachers, especially in high need areas.
 - **Performance Measure:** Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition.
 - **Benchmark:** The percentage of first-time students passing the PRAXIS II will exceed 90%.
4. Continue successful specialized accreditation efforts.
 - **Performance Measure:** Specialized program accreditation for the RN/BSN
 - **Benchmark:** Re-affirmation of RN/BSN Program accreditation by the Commission on Collegiate nursing education (CCNE)-Y/N
5. Update Campus Facilities Master Plan
 - **Performance Measure:** Updated campus master plan completed by August 2009 reflecting completed and occupied NHS Building.
 - **Benchmark:** Open NHS Building on schedule (Fall 2009) - Y/N.
6. Increase participation in Employee Professional Development and Training (PDT) Process.
 - **Performance Measure:** Develop an assessment instrument and a procedure that provides for continuous assessment and improvement of PDT course content and delivery, scheduling, facilities, and

equipment.

- **Benchmark:** Increase number of contact hours of instruction: 5%

7. Review and improve student participation in Student Course Evaluations (SCE).

- **Performance Measure:** Percentage of students enrolled in class on the tenth school day of each semester completing course evaluations for each course.
- **Benchmark:** Seventy-one percent of all students enrolled in class on the tenth school day of each semester will complete course evaluations.

II. ACCESS: Support the Idaho State Board of Education's efforts to improve access for individuals of all ages, abilities, and economic means to Idaho's educational system.

Objectives for access

1. Explore options for extending and/or shifting course schedules to meet student demand.
 - **Performance Measure:** Number of classes offered at non-traditional times.
 - **Benchmark:** Increase number of classes offered at non-traditional times.
2. Increase number of high school students participating in concurrent enrollment.
 - **Performance Measure:** Enrollment data (headcount and FTE).
 - **Benchmark:** Increase enrollment in concurrent enrollment classes: 4%.
3. Update and revise the long-range plan to address how LCSC can meet regional health care needs.
 - **Performance Measure:** Enrollment in health care profession programs.
 - **Benchmark:** Enrollment in BSN, RN to BSN, and RAD-Tech will be within 90% of projections.
4. Increase cooperative initiative with NIC in CdA.
 - **Performance Measure:** Number of students concurrently enrolled at NIC and LCSC.
 - **Benchmark:** Increase the number of students concurrently enrolled at NIC and LCSC:10%
5. Improve core-completion.
 - **Performance Measure:** The number of students completing core requirements within 4 years.
 - **Benchmark:** FY 2009 number of students completing core requirements.
6. Address planning considerations for upgrade and usage of other older residence facilities.

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- **Performance Measure:** Keep Talkington Hall on Building Fund List.
 - **Benchmark:** Talkington Hall maintained on Building Fund List- Y/N.
7. Optimize residential space utilization: Increase annual occupancy.
- **Performance Measure:** Number of occupied beds for June and July.
 - **Benchmark:** Number of occupied beds in campus housing for June and July will increase by 5%.
8. Analyze textbook costs and identify methods for stabilizing or reducing escalating prices.
- **Performance Measure:** Report from task force identifying cost- saving/ stabilization strategies.
 - **Benchmark:** Report completed and submitted to President- Y/N
9. Scholarship dollars awarded will increase.
- **Performance Measure:** Scholarship dollars awarded per student FTE.
 - **Benchmark:** Scholarship dollars awarded per student FTE will increase 3%.

III. Efficiency: Support the Idaho State Board of Education's efforts to improve the effective and efficient use of resources in delivery of Idaho's educational system.

1. Maintain lowest ratio of Total Budget/ Annual FTE enrollment among Idaho's four-year institutions.
- **Performance Measure:** Operating Budget/ Annual FTE enrollment ratio.
 - **Benchmark:** Current LCSC values are the lowest of Idaho's public four- year schools. Decreasing LCSC's operating budget while increasing annual FTE will decrease the ratio of Operating Budget/ Annual FTE enrollment and allow LCSC to remain the most efficient public four-year school in the state.
2. Modify e-commerce providers for departmental e-commerce applications.
- **Performance Measure:** Number of departments that transition to the current e-commerce provider.
 - **Benchmark:** Four departments will transition.

Key External Factors
(Beyond control of Lewis-Clark State College):

Funding:

Historically, Lewis-Clark State College strategic goals and objectives assumed on-going and sometimes significant additional levels of State legislative appropriations provided through the SBOE. The reduced availability of state revenues (for appropriation), gubernatorial, and legislative support for some initiatives has had an impact. Lewis-

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Clark State College has addressed the funding issues through the institution's planning process and has ensured that core functions of the College have been preserved.

Legislation/Rules/Policy:

Beyond funding considerations, many education policies are embedded in state statute, rule, or SBOE policy and not under the control of LCSC.

Federal Government:

A great deal of educational funding is provided by the federal government. Funding for higher education is subject to congressional and executive support.

Economy: Historically, weak economic performance indicators have translated into increased student numbers. The decline in the availability of well-paying jobs will lead many potential students to choose education over employment. This will further challenge institutional resources.

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Eastern Idaho Technical College Strategic Plan 2010-2014

Vision

Our vision is to be a superior quality professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college, and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that supports student success and regional workforce needs.

GOAL I: **Implement a comprehensive marketing campaign to promote college access and highlight Eastern Idaho Technical College offerings.**

Objectives:

1. Monitor the labor market needs in the college service area and develop new programs, considering available resources, which serve the identified needs.
 - **Performance Measure:**
 - Number of new programs created in response to labor market needs.
 - **Benchmark:**
 - Number of new programs created in response to labor market needs will meet or exceed last year.
2. Develop new workforce training program initiatives by working with local and regional business, industry, and economic development organizations.
 - **Performance Measure:**
 - Number of new programs created.
 - **Benchmark:**
 - Number of new programs created will meet or exceed last year.
3. Work with Idaho National Laboratory training program personnel to expand course offerings.
 - **Performance Measure:**
 - Number of training courses offered.
 - **Benchmark:**
 - Design, develop, and implement three new occupational upgrade training courses by the conclusion of FY2009.
4. Strengthen and enhance the operation of the Summer Wildland Fire Program, Ready Reserve, Idaho Fire Academy, and PTE Emergency Services training on an ongoing basis.
 - **Performance Measure:**
 - Percentage complete of annual program course schedule.
 - **Benchmark:**

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- Completion of an annual program course schedule, and delivery of program during the spring and summer of fiscal year 2009.
- 5. Develop and implement a comprehensive marketing plan to promote the college and improve public perception of the college.
 - **Performance Measure:**
 - Percent completed and implemented.
 - **Benchmark:**
 - Marketing plan will be fully implemented in FY2010.
- 6. Develop and produce new printed marketing materials that can be distributed throughout the entire nine-county service region.
 - **Performance Measure:**
 - Number of service regions receiving marketing materials.
 - **Benchmark:**
 - Two service regions per year will receive marketing materials.

GOAL II: Improve and enhance internal and external communication.

Objectives:

1. Strengthen and enhance the coordination and monitoring of the Idaho National Laboratory (INL) ES&H contract.
 - **Performance Measure:**
 - Number of complaints from INL regarding availability of courses.
 - **Benchmark:**
 - Zero complaints from INL on the availability of courses.
2. The Workforce Training Program will implement the Colleague database to align program recordkeeping with all student functions.
 - **Performance Measure:**
 - Number of WFT students able to register online.
 - **Benchmark:**
 - WFT students able to register online by the conclusion of FY2009.
3. Strengthen and enhance the operation of the Summer Wildland Fire Program, Ready Reserve, Idaho Fire Academy, and PTE Emergency Services training on an ongoing basis.
 - **Performance Measure:**
 - Percentage completed of annual program course schedule, and delivery of program.
 - **Benchmark:**
 - Completion annual program course schedule and delivery of program during the spring and summer of fiscal year 2009.
4. Integrate the institutional research office to formalize the collection, analysis, and reporting of data to support evaluation, planning, and decision making. NWCCU Recommendation #5.
 - **Performance Measure:**
 - 100% compliance with state and federal requirements and guidelines.
 - Inclusion in at least 80% of appropriate discussions.
 - **Benchmark:**
 - Integrated campus IR function supportive of institutional goals.
5. Develop a system to include faculty and staff views in the system of college governance. NWCCU Recommendation #6.
 - **Performance Measure:**

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- By survey, 80% satisfaction that suggestions and views are being considered.
- **Benchmark:**
 - Functional system of collaborative governance.

GOAL III: Expand program offerings, within available college resources, based upon local labor market demand and compliance with the State Board of Education's Eight-Year Plan for Program Expansion.

Objectives:

1. Investigate the feasibility of allowing students to take live video conference classes from their home.
 - **Performance Measure:**
 - 90% successful connection to test class from various locations.
 - Identification of minimum band width requirements.
 - **Benchmark:**
 - Completion of a feasibility study and recommendation to PAC.
2. Improve direct communication via a wireless bridge at IF EITC Campus for IP video classes for outreach sites (Driggs, Rexburg, Arco, and Salmon).
 - **Performance Measure:**
 - 50% reduction in packet loss and elimination of connectivity time-outs.
 - **Benchmark:**
 - Increased reliability and quality over previous connection.

GOAL IV: Identify and publish intended learning outcomes for each degree and certificate program at the college and through regular and systematic assessment demonstrate that completers achieve those outcomes.

Objectives:

1. Develop and publish expected learning outcomes for each degree and certificate program. NWCCU Recommendation #1
 - **Performance Measure:**
 - List of essential skills completed and sorted.
 - List of outcomes for each program.
 - Program map for each program on file.
 - **Benchmark:**
 - Process for implementation and regular review of expected learning outcomes by degree and certificate program.
2. The ABE program will adopt the new CASAS (State ABE approved NRS ESL assessment) series and incorporate the listening test in an effort to better capture indication of student learning and performance outcomes.
 - **Performance Measure:**
 - After comparing FY07 NRS performance data, to FY08, interpret and adjust program as necessary.
 - **Benchmark:**
 - Improved NRS (National Reporting System) outcome performance.

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3. The ABE program will develop a survey to identify why or why not students stay in the program.
 - **Performance Measure:**
 - Ongoing assessment of student satisfaction as it relates to ABE programming, offerings, instruction, and support.
 - **Benchmark:**
 - Improved retention of ABE students.
4. The ABE program will develop a new intake and orientation process that utilizes a design that allows for better documentation of students NRS goals and provides more institutional and transitional information.
 - **Performance Measure:**
 - Compare student NRS goal data to FY07 – look for improvement.
 - Survey students for quality feedback, use as needed.
 - **Benchmark:**
 - Improved core outcome measure performance in the transition to higher education goal.

GOAL V: Clearly identify content that is pertinent to the general program of study in all certificate programs with embedded related instruction.

Objectives:

1. The instructors in all certificate programs that contain embedded related general education content will clearly identify that content in the course syllabus.
 - **Performance Measure:**
 - 100 % inclusion of general education content in each course syllabi.
 - **Benchmark:**
 - Course syllabi will be reviewed and updated and will clearly show where embedded general education content is taught in each course where such content occurs.
2. In conjunction with the Dean of Students, develop a plan for General Education Division Faculty to advise non-matriculated students.
 - **Performance Measure:**
 - Number of students advised by the General Education Division Faculty.
 - **Benchmark:**
 - Increased participation by General Education Faculty in non-matriculated advising.

GOAL VI: Review and revise the evaluation policy to assure that all program and faculty are evaluated systematically and consistently using multiple indices.

Objectives:

1. Revise faculty evaluation policy to assure that all full and part-time faculty are evaluated systematically and consistently using multiple indices. NWCCU recommendation #3.
 - **Performance Measure:**
 - Number of indices used to evaluate faculty.
 - 100% of faculty evaluated utilizing the new policy.

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- **Benchmark:**
 - Implement and evaluate the new evaluation policy.
- 2. Participation by at least half of full-time faculty in peer evaluation training in fall of 2008 with subsequent evaluation duties in FY09.
 - **Performance Measure:**
 - At least 50% of full-time faculty trained and participating in peer evaluation.
 - **Benchmark:**
 - Active participation of full-time faculty in peer evaluation process.
- 3. Develop and evaluate a comprehensive program review process.
 - **Performance Measure:**
 - Number of programs reviewed.
 - 100% of review results used to drive program decisions (expansion, reduction, modification, etc).
 - **Benchmark:**
 - Implement the process.

GOAL VII: Evaluate facility and infrastructure needs to support student success.

Objectives:

- 1. Implement and refine policy on network security. NWCCU Recommendation #4.
 - **Performance Measure:**
 - 50% reduction in faculty and staff access complaints.
 - **Benchmark:**
 - Balanced policy that allows academic freedom while ensuring networking security.
- 2. Implement approved campus upgrade and renovation projects.
 - **Performance Measure:**
 - 100% on time completion of all projects.
 - Projects do not exceed 100% of budget.
 - **Benchmark:**
 - Successful completion of approved projects.

Key External Factors
(beyond the control of Eastern Idaho Technical College)

Funding:

Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules:

Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for

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comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government: A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.



**SELECTED GOALS FROM STRATEGIC PLAN FOR 2008-2013
THAT SUPPORT STATE STRATEGIC PLAN**

Mission:

North Idaho College is committed to student success, teaching excellence, and lifelong learning. As a comprehensive community college, North Idaho College provides quality educational opportunities that expand human potential and enhance the quality of life for the students and the communities it serves.

Selected Goals from 2008-2013 NIC Strategic Plan, March 2009

Improve and expand educational opportunities, programs, and courses for the student population and community. [THEME I: PROGRAMS, Goal 1]

Objective	A. Expand program offerings, and accelerate the implementation of new professional-technical and workforce training at NIC that meet the needs of students, business, and industry.
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Action Items	<ol style="list-style-type: none">1. Redesign the first program to increase access points for students - multiple entry/exit points. Multiple entry points have been and continue to be added to academic programs. Of notable success is the Flexible Learning Center which is our most aggressive approach to open-entry/open-exit programming. (Completed)2. Implement annual needs assessment process to determine professional technical and workforce training needs in the region. EMSI services are available through the State Board of Education, Office of Professional, Technical Education. When new programs are being considered, NIC will contact PTE for data requests through EMSI. (Completed)3. Identify and evaluate key processes for responding to student/client needs and identify areas for improvement. Jerry Gee Consulting has been hired to help the college develop a systematic approach to new program identification and development through state approval. (Completed)4. Offer Certified Nursing Assistant (CNA) Online. On-line CNA is on the Summer 2009 schedule. (Completed)
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5. Offer first courses in a new A.A.S. degree in General Business customized for the Coeur d'Alene Tribe.

An AAS degree in Business Leadership has been developed and approved by the NIC Curriculum Committee. The program includes professional-technical areas of competence combined with a basic foundation and general education courses. The degree is currently being review by the Department of PTE. (In progress)

Improve student access. [THEME II: STUDENT SUPPORT, Goal 1]

Objective	C. Develop a system to assist potential students with financial planning for costs associated with attending NIC.
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Action Items	1. Identify possible resources or systems for prospective students to use when considering college cost.
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Web resources were made available to students. (Completed)

2. Promote awareness of NIC scholarship program in high schools.

A revamped advertising system was put in place. (Completed)

Implement initiatives to increase student success. [THEME II: STUDENT SUPPORT, Goal 2]

Objective	C. Develop technology-based student services.
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Action Items	1. Prepare e-Advising for Fall 2009 implementation. (In progress)
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2. Implement OARS-Online.

Great success with implementing this goal. Version 2 is being developed for Spring. (Completed)

3. Expand IP Web Phone system.

(Completed)

4. Improve Bookstore online purchasing system.

(Completed)

Assure opportunities for college expansion. [THEME VII: PHYSICAL RESOURCES, Goal 1]

Objective	A. Acquire properties that become available to meet the needs for higher education in the region. Expansion will consider the importance of maintaining the existing college campus feel and support services for students and NIC employees.
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Action Item	1. Make budget plans to collect tax dollars as necessary for the purchase of property as determined by the Board of Trustees.
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Action Plan. Make budget plans to collect tax dollars as necessary for the purchase of property as determined by the Board of Trustees. Performance Measure. Include taxes necessary on the forms to State and local governmental entities. (Completed)

Progress and comments are as of March 19, 2009

External Factors: Factors that are beyond the control of the college that affect the achievement of goals

1. Enrollment Growth

Enrollment growth can be uncertain and impacts legislative allocation

2. Revenue – Property Taxes

Availability of local property taxes can be uncertain.

3. Revenue – Legislative Allocation

Availability of state revenues for appropriation can be uncertain.



Strategic Plan 2015

MISSION

The College of Western Idaho provides affordable, quality teaching and learning for all regardless of time and distance

VISION

Opportunities for all to excel at learning for life!

INSTITUTIONAL CORE VALUES

At CWI, we commit to:

- Acting with integrity
- Serving all in an atmosphere of caring
- Sustaining our quality of life for future generations
 - Respecting the dignity of opinions
 - Innovating for the 21st Century
 - Leaving a legacy of learning

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

Statutory Authority

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards and has been approved by the College of Western Idaho Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Adopted by the College of Western Idaho Board of Trustees on 02/23/09.

STRATEGIC GOALS AND OBJECTIVES

Goal 1: CWI is known for its quality, 21st century teaching in all learning environments.

Objective 1.1: Competency-based curricula that align with secondary education and 4-yr institutions.

Objective 1.2: Consistent student learning outcomes across curricula for basic workplace skills.

Objective 1.3: Quality student assessment that facilitates successful student goal attainment.

Objective 1.4: Alternative modes of delivery including class times, locations, and the use of technology by collaborating with Idaho Distance Learning Academy, community, and education leaders to target existing space that mutually benefits students and CWI.

Objective 1.5: Consistency of services at all locations.

Objective 1.6: 21st century technologies to enhance teaching and learning.

Performance Measure: Student engagement and satisfaction rates

Benchmark:

- Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group
- Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group
- Academic challenge - CCSSE survey results will demonstrate academic challenge ratings at or above the national comparison group
- Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group
- Support for learners - CCSSE survey results will demonstrate support for learners ratings at or above the national comparison group

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Performance Measure: Licensure and certification pass rates

Benchmark: Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

Performance Measure: Alignment with postsecondary institutions

Benchmark: At least 90% of credits requested will transfer for students (with two-years of postsecondary education) when transferring from one of Idaho's regionally accredited postsecondary institutions to CWI.

Performance Measure: Employment status of professional-technical graduates

Benchmark: At least 90% of PTE graduates will be employed in their field of study one year after graduation

Performance Measure: Employer satisfaction with PTE graduates

Benchmark: Survey results will demonstrate an overall employer satisfaction with PTE graduates

Performance Measure: Average credit section size

Benchmark: Maintain the average credit section size comparable to that of our peer institutions

Performance Measure: Student/faculty ratio

Benchmark: Maintain the average student/faculty ratio at levels - full-time equivalent students to full-time equivalent instructional faculty – comparable to those of our peer institutions

Performance Measure: Learning outcomes

Benchmark: Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

Performance Measure: Three-year graduation rates and number of credits at graduation for transfer students with an associate degree from an Idaho community college.

Benchmark: The percent graduating within three years will increase and will be comparable to peer institutions.

Benchmark: The proportion associate degree transfer students who go on to receive a bachelor's degree and who do not exceed 125% of the credits required for the degree will increase and will be comparable to peer institutions.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Goal 2: CWI attracts and retains students through quality teaching, accessible and affordable programs and responsive approach.

Objective 1: An aggressive communication campaign for CWI.

Objective 2: A comprehensive Strategic Enrollment Management Plan featuring a one-stop process for student recruitment and retention by fall of 2009.

Objective 3: Partnerships with secondary and post-secondary institutions to transition students seamlessly.

Objective 4: An advisor system that requires that all students have an advisor to support them from declaration of interest through graduation and transition to college or career.

Objective 5: Education and training programs and services for all under-served populations such as retirees/60+, traditional college age but not in college, non-traditional college, and those with language or cultural barriers.

Objective 6: Financial resources for federal financial aid, scholarships, grants and other sources.

Objective 7: Partnerships with businesses, industries and employers to recruit and retain students through goal attainment.

Objective 8: Transition services to next level of educational preparation for ABE students.

Objective 9: An early intervention process to ensure student goal attainment.

Performance Measure: Enrollment (headcount, credit hours, FTE) - academic, professional-technical, developmental, adult education, continuing education, workforce training, dual credit, TechPrep

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Performance Measure: Tuition and fees

Benchmark: Maintain tuition and fees at or below that of our peer institutions

Performance Measure: Scholarships disbursed

Benchmark: Scholarship dollars per student FTE will increase

Performance Measure: Retention/persistence rates

Benchmark: Maintain or increase retention/persistence rates

Performance Measure: Graduation rates

Benchmark: The proportion of students who enrolled in and subsequently completed a degree or certificate program will increase

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

Performance Measure: Student satisfaction with courses, programs and services

Benchmark: Results of course evaluations and graduation surveys will demonstrate an overall satisfaction with courses, programs and services

Performance Measure: Number and quality of events, publications, and presentations designed to strengthen institutional identity and positioning

Benchmark: Every year continue to increase the number and quality of events, publications, and presentations

Performance Measure: Number of graduates qualified to enter high-demand careers (as defined by the Dept of Labor.)

Benchmark: Number of qualified graduates increases year to year.

Benchmark: Number of qualified graduates is comparable to peer institutions and states.

Goal 3: CWI establishes collaborative partnerships with industry and business to provide rapid response training.

Objective 1: Systems to continuously assess trends, demographic shifts, economic environments and workforce needs.

Objective 2: Employer partnerships to increase the number of skilled employees in the areas of greatest unmet need.

Objective 3: Effective councils with business and industry to support CWI.

Objective 4: Community talent and resources to support and mentor students.

Objective 5: Student internships with business and industry.

Objective 6: Proactive processes to accommodate employer needs with speed and quality.

Performance Measure: Employer needs survey

Benchmark: Survey results will indicate employer satisfaction with range and scope of course offerings

Performance Measure: Participant survey

Benchmark: End-of-course/event Survey results will indicate participant and employer satisfaction

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

Goal 4: CWI provides quality services to all learners to enhance community vitality, employability and personal achievement.

Objective 1: Adult basic education, GED, ESL programs and tutoring services.

Objective 2: On-going processes to determine the scope of needs in the community for ABE.

Objective 3: Effective support services for students to ensure success including but not limited to assessment, tutoring, career counseling placement, special needs.

Objective 4: State of the art on-line learning and hybrid courses.

Performance Measure: Community needs survey

Benchmark: Survey results will indicate community satisfaction with range and scope of course offerings

Performance Measure: Participant survey

Benchmark: Survey results will indicate participant satisfaction with services offered

Goal 5: CWI demonstrates operational excellence through highly competent personnel and effective processes in a collaborative and innovative work culture.

Objective 1: Institutional (regional) accreditation requirements through the Northwest Commission on Colleges and Universities on or before 2015 and programmatic accreditation standards where appropriate.

Objective 2: Clear, inclusive and transparent governance and planning model for the college community.

Objective 3: Processes for proactive research and development of local needs and best practice innovations.

Objective 4: Internal processes for student and staff satisfaction feedback.

Objective 5: Effective methods of communication to inform and provide opportunities for feedback on CWI issues.

Objective 6: Systems for the recruitment, development and retention of high quality personnel.

Objective 7: Mandatory orientation for all employees to shape culture.

Objective 8: Work environments that values team work, collaboration and innovation.

Performance Measure: Employee compensation competitiveness

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Benchmark: CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

Performance Measure: Development/training expenditures per FTE employee

Benchmark: Development/training expenditures per FTE employee will be maintained at or above current levels

Performance Measure: Faculty/staff satisfaction rates

Benchmark: Survey results will demonstrate an overall satisfaction with the job, campus environment, priorities/processes

Performance Measure: Student/staff ratio

Benchmark: Maintain the average student/staff ratio at levels – full-time equivalent students to full-time equivalent staff – comparable to that of our peer institutions

Goal 6: CWI is a hub for enriching people's lives regardless of time, distance and location.

Objective 1: Flexible start times for all courses and training.

Objective 2: Online teaching and training opportunities.

Objective 3: Community needs for enrichment programs that fit within a community college culture are met.

Performance Measure: Student/participant satisfaction rates

Benchmark: End of course/event evaluation results will demonstrate an overall satisfaction with the alternative delivery method

Goal 7: CWI keeps pace with future learning through state of the art environment and facilities.

Objective 1: A facilities master plan.

Objective 2: Prioritized schedule for “bricks and mortar” facilities after determining that existing structures in the District and available, affordable technologies are not able to provide the projected need for services.

Performance Measure: Physical facilities appropriate for programs offered.

Benchmark: Facilities and equipment are available for students, faculty, and staff to achieve course, program, and unit outcomes

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Goal 8: CWI sustains sound fiscal practices with multiple revenue streams.

Objective 1: A CWI Foundation.

Objective 2: A sound Objective for advancement.

Objective 3: Expertise in grant identification and application.

Objective 4: Ongoing and effective liaison with the Idaho Legislature and other governmental officials.

Objective 5: Data to confirm fiscal responsibility.

Objective 6: Additional sources of revenue.

Performance Measure: Instructional cost per credit hour and student FTE

Benchmark: Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions

Performance Measure: Total yearly dollar amount generated through external grants

Benchmark: Pursue and achieve funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year
Submit a minimum of \$1,000,000 yearly in external grant requests with a 10% success rate

Performance Measure: Funds raised through the CSI Foundation

Benchmark: By 2013 achieve a minimum of 50% employee participation in the Foundation's internal campaign
By 2013 award Foundation scholarships to at least a third of all eligible CWI students

Performance Measure: State funding levels

Benchmark: Maintain general fund dollars per student FTE comparable to that of our peer institutions

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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External Factors

Various external factors outside CWI's control could significantly impact the achievement of the specific goals and objectives outlined in the strategic plan:

Economic Factors

- Decreased availability of disposable income
- Potentially decreased availability of public funding (county, state, federal) support
- Decreased availability of private contributions
- Decreased contracted services (training, event coordination)
- Increased costs (personnel, facilities, equipment, services)
- Competition from private institutions and agencies
- Unemployment and plant closings
- Changes in industrial sectors

Political Factors

- Changes in national and state priorities
- Legal and regulatory constraints
- Infrastructure investment

Technology Factors

- Adopting up-to-date technologies to increase efficiencies and effectiveness
- Maintaining currency of curricula to meet employers' needs

Demographic Factors

- Population growth in west Ada and Canyon Counties
- Aging population in Ada County
- Demographic shifts of population (gender, race, age)

Environmental factors

- Natural disasters
- Acts of terrorism/war
- Pandemic illness

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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CWI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

Performance Measures and Benchmarks

The performance measures and benchmarks are representative of institutional performance outcome assessments required by the Idaho State Board of Education, standards of the Northwest Commission on Colleges and Universities, U.S. Department of Education Integrated Postsecondary Education Data System, Carl Perkins Vocational and Technical Education Act, Idaho Division of Professional-Technical Education and literature on community college success indicators, best practices, historical data, trends observed, as well as assumptions and forecasts.

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**College of Southern Idaho
Strategic Plan
2010 – 2014**



Statutory Authority

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) standards and has been approved by the College of Southern Idaho Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Adopted by the College of Southern Idaho Board of Trustees on 02/23/09.

Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Core Values

The following core values, principles, and standards guide our vision and conduct:

People	Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees.
Learning	We value lifelong learning, informed engagement, social responsibility, and productive global citizenship. We are committed to student learning and success. We strive to instill in our students and employees a lifelong passion for learning.
Access and Opportunity	We value convenient, affordable, and equitable access to higher education. We make every effort to eliminate or minimize barriers to access. We create opportunities for educational, personal, and economic success.
Quality and Excellence	We strive for excellence in all of our endeavors. We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes.
Creativity and Innovation	We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community. We encourage entrepreneurial spirit.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Responsibility and Accountability We value personal and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's ongoing trust. We strive to develop an environment that encourages and enables a culture of meaningful assessment and continuous improvement. We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College. We value our environment and the conservation of our natural resources and strive to create facilities, systems, programs, and practices that are environmentally sustainable.

Collaboration and Partnerships We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources.

Vision 2013

The College of Southern Idaho will be recognized regionally and nationally as a progressive community college committed to student learning and success, and to the human, economic, cultural, and social development of the region.

- We will be the higher education institution of choice because of our instructional excellence, exemplary support services, and our accessibility and affordability.
- We will challenge our students and foster intellectual curiosity, critical inquiry, creative problem solving, and thoughtful reasoning.
- We will inspire our students to become lifelong learners, productive workers, engaged leaders, and responsible global citizens.
- We will support our employees by providing the necessary training, information, and resources; and expect active participation, responsible decision-making, high performance, and personal accountability.
- We will maintain the ongoing trust of our constituents by demonstrating responsible management and investment of the resources entrusted to us.
- We will be responsible stewards of our natural resources.

Strategic Initiatives

- I. Responsiveness
- II. Commitment to Learning and Success
- III. Performance and Accountability
- IV. Global Citizenship and Competitiveness
- V. Advocacy

Strategic Initiatives, Goals, and Objectives

Strategic Initiative I: Responsiveness to the needs of our stakeholders

1.1. Goal: Provide convenient, affordable, and equitable access to our programs, services, and resources

- 1.1. Eliminate or minimize barriers to access
- 1.2. Expand early awareness and pre-college programs and services
- 1.3. Continue to strengthen our relationship with school counselors, teachers, and administrators
- 1.4. Expand recruiting efforts to include all prospective student groups
- 1.5. Encourage parent and peer involvement
- 1.6. Maintain the affordability of our programs and services
- 1.7. Continue to increase the availability of need-based and merit-based financial aid/scholarships

Performance Measure: Enrollment (headcount, credit hours, FTE) - academic, professional-technical, developmental, adult education, continuing education, workforce training, dual credit, TechPrep

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Performance Measure: Market penetration – eight-county participation rates

Benchmark: By 2013 the percentage of population aged 16 or above in CSI's eight-county service area that participates in an instructional course sponsored by CSI during a given calendar year will increase to 12%

Performance Measure: Tuition and fees

Benchmark: Maintain tuition and fees at or below that of our peer institutions

Performance Measure: Scholarships disbursed

Benchmark: Scholarship dollars per student FTE will increase

1.2. Goal: Meet the diverse and changing needs and expectations of our students and the communities we serve

- 2.1. Maintain a College-wide strategic marketing focus based on a thorough understanding of the needs of our stakeholders and reinforced by every element of the marketing mix

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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- 2.2. Continue to improve the quality, relevancy, efficiency, and effectiveness of our courses, programs, and services
- 2.3. Maintain a healthy, safe, and inviting learning environment that is conducive to learning
- 2.4. Meet the diverse and changing needs and expectations of our students
 - 2.4.1. Offer quality educational programs and services that meet the needs of students with diverse backgrounds, socioeconomic statuses, experiences, preparation levels, abilities, learning styles, and educational objectives
 - 2.4.2. Provide university parallel curriculum for transfer students, state-of-the-art program of professional-technical education, appropriate developmental education, workforce training and development, enrichment programs, continuing education, and professional development opportunities
- 2.5. Meet the diverse and changing needs and expectations of employers in the area
 - 2.5.1. Provide workforce training and development, short-term customized training, and industry certifications
 - 2.5.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers
 - 2.5.3. Train globally competitive workers
 - 2.5.4. Develop mutually beneficial partnerships with industry
- 2.6. Meet the diverse and changing needs and expectations of the communities we serve
 - 2.6.1. Serve as an engine for economic, social, and cultural development and vitality
 - 2.6.2. Contribute to improved quality of life in the region
 - 2.6.3. Develop the region's most important resource – its human capital – by providing lifelong learning opportunities
 - 2.6.4. Provide access to services, expertise, and state-of-the-art facilities

Performance Measure: Student engagement and satisfaction rates

Benchmark: Active and collaborative learning - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group
Student effort - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group
Academic challenge - CCSSE survey results will demonstrate academic challenge ratings at or above the national comparison group
Student-faculty interaction - CCSSE survey results will demonstrate student-faculty interaction ratings at or above the national comparison group
Support for learners - CCSSE survey results will demonstrate support for learners ratings at or above the national comparison group

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Performance Measure: Licensure and certification pass rates

Benchmark: Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

Performance Measure: Employment status of professional-technical graduates

Benchmark: At least 90% of PTE graduates will be employed in their field of study one year after graduation

Performance Measure: Employer satisfaction with PTE graduates

Benchmark: Survey results will demonstrate an overall employer satisfaction with PTE graduates

Strategic Initiative II: Commitment to learning and the success of our students, employees, and institution

3. Goal: Demonstrate a continued commitment to, and shared responsibility for, student learning and success

- 3.1. Identify and reduce barriers to student learning and success
- 3.2. Develop clear pathways to student success
- 3.3. Employ effective and innovative instructional strategies and incorporate principles of universal design
- 3.4. Maintain high standards for student learning, performance, and achievement
- 3.5. Challenge and empower students to take responsibility for their own learning
- 3.6. Develop subject matter competence, effective communication, critical thinking, creative problem solving, interpersonal relations, and leadership skills
- 3.7. Foster active and collaborative learning
- 3.8. Offer interdisciplinary, experiential, and service learning opportunities
- 3.9. Encourage meaningful engagement and social responsibility
- 3.10. Continue to improve educational attainment (persistence, degree completion, transfer) and achievement of career/educational goals
- 3.11. Develop and expand partnerships with K-12 schools, community colleges, four-year institutions, and other public and private organizations that will allow us to help our students reach their educational and career goals

Performance Measure: Retention/persistence rates

Benchmark: Maintain or increase retention/persistence rates

Performance Measure: Graduation rates

Benchmark: The proportion of students who enrolled in and subsequently completed a degree or certificate program will increase

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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Performance Measure: Transfer rates

Benchmark: By the end of 2013 achieve a transfer rate of 30% of all first-time, full-time, degree-seeking students four years after initial fall enrollment
By the end of 2013 achieve a transfer rate of 45% within four years of all students indicating a desire to transfer at initial enrollment

Performance Measure: Student satisfaction with courses, programs and services

Benchmark: Results of course evaluations and graduation surveys will demonstrate an overall satisfaction with courses, programs and services

4. Goal: Demonstrate a continued commitment to employee learning, growth, and success

- 4.1. Recruit and retain faculty and staff who are committed to student learning and success
- 4.2. Support the role of faculty, staff, and administration as learners and teachers
- 4.3. Support employees by providing the necessary resources, tools, training, professional development, and information needed to do their jobs effectively
- 4.4. Provide ongoing training and professional development opportunities
- 4.5. Develop strategic thinking skills and build a leadership pipeline
- 4.6. Recognize and reward competence, performance, and contributions to the attainment of our strategic goals and objectives
- 4.7. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
- 4.8. Show appreciation for and celebrate employee contributions and successes

Performance Measure: Employee compensation competitiveness

Benchmark: CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

Performance Measure: Development/training expenditures per FTE employee

Benchmark: Development/training expenditures per FTE employee will be maintained at or above current levels

Performance Measure: Faculty/staff satisfaction rates

Benchmark: Survey results will demonstrate an overall satisfaction with the job, campus environment, priorities/processes

5. Goal: Demonstrate a continued commitment to institutional growth and success

- 5.1. Plan for growth and manage it strategically and effectively
- 5.2. Employ effective market, product, technology, facilities, operations, management, and systems strategies that foster sustainable growth
- 5.3. Implement a strategic enrollment plan that promotes student success, addresses effective recruitment and retention, and is supported by programs, resources, and services that meet the needs of our students
- 5.4. Maintain an entrepreneurial approach to program development and management
- 5.5. Continue to critically analyze our program mix, class scheduling, and resource allocation
- 5.6. Ensure that the College remains financially viable and sustainable
- 5.7. Implement cost-saving strategies while maintaining the quality of our programs and services
- 5.8. Identify and aggressively pursue new revenue sources
- 5.9. Continue to develop mutually beneficial partnerships
- 5.10. Build and maintain facilities that support teaching and learning
- 5.11. Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations
- 5.12. Continue to improve campus safety and strengthen emergency and disaster planning and preparedness

Performance Measure: Average credit section size

Benchmark: Maintain the average credit section size comparable to that of our peer institutions

Performance Measure: Student/faculty ratio

Benchmark: Maintain the average student/faculty ratio at levels - full-time equivalent students to full-time equivalent instructional faculty – comparable to those of our peer institutions

Performance Measure: Student/staff ratio

Benchmark: Maintain the average student/staff ratio at levels – full-time equivalent students to full-time equivalent staff – comparable to that of our peer institutions

Strategic Initiative III: Performance and accountability

6. Goal: Maintain a culture of planning, assessment, and continuous improvement

- 6.1. Encourage and enable campus-wide participation in institutional planning and assessment activities

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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- 6.2. Create an environment where all employees assume responsibility for their role in the institutional planning and effectiveness processes
- 6.3. Ensure that strategic initiatives, goals, and objectives drive our decision-making, resource allocation, and everyday operations
- 6.4. Align unit operational plans with the College strategic plan
- 6.5. Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, processes, and practices
- 6.6. Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance, effectiveness, and accountability
- 6.7. Communicate performance levels internally and externally

Performance Measure: Learning outcomes

Benchmark: Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

7. Goal: Demonstrate responsible stewardship and public accountability

- 7.1. Demonstrate public accountability (legal, fiscal, social, and programmatic)
- 7.2. Maintain public trust through transparency and responsible stewardship of the resources entrusted to us
- 7.3. Allocate, manage, and invest human, financial, physical, and intellectual resources prudently, effectively, and efficiently
- 7.4. Effectively communicate the College's effectiveness in carrying out its mission

Performance Measure: Instructional cost per credit hour and student FTE

Benchmark: Instructional costs per credit hour and student FTE will compare favorably to those of our peer institutions

Strategic Initiative IV: Global citizenship and competitiveness

8. Goal: Actively contribute to global awareness, understanding, engagement, and competitiveness

- 8.1. Educate stakeholders on the importance and value of global education to the success of our students and to the long-term viability and prosperity of our community, state, and nation
- 8.2. Promote understanding of global interdependence by infusing global perspectives and integrating international and intercultural education across the curricula
- 8.3. Provide quality educational programs and experiences that prepare students to compete successfully in an increasingly interconnected global marketplace
- 8.4. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
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- 8.5. Encourage and provide opportunities for our students to interact with and learn from others' multicultural and international experiences
 - 8.5.1. Facilitate interaction with people from different social, cultural, and linguistic backgrounds
 - 8.5.2. Recruit and retain international students
- 8.6. Provide opportunities for international experiences
 - 8.6.1. Promote study abroad and international service learning opportunities
 - 8.6.2. Provide international travel opportunities
- 8.7. Encourage and support faculty/staff participation in global learning opportunities
- 8.8. Collaborate with other institutions on global initiatives

Performance Measure: Number of courses that incorporate global issues into the curriculum

Benchmark: The number of courses that incorporate global issues into the curriculum will increase

Performance Measure: Number of presentations, events, and activities that address global issues

Benchmark: Every fall and spring semester CSI will have at least five presentations, events, or activities addressing global issues

Performance Measure: Participation in international study/travel opportunities

Benchmark: The number of students and faculty who participate in international study/travel will increase

9. Goal: Promote environmental sustainability

- 9.1. Promote stewardship of our natural resources
- 9.2. Provide leadership and raise the visibility of environmental initiatives
- 9.3. Engage students, employees, and the community in open discourse about the importance of the environment and our role in conserving it for future generations
- 9.4. Provide information and training on the sustainability of our environment through conservation and innovation
- 9.5. Incorporate environmental education and sustainability principles across the curricula
- 9.6. Do our part in preserving a clean and healthy environment
- 9.7. Strive to develop and implement facilities, systems, and practices that are environmentally sustainable - reduce, reuse, and recycle
 - 9.7.1. Minimize our environmental impact
 - 9.7.2. Continue to improve water and energy conservation practices
 - 9.7.3. Protect renewable natural resources

Performance Measure: Number of courses that incorporate sustainability issues into the curriculum

Benchmark: The number of courses that incorporate sustainability issues into the curriculum will increase

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

Performance Measure: Number of presentations, events, and activities that address sustainability issues

Benchmark: Every fall and spring semester CSI will have at least five presentations, events, or activities addressing sustainability issues

Performance Measure: Summary of sustainability practices implemented

Benchmark: Develop and publish a report on sustainability practices implemented

Strategic Initiative V: Institutional Advancement and Advocacy

10. Goal: Continue to strengthen institutional identity and positioning

- 10.1. Strengthen and consistently communicate our institutional identity that is in line with our mission, vision, and strategic plan
- 10.2. Implement effective and integrated marketing communication strategies
- 10.3. Strengthen and increase the recognition of our brand
- 10.4. Position CSI as a regionally and nationally recognized progressive community college focused on student learning and success
- 10.5. Strive to continually enhance our reputation and image
- 10.6. Manage and create positive perceptions and media relations
- 10.7. Communicate evidence of institutional effectiveness and our value and contributions to the community, state, nation, and beyond
- 10.8. Celebrate and publicize successes of our students, faculty, staff, and the College

Performance Measure: Number and quality of events, publications, and presentations designed to strengthen institutional identity and positioning

Benchmark: Every year continue to increase the number and quality of events, publications, and presentations

11. Goal: Support institutional advancement

- 11.1. Align institutional advancement priorities and activities with our mission, vision, goals, and objectives
- 11.2. Build strong relationships with a variety of constituents
- 11.3. Encourage involvement and participation in the College
- 11.4. Foster pride and loyalty to the institution
- 11.5. Further expand strategic grant development efforts
- 11.6. Leverage institutional advancement efforts through partnerships
- 11.7. Support the CSI Foundation in its fundraising efforts

Performance Measure: Total yearly dollar amount generated through external grants

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

Benchmark: Pursue and achieve funding and/or meritorious evaluation for at least 5 relevant grant opportunities per year
Submit a minimum of \$2,750,000 yearly in external grant requests with a 30% success rate

Performance Measure: Funds raised through the CSI Foundation

Benchmark: By 2013 achieve a minimum of 80% employee participation in the Foundation's internal campaign
By 2013 award Foundation scholarships to at least a third of all eligible CSI students

12. Goal: Further develop and effectively target our advocacy efforts

- 12.1. Promote the community college mission locally, statewide, and nationally
- 12.2. Raise awareness of the role of community colleges in providing lifelong learning opportunities and their contributions to the economic, social, and cultural development of the communities they serve
- 12.3. Articulate the needs of the College clearly and persuasively
- 12.4. Effectively represent CSI's budget, policy, and program interests to local, state, and national elected officials and government agencies at all levels
- 12.5. Ensure that the College receives the appropriate support and recognition
- 12.6. Advocate for adequate funding to carry out our mission and vision
- 12.7. Effectively communicate the impact of and positive outcomes derived from the support received
- 12.8. Partner with other sister institutions and strengthen linkages to various community college advocacy groups

Performance Measure: State funding levels

Benchmark: Maintain general fund dollars per student FTE comparable to that of our peer institutions

External Factors

Various external factors outside CSI's control could significantly impact the achievement of the specific goals and objectives outlined in the strategic plan:

- Changes in the economic environment (e.g. inflation, energy cost, personal income, unemployment and underemployment, foreclosure and bankruptcy rates, globalization, the value of the dollar, availability of credit, etc.)
- Changes in national or state priorities
- Significant changes in local, state or federal funding levels
- Changes in market forces and competitive environment
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Supply of and competition for highly qualified faculty and staff

- Government-wide policies
- Legal and regulatory constraints
- Changes in technology (access, affordability, efficiency)
- Demographic changes (e.g. changes in the number of high school graduates, retirement of the Baby Boomers, growing minority population, etc.)
- Changes in the physical environment (e.g. drought)
- Natural disasters, pandemic, acts of war/terrorism

CSI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

Performance Measures/Benchmarks

The performance measures and benchmarks are based on the literature on community college success indicators, best practices, historical data, trends observed, as well as assumptions and forecasts.

Experts in the field agree that performance measures and benchmarks used to measure community college institutional effectiveness should carefully consider: the mission and varied roles community colleges must fulfill, the diversity of student populations served, open admission policies, diverse educational goals that may or may not include earning a degree or certificate, etc.

Sources:

Alfred, R., Shults, C., & Sybert, J. (2007). *Core Indicators of Effectiveness for Community Colleges* (3rd ed.). Washington, D.C: Community College Press, American Association of Community Colleges.

Flores, S.M. (2006). *Benchmarking: An Essential Tool for Assessment, Improvement, and Accountability: New Directions for Community Colleges*, No. 134, San Francisco, CA: Jossey-Bass.

Banta, T.W. (2004). *Community College Assessment*, San Francisco, CA: Jossey-Bass.

Community College Survey of Student Engagement (CCSSE), a benchmarking instrument that establishes national norms on educational practice and performance by community and technical colleges. <http://www.ccsse.org/>

The National Community College Benchmark Project (NCCBP) that provides national and peer community college effectiveness indicator data. <http://www.nccbp.org/>

The Kansas Study, a national study of Community College Instructional Costs and Productivity. <http://www.kansasstudy.org>



College of Southern Idaho
PO Box 1238
Twin Falls, ID 83303

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16-17, 2009

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Final Recommendation by the Division of Professional-Technical Education to Designate the College of Western Idaho (CWI) as the Technical College in Region III

REFERENCE

February 28, 2008

The Board approved a request by CWI to be designated as the technical college in Region III upon final recommendation by the Division of Professional-Technical Education

April 16, 2008

The Board approved closure of the Selland College of Applied Technology at Boise State University and discontinuation of BSU's PTE programs effective July 1, 2009

February 26, 2009

The Board approved the request from CWI for professional-technical education programs and options

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code Sections 33-2201 through 33-2207; IDAPA 55.01.01 and 55.01.02; State Board of Education Policies and Procedures

BACKGROUND/DISCUSSION

The Board approved a request by the College of Western Idaho (CWI) to be designated as the Technical College in Region III upon final recommendation by the Division of Professional-Technical Education at the February 28, 2008 meeting. CWI was required to demonstrate to the Division of Professional-Technical Education its ability to ensure continuity of education for students currently enrolled in the Boise State University (BSU) Larry G. Selland College of Applied Technology.

Indicators included, but were not limited to: capacity for delivering existing programs, (i.e., Board approval of CWI programs, adequate facilities, the transfer of equipment from BSU); accreditation status; student services, etc.

The Board approved CWI's request to offer professional-technical education programs and options at its February 26, 2009 meeting. This was the final indicator that was necessary to demonstrate its ability to ensure continuity of education for students enrolled in the BSU Larry G. Selland College of Applied Technology.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

APRIL 16-17, 2009

The Board approved the Accreditation Agreement between the College of Southern Idaho and CWI to be its partnering institution as it pertains to the Northwest Commission of College and Universities (NWCCU) accreditation standards at the August 21, 2008 meeting. The agreement covered accreditation standards and financial aid.

CWI contracted with Teater Consulting to conduct a facilities study for professional-technical education programs. The study concluded that there would be adequate facilities for professional-technical education programs and services. CWI also contracted with Valuations Northwest, Inc. to conduct an inventory of equipment at the BSU Seland College of Technology which will be used to transfer the equipment to CWI.

In addition CWI submitted assurances to the Division of Professional-Technical Education related to staffing; funding; program standards; admissions policy; and reporting as shown in Attachment 2.

IMPACT

Professional-technical education funds will be allocated to the College of Western Idaho from the Division of Professional-Technical Education. The College of Western Idaho has been designated as the Technical College in Region III and will deliver professional-technical education programs and services effective July 1, 2009.

ATTACHMENTS

Attachment 1 – Letter from Division of Professional-Technical Education	Page 3
Attachment 2 – College of Western Idaho Report	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The College of Western Idaho has demonstrated to the Division of Professional-Technical Education its ability to ensure continuity of education for students who are currently enrolled in the BSU Larry G. Seland College of Technology. Therefore, the Division of Professional-Technical Education recognizes the College of Western Idaho as the technical college in Region III as shown in Attachment A.

BOARD ACTION

A motion to accept the recommendation from the Division of Professional-Technical Education and to designate the College of Western Idaho as the Technical College for Region III.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



March 17, 2009

Attachment #

Dr. Mike Rush, Executive Director
State Board of Education
Statehouse Mail

Dear Dr. Rush:

The State Board of Education designated the College of Western Idaho as the technical college in Region III at its February 28, 2008 meeting. As you are aware, CWI was required to demonstrate to the Division of Professional-Technical Education its ability to ensure continuity of education for students currently enrolled in the BSU Larry G. Selland College of Applied Technology. Indicators included, but were not limited to: capacity for delivering existing programs, (i.e., Board approval of CWI programs, adequate facilities, the transfer of equipment from BSU); accreditation status; student services, etc.

The Board approved the Accreditation Agreement between the College of Southern Idaho and CWI to be its partnering institution as it pertains to the Northwest Commission of College and Universities (NWCCU) accreditation standards at the August 21, 2008 meeting. The agreement covered accreditation standards and financial aid.

The Board approved CWI's request to offer professional-technical education programs and options at its February 26, 2009 meeting. This was the final indicator that was necessary to demonstrate its ability to ensure continuity of education for students enrolled in the BSU Larry G. Selland College of Applied Technology.

CWI contracted with Teater Consulting to conduct a facilities study for professional-technical education programs. The study concluded that there would be adequate facilities for professional-technical education programs and services. CWI also contracted with Valuations Northwest, Inc. to conduct an inventory of equipment at the BSU Selland College of Technology which will be used to transfer the equipment to CWI. In addition CWI submitted assurances to the Division of Professional-Technical Education related to staffing; funding; program standards; admissions policy; and reporting.

The Division of Professional-Technical Education, having done its due diligence, recognizes the College of Western Idaho as the technical college in Region III. Funds appropriated to the Division of Professional-Technical Education for the delivery of professional-technical education programs and services will be allocated to the College of Western Idaho beginning with Fiscal Year 2010.

Sincerely,

Ann Stephens
State Administrator

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**College of Western Idaho
Request for Designation as the Region III Technical College
Within the State Division of Professional-Technical Education System**

Attachment \$

Legal Authority

Idaho Code §§33-2201-33-2207
IDAPA Rules 55.01.01 and 55.01.02
State Board of Education Policies and Procedures
Division of Professional-Technical Education Policies and Procedures

Background

Idaho Code §33-2202 designates the State Board of Education as the State Board for Professional- Education. The State Board appoints an administrator for professional-technical education in accordance with §33-2205 of the Idaho Code to be responsible for carrying out the provisions of Chapter 22 of Idaho Code and any federal acts related to professional-technical education. Section 33-2205 also designates the State Administrator as responsible for carrying into effect any rules that the State Board for Professional-Technical Education may adopt, and for coordinating all professional-technical education in the State.

Professional-technical education programs are defined in Idaho Code §33-2201 as "Secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, master's or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of secondary and postsecondary schools and colleges."

In 1963 the State Board for Professional-Technical Education established a statewide delivery system for postsecondary professional-technical education programs and services. The statewide postsecondary delivery system was divided into six geographical regions:

- Region I - Northern Area of the State
- Region II - North Central Area of the State
- Region III - South Western Area of the State
- Region IV - South Central Areas of the State
- Region V - South Eastern Ares of the State
- Region IV - Upper-Snake River and Lost River Area of the State

The Technical College system includes the following:

- Region I – North Idaho College, Professional-Technical Division
- Region II – Lewis-Clark State College, Professional-Technical Programs
- Region III – Boise State University, Larry G. Selland College of Applied Technology
- Region IV – College of Southern Idaho, Professional-Technical Division
- Region V – Idaho State University, College of Technology
- Region VI – Eastern Idaho Technical College

In accordance with §33-2104 of the Idaho Code, a special election was held on May 22, 2007 to approve the creation of a new community college in the service delivery region currently being served by Boise State University. Ada and Canyon County voters approved the creation of the College of Western Idaho (CWI) on May 22, 2007.

With the creation of the CWI, it is the intent of Boise State University to no longer deliver professional-technical education programs and services. Therefore, the CWI requests designation as the technical college for the Region III service delivery area.

The CWI agrees that it will operate professional-technical education programs within the Region III designated service area. Prior written approval must be obtained from the Division of Professional-Technical Education to operate professional-technical education programs outside of Region III.

The CWI agrees to adhere to the applicable state and federal laws, rules and regulations; State Board for Professional-Technical Education policies, procedures and rules; and the Division of Professional-Technical Education policies, procedures and rules. This agreement includes, but is not limited to:

Staffing

The CWI will adhere to the State Board of Professional-Technical Education and Division of Professional-Technical Education policies and procedures regarding personnel, including, but not limited to, qualifications and certification.

Funding

The CWI acknowledges and agrees that funds appropriated to the Division of Professional-Technical Education and allocated to the technical college are restricted for delivery of professional-technical education programs and services. These funds will be delivered on a cost reimbursement basis in accordance with the approved Operating Budget.

Program Standards

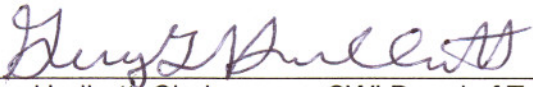
The CWI will adhere to the rules, regulations, policies and procedures related to program content including, but not limited to, program approval, program reduction and discontinuance, and program content.

Admissions Policy

The CWI will adhere to the standards outlined in the Idaho Technical College System Admission Policy for students seeking admission to the professional-technical education programs.

Reporting

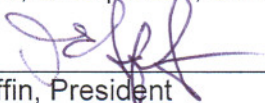
The CWI agrees to provide the necessary financial and statistical reports as required by the Division of Professional-Technical Education.



Guy Hurlbutt, Chairperson, CWI Board of Trustees

3/4/09

Date



Dennis Griffin, President

3/5/09

Date

PPGA

TAB 8 Page 6

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 16-17, 2009

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO - ACADEMIC PROGRAM CLOSURE PRIORITIZATION PROCESS	Information Item
2	COLLEGE OF WESTERN IDAHO – NOI - INFORMATION TECHNOLOGIES PROGRAM WITH OPTIONS TO TECHNICAL CERTIFICATES, ADVANCED TECHNICAL CERTIFICATES, AND ASSOCIATE OF APPLIED SCIENCE DEGREES	Action Item

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UNIVERSITY OF IDAHO

SUBJECT

Status report on the University of Idaho Program Prioritization Process: review of recommended closures and consolidations of academic programs.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.9.

BACKGROUND/DISCUSSION

The Council on Academic Affairs and Programs has requested the University of Idaho present an overview of their program prioritization process for informational purposes.

The University of Idaho determined over the last three years of strategic planning that its academic degree offerings were too many in number and too broad in scope to be sustained in the current environment of shrinking higher education resources in Idaho, and nationally. They committed to increase the focus of their undergraduate and graduate academic programs and to shape research and outreach to meet pressing state, regional, national, and international needs.

University of Idaho President Daley-Laursen, upon assuming office in summer 2008, charged Provost and Executive Vice President Doug Baker and the Provost's Council, comprised of the academic deans and other direct reports of the provost, with reviewing all academic degree programs in light of the need to refocus the institution "for a vital, vibrant, sustainable future."

The University of Idaho's academic Program Prioritization Process, part of the ongoing implementation of the institution's Strategic Action Plan, began in fall 2008. As the first step in the Program Prioritization Process, the deans assembled data for an initial review of all departments within each college, based on criteria developed by the Council and approved for their use by the Faculty Council. In addition, data from existing reports, evaluations, and analyses – some very current and some pre-dating the launch of the Strategic Action Plan – were available to inform the deans' assessment of their college's academic degree programs. To conduct the review, a template was designed to identify a concise set of data elements for each academic department that were easily defined, readily available, and which provided a high-level summary of each department's resources and productivity.

The Provost's Council then considered the results of the deans' initial, department-focused assessment. It became clear that within a particular department, there may be a degree program that is considered very strong and another program that is less productive, rendering the departmental review

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 16-17, 2009

inconclusive. As a result, the decision was made to review specific individual degree programs instead of departments.

This more detailed review was intended to provide data to assist in determining areas of programming that should be transformed or de-emphasized. This evaluation was conducted in an objective and self-critical manner in order to provide an accurate assessment of the University's current performance and lay the foundation for achieving our vision for the future.

The academic deans of the University's colleges, Provost's Council members, academic departments, college curriculum committees, Graduate Council, the University Curriculum Committee, and the Faculty Council have reviewed and voted on each proposal, per the formal process laid out in the University's Notice of Intent (NOI) policy. Approximately 41 degree programs were recommended for closure or consolidation. The majority of these recommendations have since passed through each of the normal intra-University review processes, ending with the non-binding vote of the Faculty Council. Thirty of these program recommendations are now in the State Board of Education review and decision process. The remaining recommendations are under review at various earlier stages of the university's process.

Overall, the number of students enrolled in the affected degree programs is low in number (current and historical enrollments were one of the criteria by which the programs were evaluated), and the vast majority of those students will be unaffected by the closure or consolidation of their program. Following is an assessment of total student impact which will help the Board understand the anticipated effects on students. Please note that this assessment is based on all of the 41 degree programs that are recommended for closure/consolidation, and as such includes, but does not address specifically, the subset of 30 programs that is currently in the Board process.

While there are currently 464 students whose primary major is one of the 41 programs, a significant majority of these students (308) are upper-division or graduate-level students, who will have the opportunity to complete their degree at the University of Idaho over the next two years -- as is standard procedure through the "teach-out" policy. An additional 26 undergraduate students will have the opportunity to continue in a proposed newly-consolidated program in the College of Agricultural and Life Sciences. The remaining 130 students (approximately 1% of total enrollment) will have three scenarios: 1) accelerate their programs (depending on their specific progress toward degree) to complete major requirements in the defined two-year "teach-out" period; 2) change their major to a similar degree program offered in other departments or colleges; or 3) decide to remain in their current major, in which case they will not be able to complete their degree program at the University of Idaho, and assistance will be provided in finding an acceptable alternative. Students have been contacted about these scenarios.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 16-17, 2009

IMPACT

The estimated financial impact for closure of any one of the proposed programs has been determined by institution staff to be well below the \$250,000 threshold for full Board review. However, it is our intent to bring forward any NOI's with significant concerns for full board review. The others will go through the normal approval process by the Executive Director and the Council on Academic Affairs and Programs (CAAP).

Each academic degree program costs the University in terms of both human and fiscal resources such as instructional (faculty) resources; departmental staff support; advising staffing and support; Registrar resources, including University Catalog, database, and accounts receivable administration; etc. It should be understood that in closing or consolidating degree programs, significant time and effort costs are reduced so that they can be reinvested in other programs to better serve students and the state.

ATTACHMENTS

Attachment 1 – University of Idaho Academic Program Prioritization Process:
Proposed Closures and Consolidations Page 5

STAFF COMMENTS AND RECOMMENDATIONS

As part of the University of Idaho's (UI) strategic action plan, a detailed review of its departments and academic programs was conducted to refocus and prioritize programs for the university. The UI submitted more than 32 Notices of Intent (NOI) to the Office of the State Board of Education of which only 30 completed the CAAP review process. The UI is requesting approval to close or consolidate programs that were identified as less productive or which could be merged and transformed into stronger programs. Staff reviewed the NOIs and noted that the fiscal impact for these requests will be significantly less than the required threshold for Board approval. Four requests will have a fiscal impact of \$69,273 to \$104,925 (a cost-savings in personnel). There are no direct costs or savings resulting from the closure of the remaining programs. Any less tangible resources (e.g. faculty/staff time) will be reallocated to higher priority programs.

BOARD ACTION

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

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UNIVERSITY OF IDAHO

Academic Program Prioritization Process: Status of Proposed Closures and Consolidations

College of Education	
Counseling and Human Services (Ed.S. Counseling)	Approved Faculty Council; submitted SBOE
Curriculum and Instruction (M.S.)	Approved Faculty Council; submitted SBOE
Education (Ed.S.Ed.)	Approved Faculty Council; submitted SBOE
Educational Leadership (M.S.)	Approved Faculty Council; submitted SBOE
Physical Education (M.S.)	Approved Faculty Council; submitted SBOE
Professional Technical and Technology Education (M.S.)	Approved Faculty Council; submitted SBOE
Technology and Training Development (B.S. Tech. – Moscow only)	Approved Faculty Council; submitted SBOE
Special Education (Ed.S.Sp.Ed.)	Approved Faculty Council; submitted SBOE
Special Education (M.S.)	Approved Faculty Council; submitted SBOE

College of Letters, Arts & Social Sciences	
Communication Studies (B.A.)	Approved Faculty Council; submitted SBOE
Communication Studies (B.S.)	Approved Faculty Council; submitted SBOE
German (B.A.)	Approved Faculty Council; submitted SBOE
German (M.A.T.)	Approved Faculty Council; submitted SBOE
Justice Studies (B.A.)	Approved Faculty Council; submitted SBOE
Justice Studies (B.S.)	Approved Faculty Council; submitted SBOE
French (M.A.T.)	Approved Faculty Council; submitted SBOE
Spanish (M.A.T.)	Approved Faculty Council; submitted SBOE
History (M.A.T.)	Approved Faculty Council; submitted SBOE

College of Art & Architecture	
Landscape Architecture (M.S.)	Pending further internal consideration
Architecture (M.S.)	Not approved Fac. Council; pending administrative decision
Art (M.A.T.)	Not approved Fac. Council; pending administrative decision

College of Science	
Physics (B.A.)	Currently in further planning discussion within the College
Physics (B.S.)	Currently in further planning discussion within the College
Chemistry (M.A.T.)	Approved Faculty Council; submitted SBOE
Earth Science (M.A.T.)	Approved Faculty Council; submitted SBOE
Geography (M.A.T.)	Approved Faculty Council; submitted SBOE
Physics (M.A.T.)	Approved Faculty Council; submitted SBOE
Biology (M.N.S.)	Approved Faculty Council; submitted SBOE

College of Agricultural and Life Sciences	
Three programs below combined into B.S.Ag.L.S. with 3 majors and 5 emphases:	Approved Faculty Council; submitted SBOE
Agricultural Science and Technology (B.S.)	Approved Faculty Council; submitted SBOE
Agricultural Systems Management (B.S.)	Approved Faculty Council; submitted SBOE
Agroecology, Horticulture and Environmental Quality (B.S.)	Approved Faculty Council; submitted SBOE
Ag Education, Industry Management & Communications options (B.S.)	Approved Faculty Council; submitted SBOE
Family and Consumer Sciences Education Option (B.S.)	Approved Faculty Council; submitted SBOE
Range and Livestock Management (B.S.- Shared with CNR)	Approved Faculty Council; submitted SBOE
Veterinary Sciences (M.S.)	Approved Fac. Council; pending submission to SBOE

College of Natural Resources	
Programs below combined into M.S. in Natural Resources	Approved Fac. Council; pending submission to SBOE
Fisheries Resources(M.S.)	Part of above consolidation
Forest Products (M.S.)	Part of above consolidation
Forest Resources(M.S.)	Part of above consolidation
Range Resources (M.S.)	Part of above consolidation
Wildlife Resources(M.S.)	Part of above consolidation
Conservation Social Science (M.S.)	Part of above consolidation

College of Engineering	
Geological Engineering (M.S.)	Not approved Fac. Council; pending administrative decision

COLLEGE OF WESTERN IDAHO

SUBJECT

Implement a new program in Information Technologies with options leading to Technical Certificates, Advanced Technical Certificates, and Associate of Applied Science Degrees.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.4(b) and 5(a), Program Approval and Discontinuance
Section 33-107 (7) and 33-4005, Idaho Code Role and Mission – College of Western Idaho

BACKGROUND/DISCUSSION

Student interest in information technology programs at Boise State University's Selland College of Technology has been strong for a number of years. The scope of the programs were limited, and the faculty have been increasingly concerned about graduating too many students with "cookie-cutter" skills. The Selland College/College of Western Idaho (CWI) faculty undertook an extensive research project. The project examined national data and consulted with local industry representatives to determine Information Technology (IT) trends and unmet employer needs locally, and developed a model for multiple IT career training tracks. Technical Advisory Committee (TAC) members unanimously agreed with the curriculum diversification concept and offered suggestions for skill sets that should be considered. This new program will replace the Computer Network Technology and Computer Service Technology programs which will be discontinued in fall 2009 when Professional Technical Education (PTE) programs transfer from Boise State University to the College of Western Idaho.

Employment opportunities for IT professionals are strong and growing. Idaho's Department of Labor data indicates that jobs for IT professional are projected to be among the top 50 "Hot Jobs" for the Southwestern region.

This program, while being an update of the Computer Network and Computer Service technology programs, falls within the role and mission as well as the strategic plan of College of Western Idaho.

IMPACT

It can be seen from the Expenditures and Source of Funds page of the Notice of Intent that funds for the Information Technologies program will be reallocated from two existing programs that are being revamped. No new faculty, operating, or capital expenses are being requested. The positive impact for this program will be better trained students and graduates who are prepared for reasonably anticipated jobs in region. Not approving this request will result in programs that are increasingly out dated.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 16-17, 2009

ATTACHMENTS

Attachment 1 – Notice of Intent

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Instruction, Research, and Students Affairs Committee; Council on Academic Affairs and Programs; Professional-Technical Education; and staff recommend approval of the request from the College of Western Idaho to implement a new program in Information Technologies with options leading to Technical Certificates, Advanced Technical Certificates, and Associate of Applied Science Degrees as presented in Attachment 1.

BOARD ACTION

A motion to approve the request by the College of Western Idaho to implement a new program in Information Technologies as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

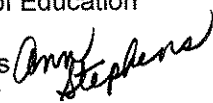
MEMORANDUM

April 3, 2009

TO: Mike Rush
Executive Director
State Board of Education

FROM

Ann Stephens
Administrator



SUBJECT: Notices of Intent

In accordance with State Board policy, the enclosed Notices of Intent (10) are forwarded for approval by the State Board for Professional-Technical Education.

The College of Western Idaho has requested to add a new **Information Technologies** program with seven (7) options as follows:

- 1) **Digital Home Technology Technician** – Technical Certificate/Advanced Technical Certificate/AAS Degree
- 2) **Information Technology Technician** – Technical Certificate
- 3) **Information Technology Security and Forensics** – Advanced Technical Certificate/AAS Degree
- 4) **Internetworking and Communication Technologies** – Advanced Technical Certificate/AAS Degree
- 5) **Network Administration** – Advanced Technical Certificate/AAS Degree
- 6) **PC and Document Imaging Technician** – Advanced Technical Certificate/AAS Degree
- 7) **Web Development** – Advanced Technical Certificate/AAS Degree

The proposed starting date is Fall 2009.

The Division has reviewed and approved this request and recommends State Board approval. Please notify the Division office of State Board action when completed.

If you have any questions regarding the request, please let me know. Thank you.

AS/ds

Enclosure

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: College of Western Idaho
Name of College, School, or Division: Professional Technical Education
Name of Department(s) or Area(s): Information Technology

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic _____ **Professional - Technical** X

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit
(circle one) leading to (Degree or Certificate):

TC, ATC, and AAS certificate and degree options in Information Technologies

Proposed Starting Date: Fall 2009

For New Programs:

Information Technologies

Program (i.e., degree) Title & CIP 2000

OPTIONS:

TC in Information Technology Technician; CIP 2000-11.1001

TC/ATC/AAS in Digital Home Technology Technician; CIP 2000-47.0101

TC/ATC/AAS in PC and Document Imaging Technician; CIP 2000-47.0199

ATC/AAS in Information Technology Security and Forensics; CIP 2000-11.1003

ATC/AAS in Internetworking and Communication Technologies; CIP 2000-11.0901

ATC/AAS in Network Administration; CIP 2000-11.1001

ATC/AAS in Web Development; CIP 2000-11.0801

For Other Activity:

☐ Off-Campus Activity/Resident Center

☐ Program Component (major/minor/option/emphasis)

☐ Instructional/Research Unit

☐ Addition/Expansion

☐ Discontinuance/consolidation

College Dean (Institution)	Date	VP Research & Graduate Studies	Date
<i>Cheryl A. Wright</i>	<i>3/31/09</i>	<i>Ann Stephens</i>	<i>4-3-09</i>
Chief Fiscal Officer (Institution)	Date	State Administrator, SDPTE	Date
<i>Victor Brulaton</i>	<i>3-31-09</i>		
Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/OSBE Approval	Date
<i>J. C. Hoff</i>	<i>3/31/09</i>		

Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. 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).

The College of Western Idaho requests action to start a new Information Technologies program with a choice of options leading to TC, ATC, and AAS certificates and degrees.

2. Provide a statement of need for program or 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.)

Student interest in information technology programs at Boise State University's Seland College of Applied Technology has been strong for a number of years. Classes have been relatively full, and over 90% of students have found employment upon graduation. However, the scope of the information technology programs was limited, and the faculty have been increasingly concerned about graduating too many students with "cookie-cutter" skills. Graduates from the Computer Network Technology and Computer Service Technology programs reported that they all seemed to be competing for the same jobs, and there were a number of jobs in the geographic region for which the graduates lacked appropriate skill sets. This concern led the faculty to undertake an extensive research project. They examined national data and consulted with local industry reps to determine IT trends and unmet employer needs locally. Next they developed a model for multiple IT career training tracks. In December 2006 they shared the model with an IT Advisory Committee comprised of local employers from various industries. TAC members unanimously agreed with the curriculum diversification concept and they offered suggestions for skill sets that should be considered. Ongoing collaboration led to development of new curriculum. The result of this extensive effort is this request for creation of a new Information Technologies program, with multiple options, in the Center for Information Technology. This new program will replace the Computer Network Technology and Computer Service Technology programs which will be discontinued in fall 2009 when PTE programs transfer from Boise State University to the College of Western Idaho. Faculty, current students and prospective students are excited about the proposed curriculum changes and new educational opportunities.

Revised 8/9/06

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Employment opportunities for IT professionals are strong and growing. According to the U.S. Department of Labor, Bureau of Labor Statistics, "rapid growth in IT jobs is projected over the 2004-2014 period." They further state that "there are many paths of entry to these occupations. Job prospects should be best for college graduates who are up to date with the latest skills and technologies; certifications and practical experience are essential...."

Idaho Department of Labor data indicates that jobs for IT professionals are projected to be among the 50 "Hot Jobs" for the Southwestern Region. EMSI (Economic Modeling Specialists Inc) lists three IT jobs among the "Top 25 Occupations in SW Idaho, 2005-2010." The need for skilled employees in the telecommunication field is especially critical.

The following table lists 2006 base jobs and 2013 projected jobs for IT Professionals within the State of Idaho and more specifically within Ada and Canyon counties, which are the College of Western Idaho's service area.

Base Data State of Idaho 2006	Projected Data State of Idaho 2013	Base Data Ada and Canyon Co 2006	Projected Data Ada and Canyon Co 2013
354	2,505	189	1,362

- Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The quality and relevance of these IT program options will be assured by semi-annual Technical Advisory Committee meetings, annual Program Assessment reports, and by alignment with national professional certification standards (CompTIA, Cisco, Linux, Microsoft).

- 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.

Although other institutions within the State of Idaho have Information Technology programs, none have exactly the same programs as College of Western Idaho plans to start.

- Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

This request aligns with College of Western Idaho's mission to fulfill the PTE function in Southwest Idaho. The mission of the PTE division of CWI is to provide Education for Employment by being flexible, responsive, and market-driven. This request will provide expanded training for IT technicians in a technical career area with current and future needs.

- Is the proposed program in the 8-year Plan? Indicate below.
Yes X No

These program options are listed on the 8-year plan as individual programs under Boise State University. The College of Western Idaho has chosen to initiate them as options to a new Information Technologies program for efficient use of college resources.

7. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

Through reorganization and reallocation of the Center for Information Technology faculty and budget resources, these new program options can be operated with no new staffing or fiscal impact.

Estimated Fiscal Impact	FY 2010	FY 2011	FY 2012	Total
A. Expenditures				
1. Personnel	543,182	543,182	543,182	1,629,546
2. Operating	29,000	29,000	29,000	87,000
3. Capital Outlay	15,000	12,000	12,000	39,000
4. Facilities	0	0	0	0
Paid by CWI General Fund				
TOTAL:	587,182	584,182	584,182	1,755,546
B. Source of Funds				
	FY 2010	FY 2011	FY 2012	Total
1. Appropriated-reallocation	587,182	584,182	584,182	1,755,546
2. Appropriated – New	0	0	0	0
3. Federal	0	0	0	0
4. Other:	CWI General Fund	CWI General Fund	CWI General Fund	CWI General Fund
TOTAL:	587,182	584,182	584,182	1,755,546
B. Nature of Funds				
	FY 2010	FY 2011	FY 2012	Total
1. Recurring *	587,182	584,182	584,182	1,755,546
2. Non-recurring **	NA	NA	NA	NA
TOTAL:	587,182	584,182	584,182	1,755,546

* 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.

This page was amended April 3, 2009.

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Information Technology Technician

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 9 months

Degree/Certificate: Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

25

General Education Credits

9

Total Credits

34

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		1
Mathematics General Education	MATH GE		3		2
Total Semester Credits		25	9		

<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits		25	9		

TOTAL PROGRAM CREDITS 34

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: See below.

4. Attach New ("N") or Changed ("C") course descriptions and Program/Option competencies.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 110 INTRODUCTION TO PC HARDWARE AND SOFTWARE (3-3-4) (F/S). Overview of basic computer hardware and operating systems, including hands-on training in installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and preventive maintenance.

INTEC 114 NETWORK FUNDAMENTALS (3-3-4) (F/S). Introduction to the OSI reference model, network addressing, subnetting, TCP/IP network-layer protocols, LAN media and topology, and networking devices.

INTEC 118 CLIENT OPERATING SYSTEMS (3-3-4) (F/S). Hard disk management skills, system configuration, installation of operating systems and application software, and advanced use and configuration of graphical user interfaces. PRE/COREQ: INTEC 110.

INTEC 121 SERVER OPERATING SYSTEMS (3-3-4) (F/S). Planning, installing, and configuring network servers and clients in a server environment. Issues related to protocols, sharing, policies, migration, optimization, architecture, and administration. PRE/COREQ: INTEC 118.

INTEC 125 BASIC NETWORK ROUTING (3-3-4) (F/S). Routing theory, components, and protocols; router setup and startup; router configuration, control, and backup procedures. Includes building and troubleshooting simple LANs. PRE/COREQ: INTEC 114.

INTEC 129 FUNDAMENTALS OF LINUX (3-3-4) (F/S). Introduction to the Linux operating system with emphasis on basic administration tasks. PRE/COREQ: INTEC 121.

Program Outcomes:

1. Graduates will assemble and disassemble a computer, including identifying and configuring the correct hardware and software.
2. Graduates will troubleshoot hardware problems including problems with connections, configuration, drivers, and compatibility.
3. Graduates will install and troubleshoot operating systems including Microsoft and Linux operating systems.
4. Graduates will build a client server network including building cabling, configuring NICs, connecting network devices, and configuring the server.
5. Graduates will manage users and groups on workstations and servers, including permissions and security.
6. Graduates will manage network routers and switches, including basic configuration and monitoring.
7. Graduates will secure a workstation including passwords, permissions, security, anti-virus, and anti-spyware installation and configuration.

Program Outcomes Assessment:

1. Performance and written final examination on computer hardware to determine if students are mastering the course content at a satisfactory level
2. Performance and written final examination on operating systems to determine if students are mastering the course content at a satisfactory level
3. Performance and written final examination on networking to determine if students are mastering the course content at a satisfactory level
4. NET + certification examination (simulated) to determine if students are mastering the information and skills needed to obtain essential industry certifications

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Digital Home Technology Technician

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 9 months

Degree/Certificate: Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

25

General Education Credits

9

Total Credits

34

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Home Network Configuration	INTEC 202	4		N	1
Audio/Video Configurations	INTEC 204	4		N	1
Telecommunications Installation and Configuration	INTEC 208	4		N	1
Security Systems Implementation	INTEC 211	4		N	2
Home Control Systems	INTEC 213	4		N	2
Troubleshooting Home Systems	INTEC 215	4		N	2
Communication General Education			3		1
Social Science General Education			3		1
Mathematics General Education			3		2

Total Semester Credits		25	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 34

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: All; see below.

4. Attach New ("N") or Changed ("C") course descriptions and Program/Option competencies.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 202 HOME NETWORK CONFIGURATION (3-3-4) (F/S). Basic design concepts of electronic and digital home systems including configuration, integration, maintenance, and troubleshooting.

INTEC 204 AUDIO/VIDEO CONFIGURATIONS (3-3-4) (F/S). Home theater system components and characteristics; content management systems; and installation and configuration of multi-room audio/video systems. PRE/COREQ: INTEC 202.

INTEC 208 TELECOMMUNICATIONS INSTALLATION AND CONFIGURATION (3-3-4) (F/S). Fundamentals of telephone systems, including delivery and troubleshooting of POTS and VoIP communication. PRE/COREQ: INTEC 204.

INTEC 211 SECURITY SYSTEMS IMPLEMENTATION (3-3-4) (F/S). Identification, configuration, installation, maintenance, and troubleshooting of security and surveillance systems. PRE/COREQ: INTEC 202.

INTEC 213 HOME CONTROL SYSTEMS (3-3-4) (F/S). Integration of control sub-systems into HVAC, lighting systems, and protection devices. PRE/COREQ: INTEC 211.

INTEC 215 TROUBLESHOOTING HOME SYSTEMS (3-3-4) (F/S). Troubleshooting and diagnosis of integrated sub-systems. PRE/COREQ: INTEC 213.

Program Outcomes:

1. Graduates will demonstrate consistent attendance and lab housekeeping practices
2. Graduates will apply ESD and tool safety practices
3. Graduates will exhibit professional customer service skills
4. Graduates will differentiate between AC/DC home circuits
5. Graduates will plan and implement home network configurations
6. Graduates will design and install home theater systems
7. Graduates will configure and implement various telephony systems
8. Graduates will create a security topology and build the home security system
9. Graduates will design and implement low voltage controller operations
10. Graduates will troubleshoot and repair home control systems

Program Outcomes Assessment:

1. Daily attendance collection and random lab housekeeping checks to determine if students are developing work ethics needed for future job placement
2. Students will achieve a passing grade of 70% or better on written tests administered by a subject matter expert to determine if students are mastering the course content at a satisfactory level
3. Students will achieve a passing grade of 70% or better on hands-on practical exams administered by a subject matter expert to determine if students are mastering application of the course content at a satisfactory level
4. Students will obtain employment in their field of training and maintain the job for at least six months as shown by the EMSS Records' follow-up report To determine if the scope of the program is meeting employer's needs

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/PC and Document Imaging Technician

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 9 months

Degree/Certificate: Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

25

General Education Credits

9

Total Credits

34

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Technical Fundamentals	INTEC 218	4		N	1
Electromechanical Process Technologies	INTEC 220	4		N	1
Advanced Printer Hardware Service	INTEC 222	4		N	1
Digital Technologies	INTEC 225	4		N	2
Advanced Digital Technologies	INTEC 227	4		N	2
Document Imaging Architect	INTEC 229	4		N	2
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		1
Mathematics General Education	MATH GE		3		2

ATTACHMENT 1

Total Semester Credits		25	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 34

Revised 7/99

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/PC and Document Imaging Technician

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Advanced Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

9

Total Credits

58

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	3
Network Fundamentals	INTEC 114	4		N	3
Client Operating Systems	INTEC 118	4		N	3
Server Operating Systems	INTEC 121	4		N	4
Basic Network Routing	INTEC 125	4		N	4
Fundamentals of Linux	INTEC 129	4		N	4
Technical Fundamentals	INTEC 218	4		N	1

Electromechanical Process Technologies	INTEC 220	4		N	1
Advanced Printer Hardware Service	INTEC 222	4		N	1
Digital Technologies	INTEC 225	4		N	2
Advanced Digital Technologies	INTEC 227	4		N	2
Document Imaging Architect	INTEC 229	4		N	2
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		2
Mathematics General Education	MATH GE		3		3
Total Semester Credits		49	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 58

Revised 7/99

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/PC and Document Imaging Technician

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Associate of Applied Science degree

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

16

Total Credits

65

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Technical Fundamentals	INTEC 218	4		N	1
Electromechanical Process Technologies	INTEC 220	4		N	1
Advanced Printer Hardware Service	INTEC 222	4		N	1
Digital Technologies	INTEC 225	4		N	2
Advanced Digital Technologies	INTEC 227	4		N	2
Document Imaging Architect	INTEC 229	4		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	3

Network Fundamentals	INTEC 114	4		N	3
Client Operating Systems	INTEC 118	4		N	3
Server Operating Systems	INTEC 121	4		N	4
Basic Network Routing	INTEC 125	4		N	4
Fundamentals of Linux	INTEC 129	4		N	4
Fundamentals of Oral Communication	COMM 101		3		1
English Composition	ENGL 101		3		2
Any General Education Mathematics Course	MATH GE		3		3
Any General Education Social Science Course	SOCS GE		3		3
Any Additional General Education Course	ELEC GE		4		4
Total Semester Credits		49	16		
Electives credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 65

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: All; see below.

4. Attach New (“N”) or Changed (“C”) course descriptions and Program/Option competencies.

See below.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 110 INTRODUCTION TO PC HARDWARE AND SOFTWARE (3-3-4) (F/S). Overview of basic computer hardware and operating systems, including hands-on training in installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and preventive maintenance.

INTEC 114 NETWORK FUNDAMENTALS (3-3-4) (F/S). Introduction to the OSI reference model, network addressing, subnetting, TCP/IP network-layer protocols, LAN media and topology, and networking devices.

INTEC 118 CLIENT OPERATING SYSTEMS (3-3-4) (F/S). Hard disk management skills, system configuration, installation of operating systems and application software, and advanced use and configuration of graphical user interfaces. PRE/COREQ: INTEC 110.

INTEC 121 SERVER OPERATING SYSTEMS (3-3-4) (F/S). Planning, installing, and configuring network servers and clients in a server environment. Issues related to protocols, sharing, policies, migration, optimization, architecture, and administration. PRE/COREQ: INTEC 118.

INTEC 125 BASIC NETWORK ROUTING (3-3-4) (F/S). Routing theory, components, and protocols; router setup and startup; router configuration, control, and backup procedures. Includes building and troubleshooting simple LANs. PRE/COREQ: INTEC 114.

INTEC 129 FUNDAMENTALS OF LINUX (3-3-4) (F/S). Introduction to the Linux operating system with emphasis on basic administration tasks. PRE/COREQ: INTEC 121.

INTEC 218 TECHNICAL FUNDAMENTALS (3-3-4) (F/S). Fundamentals of electronic repair including safety, ESD procedures, industry tools and usage, and DC/AC circuit applications for electromechanical devices.

INTEC 220 ELECTROMECHANICAL PROCESS TECHNOLOGIES (3-3-4) (F/S). Electromechanical systems, adjustments, and interaction between processes. Identification, troubleshooting, and repair of components and processes in PCs and printing systems. PRE/COREQ: INTEC 218.

INTEC 222 ADVANCED PRINTER HARDWARE SERVICE (3-3-4) (F/S). Installation, configuration, and repair of desktop and network printing devices, including interfacing techniques, printer language, drivers, and utilities. PRE/COREQ: INTEC 220.

INTEC 225 DIGITAL TECHNOLOGIES (3-3-4) (F/S). Configuration, maintenance, and repair of enterprise multifunction printers and copiers. Image adjustment, color process, and troubleshooting of MFPs. PRE/COREQ: INTEC 222.

INTEC 227 ADVANCED DIGITAL TECHNOLOGIES (3-3-4) (F/S). Complementary MFP accessories, stand alone products such as scanners, and associated software. Print management software and utilities, scan and fax routing software, and network configuration. PRE/COREQ: INTEC 225.

INTEC 229 DOCUMENT IMAGING ARCHITECT (3-3-4) (F/S). Design and implementation of solutions for the capture, storage, retrieval, and manipulation of office documents based on laws and regulations governing the document imaging industry. PRE/COREQ: INTEC 227.

Program Outcomes:

1. Graduates will demonstrate service call procedural skills.
2. Graduates will demonstrate ability to read and complete complex instructions.
3. Graduates will demonstrate entry-level mechanical troubleshooting skills on computers and peripherals.
4. Graduates will demonstrate entry-level electrical troubleshooting skills on computers and peripherals.
5. Graduates will demonstrate entry-level network troubleshooting skills.
6. Graduates will demonstrate and practice high voltage, low voltage and ESD safety skills.
7. Graduates will install, utilize and update document imaging software.
8. Graduates will practice taking industry-recognized PDI+ (Printing and Document Imaging) simulated certification exam.

Program Outcomes Assessment:

1. Customer-service role playing to determine students' attainment of essential customer service skills
2. Hands-on skills assessments performed at 70% level or better to determine if students are mastering application of the course content at a satisfactory level
3. T/F, multiple-choice, short answer written and computer-based assessments completed at 70% level or better to determine if students are mastering the course content at a satisfactory level
4. Simulated industry-recognized certification exam to determine if students are mastering the information and skills needed to obtain essential industry certifications

Revised 7/99

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Information Security and Forensics

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Advanced Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

9

Total Credits

58

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2

Directory Services Infrastructure	INTEC 246	4		N	3
Fundamentals of Network Security	INTEC 248	4		N	3
Advanced Network Security	INTEC 250	4		N	3
Intrusion Detection Systems	INTEC 253	4		N	4
Ethical Hacking and Countermeasures	INTEC 255	4		N	4
Digital Forensics	INTEC 259	4		N	4
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		2
Mathematics General Education	MATH GE		3		3
Total Semester Credits		49	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 58

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Information Security and Forensics

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Associate of Applied Science degree

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

16

Total Credits

65

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2
Directory Services Infrastructure	INTEC 246	4		N	3
Fundamentals of Network Security	INTEC 248	4		N	3

Advanced Network Security	INTEC 250	4		N	3
Intrusion Detection Systems	INTEC 253	4		N	4
Ethical Hacking and Countermeasures	INTEC 255	4		N	4
Digital Forensics	INTEC 259	4		N	4
Fundamentals of Oral Communication	COMM 101		3		1
English Composition	ENGL 101		3		2
Any General Education Mathematics Course	MATH GE		3		3
Any General Education Social Science Course	SOCS GE		3		3
Any Additional General Education Course	ELEC GE		4		4
Total Semester Credits		49	16		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 65

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: All; see below.

4. Attach New (“N”) or Changed (“C”) course descriptions and Program/Option competencies.

See below.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 110 INTRODUCTION TO PC HARDWARE AND SOFTWARE (3-3-4) (F/S). Overview of basic computer hardware and operating systems, including hands-on training in installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and preventive maintenance.

INTEC 114 NETWORK FUNDAMENTALS (3-3-4) (F/S). Introduction to the OSI reference model, network addressing, subnetting, TCP/IP network-layer protocols, LAN media and topology, and networking devices.

INTEC 118 CLIENT OPERATING SYSTEMS (3-3-4) (F/S). Hard disk management skills, system configuration, installation of operating systems and application software, and advanced use and configuration of graphical user interfaces. PRE/COREQ: INTEC 110.

INTEC 121 SERVER OPERATING SYSTEMS (3-3-4) (F/S). Planning, installing, and configuring network servers and clients in a server environment. Issues related to protocols, sharing, policies, migration, optimization, architecture, and administration. PRE/COREQ: INTEC 118.

INTEC 125 BASIC NETWORK ROUTING (3-3-4) (F/S). Routing theory, components, and protocols; router setup and startup; router configuration, control, and backup procedures. Includes building and troubleshooting simple LANs. PRE/COREQ: INTEC 114.

INTEC 129 FUNDAMENTALS OF LINUX (3-3-4) (F/S). Introduction to the Linux operating system with emphasis on basic administration tasks. PRE/COREQ: INTEC 121.

INTEC 218 TECHNICAL FUNDAMENTALS (3-3-4) (F/S). Fundamentals of electronic repair including safety, ESD procedures, industry tools and usage, and DC/AC circuit applications for electromechanical devices.

INTEC 246 DIRECTORY SERVICES INFRASTRUCTURE (3-3-4) (F/S). Implementing, troubleshooting, and maintaining a network infrastructure in a Directory Services environment. PREREQ: INTEC 121.

INTEC 248 FUNDAMENTALS OF NETWORK SECURITY (3-3-4) (F/S). Key security concepts including security threats, securing network resources, encryption technologies, securing communications and applications, and incident response. PRE/COREQ: INTEC 246.

INTEC 250 ADVANCED NETWORK SECURITY (3-3-4) (F/S). Designing a security framework for small, medium, and enterprise level networks. PRE/COREQ: INTEC 248.

INTEC 253 INTRUSION DETECTION SYSTEMS (3-3-4) (F/S). Developing and deploying intrusion detection systems in small, medium, and enterprise level networks. PRE/COREQ: INTEC 250.

INTEC 255 ETHICAL HACKING AND COUNTERMEASURES (3-3-4) (F/S). Identifying weaknesses and vulnerabilities in target network systems and applying the information to defend against network attacks. PRE/COREQ: INTEC 253.

INTEC 259 DIGITAL FORENSICS (3-3-4) (F/S). Forensic methods and techniques in the collection, processing, and analysis of digital evidence. PRE/COREQ: INTEC 255.

Program Outcomes:

1. Graduates will install, configure and maintain a directory services infrastructure including building sites and establishing a secure connection between sites.
2. Graduates will define the 10 security domains and how they impact internet and intranet infrastructures
3. Graduates will design and implement a fully secure network infrastructure including technologies such as EFS, IPSEC and SSL.
4. Graduates will develop, configure and maintain host-based and network-based intrusion detection systems within a LAN/WAN network infrastructure.
5. Graduates will leverage a full penetration test on an internal and external network and implement appropriate countermeasures to "found" vulnerabilities.
6. Graduates will recognize criminal activity in a computing environment and develop/implement a forensic first-response protocol resulting in successful prosecution of the criminal.

Program Outcomes Assessment:

1. Students will achieve a passing grade of 70% or better on written tests administered by a subject matter expert to determine if students are mastering the course content at a satisfactory level
2. Students will achieve a passing grade of 70% or better on hands-on practical exams administered by a subject matter expert to determine if students are mastering application of the course content at a satisfactory level
3. Students will pass at least one security-related industry certification exam to determine if students are mastering the information and skills needed to obtain essential industry certifications
4. Students will obtain employment in their field of training and maintain the job for at least six months as shown by the EMSS Records' follow-up report To determine if the scope of the program is meeting employer's needs

Revised 7/99

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Internetworking and Communication Technology
Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Advanced Technical Certificate
If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:	Technical Credits	49
	General Education Credits	9
	Total Credits	58

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2

Switching Basics and Intermediate Routing	INTEC 232	4		N	3
WAN Technologies	INTEC 234	4		N	3
Building Scalable Networks	INTEC 236	4		N	3
Implementing Secure Converged WANs	INTEC 239	4		N	4
Fundamentals of Wireless LANs	INTEC 241	4		N	4
Introduction to VoIP	INTEC 243	4		N	4
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		2
Mathematics General Education	MATH GE		3		3
Total Semester Credits		49	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 58

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Internetworking and Communication Technology

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Associate of Applied Science degree

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

16

Total Credits

65

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2
Switching Basics and Intermediate Routing	INTEC 232	4		N	3
WAN Technologies	INTEC 234	4		N	3

Building Scalable Networks	INTEC 236	4		N	3
Implementing Secure Converged WANs	INTEC 239	4		N	4
Fundamentals of Wireless LANs	INTEC 241	4		N	4
Introduction to VoIP	INTEC 243	4		N	4
Fundamentals of Oral Communication	COMM 101		3		1
English Composition	ENGL 101		3		2
Any General Education Mathematics Course	MATH GE		3		3
Any General Education Social Science Course	SOCS GE		3		3
Any Additional General Education Course	ELEC GE		4		4
Total Semester Credits		49	16		
Electives credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 65

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: All; see below.

4. Attach New (“N”) or Changed (“C”) course descriptions and Program/Option competencies.

See below.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 110 INTRODUCTION TO PC HARDWARE AND SOFTWARE (3-3-4) (F/S). Overview of basic computer hardware and operating systems, including hands-on training in installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and preventive maintenance.

INTEC 114 NETWORK FUNDAMENTALS (3-3-4) (F/S). Introduction to the OSI reference model, network addressing, subnetting, TCP/IP network-layer protocols, LAN media and topology, and networking devices.

INTEC 118 CLIENT OPERATING SYSTEMS (3-3-4) (F/S). Hard disk management skills, system configuration, installation of operating systems and application software, and advanced use and configuration of graphical user interfaces. PRE/COREQ: INTEC 110.

INTEC 121 SERVER OPERATING SYSTEMS (3-3-4) (F/S). Planning, installing, and configuring network servers and clients in a server environment. Issues related to protocols, sharing, policies, migration, optimization, architecture, and administration. PRE/COREQ: INTEC 118.

INTEC 125 BASIC NETWORK ROUTING (3-3-4) (F/S). Routing theory, components, and protocols; router setup and startup; router configuration, control, and backup procedures. Includes building and troubleshooting simple LANs. PRE/COREQ: INTEC 114.

INTEC 129 FUNDAMENTALS OF LINUX (3-3-4) (F/S). Introduction to the Linux operating system with emphasis on basic administration tasks. PRE/COREQ: INTEC 121.

INTEC 232 SWITCHING BASICS AND INTERMEDIATE ROUTING (3-3-4) (F/S). Advanced IP addressing, intermediate routing protocols, and the command-line interface configuration of switches. Ethernet switching, VLANs, STP, and VTP. PREREQ: INTEC 125.

INTEC 234 WAN TECHNOLOGIES (3-3-4) (F/S). Advanced IP addressing, NAT, PAT, DHCP, WAN technology and terminology, and network management. Configuration of PPP, ISDN, DDR, and frame relay protocols. PRE/COREQ: INTEC 232.

INTEC 236 BUILDING SCALABLE NETWORKS (3-3-4) (F/S). Designing efficient and expandable enterprise networks. Installation, configuration, monitoring, and troubleshooting of network infrastructure equipment including configuration of EIGRP, OSPF, IS-IS, and BGRP. Manipulation and optimization of routing updates. Multicast routing, IPv6, and DHCP configuration. PRE/COREQ: INTEC 234.

INTEC 239 IMPLEMENTING SECURE CONVERGED WANs (3-3-4) (F/S). Securing and expanding the reach of an enterprise network with focus on VPNs. Implementing broadband connections for teleworkers and aligning network architecture with connectivity requirements using MPLS. Configuring site-to-site IPsec VPNs, device hardening strategies, and IOS firewall features. PRE/COREQ: INTEC 236.

INTEC 241 FUNDAMENTALS OF WIRELESS LANs (3-3-4) (F/S). Design, implementation, operation, and troubleshooting of wireless networks. PRE/COREQ: INTEC 234.

INTEC 243 INTRODUCTION TO VoIP (3-3-4) (F/S). Configuration of VoIP devices using CallManager Express architecture including VoIP and QoS technologies. PRE/COREQ: INTEC 234.

Program Outcomes:

1. Graduates will configure, verify, and troubleshoot VLANs, trunking on Cisco switches, interVLAN routing, VTP, and RSTP.
2. Graduates will configure, verify, monitor, and troubleshoot DHCP, DNS, ACL's, NAT, and Frame Relay on Cisco routers.
3. Graduates will create an efficient and expandable enterprise network by installing, configuring, monitoring, and troubleshooting network infrastructure equipment using EIGRP, OSPF, IS-IS, and BGP routing protocols and manipulate and optimize routing updates between these routing protocols
4. Graduates will learn how to secure and expand the reach of an enterprise network with focus on VPN configuration and securing network access.
5. Graduates will install, configure, verify, administer, monitor, and troubleshoot enterprise-class wireless LANs.
6. Graduates will install and configure Cisco CallManager Express (CME) architecture, components, functionality, and features using some Voice over IP (VOIP) and Quality of Service (QoS) technologies and apply them to Cisco's CME environment.

Program Outcomes Assessment:

1. Students will achieve a passing grade of 70% or better on a written test administered by a subject matter expert to determine if students are mastering the course content at a satisfactory level
2. Students will achieve a passing grade of 70% or better on a practical exam administered by a subject matter expert to determine if students are mastering the course content at a satisfactory level
3. Students will pass the CCNA certification exam, an industry-recognized certification test to determine if students are mastering the information and skills needed to obtain essential industry certifications
4. Students will obtain employment in their field of training and maintain the job for at least six months to determine if the scope of the program is meeting employer's needs

Revised 7/99

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Network Administration

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Advanced Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

9

Total Credits

58

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2

Directory Services Infrastructure	INTEC 246	4		N	3
Maintaining E-mail Systems	INTEC 264	4		N	3
Database Administration	INTEC 266	4		N	3
Network Monitoring	INTEC 271	4		N	4
Network Control	INTEC 273	4		N	4
Remote Network Management	INTEC 275	4		N	4
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		2
Mathematics General Education	MATH GE		3		3
Total Semester Credits		49	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 58

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Network Administration

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Associate of Applied Science degree

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

16

Total Credits

65

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2
Directory Services Infrastructure	INTEC 246	4		N	3
Maintaining E-mail Systems	INTEC 264	4		N	3

Database Administration	INTEC 266	4		N	3
Network Monitoring	INTEC 271	4		N	4
Network Control	INTEC 273	4		N	4
Remote Network Management	INTEC 275	4		N	4
Fundamentals of Oral Communication	COMM 101		3		1
English Composition	ENGL 101		3		2
Any General Education Mathematics Course	MATH GE		3		3
Any General Education Social Science Course	SOCS GE		3		3
Any Additional General Education Course	ELEC GE		4		4
Total Semester Credits		49	16		
Electives credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 65

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: All; see below.

4. Attach New (“N”) or Changed (“C”) course descriptions and Program/Option competencies.

See below.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 110 INTRODUCTION TO PC HARDWARE AND SOFTWARE (3-3-4) (F/S). Overview of basic computer hardware and operating systems, including hands-on training in installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and preventive maintenance.

INTEC 114 NETWORK FUNDAMENTALS (3-3-4) (F/S). Introduction to the OSI reference model, network addressing, subnetting, TCP/IP network-layer protocols, LAN media and topology, and networking devices.

INTEC 118 CLIENT OPERATING SYSTEMS (3-3-4) (F/S). Hard disk management skills, system configuration, installation of operating systems and application software, and advanced use and configuration of graphical user interfaces. PRE/COREQ: INTEC 110.

INTEC 121 SERVER OPERATING SYSTEMS (3-3-4) (F/S). Planning, installing, and configuring network servers and clients in a server environment. Issues related to protocols, sharing, policies, migration, optimization, architecture, and administration. PRE/COREQ: INTEC 118.

INTEC 125 BASIC NETWORK ROUTING (3-3-4) (F/S). Routing theory, components, and protocols; router setup and startup; router configuration, control, and backup procedures. Includes building and troubleshooting simple LANs. PRE/COREQ: INTEC 114.

INTEC 129 FUNDAMENTALS OF LINUX (3-3-4) (F/S). Introduction to the Linux operating system with emphasis on basic administration tasks. PRE/COREQ: INTEC 121.

INTEC 246 DIRECTORY SERVICES INFRASTRUCTURE (3-3-4) (F/S). Implementing, troubleshooting, and maintaining a network infrastructure in a Directory Services environment. PREREQ: INTEC 121.

INTEC 264 MAINTAINING E-MAIL SYSTEMS (3-3-4) (F/S). Implementing, troubleshooting, and maintaining e-mail systems in a Directory Services environment. PRE/COREQ: INTEC 246.

INTEC 266 DATABASE ADMINISTRATION (3-3-4) (F/S). Implementing, troubleshooting, and administering databases in a Directory Services environment. PRE/COREQ: INTEC 246.

INTEC 271 NETWORK MONITORING (3-3-4) (F/S). Implementing, troubleshooting, and monitoring network devices in a Directory Services environment. PRE/COREQ: INTEC 246.

INTEC 273 NETWORK CONTROL (3-3-4) (F/S). Managing, troubleshooting, and maintaining servers and client systems in a Directory Services environment. PRE/COREQ: INTEC 271.

INTEC 275 REMOTE NETWORK MANAGEMENT (3-3-4) (F/S). Remote implementation, troubleshooting, and maintenance of servers and client systems in a Directory Services environment. PRE/COREQ: INTEC 273.

Program Outcomes:

1. Graduates will install, configure and troubleshoot directory services and necessary infrastructure.
2. Graduates will install, configure, maintain and troubleshoot a secure email messaging system and client.
3. Graduates will install, configure, maintain and troubleshoot a database system
4. Graduates will implement a network monitoring system
5. Graduates will implement, maintain and troubleshoot a network management system.

Program Outcomes Assessment:

1. Students will achieve a passing grade of 70% or better on written tests administered by a subject matter expert to determine if students are mastering the course content at a satisfactory level
2. Students will achieve a passing grade of 70% or better on hands-on practical exams administered by a subject matter expert to determine if students are mastering the application of course content at a satisfactory level
3. Students will pass at least one industry standard networking certification test to determine if students are mastering the information and skills needed to obtain essential industry certifications
4. Students will obtain employment in their field of training and maintain the job for at least six months as shown by the EMSS Records' follow-up report to determine if the scope of the program is meeting employer's needs

Revised 7/99

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Web Development

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Advanced Technical Certificate

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:	Technical Credits	49
	General Education Credits	9
	Total Credits	58

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2

Principles of Web Scripting Languages	INTEC 278	4		N	
Web Graphics and Multimedia	INTEC 280	4		N	
Web Authoring in an Integrated Development Environment	INTEC 282	4		N	
Fundamentals of Database Systems	INTEC 285	4		N	
Dynamic Web Site Creation and Design	INTEC 287	4		N	
Web Hosting and Collaborative Development	INTEC 289	4		N	
Communication General Education	COMM 101		3		1
Social Science General Education	SOCS GE		3		2
Mathematics General Education	MATH GE		3		3
Total Semester Credits		49	9		
<u>Electives</u> credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 58

ATTACHMENT B: SUMMARY OF COURSE CHANGES

Please submit a separate Attachment B for each option, degree or certificate if more than one is proposed or affected by the change.

Institution: College of Western Idaho

Program/Option Title: Information Technologies/Web Development

Insert Program Name/Option Title (i.e. Business Technologies/Marketing and Management)

Program/Option Length: 18 months

Degree/Certificate: Associate of Applied Science degree

If a Certificate, indicate type (i.e. Technical, Advanced Technical or Postsecondary Technical)

Credit Summary:

Technical Credits

49

General Education Credits

16

Total Credits

65

Recommended Program Scope and Sequence

Course Title	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (See Note 1)	Semester Sequence (See Note 2)
Customer Support	INTEC 105	1		N	2
Introduction to PC Hardware and Software	INTEC 110	4		N	1
Network Fundamentals	INTEC 114	4		N	1
Client Operating Systems	INTEC 118	4		N	1
Server Operating Systems	INTEC 121	4		N	2
Basic Network Routing	INTEC 125	4		N	2
Fundamentals of Linux	INTEC 129	4		N	2
Principles of Web Scripting Languages	INTEC 278	4		N	
Web Graphics and Multimedia	INTEC 280	4		N	

Web Authoring in an Integrated Development Environment	INTEC 282	4		N	
Fundamentals of Database Systems	INTEC 285	4		N	
Dynamic Web Site Creation and Design	INTEC 287	4		N	
Web Hosting and Collaborative Development	INTEC 289	4		N	
Fundamentals of Oral Communication	COMM 101		3		1
English Composition	ENGL 101		3		2
Any General Education Mathematics Course	MATH GE		3		3
Any General Education Social Science Course	SOCS GE		3		3
Any Additional General Education Course	ELEC GE		4		4
Total Semester Credits		49	16		
Electives ____ credits required from the following:	Course Number	Technical Credits	General Education Credits	Code N = New C = Change (see Note 1)	Semester Sequence (See Note 2)
Program Credits					

TOTAL PROGRAM CREDITS 65

Note 1: Enter an "N" for each new course. This only includes courses that have not been offered before at this institution. If the course has previously been approved and is new to this program, do not code as a new course. Enter a "C" for each course that has been changed. This includes courses that have different credit hours, competencies, or other substantial modifications as originally approved.

Note 2: Enter the semester in which the course is recommended in the program sequence.

1. Describe the impact this change will have on students currently enrolled in the existing program.

The currently enrolled students will be graduated from the existing program within which they enrolled; they have been offered the opportunity to transition to the new program if they wish and course equivalencies will be determined.

2. Courses Deleted from Program/Option: N/A

3. Courses Added to Program/Option: All; see below.

4. Attach New (“N”) or Changed (“C”) course descriptions and Program/Option competencies.

See below.

INTEC 105 CUSTOMER SUPPORT (1-0-1) (F/S). Effective communication with non-technical end-users in technical support, technical marketing, and customer relations contexts.

INTEC 110 INTRODUCTION TO PC HARDWARE AND SOFTWARE (3-3-4) (F/S). Overview of basic computer hardware and operating systems, including hands-on training in installing, building, upgrading, repairing, configuring, troubleshooting, optimizing, diagnosing, and preventive maintenance.

INTEC 114 NETWORK FUNDAMENTALS (3-3-4) (F/S). Introduction to the OSI reference model, network addressing, subnetting, TCP/IP network-layer protocols, LAN media and topology, and networking devices.

INTEC 118 CLIENT OPERATING SYSTEMS (3-3-4) (F/S). Hard disk management skills, system configuration, installation of operating systems and application software, and advanced use and configuration of graphical user interfaces. PRE/COREQ: INTEC 110.

INTEC 121 SERVER OPERATING SYSTEMS (3-3-4) (F/S). Planning, installing, and configuring network servers and clients in a server environment. Issues related to protocols, sharing, policies, migration, optimization, architecture, and administration. PRE/COREQ: INTEC 118.

INTEC 125 BASIC NETWORK ROUTING (3-3-4) (F/S). Routing theory, components, and protocols; router setup and startup; router configuration, control, and backup procedures. Includes building and troubleshooting simple LANs. PRE/COREQ: INTEC 114.

INTEC 129 FUNDAMENTALS OF LINUX (3-3-4) (F/S). Introduction to the Linux operating system with emphasis on basic administration tasks. PRE/COREQ: INTEC 121.

INTEC 278 PRINCIPLES OF WEB SCRIPTING LANGUAGES (3-3-4) (F/S). HTML, Java Script menu design and session information, CSS, and the design, creation, and usage of XML schema. PREREQ: INTEC 121, INTEC 125, and INTEC 129.

INTEC 280 WEB GRAPHICS AND MULTIMEDIA (3-3-4) (F/S). Creating presentation quality animations, photographs, icons, and graphics suitable for web deployment using popular software tools. PRE/COREQ: INTEC 278.

INTEC 282 WEB AUTHORIZING IN AN INTEGRATED DEVELOPMENT ENVIRONMENT (3-3-4) (F/S). Creating, editing, importing, and exporting CSS based web sites using WYSIWYG authoring tools. Designing and implementing web sites and web pages using images and animations created in previous courses. Maintaining remote web sites using FTP and WEBDAV. PRE/COREQ: INTEC 280.

INTEC 285 FUNDAMENTALS OF DATABASE SYSTEMS (3-3-4) (F/S). Relational database design and data modeling from a conceptual and practical viewpoint. Intermediate SQL language syntax, query design, and database normalization. Data security concepts and integrity with an introduction to query optimization. PRE/COREQ: INTEC 282.

INTEC 287 DYNAMIC WEB SITE CREATION AND DESIGN (3-3-4) (F/S). Exploring dynamic web

sites focusing on e-commerce and server side scripting languages. Course serves as a capstone to previous web development coursework and concepts. PRE/COREQ: INTEC 285.

INTEC 289 WEB HOSTING AND COLLABORATIVE DEVELOPMENT (3-3-4) (F/S). Introduction to industry standard web servers, collaborative tools, and project management. Preparation for workforce entry.

Program Outcomes:

1. Graduates will employ industry standard practices in the coding, design, and development of web pages.
2. Graduates will create and implement presentation quality graphics, animations, and images to enhance website functionality and design.
3. Graduates will utilize industry standard WYSIWIG authoring tools in the creation and deployment of websites.
4. Graduates will use correct data modeling practices to develop databases designed for web commerce.
5. Graduates will develop dynamic websites utilizing industry standard scripting languages for database interaction.
6. Graduates will configure and deploy industry standard web servers.

Program Outcomes Assessment:

1. Students will achieve a passing grade of 70% or higher on written exams administered by the instructor covering database modeling, design, queries, and normalization to determine if students are mastering the course content at a satisfactory level
2. Students will complete project-based web development performance exams utilizing industry standard web servers, software, and practices with a score of 70% or higher to demonstrate that students' skill mastery and comprehensive retention are satisfactory
3. Students will obtain industry experience through internship or employment during the course of the program or within 6 months of graduation to verify if the scope of the program is meeting employer's needs
4. Students will pass at least one industry-standard networking or web-related certification test to establish whether students are mastering the information and skills needed to achieve industry-standard certifications

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AUDIT COMMITTEE
APRIL 16-17, 2009

DESCRIPTION ACTION

**REVISIONS TO MEMORANDUM OF UNDERSTANDING
BETWEEN BOISE STATE UNIVERSITY FOUNDATION
AND BOISE STATE UNIVERSITY**

Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES

APRIL 16-17, 2009

SUBJECT

Revisions to the Memorandum of Understanding between the Boise State University Foundation and Boise State University

REFERENCE

October 2008	Approval of the Memorandum of Understanding between the Boise State University Foundation and Boise State University
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APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

In October 2008, the Board approved the Memorandum of Understanding (MOU) between the Boise State University Foundation (Foundation) and Boise State University (University).

At the Audit Committee's meeting on March 17, 2009, the University and Foundation representatives shared some concerns regarding the MOU. These concerns included the following:

- Section IV.F.1. This section requires that no University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees, including Loaned Employees.

The Foundation is requesting the Board grant an extension to the requirement to hire a financial person not connected with the University until December 31, 2009, presuming Foundation Board approval in April, 2009.

- There are a number of language changes proposed that are intended to further the independence of the Foundation to protect donor confidentiality and/or attorney-client privilege.
- Section VI.D.5. Agreements which are being negotiated with affiliated organizations and the College of Western Idaho (CWI) are likely to require the Foundation to disburse restricted funds to support the affiliated organizations or CWI to suitable nonprofit organizations, such as a foundation for CWI, if the agreements terminate.
- Section XI.D. The Foundation has documents in place today (e.g. the Park Center property) include existing verbiage relating to litigation therefore the language is modified in this section so that it will not conflict with the current

BUSINESS AFFAIRS AND HUMAN RESOURCES

APRIL 16-17, 2009

agreement between the University and the Foundation. This agreement was previously approved by the State Board of Education.

IMPACT

The revisions will further the independence of the Foundation to protect donor confidentiality and/or attorney-client privilege, allow the disbursement to non-profit corporations under currently negotiated agreements, and provides for the existence of alternative litigation procedures.

ATTACHMENTS

Attachment 1 – Revised Memorandum of Understanding, redline Page 3

Attachment 2 – Revised Memorandum of Understanding, clean Page 21

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the revisions to the Memorandum of Understanding between the Boise State University Foundation and Boise State University.

BOARD ACTION

A motion to approve the revised Memorandum of Understanding between the Boise State University Foundation and Boise State University as submitted.

Motion by _____ Seconded by _____ Carried Yes ___ No ___

Memorandum of Understanding Between the Boise State University Foundation and Boise State University

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into as of this ____ day of _____, ~~2008~~2009, by and between Boise State University ("University") and Boise State University Foundation, Inc., an Idaho nonprofit corporation ("Foundation").

RECITALS

- A. The Foundation was organized and incorporated in 1964 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.
- B. The Foundation exists independent from the University to advance the educational opportunities and environment at the University by raising and managing private resources supporting the mission and priorities of the University, and by providing opportunities for students and a margin of institutional excellence unavailable with state funds.
- C. The Foundation accomplishes its work by funding University priorities, which includes, among other things, funding positions and programs which appeal to long-term, trust-based relationships with prospective donors and friends of the University.
- D. The Foundation is dedicated to assisting the University in the building of the endowment and in addressing, through financial support, the long-term academic and other priorities of the University.
- E. As stated in its articles of incorporation, the Foundation is a separately incorporated 501 (c) (3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University; soliciting cash, securities, real and intellectual property, and other private resources for the support of the University; and acknowledging

and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

F. In connection with its fund-raising and asset-management activities, the Foundation may require expertise in planning for and managing private contributions and works with both the University and outside consultants to assist and advise in such activities.

G. This MOU is intended to further define the relationship between the University and the Foundation and to set forth policies and procedures that will contribute to the coordination of their collaborative activities.

H. This MOU has been reviewed and approved by the State Board of Education.

AGREEMENT

In consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

I. Acknowledgment of University Governance

A. The parties acknowledge that the State Board of Education is responsible for the governance of the University to include overseeing the mission, leadership, and operations; setting priorities and long-term plans; is legally responsible for the performance and oversight; and is responsible for the employment, compensation, and evaluation of all employees, including the President. The University President is the Chief Executive Officer of the University and is authorized to act on behalf of the University by the State Board of Education.

B. The parties agree that all actions taken pursuant to this MOU shall be in accordance with all University and State Board of Education policies and procedures governing the University. It shall be the duty of the University to obtain and communicate to the Foundation any approval by the State Board of Education that is required by any provision of this MOU or any State Board of Education policy.

II. Acknowledgment of Foundation Governance

A. The parties acknowledge that the Foundation is a separately incorporated 501(c)(3) nonprofit organization created to raise, manage, distribute, and steward private resources to support the various missions of the University.

B. The parties acknowledge that the Foundation's board of directors is responsible for the operations, control and management of the Foundation including assets of the Foundation and the prudent management of gifts consistent with donor intent.

C. The parties acknowledge that the Foundation is responsible for the performance and oversight of all aspects of its operations based on a comprehensive set of bylaws that clearly address the board's fiduciary responsibilities, including expectations of individual board members based upon ethical guidelines and policies.

D. The parties agree that all actions taken pursuant to this MOU shall be in accordance with the Foundation's articles and bylaws. In carrying out its purposes, the Foundation shall not engage in activities that conflict with federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations), applicable policies of the State Board of Education, or the role and mission of the University.

E. All Foundation organizational documents, including but not limited to the articles of incorporation and bylaws, shall be provided to the ~~State Board of Education~~ University. To the extent practicable, the Foundation shall provide the University with copies of any proposed amendments or changes to such documents.

III. The Foundation's General Relationship to the University

A. The Foundation shall continue to develop its own strategic plan in collaboration with University leadership. This plan will serve to shape the focus of the Foundation ~~Board~~ board and inform the University and ~~Foundation~~ staff working for or on behalf of the Foundation of Foundation objectives.

B. The Foundation shall work with University personnel to identify, cultivate, solicit and steward donor support of University priorities.

C. The Foundation may provide resources and distribute gifts to the University in support of its programs and mission.

D. The Foundation shall maintain its own directors and officers liability insurance.

E. No Foundation employee shall receive direct payments, compensation, or other benefits from the University, provided, however, that Foundation

employees may be subject to a form of employee loaning arrangement with the University as set forth in Section IX below.

F. For informational purposes, the Foundation shall provide the University President with an annual report regarding the Foundation's programs, as well as the Foundation's audited financial statement and other such other reasonable information as requested.

1. Not less than annually, the Foundation shall provide a written report to the University President setting forth the following items:
 - a) the annual financial audit report;
 - b) an annual report of Foundation transfers made to the University, summarized by department;
 - c) an annual report of unrestricted funds received by the Foundation;
 - d) an annual report of unrestricted funds available for use during the current fiscal year;
 - e) a list of all of the Foundation's officers, directors, and employees;
 - f) a list of University employees to whom the Foundation made direct payments for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
 - g) a list of all state and federal contracts and grants managed by the Foundation;
 - h) an annual report of the Foundation's major activities;
 - i) an annual report of each real estate purchase or material capital lease, real estate investment, or real estate financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and
 - j) an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation; provided, however, that

the Foundation may withhold such information in its discretion to protect the attorney-client privilege concerning any such matters.

Notwithstanding the obligation to provide the information above, the Foundation shall not be obligated by this Agreement to disclose any confidential or proprietary information concerning any of its donors, including, without limitation, the identification of its donors or any information that is the subject of any confidentiality agreement with any donor, nor shall the Foundation be obligated to disclose any information that is protected or protectable by the attorney-client privilege.

G. The Foundation may make restricted donations to the University. Such donated funds will only be expended by the University pursuant to the terms of such restrictions. The Foundation may also make unrestricted donations to the University. Such donated funds will be expended under the oversight of the University President in compliance with state law and University policies. All expenditures noted in this section must comply with the I.R.S. 501 (c) (3) code and be consistent with the Foundation's sole mission to support the University.

H. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University and, if required by applicable law or policy, the State Board of Education.

IV. The University's General Relationship to the Foundation

A. The University President shall be responsible for communicating University priorities and long-term plans to the Foundation.

B. The University recognizes that the Foundation is a private, nonprofit corporation with the authority to keep all records and data confidential consistent with the law.

C. The University shall include the Foundation as an active and prominent participant in the strategic planning for the University.

D. The University President shall work closely with the Foundation board and shall assume a prominent role in fund-raising activities. The President shall also attend Foundation board meetings by invitation, but shall not serve as a Foundation board member and shall not vote at such meetings.

E. The University shall establish and enforce policies that support the Foundation's ability to respect the privacy and preserve the confidentiality of donor records.

F. The Foundation ~~Board~~board of ~~Directors~~directors shall have sole responsibility and authority for Foundation policy-making, financial oversight, spending authority, investment decisions, or supervision of Foundation employees.

1. No University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees, including ~~loaned employee~~Loaned Employees.

G. No University employee shall receive direct payments, compensation, or other benefits from the Foundation, provided that the Foundation may pay for those benefits which are necessary for its normal course of operation, including, but not limited to, travel and continuing professional education.

H. The University shall continue to require all of its affiliated foundations and nonprofit organizations to direct revenue, including gift and membership dues, to the Foundation for management. Each separate affiliated nonprofit organization or foundation has as its corporate or organizational purpose the enhancement and improvement of the University or its parts. As such, the parties acknowledge that it is proper and prudent for the Foundation to manage the funds of those affiliated foundations or nonprofit organizations.

I. The University and the Foundation acknowledge that the Foundation, as an independent entity, carries out functions for the benefit of the University. As such, the University shall share certain information with regard to donors, alumni and other such information needed by the Foundation to carry out its beneficial functions for the University. All such information shall be held by the Foundation as confidential and shall only be used in a manner that benefits the University.

J. The University will, on a regular basis and no less than once a year, transfer duplicate graduate (alumni) records to include all demographic and relationship data that might assist the Foundation in carrying out its mission. The University shall retain for its own purposes, student and graduate data to ~~full-fill~~fulfill its service mission. Such transfer shall be accomplished via separate agreement between the parties.

V. Foundation Name, Seal and Logotype

Consistent with its mission to help to advance the plans and objectives of the University, the University grants the Foundation the limited, non-exclusive use of the name, Boise State University, for use in advancement purposes; however, the Foundation shall operate under its own seal and logotype and shall not use the University seal, logo or other identifying marks in the promotion of its own organizational business and activities.

VI. Foundation Responsibilities

A. Fund-Raising

1. The Foundation shall endeavor to create a relationship of trust, understanding and confidence conducive to increasing levels of private support for the mission and priorities of the University and shall accept gifts on behalf of the University.
2. The Foundation, in consultation with the University President, shall plan and execute comprehensive fund-raising and donor-acquisition programs in support of the ~~institution's~~ University's mission. These activities and any related services shall be provided by the Foundation as an independent organization.
3. The Foundation shall establish, adhere to, and periodically assess its gift and grant management and acceptance policies. It shall promptly acknowledge and issue receipts for all gifts and grants on behalf of the Foundation and the University and provide appropriate recognition and stewardship of such gifts and grants. No gifts, grants or transfers of real or personal property will be accepted by the Foundation which do not comply with state law, State Board of Education policy, and University policy.
4. The Foundation shall not accept gifts or grants containing a condition committing the University contractually without prior written approval of the University President or Vice President for Finance and Administration.
5. The University shall coordinate fund-raising initiatives through the Foundation.
6. The University leadership shall work in conjunction with the Foundation board to identify, cultivate, and solicit prospects for private gifts.

7. The Foundation shall establish and enforce policies to protect donor confidentiality and rights. The donor database, as well as other data, materials and information of the Foundation pertaining to past, current or prospective donors, are proprietary to the Foundation and constitute its confidential information and trade secrets. The University shall not access Foundation information except in compliance with the Foundation's donor confidentiality policies. The Foundation and University shall take the steps necessary to monitor and control access to the donor database and to protect the security of the server and software relevant to the database.

8. The Foundation's ~~Board~~board of ~~Directors~~directors shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The parties understand that the Foundation is not a public agency or a governing body as defined in the Idaho Code and the Idaho Open Meeting Law and Access to public records statutes. Nothing in this MOU shall be construed as a waiver of the Foundation's right to assert exemption from these statutes.

9. The Foundation shall maintain and enforce a conflict of interest policy.

B. Asset Management

1. The Foundation shall establish asset-allocation, disbursement, and spending policies in accordance with applicable federal and state laws including the Uniform Prudent Investor Act (UPIA) and the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

2. The Foundation shall receive, hold, manage, invest, and disperse contributions of cash, securities, patents, copyrights, and other forms of property, including immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred-gift instruments.

3. The Foundation shall engage an independent accounting firm annually to conduct an audit of the Foundation's financial and operational records.

4. As part of the Foundation's fund management, all other University ~~-foundations~~-affiliated organizations shall utilize an accounting and database management system that is compatible with the Foundation. The Foundation shall have access to such information for purposes of fund and data management and the continued enhancement of the University.

C. Foundation Flexibility

1. The University Foundation shall not acquire or develop ~~accept any~~ real estate or ~~otherwise facilities from the Foundation, nor shall it allow the Foundation to~~ build facilities for the University's use without the University first obtaining approval of the State Board of Education. In the event of a proposed purchase of real estate for such purposes by the Foundation, the University shall notify the State Board of Education at the earliest possible date of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board of Education required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho law.
2. The Foundation shall conduct reasonable due diligence on all gifts of real property that it receives, and the University Foundation may rely on various reports, studies, and inquiries conducted by the University in connection with the Foundation's due diligence. All gifts of real property intended to be held and used by the University shall be approved by the State Board of Education before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property
3. The Foundation may serve as an instrument for entrepreneurial activities for the University and engage in such activities to further University purposes. Provided, however, that the University must receive the required approval of the State Board of Education in advance of any such action or commitment.
4. The Foundation may hold licensing agreements and other forms of intellectual property, borrow or guarantee debt issued by their parties, or engage in other activities to increase Foundation revenue. The terms of any agreements related to these purposes shall clearly delineate the Foundation's independence from the University. Provided, however, that the University must receive approval of the State Board of Education in advance of any action or commitment by the University that requires such Board approval.

5. When distributing gift funds to the University, the Foundation will disclose any terms, conditions, or limitations imposed by donors or by law on the gift. The University will abide by such restrictions and provide appropriate documentation of such compliance to the Foundation.

D. Transfer of Funds

1. The Foundation is the primary depository of private gifts and will transfer funds to the designated entity within the University in compliance with applicable laws, University policies, and gift agreements.

2. Foundation funds shall be kept separate from ~~institution~~ University funds.

3. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board of Education except when:

a) A donor inadvertently directs a contribution to the University that is intended for the Foundation; or

b) The University has gift funds that were transferred from and originated in the Foundation and the University wishes to return a portion of funds to the Foundation for reinvestment consistent with the original intent of the gift; or

c) The University has raised dedicated scholarship funds through an University activity and the University wishes to deposit the funds with the Foundation for investment and distribution consistent with the scholarship nature of the funds; or

d) Transfers of a *de minimis* amount not to exceed \$10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general University support purposes. This exception shall not be interpreted to allow the transfer of any appropriated funds nor apply to payments by the University to the ~~foundation~~ Foundation for approved obligations of the University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

4. The Foundation's disbursements on behalf of the University shall be reasonable business expenses that support the University, are consistent with donor intent, and do not conflict with the law.

5. The Foundation retains the right to disburse funds to other not-for-profit 501(c) (3) organizations under agreements it might have with donors.

VII. Foundation Funding and Administration

A. The Foundation shall be responsible for establishing a financial plan to underwrite the cost of Foundation programs, operations, and services.

B. The Foundation shall have the right to use a reasonable percentage of the annual unrestricted funds, assess fees for services, or impose gift taxes, to support its operations.

C. The University may provide to the Foundation office space, equipment, computer and telephone systems, utilities, and office supplies that may be necessary or required to fulfill its responsibilities and obligations pursuant to the terms of a written agreement described in Section IX below.

D. The Foundation shall maintain an annual operating budget and will provide a copy of the budget to the University President for informational purposes. Oversight of Foundation expenditures rests with the Foundation Audit Committee under review no less than once a quarter.

E. The Foundation will provide access to data and records to the University on a need-to-know basis in accordance with applicable laws, Foundation policies, and guidelines. The University shall, at any time, have access to the financial records of the Foundation. The scope of this right of the University shall be construed as broadly as needed to conduct a complete audit of the Foundation as such an audit would be conducted under generally accepted accounting procedures if the University should so require. The University need not conduct an actual audit to be afforded such access and shall be given such access at any time.

1. The University's access shall not include any confidential or proprietary information concerning any of its donors, including, without limitation, the identification of its donors or any information that is the subject of any confidentiality agreement with any donor, nor shall the University's access include any information that is protected or protectable by the attorney-client privilege.

F. The Foundation shall maintain a provision in its corporate documents for dissolution consistent with the State Board of Education Policy and applicable law.

VIII. University Responsibilities

A. The University will work with the Foundation to ensure that the University and its affiliated organizations comply with all of the terms of MOU.

B. The University will develop and report fund-raising goals to the Foundation regarding the development activities of University employees.

C. The University may provide administrative and other support for development activities of the Foundation so long as such services are provided in accordance with Section IX below.

D. University leadership will participate as spokespersons for the University and in donor solicitation as appropriate in support of the Foundation. The University shall educate its spokespersons regarding the independence of the Foundation from the University and instruct its spokespersons to communicate the Foundation's independence from the University.

IX. Services, Facilities, and Resources Provided by the Foundation and the University to One Another

A. The Foundation and University agree that in consideration for services, office space, equipment, computer and telephone systems, utilities, and offices supplies provided to one another, each party shall provide the other with fair and reasonable consideration to be negotiated annually by June 1 of the preceding fiscal year pursuant to a written agreement that specifies the nature of such services, facilities, and resources and the compensation that will be paid for such services by each of the parties. The rate assessed for the use of either party's services, facilities, and resources shall be at fair market value.

1. It is the intent of the parties that the University provide as little such support as reasonably necessary to support the Foundation's operation pursuant to this Section IX.A. The parties agree that the long-term goal is that the Foundation become self sufficient.

B. The Foundation and the University shall enter into a written agreement establishing that certain identified employees of the University are subject to the direction and control of the Foundation (generally a "Loaned Employee

Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the University with respect to such employees, including the following:

a. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.

b. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall result in a termination of the Loaned Employees' employment with the University, or non-renewal of the Loaned Employee's contract with the University, if any.

c. Loaned Employees shall be subject to the supervision, direction and control of the Foundation ~~Board~~ board of ~~Directors~~ directors and shall report directly to the Foundation ~~president~~ chair or her/his designee.

d. The Loaned Employees shall be entitled to the fringe benefits of employment offered by the University. The Foundation shall be responsible for the cost of all compensation and benefit costs of the Loaned Employees working for the Foundation.

C. The Foundation agrees to provide a safe and proper working environment for the ~~loaned employee~~ Loaned Employees. Since the Foundation has the right to control the employees, the Foundation (in addition to other indemnifications herein granted) hereby agrees to defend and indemnify the University from and against all claims that arise within the course and scope of the employment of such ~~loaned employee~~ Loaned Employees and to act as the employer for all purposes under *respondeat superior*. The Foundation shall ensure that its employees do not represent themselves as agents or employees of the University. All employees covered by the Loaned Employee Agreement shall, for all practical purposes, be Foundation employees and shall not be considered employees of the University.

X. Meetings and Continued Communications Regarding MOU

To ensure effective achievement of the items of this MOU, the University and Foundation officers and board representatives shall hold periodic meetings to foster and maintain productive relationships and to ensure open and continuing communications and alignment of priorities.

XI. Miscellaneous

A. Indemnification. The University and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this MOU. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other party. Nothing in this MOU shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

B. Term and Termination.

1. The term of this MOU shall terminate upon the mutual written agreement of both parties.
2. As a prerequisite to any other termination of this MOU by either party, the parties agree to first follow and complete the mandatory process, in sequence, set forth in Section XI.C. (Dispute Resolution). If and only if all the mandatory steps in section XI.C. are followed in sequence, then, either party may, upon 90 days prior written notice to the other, terminate this MOU, and either party may terminate this MOU in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting part specifying the nature of the default. Should the University choose to terminate this MOU by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay , within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this MOU by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt the University holds on behalf of the Foundation in like manner. The parties agree that in the event this MOU shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. If a new agreement is not reached in such time and Section XI.C. (Dispute Resolution) has been followed, the parties shall refer the matter to the State Board of

Education for [assistance in reaching a resolution](#)~~as provided for in Section XI.C(Dispute Resolution).~~

3. Termination of this MOU shall not constitute or cause dissolution of the Foundation.

C. Dispute Resolution. The parties agree that in the event of any dispute arising from this MOU, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Foundation and the University President. If the Foundation [Chair](#) and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board of Education for resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties.

D. Litigation. As a prerequisite to any litigation filed between the Foundation and the University on any matter whatsoever, the parties agree to first follow the process set forth in Section XI.C. (Dispute Resolution), unless the dispute concerns ~~an~~ [written](#) agreement between the parties that provides for an [alternate means of dispute resolution contained in the](#) separate agreement shall apply. If and only if all the mandatory steps in section XI.C. are followed in sequence and a dispute remains unresolved, then, in such case, either party shall have the right to initiate litigation [on issues](#) arising from this MOU. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

E. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's bylaws and its articles of incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c) (3) organization, the Foundation shall transfer its assets and property to the State Board of Education to be held for the use of the University, to the University, to a reincorporated successor Foundation in accordance with the law and donor intent.

F. Headings. Headings are for reference only and do not affect the interpretation of this MOU.

G. Governing Law. This MOU shall be governed by the laws of the state of Idaho.

H. Legal Representation. The parties acknowledge that they have retained separate legal counsel to draft and review this MOU on behalf of each party.

I. No Third Party Beneficiaries. This MOU shall not be construed to create any rights, remedies, or benefits upon any third party.

I. Separate Entities. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other party. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees

J. Non-Assignability. This Agreement is not assignable by either party, in whole or in part.

K. Severability. If any provision, term, or part of this MOU, except for the provisions of this MOU requiring prior appropriation, is held to be invalid, illegal, unenforceable, or in conflict with any law of the State of Idaho, the validity, legality, and enforceability of the remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the MOU did not contain the particular part, term or provision held to be invalid.

Signature page follows.

IN WITNESS WHEREOF, the parties have caused this MOU to be executed by their duly authorized officers as of the date first above written.

UNIVERSITY:

FOUNDATION:

President,
Boise State University

Chair
Boise State University Foundation, Inc.

Date: _____

Date: _____

Secretary
Boise State University Foundation

Date: _____

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Memorandum of Understanding Between the Boise State University Foundation and Boise State University

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into as of this ____ day of _____, 2009, by and between Boise State University ("University") and Boise State University Foundation, Inc., an Idaho nonprofit corporation ("Foundation").

RECITALS

- A. The Foundation was organized and incorporated in 1964 for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.
- B. The Foundation exists independent from the University to advance the educational opportunities and environment at the University by raising and managing private resources supporting the mission and priorities of the University, and by providing opportunities for students and a margin of institutional excellence unavailable with state funds.
- C. The Foundation accomplishes its work by funding University priorities, which includes, among other things, funding positions and programs which appeal to long-term, trust-based relationships with prospective donors and friends of the University.
- D. The Foundation is dedicated to assisting the University in the building of the endowment and in addressing, through financial support, the long-term academic and other priorities of the University.
- E. As stated in its articles of incorporation, the Foundation is a separately incorporated 501 (c) (3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University; soliciting cash, securities, real and intellectual property, and other private resources for the support of the University; and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

F. In connection with its fund-raising and asset-management activities, the Foundation may require expertise in planning for and managing private contributions and works with both the University and outside consultants to assist and advise in such activities.

G. This MOU is intended to further define the relationship between the University and the Foundation and to set forth policies and procedures that will contribute to the coordination of their collaborative activities.

H. This MOU has been reviewed and approved by the State Board of Education.

AGREEMENT

In consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

I. Acknowledgment of University Governance

A. The parties acknowledge that the State Board of Education is responsible for the governance of the University to include overseeing the mission, leadership, and operations; setting priorities and long-term plans; is legally responsible for the performance and oversight; and is responsible for the employment, compensation, and evaluation of all employees, including the President. The University President is the Chief Executive Officer of the University and is authorized to act on behalf of the University by the State Board of Education.

B. The parties agree that all actions taken pursuant to this MOU shall be in accordance with all University and State Board of Education policies and procedures governing the University. It shall be the duty of the University to obtain and communicate to the Foundation any approval by the State Board of Education that is required by any provision of this MOU or any State Board of Education policy.

II. Acknowledgment of Foundation Governance

A. The parties acknowledge that the Foundation is a separately incorporated 501(c)(3) nonprofit organization created to raise, manage, distribute, and steward private resources to support the various missions of the University.

B. The parties acknowledge that the Foundation's board of directors is responsible for the operations, control and management of the Foundation

including assets of the Foundation and the prudent management of gifts consistent with donor intent.

C. The parties acknowledge that the Foundation is responsible for the performance and oversight of all aspects of its operations based on a comprehensive set of bylaws that clearly address the board's fiduciary responsibilities, including expectations of individual board members based upon ethical guidelines and policies.

D. The parties agree that all actions taken pursuant to this MOU shall be in accordance with the Foundation's articles and bylaws. In carrying out its purposes, the Foundation shall not engage in activities that conflict with federal or state laws, rules and regulations (including, but not limited to all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations), applicable policies of the State Board of Education, or the role and mission of the University.

E. All Foundation organizational documents, including but not limited to the articles of incorporation and bylaws, shall be provided to the University. To the extent practicable, the Foundation shall provide the University with copies of any proposed amendments or changes to such documents.

III. The Foundation's General Relationship to the University

A. The Foundation shall continue to develop its own strategic plan in collaboration with University leadership. This plan will serve to shape the focus of the Foundation board and inform the University and staff working for or on behalf of the Foundation of Foundation objectives.

B. The Foundation shall work with University personnel to identify, cultivate, solicit and steward donor support of University priorities.

C. The Foundation may provide resources and distribute gifts to the University in support of its programs and mission.

D. The Foundation shall maintain its own directors and officers liability insurance.

E. No Foundation employee shall receive direct payments, compensation, or other benefits from the University, provided, however, that Foundation employees may be subject to a form of employee loaning arrangement with the University as set forth in Section IX below.

F. For informational purposes, the Foundation shall provide the University President with an annual report regarding the Foundation's programs, as

well as the Foundation's audited financial statement and other such other reasonable information as requested.

1. Not less than annually, the Foundation shall provide a written report to the University President setting forth the following items:
 - a) the annual financial audit report;
 - b) an annual report of Foundation transfers made to the University, summarized by department;
 - c) an annual report of unrestricted funds received by the Foundation;
 - d) an annual report of unrestricted funds available for use during the current fiscal year;
 - e) a list of all of the Foundation's officers, directors, and employees;
 - f) a list of University employees to whom the Foundation made direct payments for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
 - g) a list of all state and federal contracts and grants managed by the Foundation;
 - h) an annual report of the Foundation's major activities;
 - i) an annual report of each real estate purchase or material capital lease, real estate investment, or real estate financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and
 - j) an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation; provided, however, that the Foundation may withhold such information in its discretion to protect the attorney-client privilege concerning any such matters.

Notwithstanding the obligation to provide the information above, the Foundation shall not be obligated by this Agreement to disclose any confidential or proprietary information concerning any of its donors, including, without limitation, the identification of its donors or any information that is the subject of any confidentiality agreement with any donor, nor shall the Foundation be obligated to disclose any information that is protected or protectable by the attorney-client privilege.

G. The Foundation may make restricted donations to the University. Such donated funds will only be expended by the University pursuant to the terms of such restrictions. The Foundation may also make unrestricted donations to the University. Such donated funds will be expended under the oversight of the University President in compliance with state law and University policies. All expenditures noted in this section must comply with the I.R.S. 501 (c) (3) code and be consistent with the Foundation's sole mission to support the University.

H. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University and, if required by applicable law or policy, the State Board of Education.

IV. The University's General Relationship to the Foundation

A. The University President shall be responsible for communicating University priorities and long-term plans to the Foundation.

B. The University recognizes that the Foundation is a private, nonprofit corporation with the authority to keep all records and data confidential consistent with the law.

C. The University shall include the Foundation as an active and prominent participant in the strategic planning for the University.

D. The University President shall work closely with the Foundation board and shall assume a prominent role in fund-raising activities. The President shall also attend Foundation board meetings by invitation, but shall not serve as a Foundation board member and shall not vote at such meetings.

E. The University shall establish and enforce policies that support the Foundation's ability to respect the privacy and preserve the confidentiality of donor records.

F. The Foundation board of directors shall have sole responsibility and authority for Foundation policy-making, financial oversight, spending authority, investment decisions, or supervision of Foundation employees.

1. No University employee who functions in a key administrative or policy making capacity for the University (including, but not limited to, any University Vice-President or equivalent position) shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees, including Loaned Employees.

G. No University employee shall receive direct payments, compensation, or other benefits from the Foundation, provided that the Foundation may pay for those benefits which are necessary for its normal course of operation, including, but not limited to, travel and continuing professional education.

H. The University shall continue to require all of its affiliated foundations and nonprofit organizations to direct revenue, including gift and membership dues, to the Foundation for management. Each separate affiliated nonprofit organization or foundation has as its corporate or organizational purpose the enhancement and improvement of the University or its parts. As such, the parties acknowledge that it is proper and prudent for the Foundation to manage the funds of those affiliated foundations or nonprofit organizations.

I. The University and the Foundation acknowledge that the Foundation, as an independent entity, carries out functions for the benefit of the University. As such, the University shall share certain information with regard to donors, alumni and other such information needed by the Foundation to carry out its beneficial functions for the University. All such information shall be held by the Foundation as confidential and shall only be used in a manner that benefits the University.

J. The University will, on a regular basis and no less than once a year, transfer duplicate graduate (alumni) records to include all demographic and relationship data that might assist the Foundation in carrying out its mission. The University shall retain for its own purposes, student and graduate data to fulfill its service mission. Such transfer shall be accomplished via separate agreement between the parties.

V. Foundation Name, Seal and Logotype

Consistent with its mission to help to advance the plans and objectives of the University, the University grants the Foundation the limited, non-exclusive use of the name, Boise State University, for use in advancement purposes;

however, the Foundation shall operate under its own seal and logotype and shall not use the University seal, logo or other identifying marks in the promotion of its own organizational business and activities.

VI. Foundation Responsibilities

A. Fund-Raising

1. The Foundation shall endeavor to create a relationship of trust, understanding and confidence conducive to increasing levels of private support for the mission and priorities of the University and shall accept gifts on behalf of the University.
2. The Foundation, in consultation with the University President, shall plan and execute comprehensive fund-raising and donor-acquisition programs in support of the University's mission. These activities and any related services shall be provided by the Foundation as an independent organization.
3. The Foundation shall establish, adhere to, and periodically assess its gift and grant management and acceptance policies. It shall promptly acknowledge and issue receipts for all gifts and grants on behalf of the Foundation and the University and provide appropriate recognition and stewardship of such gifts and grants. No gifts, grants or transfers of real or personal property will be accepted by the Foundation which do not comply with state law, State Board of Education policy, and University policy.
4. The Foundation shall not accept gifts or grants containing a condition committing the University contractually without prior written approval of the University President or Vice President for Finance and Administration.
5. The University shall coordinate fund-raising initiatives through the Foundation.
6. The University leadership shall work in conjunction with the Foundation board to identify, cultivate, and solicit prospects for private gifts.
7. The Foundation shall establish and enforce policies to protect donor confidentiality and rights. The donor database, as well as other data, materials and information of the Foundation pertaining to past, current or prospective donors, are proprietary to the Foundation and constitute its confidential information and trade secrets. The

University shall not access Foundation information except in compliance with the Foundation's donor confidentiality policies. The Foundation and University shall take the steps necessary to monitor and control access to the donor database and to protect the security of the server and software relevant to the database.

8. The Foundation's board of directors shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The parties understand that the Foundation is not a public agency or a governing body as defined in the Idaho Code and the Idaho Open Meeting Law and Access to public records statutes. Nothing in this MOU shall be construed as a waiver of the Foundation's right to assert exemption from these statutes.

9. The Foundation shall maintain and enforce a conflict of interest policy.

B. Asset Management

1. The Foundation shall establish asset-allocation, disbursement, and spending policies in accordance with applicable federal and state laws including the Uniform Prudent Investor Act (UPIA) and the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

2. The Foundation shall receive, hold, manage, invest, and disperse contributions of cash, securities, patents, copyrights, and other forms of property, including immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred-gift instruments.

3. The Foundation shall engage an independent accounting firm annually to conduct an audit of the Foundation's financial and operational records.

4. As part of the Foundation's fund management, all other University-affiliated organizations shall utilize an accounting and database management system that is compatible with the Foundation. The Foundation shall have access to such information for purposes of fund and data management and the continued enhancement of the University.

C. Foundation Flexibility

1. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without the University first obtaining approval of the State Board of Education. In

the event of a proposed purchase of real estate for such purposes by the Foundation, the University shall notify the State Board of Education at the earliest possible date of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board of Education required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to Idaho law.

2. The Foundation shall conduct reasonable due diligence on all gifts of real property that it receives, and the Foundation may rely on various reports, studies, and inquiries conducted by the University in connection with the Foundation's due diligence. All gifts of real property intended to be held and used by the University shall be approved by the State Board of Education before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property

3. The Foundation may serve as an instrument for entrepreneurial activities for the University and engage in such activities to further University purposes. Provided, however, that the University must receive the required approval of the State Board of Education in advance of any such action or commitment.

4. The Foundation may hold licensing agreements and other forms of intellectual property, borrow or guarantee debt issued by their parties, or engage in other activities to increase Foundation revenue. The terms of any agreements related to these purposes shall clearly delineate the Foundation's independence from the University. Provided, however, that the University must receive approval of the State Board of Education in advance of any action or commitment by the University that requires such Board approval.

5. When distributing gift funds to the University, the Foundation will disclose any terms, conditions, or limitations imposed by donors or by law on the gift. The University will abide by such restrictions and provide appropriate documentation of such compliance to the Foundation.

D. Transfer of Funds

1. The Foundation is the primary depository of private gifts and will transfer funds to the designated entity within the University in compliance with applicable laws, University policies, and gift agreements.
2. Foundation funds shall be kept separate from University funds.
3. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board of Education except when:
 - a) A donor inadvertently directs a contribution to the University that is intended for the Foundation; or
 - b) The University has gift funds that were transferred from and originated in the Foundation and the University wishes to return a portion of funds to the Foundation for reinvestment consistent with the original intent of the gift; or
 - c) The University has raised dedicated scholarship funds through an University activity and the University wishes to deposit the funds with the Foundation for investment and distribution consistent with the scholarship nature of the funds; or
 - d) Transfers of a *de minimis* amount not to exceed \$10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general University support purposes. This exception shall not be interpreted to allow the transfer of any appropriated funds nor apply to payments by the University to the Foundation for approved obligations of the University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.
4. The Foundation's disbursements on behalf of the University shall be reasonable business expenses that support the University, are consistent with donor intent, and do not conflict with the law.
5. The Foundation retains the right to disburse funds to other not-for-profit 501(c) (3) organizations under agreements it might have with donors.

VII. Foundation Funding and Administration

- A. The Foundation shall be responsible for establishing a financial plan to underwrite the cost of Foundation programs, operations, and services.
- B. The Foundation shall have the right to use a reasonable percentage of the annual unrestricted funds, assess fees for services, or impose gift taxes, to support its operations.
- C. The University may provide to the Foundation office space, equipment, computer and telephone systems, utilities, and office supplies that may be necessary or required to fulfill its responsibilities and obligations pursuant to the terms of a written agreement described in Section IX below.
- D. The Foundation shall maintain an annual operating budget and will provide a copy of the budget to the University President for informational purposes. Oversight of Foundation expenditures rests with the Foundation Audit Committee under review no less than once a quarter.
- E. The Foundation will provide access to data and records to the University on a need-to-know basis in accordance with applicable laws, Foundation policies, and guidelines. The University shall, at any time, have access to the financial records of the Foundation. The scope of this right of the University shall be construed as broadly as needed to conduct a complete audit of the Foundation as such an audit would be conducted under generally accepted accounting procedures if the University should so require. The University need not conduct an actual audit to be afforded such access and shall be given such access at any time.
 - 1. The University's access shall not include any confidential or proprietary information concerning any of its donors, including, without limitation, the identification of its donors or any information that is the subject of any confidentiality agreement with any donor, nor shall the University's access include any information that is protected or protectable by the attorney-client privilege.
- F. The Foundation shall maintain a provision in its corporate documents for dissolution consistent with the State Board of Education Policy and applicable law.

VIII. University Responsibilities

- A. The University will work with the Foundation to ensure that the University and its affiliated organizations comply with all of the terms of MOU.

B. The University will develop and report fund-raising goals to the Foundation regarding the development activities of University employees.

C. The University may provide administrative and other support for development activities of the Foundation so long as such services are provided in accordance with Section IX below.

D. University leadership will participate as spokespersons for the University and in donor solicitation as appropriate in support of the Foundation. The University shall educate its spokespersons regarding the independence of the Foundation from the University and instruct its spokespersons to communicate the Foundation's independence from the University.

VIII. Services, Facilities, and Resources Provided by the Foundation and the University to One Another

A. The Foundation and University agree that in consideration for services, office space, equipment, computer and telephone systems, utilities, and offices supplies provided to one another, each party shall provide the other with fair and reasonable consideration to be negotiated annually by June 1 of the preceding fiscal year pursuant to a written agreement that specifies the nature of such services, facilities, and resources and the compensation that will be paid for such services by each of the parties. The rate assessed for the use of either party's services, facilities, and resources shall be at fair market value.

1. It is the intent of the parties that the University provide as little such support as reasonably necessary to support the Foundation's operation pursuant to this Section IX.A. The parties agree that the long-term goal is that the Foundation become self sufficient.

B. The Foundation and the University shall enter into a written agreement establishing that certain identified employees of the University are subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the University with respect to such employees, including the following:

a. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.

b. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall result in a termination of the Loaned Employees' employment with the University, or non-renewal of the Loaned Employee's contract with the University, if any.

c. Loaned Employees shall be subject to the supervision, direction and control of the Foundation board of directors and shall report directly to the Foundation chair or her/his designee.

d. The Loaned Employees shall be entitled to the fringe benefits of employment offered by the University. The Foundation shall be responsible for the cost of all compensation and benefit costs of the Loaned Employees working for the Foundation.

C. The Foundation agrees to provide a safe and proper working environment for the Loaned Employees. Since the Foundation has the right to control the employees, the Foundation (in addition to other indemnifications herein granted) hereby agrees to defend and indemnify the University from and against all claims that arise within the course and scope of the employment of such Loaned Employees and to act as the employer for all purposes under *respondeat superior*. The Foundation shall ensure that its employees do not represent themselves as agents or employees of the University. All employees covered by the Loaned Employee Agreement shall, for all practical purposes, be Foundation employees and shall not be considered employees of the University.

IX. Meetings and Continued Communications Regarding MOU

To ensure effective achievement of the items of this MOU, the University and Foundation officers and board representatives shall hold periodic meetings to foster and maintain productive relationships and to ensure open and continuing communications and alignment of priorities.

X. Miscellaneous

A. Indemnification. The University and the Foundation each agree to indemnify, defend and hold the other party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the party, its employees, contractors, or agents in performing its obligations under this MOU. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one party who is working for the benefit of the other

party. Nothing in this MOU shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

B. Term and Termination.

1. The term of this MOU shall terminate upon the mutual written agreement of both parties.
2. As a prerequisite to any other termination of this MOU by either party, the parties agree to first follow and complete the mandatory process, in sequence, set forth in Section XI.C. (Dispute Resolution). If and only if all the mandatory steps in section XI.C. are followed in sequence, then, either party may, upon 90 days prior written notice to the other, terminate this MOU, and either party may terminate this MOU in the event the other party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting part specifying the nature of the default. Should the University choose to terminate this MOU by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay , within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this MOU by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt the University holds on behalf of the Foundation in like manner. The parties agree that in the event this MOU shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. If a new agreement is not reached in such time and Section XI.C. (Dispute Resolution) has been followed, the parties shall refer the matter to the State Board of Education for assistance in reaching a resolution.
3. Termination of this MOU shall not constitute or cause dissolution of the Foundation.

C. Dispute Resolution. The parties agree that in the event of any dispute arising from this MOU, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Foundation and the University President. If the Foundation Chair and University President cannot resolve the dispute, then the dispute

will be referred to the Foundation Chair and the State Board of Education for resolution. If they are unable to resolve the dispute, the parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the parties.

D. Litigation. As a prerequisite to any litigation filed between the Foundation and the University on any matter whatsoever, the parties agree to first follow the process set forth in Section XI.C. (Dispute Resolution), unless the dispute concerns a written agreement between the parties that provides for an alternative means of dispute resolution, in which case the terms of such alternate means of dispute resolution contained in the separate agreement shall apply. If and only if all the mandatory steps in section XI.C. are followed in sequence and a dispute remains unresolved, then, in such case, either party shall have the right to initiate litigation on issues arising from this MOU. In the event of litigation, the prevailing party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

E. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's bylaws and its articles of incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c) (3) organization, the Foundation shall transfer its assets and property to the State Board of Education to be held for the use of the University, to the University, to a reincorporated successor Foundation in accordance with the law and donor intent.

F. Headings. Headings are for reference only and do not affect the interpretation of this MOU.

G. Governing Law. This MOU shall be governed by the laws of the state of Idaho.

H. Legal Representation. The parties acknowledge that they have retained separate legal counsel to draft and review this MOU on behalf of each party.

I. No Third Party Beneficiaries. This MOU shall not be construed to create any rights, remedies, or benefits upon any third party.

I. Separate Entities. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other party. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or

omissions, or those of the other's trustees, directors, officers, members or employees

J. Non-Assignability. This Agreement is not assignable by either party, in whole or in part.

K. Severability. If any provision, term, or part of this MOU, except for the provisions of this MOU requiring prior appropriation, is held to be invalid, illegal, unenforceable, or in conflict with any law of the State of Idaho, the validity, legality, and enforceability of the remaining portions or provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the MOU did not contain the particular part, term or provision held to be invalid.

Signature page follows.

IN WITNESS WHEREOF, the parties have caused this MOU to be executed by their duly authorized officers as of the date first above written.

UNIVERSITY:

FOUNDATION:

President,
Boise State University

Chair
Boise State University Foundation, Inc.

Date: _____

Date: _____

Secretary
Boise State University Foundation

Date: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

DESCRIPTION ACTION

UNIVERSITY OF IDAHO

New Position and Reactivation of Position – Office of
Planning & Budget

Motion to approve

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UNIVERSITY OF IDAHO

SUBJECT

New position and reactivation of position

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Sections II.B.3 and II.G.1.b

BACKGROUND/DISCUSSION

The University of Idaho requests approval for:

- One (1) new Chief Planning Officer position (1.0 FTE) supported by reallocations of appropriated funds
- One (1) reactivation of Budget Director position (1.0 FTE) supported by reallocation of appropriated and non-appropriated funds

IMPACT

The University has determined that separating the financial management/controller functions from the budget/planning functions is necessary in order to adequately serve the University's needs. Attachment 1 contains an action plan as outlined by the President. A research university with the level of complexity similar to the University of Idaho does not have a single official with responsibility for both financial management and budget.

An Office of Planning and Budget will be established in the office of the Executive Vice President and Provost and will consolidate the key elements surrounding resource allocation.

A new position of Chief Planning Officer will oversee the Office of Planning and Budget and report directly to the Executive Vice President and Provost. The Budget Office will be located in the Office of Planning and Budget, and a new Budget Director will report to the Chief Planning Officer.

This approach will accomplish the following:

1. Establish separation of functions to meet basic standards of the industry
2. Increase cooperation and transparency between planning and budgeting
3. Coalesce planning, budgeting and assessment to achieve strategic operational and capital plans

ATTACHMENTS

Attachment 1 – President's Action Plan
Attachment 2 – Consultant's Report

Page 5
Page 9

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

STAFF COMMENTS AND RECOMMENDATIONS

The consultant report (Attachment 2) highlights the fact that both the Provost and Associate Vice President for Strategic Budgeting and Finance have too many other responsibilities to dedicate sufficient time to address strategic, operational and capital planning. By creating the Office of Planning and Budget, the University will have the resources and staffing needed to focus both on the fiscal controls of managing transactions and the controls for strategic planning.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to establish one (1) new Chief Planning Officer position (1.0 FTE) and reactivate one (1) Budget Director position (1.0 FTE) supported by appropriated and non-appropriated funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

NEW POSITION

Position Title	Chief Planning Officer
Type of Position	Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	May 1, 2009
Salary Range	\$120,016.00
Funding Source	Appropriated funds
New or Reallocation	Reallocation
Area/Department of Assignment	Provost Office/Office of Planning and Budget
Duties	Lead the institution's strategic, operational and capital planning processes
Justification	To accomplish critical institution strategic management processes of planning, long and short term budgeting, and related institutional research, assessment and reporting; combine key elements surrounding resource allocation.

REACTIVATION

Position Title	Budget Director
Type of Position	Exempt
FTE	1.0 (2080 hours/year)
Term of Appointment	Fiscal Year
Effective Date	May 1, 2009
Salary Range	\$100,006.40
Funding Source	Appropriated
New or Reallocation	Reactivation of PCN 8251
Area/Department of Assignment	Provost Office/Office of Planning and Budget
Duties	Lead and manage the functions of the Budget Office; set annual and long term budgets together with the leaders of the institution
Justification	To accomplish critical institution strategic management processes of planning, long and short term budgeting, and related institutional research, assessment and reporting; consolidate key elements surrounding resource allocation.

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Structures and Staffing for Strategic Planning, Budgeting, and Financial Management: An Action Plan for the University of Idaho

Steven Daley-Laursen, President

March 2009

The University of Idaho's planning, budgeting and financial control functions are critical to the institution's strategic advancement and to its management credibility. In his fall 2009 address to the university, the President laid out a vision for a sustainable budgeting system, including establishment of reserves, balanced annual budgets and process linkages between long and short term planning and budgeting. Organizational consultants and an auditing firm were invited to visit the university in the fall and winter of 2008-09, to review our current structures, interview staff and faculty at all organizational levels, and offer recommendations to the President¹.

Key Findings from Internal and External Observations and Analyses:

- The processes of planning, long and short term budgeting, and related institutional research, assessment and reporting must be elevated in importance and fully integrated if we are to achieve our strategic goals and optimize our institution. Consultant reports indicate a common perception by unit leaders throughout the university that there is insufficient linkage between planning and resource allocation. Strategic, operational and capital planning all need attention. Current investments in planning do not meet the institution's needs, especially during times when resources are so scarce relative to the demands placed on the University.
- The university must agree upon and implement a budget model to drive allocation of resources and related short and long term fiscal planning.
- Strong, trusting, interdependent relationships between central administration and the units are imperative and stated as priority in the fourth goal of our institutional strategic plan. This is especially important in the financial and budget arenas. Interdependence and trust will be aided by open, transparent and consistent communication, regular information sharing, clear strategic goals and direction, consistency between central and unit goals, agreement on an appropriate budget model to drive allocation and investment decisions, joint planning, adequate reporting, and enforced accountability.
- Separation is needed between the fiscal controls function (controller, accounting and financial management) and the planning and budget function (budgeting and strategic, capital and operational planning). The former is about managing transactions that have occurred, and the latter is about managing for transactions to be made in the future – looking ahead and using budgeting processes to make sure the desired institutional future happens. It is atypical for a research university with the University of Idaho's level of complexity to have a single official with responsibility for both financial management and budget. Interviews indicate the vast majority of individuals do not think the current arrangement adequately serves the University's needs. Consultants concur with the need for reforms. This is an issue of structure, not performance.

Course of Action:

1. The functions of financial management/controller and budget/planning will be separated.
2. The financial management/controller function will continue to report directly to the Vice President for Finance and Administration.
3. An Office of Planning and Budget will be established in the office of the Executive Vice President and Provost. This office will consolidate the key elements surrounding resource allocation. A new position of Chief Planning Officer will oversee the Office of Planning and Budget, and report directly to the Executive Vice President and Provost. The Budget Office will be located in the Office of Planning and Budget, and a new position of Budget Director will report to the Chief Planning Officer.

The Chief Planning Officer will:

- supervise the budget director,
- serve on the President's Executive Team, President's Cabinet and Provost's Council,
- establish structures, policy, rules and processes for strategic, operational and capital planning that will move the institution forward strategically,
- lead the institution's strategic, operational and capital planning processes and coordinate institutional planning and budgeting with unit planning and budgeting,
- conduct/order financial analyses in support of planning processes,
- prepare all materials to support resource allocation decision making by the executive vice president and provost, president and executive team, and
- lead and manage in a manner to be trusted, communicate effectively and implement processes that bring people together on a path owned by leaders throughout the institution and for the optimization of the institution as a whole.

The Budget Director will:

- supervise all employees in the budget office,
 - serve on the President's Executive Team, President's Cabinet and Provost's Council,
 - establish and chair a university budget committee and advise the executive vice president and provost on all budgeting and resource allocation activity,
 - work with the budget committee to select/implement a budget model for the university,
 - establish structures, policy, rules and processes for institutional budgeting that will move the institution forward strategically,
 - set annual and long term (5-7 year) budgets that most effectively, creatively and efficiently advance the implementation of the University's strategic, operational and capital plans,
 - conduct/order financial analyses in support of budget processes, and
 - lead and manage in a manner to be trusted, communicate effectively and implement processes that bring people together on a path owned by leaders throughout the institution and for the optimization of the institution as a whole.
4. National searches will be conducted for the Chief Planning Officer and Budget Director.
 5. Dr. Jack Morris, Dean of the College of Business and Economics, will take on the temporary assignment of establishing the Office of Planning and Budget and managing the transition from the current structure to the new structure. Dr. Morris will lead a transition team including,

Executive Vice President and Provost Doug Baker, Vice President for Finance and Administration Lloyd Mues, and others to be named. Responsibilities for Dr. Morris are to:

- a. establish the new university budget advisory committee,
 - b. determine the relationship between the university budget advisory committee and the existing university budget and finance committee,
 - c. work with the university budget advisory committee (in a consultative process with the university community) to identify a budget model for the university,
 - d. establish policies and processes for annual and long term planning and budgeting, and
 - e. chair the search for a Chief Planning Officer (the Chief Planning Officer will then chair the search for the University Budget Director).
6. The new university-wide budget advisory committee will be chaired by the budget director and broadly representative of university functional areas, faculty, staff and students. The committee will inform and advise the budget director on all aspects of budgeting and resource allocation. The committee will establish a university budgeting model to drive allocation of resources and related long term fiscal planning. The committee will use workshops and information sharing to ensure institutional buy in, full utilization and adherence to the budgeting model.
 7. All current budget office employees will reside within the Office of Planning and Budget and report to the Budget Director.
 8. Strategic enrollment management and institutional research and assessment will continue to reside within the office of the executive vice president and provost and have significant ties to the Office of Planning and Budget.
 9. Controls, financial management, financial reporting, compliance, financial analysis and related functions will remain within the office of the vice president for finance and administration. The controller's function will monitor and manage to ensure that all units stay within budget. All accounting and related employees will report through the university controller.
 10. Vice Presidents for Research, Advancement, and Finance and Administration and the Athletic Director will all have significant, ongoing, working relationships with the Office of Planning and Budget and with the Office of the Controller.
 11. The President will be briefed on institutional planning and budget via regular meetings with the executive vice president and provost, director of planning and budget and president's executive assistant/chief of staff.

Rationale and Communications:

The president is communicating with the Executive Leadership Team, President's Cabinet, Provost's Council, Faculty Council, Staff Affairs, Student Government, University Budget and Finance Committee, Executive Vice President and Provost staff, Vice President for Finance and Administration staff, and the broader university community about the need and justification for these actions, especially the addition of new budget and planning leadership positions in very difficult economic times.

The rationale for this approach is that we need to a) establish separation of functions to meet basic standards of the financial industry, b) increase cooperation and transparency between planning and budgeting, and c) coalesce planning, budgeting and assessment to achievement of our strategic, operational and capital plans. Our sustainability and vitality depend upon this action. We must let our imagination about a better condition become a reality, right now.

In the words of consultant Larry Goldstein, this structure combines and consolidates the key elements surrounding resource allocation... effective approaches to resource allocation must incorporate comprehensive attention to dollars, positions, space and technology. Planning, which is intended to move the institution toward a collaboratively established vision, must drive all resource allocation decisions. Resource allocation decisions must then be assessed to determine the effectiveness of the accomplishments achieved with the resources... and assessment must answer the questions, were the goals achieved and, if not why not? Also... this will bring segregation to the critical processes of developing the budget (budget office) and ensuring that is monitored appropriately (finance office), and it will and free up needed capacity within the finance office¹. Goldstein report available on web: <http://www.uidaho.edu/~media/Files/President/Goldstein%20University%20of%20Idaho%20Budget%20Organization%20Review.ashx>.

The university must prioritize, invest and assess to succeed and the Office of Planning and Budget will provide structure and process for prioritization and resource allocation decisions. The Office of Planning and Budget is considered best practice by the national professional association of university business officers. There will be a swift return on investment on this restructuring action; all will see and feel a positive difference at our university, quickly.

The Transition:

A carefully managed transition is imperative. It will take diligence, dedication and cooperation to move budget responsibilities from the vice president for finance and administration office to the executive vice president and provost office, including transfer of people, wisdom and knowledge, and communication and coordination with external stakeholders. The transition team will lead this process.

The transition planning under the leadership of Dr. Morris will begin immediately and continue through this semester. However, full implementation of our new planning, budget and financial management structures will not commence until the beginning of the FY2010 fiscal year. All budget office employees will continue reporting through the vice president for finance and administration until the change of the fiscal year. This will honor the current working relationships between the vice president for finance and administration office and the State Board of Education and State Department of Financial Management during the remainder of the very dynamic, current fiscal year.

Full implementation of the new structure and processes and adoption of a new university budget model is expected by the end of fall semester 2009.

1 A report from consultant Larry Goldstein is an addendum to this document. Dr. Goldstein is cited on the NACUBO website as a leading authority in the area of planning and budget for higher education, and his book is referred to as the definitive work on this subject. He also hosts an on demand workshop on this subject on the NACUBO site. Dr. Goldstein welcomes all inquiries and comments and can be reached at Larry.Goldstein@Campus-Strategies.com.



**University of Idaho
Organizational Review
DRAFT**

Introduction

Campus Strategies, LLC was engaged to perform a review of the University of Idaho's reporting structure for the Budget Office and other matters related to the budget process. This report presents the results of the review.

Process

The review was conducted by Larry Goldstein. As part of the process, several conversations took place prior to an on-campus visit. Two days were spent on campus conducting interviews with various members of the University community. This was followed by email exchanges with a number of individuals. More than 30 individuals were interviewed during the campus visit. Individuals interviewed included many of the University's senior executives, all of the staff working within the Budget Office, and various individuals who are involved with or interested in the approach to planning and resource allocation. Most of the on-campus interviews were conducted as one-on-one meetings, although there were a few instances when small group meetings occurred.

Findings and Observations

The Budget Office currently reports to the associate vice president for strategic budgeting and finance. In addition to the budget, this associate vice president is responsible for all accounting and related matters as well as benefits administration. The associate vice president reports to the vice president for finance and administration. It is atypical for a research university—especially one with the University of Idaho's level of complexity—to have a single official with responsibility for both accounting (financial management) and budget.

Interview results indicate that the vast majority of individuals do not think the current arrangement adequately serves the University's needs. Some individuals are concerned about a perceived conflict of interest for a unit with responsibility for implementing resource allocation decisions while also overseeing accounting and reporting and the processing of budgetary transactions. By its nature, budget responsibility creates a potential conflict of interest irrespective of how it is assigned organizationally because of the need to both implement resource allocation decisions and generate/enter transactions. What is important in the University of Idaho's case, however, is the pervasiveness of the

perceived conflict of interest. Irrespective of whether the current arrangement results in a conflict of interest, it is of significant concern to a large number of individuals. The traditional guidance related to financial matters is to avoid *even the appearance* of a conflict of interest. Further, the University administration is working to increase transparency and openness with regard to financial and budgetary matters and decisions. This situation suggests that a change in organizational alignment may be appropriate.

Another issue affecting the current arrangement is the quality of effort related to resource allocation issues. Many individuals offer high praise for the staff working in the Budget Office as well as for the associate vice president. In particular, numerous individuals in the Budget Office are singled out for their customer-service attitudes, willingness to help, and knowledge of the budget details within the University.

Although the associate vice president generally is given high marks for effort, dedication, and knowledge of finance and related matters, there is a widespread belief that the position has too much operational responsibility. As currently structured, this position is overseeing three critical aspects of financial administration: accounting and reporting, benefits administration, and budgeting. The sheer workload from this situation prevents the position from adequately addressing the full range of issues within the assigned areas of responsibility. Additionally, several individuals reference the frequent delays in receiving responses to inquiries or requests related to budget and other matters. Of particular concern is the fact that many of the reports generated to support resource allocation discussions contain errors or fail to incorporate the results of past decisions. Although all of these issues are extremely frustrating to the individuals who raised them, almost to a person they point to the excessive workload situation as the cause for the situation.

Moving away from the details related to the organizational structure for budget responsibilities, there is a larger problem cited by many individuals. When asked whether the current resource allocation model is sufficiently integrated with the University's planning process, the majority of individuals commented that they did not believe the University (1) even has established priorities or (2) a defined resource allocation model.

Taking the latter first, individuals express frustration that, when they have been asked to submit budget requests, the subsequent allocations have not reflected their requests. Moreover, no information has been provided to explain why the requests were not satisfied in the budget allocation process. Individuals express a great deal of frustration about not having access to information that would explain the factors that were considered when the budget allocation decisions were made. The nature of these complaints actually confirms that there is a resource allocation model at work because budgets are being established and money is being expended in support of operations. It is of significant concern, however, that there is not widespread understanding or appreciation of the budget model employed by the University. This clearly is influenced by the fact that the associate vice president does not have sufficient time to devote to

developing an appropriate resource allocation model for consideration by senior management. The position simply has too many other issues with which to deal.

Turning to the question of established priorities for the University, they exist and are available on the provost's website. They are embodied in the Strategic Action Plan (see <http://www.uidaho.edu/provost/strategicactionplan.aspx>), which identifies the following major goal areas:

1. Teaching and Learning
2. Scholarly and Creative Activities
3. Outreach and Engagement
4. Organization, Culture and Climate

One can argue that the goal areas are not as well defined as they might be or sufficiently tied to specific themes and actions, but they provide sufficient guidance to support resource allocation decisions. Nevertheless, it is perceived that there is no linkage between these goal areas and resource allocation strategies.

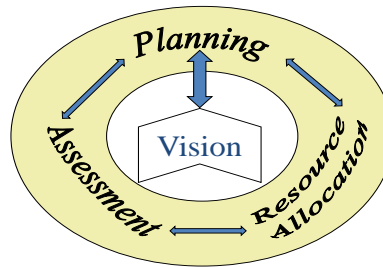
The pervasiveness of the belief that priorities do not exist, and the lack of a clear connection between them and resource allocation decisions, suggest that there is another critical problem within the University. Although the provost has responsibility for overseeing the strategic plan, like the associate vice president he has too many other responsibilities to be able to adequately address the planning process. The University employs a consultant to assist with planning, but this does not meet the University's needs—especially during times when resources are so scarce relative to the demands placed on the University.

Recommendations

The Budget Office should be realigned and report to a new position with the title of budget director. The budget director's reporting line should be to a new position titled chief planning officer. The chief planning officer's portfolio should consist of planning—both strategic and operational, resource allocation, and assessment. As such, in addition to the Budget Office, the Office of Institutional Research and Assessment should report to the chief planning officer. Finally, the chief planning officer should report to the president.

The rationale for the recommended structure is that it combines and consolidates the key elements surrounding resource allocation. As discussed during the workshop conducted early in 2008, effective approaches to resource allocation must incorporate comprehensive attention to dollars, positions, space, and technology. Planning, which is intended to move the institution toward a collaboratively established vision, must drive all resource allocation decisions. Resource allocation decisions must then be assessed to determine the effectiveness of the accomplishments achieved with the resources. Essentially, assessment must answer the questions, were the goals achieved and, if not,

why not? (The image below presents a graphical depiction of the relationships among these critical processes.)



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In addition to the realignment discussed above, it also is suggested that the University create a representative advisory committee to support the processes related to planning, resource allocation, and assessment.

Another factor supporting the recommended realignment is that it will bring segregation to the critical processes of developing the budget and ensuring that it is monitored appropriately. The latter is a traditional responsibility of an institution's finance function. Realigning the budget development responsibilities will free up capacity within Finance and Administration to ensure that funds are expended in a manner that is consistent with plans and the resulting resource allocation decisions. It also should create the opportunity for increased attention to maximizing the value of the Banner system and the standard budget reports obtainable from it.

There is a challenge in implementing the recommendations. The current president is serving in an interim capacity. Although this president recognizes the need for presidential attention to these critical matters, and called for this review of current operations, not all presidents are prepared to devote the attention required to oversee these strategic and operational matters. As such, it is desirable that the recommendation not be implemented until it can be determined whether the new president is willing and able to provide oversight to the chief planning officer. Until this is confirmed, the realignment and recruitment of the chief planning officer should be postponed. It may also be desirable to postpone recruitment of the budget director until the chief planning officer is in place. It is very difficult to recruit for senior management positions when the candidates are unable to meet the person to whom they will report. For this reason, the implementation of the recommendations should wait until the new president is selected.

Conclusion

There are many approaches available for organizing the responsibilities addressed in this report. It is believed that the recommended approach is appropriate for the University of Idaho and will produce effective results. The key consideration is that the new president accept the responsibility to provide oversight to the processes that are being directed by the chief planning officer.

It would not have been possible to complete this engagement without the cooperation and candor of numerous individuals throughout the University. In addition to the 30+ individuals who took time out of their schedules to participate in interviews, certain individuals were particularly helpful in supporting this engagement. Campus Strategies, LLC wishes to thank in particular Lloyd Mues, Jana Stotler, and Debbie Eisinger.

Prepared and submitted on February 9, 2009 by:

Larry Goldstein
President
Campus Strategies, LLC

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section V.T., Tuition Waivers, 2nd Reading	Motion to approve
2	TUITION WAIVER REPORTS	Information item
	FY 2010 APPROPRIATIONS	
3	a. Information - Institutions & Agencies b. College & Universities c. Community Colleges d. Professional-Technical Education e. Promise A Scholarship f. Promise B Scholarship g. Opportunity Scholarship	Motions to approve
4	STUDENT HEALTH INSURANCE PLAN CONSORTIUM	Information item
5	BOISE STATE UNIVERSITY Planning and Design - College of Business and Economics (COBE) Building	Motion to approve
6	BOISE STATE UNIVERSITY Naming/Memorializing Buildings and Facilities - Ron & Linda Yanke Family Research Park	Motion to approve
7	BOISE STATE UNIVERSITY Design & Proceed with Improvements - Ron & Linda Yanke Family Research Park	Motion to approve
8	BOISE STATE UNIVERSITY Construction of Aquatics Addition - Student Recreation Center	Motion to approve
9	BOISE STATE UNIVERSITY Planning, Design & Construction of Phase Two - Lincoln Parking Structure	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

TAB	DESCRIPTION	ACTION
10	UNIVERSITY of IDAHO Student Health Insurance Program (SHIP) Contract	Motion to approve
11	LEWS-CLARK STATE COLLEGE Termination of Management Agreement – College Place Residence Hall	Motion to approve
12	LEWS-CLARK STATE COLLEGE Naming/Memorializing Buildings and Facilities – Sacajawea Hall	Motion to approve
13	LEWS-CLARK STATE COLLEGE Property Sale – 512 6 th Avenue House	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

Second Reading Board Policy V.T. Fee/Tuition Waivers

REFERENCE

February 2009

Board approved first reading

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

In February, the Board approved the first reading to amend Board Policy V.T. regarding tuition and fee waivers.

IMPACT

The proposed policy revisions consolidate the 1% Disadvantaged and Deserving and 2% High Technology waivers with all other waivers, except for the National Student Exchange Program and Western Interstate Commission for Higher Education (WICHE), under one category labeled "Waivers to Meet Other Strategic Objectives" not to exceed 6% of student FTE. This will provide the institutions more discretion on which students are targeted based on strategic goals. Attachment 2 shows the proposed Fee/Tuition Waiver Report under the revised policy.

The revised policy also clarifies that students provided waivers under the Western Interstate Commission for Higher Education, Western Undergraduate Exchange (WUE) can be counted in the enrollment workload adjustment calculation (so long as the WUE waivers do not exceed the limits approved for an institution by the Board).

ATTACHMENTS

Attachment 1 – Revised Policy – 2 nd Reading	Page 3
Attachment 2 – Revised Fee and Tuition Waivers Report FY 2008	Page 5
Attachment 3 – Revised Policy – redline version	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The revised policy will assist the Board in maintaining its level of oversight over fee and tuition waivers while providing more autonomy in the use of the waivers to the institutions. There were no changes from the first reading.

In the Fee and Tuition Waivers Report (Attachment 2), lines 5-6 shows the limits on nonresident intercollegiate athletics waivers compared to those provided by each institution. Lines 8 through 16 consolidate all waivers subject to the 6% limit and lines 16 through 19 calculate the equivalent FTE to show whether an institution is above or below the limit. The remaining lines in the report include exchange programs and other waivers and discounts.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOARD ACTION

A motion to approve the second reading of Board Policy V.T. – Fee/Tuition Waivers as submitted.

Moved _____ Seconded _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: T. Fee/Tuition Waivers

April 2009

T. Fee/Tuition Waivers**1. Purpose and Authority for Fee/Tuition Waivers****a. Definition**

A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

b. Purpose

The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

- (i) The enhancement of education opportunities for Idaho residents;
- (ii) To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- (iii) To contribute to the quality of educational programs; and
- (iv) To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education.

c. Authority

An institution shall not waive any of the applicable fees/tuition 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 Fees/Tuition

Nonresident fees/tuition may be waived for the following categories:

a. Graduate/Instructional Assistants

Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

b. Students Participating in 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 one hundred ten (110) 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.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES****SECTION: V. FINANCIAL AFFAIRS****Subsection: T. Fee/Tuition Waivers****April 2009**

c. Waivers to Meet Other Strategic Objectives

The chief executive officer of each institution is authorized to waive nonresident fees/tuition for students, not to exceed the equivalent of six percent (6%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

- (i) A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and
- (ii) A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

d. National Student Exchange Program - Domestic

Waivers are authorized for nonresident students participating in this program.

e. 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. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

**Idaho College and Universities
Fee and Tuition Waivers - New Policy
Fiscal Year 2008**

	Policy Section	BSU	ISU	UI	LCSC	Total
1	Board Policy Tuition Waivers, Policy Section V.T.					
2	Nonresident Graduate/Instructional Assistants	\$596,264	\$1,493,648	\$3,438,925	\$0	\$5,528,837
3	Nonresident Intercollegiate Athletics	\$1,516,367	\$1,081,878	\$1,743,962	\$688,692	\$5,030,899
4	Nonresident Fee	\$8,167	\$8,684	\$10,080	\$7,290	8,555
5	Equivalent FTE	186	125	173	94	588
6	Policy	225	225	225	110	785
7						
8	Waivers Subject to 6% Limitation					
9	Nonresident Disadvantaged or Deserving	\$790,417	\$683,865	\$910,097	\$162,790	\$2,547,169
10	Nonresident High Technology	\$1,886,808	\$1,263,522	\$1,739,516	\$167,622	\$5,057,468
11	Washington Reciprocal Tuition Waivers	\$65,344	\$47,762	\$433,500	\$114,750	\$661,356
12	Utah State University	\$0	\$974,779	\$0	\$0	\$974,779
13	Mines Tuition Waivers - Engineering	\$0	\$0	\$204,120	\$0	\$204,120
14	Mines Tuition Waivers - Science	\$0	\$0	\$115,920	\$0	\$115,920
15	Oregon Tuition Waivers	\$0	\$0	\$0	\$0	\$0
16	Total Waivers Subject to 6% Limitation	\$2,742,569	\$2,969,928	\$3,403,153	\$445,162	\$9,560,812
17	Student FTE	14,315	9,451	10,078	2,639	36,483
18	Nonresident Fee	\$8,167	\$8,684	\$10,080	\$7,290	8,555
19	Equivalent FTE Waivers subject to 6% Limitation	2.3%	3.6%	3.4%	2.3%	3.1%
20						
21	<u>Other Board Policy Exchange Programs</u>					
22	Exchange Student Waivers (1)	\$159,276	\$0	\$432,762	\$0	\$592,038
23	WICHE	\$0	\$21,710	\$0	\$0	\$21,710
24	Western Undergraduate Exchange (2)	\$2,036,385	\$612,738	\$9,866,821	\$231,596	\$12,747,540
25	Total Other Board Policy Exchange Programs	\$2,195,661	\$634,448	\$10,299,583	\$231,596	\$13,361,288
26						
27	Total Board Policy Tuition Waivers	\$7,050,861	\$6,179,902	\$18,885,623	\$1,365,450	\$33,481,836
28	Other Waivers and Discounts					
29	Staff Fees	\$1,033,418	\$740,434	\$418,293	\$157,308	\$2,349,453
30	Staff Spouse Fees	\$331,447	\$472,149	\$218,228	\$46,084	\$1,067,908
31	Senior Citizen Fees	\$190,212	\$205,062	\$90,120	\$48,889	\$534,283
32	In-Service Teacher Education Fee	\$640,568	\$785,388	\$467,486	\$55,221	\$1,948,663
33	EDA-Nez Perce Tribe	\$0	\$0	\$0	\$64,078	\$64,078
34	Total Other Waivers and Discounts	\$2,195,645	\$2,203,033	\$1,194,127	\$371,580	\$5,964,385
35	Total FY07 Waivers and Discounts	\$9,246,506	\$8,382,935	\$20,079,750	\$1,737,030	\$39,446,221
36	FY08 Gross Student Fees	97,675,640	70,628,257	88,790,765	15,668,457	272,763,119
37	Percentage of Total Gross Student Fees Waived or Discounted	9.47%	11.87%	22.61%	11.09%	14.46%

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.

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: T. Fee/Tuition Waivers

April ~~2002~~2009

T. Fee/Tuition Waivers

1. Purpose and Authority for Fee/Tuition Waivers

a. Definition

A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

b. Purpose

The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

- (i) The enhancement of education opportunities for Idaho residents;
- (ii) To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
- (iii) To contribute to the quality of educational programs; and
- (iv) To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education.

c. Authority

An institution shall not waive any of the applicable fees/tuition 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 Fees/Tuition

Nonresident fees/tuition may be waived for the following categories:

a. Graduate/Instructional Assistants

Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

b. Students Participating in 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 one hundred ten (110) 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~~ Waivers to Meet Other Strategic Objectives of nonresident tuition—Other

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: T. Fee/Tuition Waivers

April ~~2002~~2009

~~(1)~~ The chief executive officer of each institution is authorized to waive nonresident fees/tuition for ~~disadvantaged or deserving~~ students, not to exceed the equivalent of one six percent (61%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

- (i) A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and
- (i)(ii) A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

~~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.~~

~~Any changes to the existing Board approved list of primary fields of study must be submitted to the Board for their approval.~~

~~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

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: T. Fee/Tuition Waivers

April ~~2002~~2009

~~Based on a limit approved by the Board, the College of Mines at the University of Idaho is authorized waivers 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.~~

~~hd. Domestic- National Student Exchange Program - Domestic~~

Waivers are authorized for nonresident students participating in this program.

~~ie. 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. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

~~3. Reporting Requirements~~

~~Each institution shall submit an annual report on fee/tuition waivers on a date and in a format determined by the executive director of the Board.~~

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

2008 Fee and Tuition Waivers Report

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 1% to 3% 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 and class level by state of residency.
February 26, 2009	Board approved first reading of policy change to consolidate the 1% and 2% waivers with all non-exchange waivers under a 6% student FTE limit.

BACKGROUND/ DISCUSSION

Current Board policy requires that each institution submit an annual report on fee waivers on a date and in a format determined by the Executive Director of the Board. This report is submitted annually at the regular April Board meeting.

The Fee and Tuition Waivers Report (Attachment 1) displays information under the existing policy. The report shows the dollar amount for the waivers covered under Board Policy, Section V.T. as well as other waivers and discounts, including the Western Undergraduate Exchange Program covered in Board Policy, Section V.R.3.vii. The chart also shows state-to-state (Washington, Utah, Oregon) reciprocal agreement waivers that have been in place for many years.

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.

IMPACT

Nonresident waivers have attracted students to Idaho's institutions in areas of study that have been identified as potential state workforce 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

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

student enrollment profiles for diversity and other purposes. The goal is for these students to find suitable employment in Idaho upon graduation.

ATTACHMENTS

Attachment 1 – 2008 Fee and Tuition Waivers Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The nonresident waivers are used mostly to recruit students from outside of Idaho. 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.

BOARD ACTION

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

**Idaho College and Universities
Fee and Tuition Waivers - Current
Fiscal Year 2008**

		Policy Section	BSU	ISU	UI	LCSC	Total
1	<u>Board Policy Tuition Waivers, Policy Section V.T.</u>						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	596,264	1,493,648	3,438,925	0	5,528,837
3	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	1,516,367	1,081,878	1,743,962	688,692	5,030,899
4	Nonresident Disadvantaged or Deserving: 1% of FTE	SBOE V.T.2.c (1)	790,417	683,865	910,097	162,790	2,547,169
5		Student FTE	14,315	9,451	10,078	2,639	36,483
6		Nonresident Fee	\$8,167	\$8,684	\$10,080	\$7,290	8,555
7		Equivalent FTE	0.7%	0.8%	0.9%	0.8%	0.8%
8	Nonresident High Technology: 2% of FTE	SBOE V.T.2.c (2)	1,886,808	1,263,522	1,739,516	167,622	5,057,468
9		Student FTE	14,315	9,451	10,078	2,639	36,483
10		Nonresident Fee	\$8,167	\$8,684	\$10,080	\$7,290	8,555
11		Equivalent FTE	1.6%	1.5%	1.7%	0.9%	1.6%
12	<u>Board Policy Tuition Waivers</u>						
13	Washington Reciprocal Tuition Waivers	SBOE V.T.2.d	65,344	47,762	433,500	114,750	661,356
14	Utah State University	SBOE V.T.2.e	0	974,779	0	0	974,779
15	Mines Tuition Waivers - Engineering	SBOE V.T.2.f	0	0	204,120	0	204,120
16	Mines Tuition Waivers - Science	SBOE V.T.2.f	0	0	115,920	0	115,920
17	Oregon Tuition Waivers	SBOE V.T.2.g	0	0	0	0	0
	Total Board Policy Waivers		65,344	1,022,541	753,540	114,750	1,956,175
	<u>Other Board Policy Exchange Programs</u>						
18	Exchange Student Waivers (1)	SBOE V.T.2.h	159,276	0	432,762	0	592,038
19	WICHE	SBOE V.T.2.i	0	21,710	0	0	21,710
	Western Undergraduate Exchange (2)	SBOE V.R.3.a.7	2,036,385	612,738	9,866,821	231,596	12,747,540
20	Total Other Board Policy Exchange Programs		2,195,661	634,448	10,299,583	231,596	13,361,288
21							
22	Total Board Policy Tuition Waivers		7,050,861	6,179,902	18,885,623	1,365,450	33,481,836
23							
24	Other Waivers and Discounts						
25	Staff Fees	SBOE V.R.3.a.8	1,033,418	740,434	418,293	157,308	2,349,453
26	Staff Spouse Fees	SBOE V.R.3.a.8	331,447	472,149	218,228	46,084	1,067,908
27	Senior Citizen Fees	SBOE V.R.3.a.9	190,212	205,062	90,120	48,889	534,283
28	In-Service Teacher Education Fee	SBOE V.R.3.a.10	640,568	785,388	467,486	55,221	1,948,663
29	EDA-Nez Perce Tribe		0	0	0	64,078	64,078
30	Total Other Waivers and Discounts		2,195,645	2,203,033	1,194,127	371,580	5,964,385
31	Total FY07 Waivers and Discounts		9,246,506	8,382,935	20,079,750	1,737,030	39,446,221
32	FY08 Gross Student Fees		97,675,640	70,628,257	88,790,765	15,668,457	272,763,119
33	Percentage of Total Gross Student Fees Waived or Discounted		9.47%	11.87%	22.61%	11.09%	14.46%

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.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

FY 2010 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 (1a page 5)

BACKGROUND/ DISCUSSION

The 2009 legislature has drafted appropriation bills for the agencies and institutions of the Board. The amounts contained in legislative appropriations include a 4% ongoing base reduction from FY 2009, a 3% ongoing base reduction for FY 2010, and a 5% reduction in personnel costs. Included for the College and Universities, Community Colleges, and Professional-Technical Education are stimulus funds from the federal American Recovery and Reinvestment Act.

The table on page 5 lists the FY 2010 appropriation bills related to the State Board of Education. At the time of agenda preparation, all of the bills had been approved by the Joint Finance Appropriations Committee (JFAC) but have not passed both houses of the legislature. JFAC passed an action to approve an omnibus appropriation bill that would restore 2% of the 5% to the agencies not receiving stimulus funds. This would result in leaving the 5% reduction to the discretion of the colleges and universities, Professional Technical Education, and secondary education without an across the board personnel cut. All other agencies under the Board would have the 5% reduced to 3% and would also include those cuts be at the discretion of the agency – not across the board.

Once this issue is resolved, the appropriations for the agencies and institutions may need to be revised. Accordingly, the motions include a provision for the Board to delegate to the Executive Director the authority to approve adjustments to the appropriations as necessary.

The table on page 5 provides a summary of the FY 2010 appropriations for institutions and agencies of the Board.

IMPACT

Appropriation bills provide spending authority for the agencies and institutions of the State Board of Education; allowing them to offer programs and services to Idaho's citizens.

Public works project funding includes the following:

UI: Kibbie Dome Life/Safety Repairs	\$2,000,000
NIC: Seiter Hall Remodel/Renovation	\$4,345,000
IPTV: Renovation of J.R. Williams building space	\$272,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

The Permanent Building Fund Advisory Council approved \$20,509,600 for alteration and repair projects for the institutions and agencies under the Board. These projects are managed by the Division of Public Works.

Due to the economic downturn, no funding was provided for inflation, Enrollment Workload Adjustment (EWA), replacement capital, or occupancy. Although no funding for EWA was provided, a reallocation of funding was applied to Boise State University (BSU), University of Idaho (UI), and Lewis-Clark State College (LCSC). UI was reduced by \$1,139,100 because the EWA formula resulted in a negative amount. BSU and LCSC experienced positive EWA and received a prorated share equal to the amount reduced at UI. Idaho State University experienced negative EWA but that amount was offset by their unfunded EWA balance so it did not participate in the reallocation.

The balance of the unfunded EWA for the FY 2010 budget request is:

	<u>2009</u> <u>2010</u>	<u>Change</u> <u>2010</u>	<u>_____</u>
Boise State University	\$823,700	\$1,150,700	\$1,974,400
Idaho State University	\$500,900	(\$323,700)	\$177,200
University of Idaho	\$0	\$0	\$0
Lewis-Clark State College	\$0	\$317,100	\$317,100

An increase in the number of medical school seats was not appropriated for the Idaho Dental Education and University of Utah Medical programs, however, funding for residency expansion at the ISU and Boise Family Medicine Residency was provided as well as funding for the Psychiatry Residency program.

Agencies of the Board

The Office of the State Board of Education (OSBE) received \$329,100 in one-time federal funds for the second year of the College Access Grant. The oversight responsibilities of the GEAR UP and Assessment programs were moved to the Department of Education which included a reduction of six (6) FTE. A position to oversee Accountability was retained, and funding for one (1) FTE was provided for Proprietary School oversight.

The Division of Professional-Technical Education (PTE) experienced an overall decrease of 6.00% from the original FY2009 appropriation. The Legislature funded maintenance level increases for statewide cost allocation increases for PTE and EITC. Line item requests to transfer the Proprietary School program to OSBE and the Veteran's program to the Division of Veteran's Affairs were also included in the JFAC recommendation. The State Department of Education indicated they will provide a separate report on public school and related appropriation matters.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

ATTACHMENTS

Attachment 1 – FY 2010 Appropriations List

Page 5

STAFF COMMENTS

The information provided will be published on the State Board of Education web page once final budgets are approved by the Idaho Legislature.

BOARD ACTION

Motions are included for each specific institution and agency allocation.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

ATTACHMENT 1

State Board of Education
FY 2010 Appropriations of Interest to Institutions and Agencies

General	Fund	% Inc. From FY 2009 Total	Fund
<u>College and Universities</u>			
General Education/Systemwide	\$243,278,100	(14.7%)	\$398,210,000
Agricultural Research & Extension	24,989,900	(15.8%)	25,039,900
Community College support	26,407,000	(10.7%)	28,632,200
Health Education Programs	9,459,900	3.0%	10,034,000
Special Programs	12,222,600	1.0%	12,662,600
<u>Agencies</u>			
Office of the State Board of Education	2,246,400	(56.2%)	4,029,000
Professional-Technical Education	51,599,900	(6.0%)	62,036,000
Idaho School for Deaf and Blind	7,269,000	(14.5%)	7,792,100
Public Broadcasting System	1,659,800	(53.0%)	2,612,600
Idaho Commission for the Libraries	3,426,000	(19.8%)	4,995,600
Historical Society	2,456,400	(26.6%)	4,850,100
Vocational Rehabilitation, Division	7,725,000	(9.3%)	27,386,700
State Department of Education	7,176,300	(1.8%)	34,256,800
<u>Public School Support</u>			
Division of Facilities	17,900,000	(2.7%)	17,900,000
Division of Operations	488,455,700	(9.5%)	578,726,100
Division of Teachers	696,256,000	(6.7%)	756,212,500
Division of Administrators	76,256,700	(10.7%)	81,491,100
Division of Children's Programs	30,346,800	6.4%	268,729,800
<u>Statewide Issues</u>			
Permanent Building Fund			27,438,600

Note: Employee compensation amounts are included in the totals for each of the Agencies & Institutions

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BUSINESS AFFAIRS AND HUMAN RESOURCES

APRIL 16-17, 2009

SUBJECT

FY 2010 College and University Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.S.
House Bill 299

BACKGROUND/ DISCUSSION

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.

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 2010 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 2010. The FY 2010 Allocation, shown on page 3, consists of the lump-sum appropriation.

ATTACHMENTS

Attachment 1 - Summary of C & U FY 2010 Allocations	Page 3
Attachment 2 - Draft Appropriation Bill	Page 5
Attachment 3 - Draft Statement of Purpose	Page 9

STAFF COMMENTS

Staff recommends approval of the FY 2010 College and University allocation.

BOARD ACTION

A motion to approve the allocation of the FY 2010 legislative appropriations for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Page 3, and to delegate to the Executive Director the authority to approve adjustments to the allocations as necessary resulting from adjustments made by the Idaho Legislature.

.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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FY 2010 College and University Allocation Based on JFAC Proof

April 3, 2009

1	Appropriation:	FY09 Appr	FY10 Appr	% Chge	Sys Needs:	FY09 Appr	FY10 Appr
2	General Educ Approp: SB ???, HB ???				HERC	1,440,000	1,357,100
3	General Account	285,151,500	243,278,100	-14.68%	Tech Grants	1,575,000	1,239,600
4	Endowment Funds	8,595,000	9,616,400	11.88%	Sys Nds	100,000	93,100
5	Federal Stimulus Funds		15,313,800		Medical		47,000
6					Course Equiv.		144,000
7	Total Gen Acct & Endow Funds	<u>293,746,500</u>	<u>268,208,300</u>	-8.69%	Proprietary		36,000
8	Student Fees/Misc Revenue	129,103,000	130,001,700	0.70%			
9	One-time Student Fees:				Total	<u>3,115,000</u>	<u>2,916,800</u>
10	Total Gen Educ Approp	<u>422,849,500</u>	<u>398,210,000</u>	-5.83%			
11							
12							
13	Allocation:	B.S.U.	I.S.U.	U.I.	L.C.S.C.	SYS-WIDE	TOTAL
14	FY09 Gen Acct & Endow Funding	89,148,200	79,398,800	104,764,700	17,319,800	3,115,000	293,746,500
15	Base Reduction - Endow. Loss	0	0	0	0		0
16	FY 2009 Governor's Holdback	(3,503,500)	(2,976,700)	(3,838,400)	(604,000)	(124,600)	(11,047,200)
17	Health Insurance Reduction	(623,400)	(529,700)	(683,000)	(107,500)	0	(1,943,600)
18	Remove One-Time Replacement Items	(1,561,200)	(2,959,900)	(3,498,100)	(951,200)	0	(8,970,400)
19	FY 2010 Base Reduction	(2,503,800)	(2,127,300)	(2,743,200)	(431,700)	(89,700)	(7,895,700)
20	Federal Stimulus Funds	4,326,100	3,595,900	4,790,200	837,300	173,200	13,722,700
21	FY10 Budget Base	<u>85,282,400</u>	<u>74,401,100</u>	<u>98,792,200</u>	<u>16,062,700</u>	<u>3,073,900</u>	<u>277,612,300</u>
22	% Base Change	-4.34%	-6.29%	-5.70%	-7.26%	0.00%	-5.49%
23							
24	Additional Funding for FY10:						
25	MCO Adjustments:						
26	Personnel Benefits	113,400	102,300	35,700	75,500		326,900
27	Inflation including Library B&P	0	0	0	0		0
28	Replacement Items: One-Time	0	0	0	0		0
29	CEC @ 5.0% Reduction GF & Dedicated	(3,766,800)	(3,078,400)	(4,168,600)	(641,200)		(11,655,000)
30	Nonstandard Adjustments:						
31	Risk Mgmt/Controller/Treasurer	68,800	144,400	82,000	57,900		353,100
32	External Nonstandard Adjustments:						
33	Enrollment Workload Adjustment	992,300	0	(1,139,100)	146,800		0
34	Line Items (Federal Stimulus Funds)	517,500	530,400	523,100	0	0	1,571,000
35		(322,900)	(179,600)	496,900	5,600		0
36	Total Addl Funding	<u>(2,397,700)</u>	<u>(2,480,900)</u>	<u>(4,170,000)</u>	<u>(355,400)</u>	<u>0</u>	<u>(9,404,000)</u>
37							
38	FY10 Gen Acct & Endow Allocation	<u>82,884,700</u>	<u>71,920,200</u>	<u>94,622,200</u>	<u>15,707,300</u>	<u>3,073,900</u>	<u>268,208,300</u>
39	% Change From FY09 Funding (line 14)	-7.03%	-9.42%	-9.68%	-9.31%	-1.32%	-8.69%
40	% Chge From FY09 less One-time	-5.37%	-5.91%	-6.56%	-4.04%	-1.32%	-5.82%
41							
42	FY10 Estimated Student Fee Revenue	49,009,400	33,256,700	39,686,800	8,048,800	0	130,001,700
43							
44	FY10 Operating Budget	<u>131,894,100</u>	<u>105,176,900</u>	<u>134,309,000</u>	<u>23,756,100</u>	<u>3,073,900</u>	<u>398,210,000</u>
45							

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 LEGISLATURE OF THE STATE OF IDAHO
 Sixtieth Legislature First Regular Session - 2009

IN THE _____

BILL NO. _____

BY _____

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 2010; ESTABLISHING AMOUNTS TO BE EXPENDED FOR SYSTEMWIDE PROGRAMS; DIRECTING THE STATE BOARD OF EDUCATION TO PROVIDE A SYSTEM OF REPORTING FACULTY AND STAFF TURNOVER; AND REAPPROPRIATING CERTAIN UNEXPENDED AND UNENCUMBERED BALANCES; PROVIDING LEGISLATIVE INTENT ON PERSONNEL COSTS; DIRECTING SALARY REDUCTIONS; AND DECLARING AN EMERGENCY.

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, 2009, through June 30, 2010

FOR:

General Education Programs	\$398,210,000
----------------------------	---------------

FROM:

General Fund	\$243,278,100
American Reinvestment Fund	15,313,800
Agricultural College Endowment Income Fund	850,800
Charitable Institutions Endowment Income Fund	790,400
Normal School Endowment Income Fund	2,661,600
Scientific School Endowment Income Fund	2,984,400
University Endowment Income Fund	2,329,200
Unrestricted Fund	106,331,100
Restricted Fund	<u>23,670,600</u>
TOTAL	\$398,210,000

SECTION 2. SYSTEMWIDE PROGRAMS. Of the amount appropriated from the General Fund in Section of this act:

a. an amount not to exceed \$93,100 shall be used by the Office of the State Board of Education for systemwide needs;

Thursday April 02, 2009 12:36 PM

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b. an amount not to exceed \$1,357,100 may be used for the mission and goals of the Higher Education Research Council;

c. an amount not to exceed \$1,275,600 may be awarded by the State Board of Education for instructional projects specifically designed to foster innovative learning approaches using technology, and to promote the Idaho Electronic Campus;

d. an amount not to exceed \$144,000 maybe spent on addressing issues related to course transfer across public institutions; and

e. an amount not to exceed \$47,000 may be used by the Office of the State Board of Education for expenses directly related to the development of a comprehensive plan for expanding undergraduate and graduate medical education opportunities.

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 to the Division of Financial Management and the Legislative Services Office no later than November 1 of each year.

SECTION 4. CARRYOVER AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and the Office of the State Board of Education, any non-General Fund unexpended and unencumbered balance of any appropriation contained in Section 1, Chapter 263, Laws of 2008, to be used for nonrecurring expenditures for the period July 1, 2009, through June 30, 2010.

SECTION 5. LEGISLATIVE INTENT. It is the intent of the Legislature to retain to the extent possible, our capable, quality employees who support the essential services and statutorily authorized programs that the citizens of Idaho expect. The Legislature finds these critical essential services to be those that maintain the health and safety of our citizens and the education of our children. While extending flexibility to the Governor and agency directors to manage the state workforce to the best of their ability during these difficult times, it remains the responsibility of the Legislature to identify priorities for the state workforce. The Legislature finds that reductions in personnel funding shall first be managed through salary reductions that impact all personnel fairly; secondly, be mitigated by the use of existing salary savings; thirdly, by using savings created by keeping newly vacated positions unfilled; fourth, by the use of furloughs; and lastly, as a last resort, by reducing the workforce. It is the intent of the

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Legislature that these policies shall be adhered to by the executive, legislative, and judicial branches to the extent allowed by law.

SECTION 6. SALARY REDUCTION. In as much as salary reductions will save jobs; and in as much as a five percent (5%) reduction in personnel funding may create a reduction in force; and in as much as the state, as a single employer of multiple departments, agencies and institutions, is required by law to direct across the board salary adjustments; the State Board of Education and the Board of Regents of the University of Idaho is hereby requested to reduce all salaries of classified and non-classified employees at the College and Universities, regardless of fund source, by three percent (3%) for fiscal year 2010, beginning on June 14, 2009 through June 12, 2010. Institutions are also requested to use personnel cost savings, furloughs, and a reduction in force to manage the remaining two percent (2%) in funding reductions. The Division of Human Resources shall adjust all pay schedules for the classified personnel system downward to the extent that all beginning minimum salaries are three percent (3%) less than those in effect upon the date of passage of this law.

SECTION 7. An emergency existing therefor, which emergency is hereby declared to exist, Section 6 of this act shall be in full force and effect on and after its passage and approval.

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STATEMENT OF PURPOSE

MJF003

This is the fiscal year 2010 appropriation for the College & Universities in the amount of \$398,210,000, of which \$15,313,800 is from the American Recovery and Reinvestment Act (Pub. L. No. 111-5) State Fiscal Stabilization Fund.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2009 Original Appropriation	3,926.38	285,151,500	137,698,000	0	422,849,500
Reappropriation	0.00	0	43,589,100	0	43,589,100
Rescission of One-time Appropriation	0.00	(1,662,800)	0	0	(1,662,800)
Omnibus 4% Rescission	0.00	(11,047,200)	0	0	(11,047,200)
Health Insurance Reduction	0.00	(1,943,600)	(19,600)	0	(1,963,200)
Additional 2% Rescission	0.00	(4,060,800)	0	0	(4,060,800)
Other Appropriation Adjustments	0.00	0	0	0	0
FY 2009 Total Appropriation	3,926.38	266,437,100	181,267,500	0	447,704,600
Noncognizable Funds and Transfers	49.85	0	6,562,700	0	6,562,700
FY 2009 Estimated Expenditures	3,976.23	266,437,100	187,830,200	0	454,267,300
Removal of One-Time Expenditures	(6.55)	(7,307,600)	(45,583,400)	0	(52,891,000)
Base Adjustments	0.00	0	0	0	0
Additional Base Adjustment	0.00	(3,834,900)	13,722,700	0	9,887,800
FY 2010 Base	3,969.68	255,294,600	155,969,500	0	411,264,100
Benefit Costs	0.00	326,900	0	0	326,900
Statewide Cost Allocation	0.00	353,100	0	0	353,100
5% Personnel Cost Reduction	0.00	(11,339,500)	(3,965,600)	0	(15,305,100)
Endowment Adjustments	0.00	(1,336,900)	1,336,900	0	0
FY 2010 Program Maintenance	3,969.68	243,298,200	153,340,800	0	396,639,000
Line Items					
College and Universities					
1. Occupancy Costs	(0.13)	(20,100)	0	0	(20,100)
2. Information Technology	0.00	0	0	0	0
3. Library Materials	0.00	0	0	0	0
4. Maintenance & Infrastructure	0.00	0	0	0	0
5. Base Operating Expenses	0.00	0	0	0	0
6. ERP Implementation	0.00	0	0	0	0
7. Ctr. for Advanced Energy Studies	12.00	0	1,591,100	0	1,591,100
8. Biomedical Research	0.00	0	0	0	0
9. PhD Public Policy & Admin Pgm	0.00	0	0	0	0

Statement of Purpose / Fiscal Note

#billnum

10. College of Nursing Expansion	0.00	0	0	0	0
11. Environmental Safety Support	0.00	0	0	0	0
12. Teacher Education - PACE	0.00	0	0	0	0
13. 3rd Year Law School Pgm in Boise	0.00	0	0	0	0
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2010 Total	3,981.55	243,278,100	154,931,900	0	398,210,000
Chg from FY 2009 Orig Approp	55.17	(41,873,400)	17,233,900	0	(24,639,500)
% Chg from FY 2009 Orig Approp.	1.4%	(14.7%)	12.5%	0.0%	(5.8%)

Line Item #1 removes personnel and funding for occupancy costs for facility space that has either been demolished or is no longer eligible.

Line Item #7 provides \$1,591,100 for 12 faculty and staff positions for the collaborative Center for Advanced Energy Studies (CAES) in Idaho Falls. The funding source for the CAES line item is American Recovery and Reinvestment Act State Fiscal Stabilization Funds.

Contact:

Name: Matt Freeman

Office: Budget and Policy Analysis

Phone: (208) 334-4740

Statement of Purpose / Fiscal Note

#billnum

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

Allocation of FY 2010 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

Draft Appropriation Bill for Community Colleges

BACKGROUND/ DISCUSSION

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 CSI and NIC. That process had a four year term from FY 2007 ending FY 2010, so this will be the last year this process will be used to allocate funds between CSI and NIC.

A separate formula was used to allocate funds to College of Western Idaho (CWI) and agreed to by the three community colleges, the Division of Financial Management and the Legislative Budget Office. The remaining funds will be allocated between CSI and NIC as described above. A new method for allocating the total community college appropriation among the three community colleges will need to be determined before FY 2011.

IMPACT

The draft appropriation bill directs the General Fund appropriation to be allocated as follows: \$4,586,200 to CWI, with the remainder split between CSI and NIC under the current formula established by the two colleges. The allocation formula for CSI and NIC result in the following amounts:

CSI	\$11,762,100
NIC	<u>10,058,700</u>
Total	\$21,820,800

ATTACHMENTS

Attachment 1 – FY 2010 CC Appropriations Process	Page 3
Attachment 2 - Draft appropriation bill	Page 5
Attachment 3 - Draft Statement of Purpose	Page 6

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

STAFF COMMENTS

This allocation does not include funds for Professional-Technical Education, which are allocated by the Division of Professional Technical Education.

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 2010 allocation of state General Funds for community college support as follows: \$11,762,100 to the College of Southern Idaho, \$10,058,700 to North Idaho College, and \$4,586,200 to the College of Western Idaho, and to delegate to the Executive Director the authority to approve adjustments to the allocations as necessary resulting from adjustments made by the Idaho Legislature.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

STATE APPROPRIATION ALLOCATION PROCESS
COLLEGE OF SOUTHERN IDAHO and NORTH IDAHO COLLEGE

		Fiscal Year 2010		
		(j) CSI	(k) NIC	(l) Total
1	Prior Year Budget Base	10,628,400	9,127,000	19,755,400
2				
3	Current Year MCO and Line Item Increases (1st Yr 2006)	(1,460,800)	(1,384,800)	(2,845,600)
4	15 Prior Year MCO and Line Item Increases	2,570,800	2,340,200	4,911,000
5	Cumulative MCO and Line Item Increases	1,110,000	955,400	2,065,400
6				
7	Prior Year FTE Used to Allocate Base	53.65%	46.35%	100.00%
8	Percentage of Actual FTE Split Based on FY06	53.92%	46.08%	100.00%
9	8-7 Difference Between Actual and Prior Year FTE Split	0.27%	-0.27%	0.00%
10				
11	Limit on Annual Change in FTE Allocation	0.27%	-0.27%	0.00%
12	7+11 FTE Used to Allocate New Base	53.92%	46.08%	0.00%
13				
14	Current Year MCO and Line Item Increases	(1,460,800)	(1,384,800)	(2,845,600)
15	3+14 Current Year Amount Not Allocated by FTE	1,110,000	955,400	2,065,400
16				
17	1+15 Current Year Estimated Total Appropriation	11,738,400	10,082,400	21,820,800
18	-15 Less: Amount Not Allocated by FTE	(1,110,000)	(955,400)	(2,065,400)
19	Less: Reallocate Foregone Allocation	-	-	-
20	17+18+19 Current Year New Base	10,628,400	9,127,000	19,755,400
21				
22	20*12 Current Year Base Allocation	10,652,100	9,103,300	19,755,400
23	Plus: Reallocate Foregone Allocation	-	-	-
24	15+22 Current Year Total Appropriation	11,762,100	10,058,700	21,820,800
25				
26	Prior Year Total Appropriation	13,169,600	11,496,800	24,666,400
27	24/26 Current Year Percentage Increase over Prior Year	-10.69%	-12.51%	-11.54%
28				
29	20*8+15 Current Year Allocation Without 1.5% FTE Limitation	11,762,100	10,058,700	21,820,800
30	29-24 Current Year Foregone Allocation Due From/(Due To)	-	-	-
31	Prior Year Foregone Allocation Due From/(Due To)	600,500	(600,500)	-
32	Cumulative Foregone Allocation Due From/(Due To)	600,500	(600,500)	-

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 LEGISLATURE OF THE STATE OF IDAHO
 Sixtieth Legislature First Regular Session - 2009

IN THE _____

BILL NO. _____

BY _____

AN ACT

APPROPRIATING MONEYS FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2010; AND DI-
 RECTING THE ALLOCATION OF CERTAIN 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 Colleges the following amount to be expended according to the
 designated expense class from the listed funds for the period July 1, 2009,
 through June 30, 2010:

FOR:

Trustee and Benefit Payments	\$28,632,200
------------------------------	--------------

FROM:

General Fund	\$26,407,000
--------------	--------------

American Reinvestment Fund	1,640,200
----------------------------	-----------

Community College Fund	<u>585,000</u>
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TOTAL	\$28,632,200
-------	--------------

SECTION 2. The General Fund moneys appropriated in Section 1 of this
 act shall be allocated as follows: (1) \$4,586,200 to the College of West-
 ern Idaho; and (2) the remainder 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." The community col-
 lege fund moneys appropriated in Section 1 of this act shall be allocated
 evenly among the three community colleges.

Monday March 30, 2009 8:18 AM

STATEMENT OF PURPOSE

MJF004

This is the fiscal year 2010 appropriation for the community colleges in the amount of \$28,632,200 of which \$1,640,200 is from the American Recovery and Reinvestment Act (Pub. L. No. 111-5) State Fiscal Stabilization Fund.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2009 Original Appropriation	0.00	29,666,400	600,000	0	30,266,400
Rescission of One-time Appropriation	0.00	(1,400)	0	0	(1,400)
Omnibus 4% Rescission	0.00	(1,182,300)	0	0	(1,182,300)
Health Insurance Reduction	0.00	(160,900)	(3,700)	0	(164,600)
Additional 2% Rescission	0.00	(591,200)	0	0	(591,200)
FY 2009 Total Appropriation	0.00	27,730,600	596,300	0	28,326,900
Noncognizable Funds and Transfers	0.00	0	0	0	0
FY 2009 Estimated Expenditures	0.00	27,730,600	596,300	0	28,326,900
Removal of One-Time Expenditures	0.00	(105,000)	0	0	(105,000)
Additional Base Adjustment	0.00	(255,300)	1,640,200	0	1,384,900
FY 2010 Base	0.00	27,370,300	2,236,500	0	29,606,800
Benefit Costs	0.00	35,400	(200)	0	35,200
Inflationary Adjustments	0.00	0	8,200	0	8,200
5% Personnel Cost Reduction	0.00	(998,700)	(19,300)	0	(1,018,000)
FY 2010 Program Maintenance	0.00	26,407,000	2,225,200	0	28,632,200
Line Items					
Community Colleges					
1. Occupancy Costs	0.00	0	0	0	0
2. Nursing Faculty Positions	0.00	0	0	0	0
3. Campus Technology Upgrade	0.00	0	0	0	0
4. Rural Math/Science Dual Credit	0.00	0	0	0	0
5. Dental Hygiene & Assistant Pgm	0.00	0	0	0	0
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2010 Total	0.00	26,407,000	2,225,200	0	28,632,200
Chg from FY 2009 Orig Approp	0.00	(3,259,400)	1,625,200	0	(1,634,200)
% Chg from FY 2009 Orig Approp.	0.0%	(11.0%)	270.9%	0.0%	(5.4%)

Contact:

Name: Matt Freeman

Office: Budget and Policy Analysis

Phone: (208) 334-4740

Statement of Purpose / Fiscal Note

#billnum

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Allocation of the State Division of Professional-Technical Education FY 2010 Appropriation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.C.d.

BACKGROUND/ IMPACT

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 Related Services. The Division of Professional-Technical Education requests approval of the allocation of the FY 2010 appropriated funds detailed in Attachment 1 on pages 3-4.

The allocation is based on the level of funding in the Joint Finance Appropriations Committee (JFAC) recommendation 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 decrease of 6.00% from the original FY 2009 appropriation. The Legislature funded maintenance level increases for statewide cost allocation increases for the Division of Professional-Technical Education and Eastern Idaho Technical College (EITC). Line item requests to transfer the Proprietary School program to the Office of the State Board of Education and the Veteran's program to the Division of Veteran's Affairs were also included in the JFAC recommendation.

IMPACT

Establish FY 2010 operating budget.

ATTACHMENTS

Attachment 1 - Allocation of FY 2010 Appropriation	Page 3
Attachment 2 - Draft Appropriation Bill	Page 5
Attachment 3 - Draft Statement of Purpose	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOARD ACTION

A motion to approve the allocation of the FY 2010 legislative appropriation for the Division of Professional-Technical Education as presented on Pages 3-4, and to delegate to the Executive Director the authority to approve adjustments to the allocations as necessary resulting from adjustments made by the Idaho Legislature.

Moved by _____ Seconded by _____ Yes _____ No _____

**Allocation of State Division of Professional-Technical Education
FY 2010 Appropriation**

	FY09 Allocation	FY10 Allocation
Program 01 (State Leadership and Technical Assistance)		
By Standard Class:		
Personnel Costs	\$ 2,087,800	\$ 1,910,500
Operating Expenses	354,900	423,200
Capital Outlay	35,400	0
Totals	\$ 2,478,100	\$ 2,333,700
By Source of Revenue:		
General Funds	2,053,200	1,974,100
One-time General Funds	50,900	0
Federal Funds	374,000	359,600
Totals	\$ 2,478,100	\$ 2,333,700
Program 02 (General Programs)		
By Major Program Area:		
Secondary Formula	\$ 10,944,144	\$ 10,317,572
Professional-Technical School Added Cost	2,434,400	2,434,400
General Programs Leadership	298,800	280,300
Special Programs		
Federal Leadership	741,396	726,268
Advanced Learning Partnership	420,000	420,000
Adult/Retraining	759,240	697,340
Support and Improvement Services	1,652,620	1,116,320
Totals	\$ 17,250,600	\$ 15,992,200
By Source of Revenue		
General Funds	\$ 11,807,200	\$ 11,084,200
One-time General Funds	350,700	0
Federal Funds	5,024,900	4,840,200
Dedicated Funds	67,800	67,800
Totals	\$ 17,250,600	\$ 15,992,200
Program 03 (Postsecondary Programs)		
By Technical College:		
Boise State University	7,580,247	0
College of Southern Idaho	6,211,357	5,889,090
College of Western Idaho	0	7,222,680
Eastern Idaho Technical College	6,535,862	6,214,397
Idaho State University	10,664,746	10,153,879
Lewis-Clark State College	4,221,634	3,999,167
North Idaho College	4,552,854	4,302,887
Totals	\$ 39,766,700	\$ 37,782,100
By Source of Revenue:		
General Funds	\$ 38,702,900	\$ 37,324,100
One-time General Funds	595,600	0
Unrestricted Funds	468,200	458,000

56	Totals	\$ 39,766,700	\$ 37,782,100
57	Allocation of State Division of Professional-Technical Education		
58	FY 2010 Appropriation		
59		FY09	FY10
60		Allocation	Allocation
61			
62	Program 04 (Underprepared Adults/Displaced Homemaker Program)		
63			
64	By Major Program:		
65	Postsecondary Formula	\$ 2,080,300	\$ 1,992,800
66	Displaced Homemaker Program	409,100	409,100
67			
68	Totals	\$ 2,489,400	\$ 2,401,900
69			
70	By Source of Revenue:		
71	General Funds	\$ 239,100	\$ 239,100
72	Federal Funds	2,080,300	1,992,800
73	Dedicated Funds	170,000	170,000
74	Totals	\$ 2,489,400	\$ 2,401,900
75			
76	Program 05 (Related Services)		
77			
78	By Standard Class:		
79	Personnel Costs	\$ 488,500	\$ 362,900
80	Operating Expenses	246,000	276,700
81	Trustee Payments	3,102,800	2,886,500
82	Totals	\$ 3,837,300	\$ 3,526,100
83			
84	By Source of Revenue:		
85	General Funds	1,049,800	978,400
86	One-Time General Funds	0	0
87	Federal Funds	2,351,600	2,168,700
88	Dedicated Funds	202,500	140,000
89	Miscellaneous Revenue	233,400	239,000
90	Totals	\$ 3,837,300	\$ 3,526,100
91			
92	By Source of Revenue:		
93	General Funds	\$ 53,852,200	\$ 51,599,900
94	One-time General Funds	997,200	0
95	Federal Funds	9,830,800	9,361,300
96	Dedicated Funds	440,300	377,800
97	Unrestricted Funds	468,200	458,000
98	Miscellaneous Revenue	233,400	239,000
99	Totals	\$ 65,822,100	\$ 62,036,000

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 LEGISLATURE OF THE STATE OF IDAHO
 Sixtieth Legislature First Regular Session - 2009

IN THE _____

BILL NO. _____

BY _____

AN ACT

1 APPROPRIATING MONEYS FOR PROFESSIONAL-TECHNICAL EDUCATION FOR FISCAL YEAR
 2 2010; REAPPROPRIATING CERTAIN UNEXPENDED AND UNENCUMBERED BALANCES;
 3 PROVIDING LEGISLATIVE INTENT ON PERSONNEL COSTS; DIRECTING SALARY
 4 REDUCTIONS; AND DECLARING AN EMERGENCY.
 5

6 Be It Enacted by the Legislature of the State of Idaho:

7 SECTION 1. There is hereby appropriated to the State Board for Profes-
 8 sional-Technical Education the following amounts to be expended by the Di-
 9 vision of Professional-Technical Education for the designated programs ac-
 10 cording to the designated expense classes from the listed funds for the pe-
 11 riod July 1, 2009, through June 30, 2010:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR TRUSTEE AND BENEFIT PAYMENTS	FOR LUMP SUM	TOTAL
12 I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:					
13 FROM:					
14 General Fund	\$1,662,000	\$312,100			\$1,974,100
15 Federal					
16 Grant Fund	<u>248,500</u>	<u>111,100</u>			<u>359,600</u>
17 TOTAL	\$1,910,500	\$423,200			\$2,333,700
18 II. GENERAL PROGRAMS:					
19 FROM:					
20 General Fund	\$241,800	\$38,500	\$10,803,900		\$11,084,200
21 Hazardous					
22 Materi-					
23 als/Waste					
24 Enforcement					
25 Fund			67,800		67,800
26 Federal					
27 Grant Fund	<u>167,500</u>	<u>23,700</u>	<u>4,649,000</u>		<u>4,840,200</u>
28 TOTAL	\$409,300	\$62,200	\$15,520,700		\$15,992,200
29 III. POSTSECONDARY PROGRAMS:					
30 FROM:					
31 General Fund			\$37,324,100		\$37,324,100
32 Unrestricted					
33 Fund				<u>458,000</u>	<u>458,000</u>

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	FOR	FOR	FOR		
	PERSONNEL	OPERATING	TRUSTEE AND	LUMP	
	COSTS	EXPENDITURES	BENEFIT	SUM	TOTAL
			PAYMENTS		
1					
2					
3					
4					
5	TOTAL			\$37,782,100	\$37,782,100
6	IV. UNDERPREPARED ADULTS/DISPLACED HOMEMAKERS:				
7	FROM:				
8	General Fund		\$239,100		\$239,100
9	Displaced				
10	Homemaker				
11	Fund		170,000		170,000
12	Federal				
13	Grant Fund		<u>1,992,800</u>		<u>1,992,800</u>
14	TOTAL		\$2,401,900		\$2,401,900
15	V. RELATED SERVICES:				
16	FROM:				
17	General Fund	\$110,800	\$20,700	\$846,900	\$978,400
18	Miscella-				
19	neous Rev-				
20	enue Fund	194,500	44,500		239,000
21	Seminars and				
22	Publications				
23	Fund		140,000		140,000
24	Federal				
25	Grant Fund	<u>57,600</u>	<u>71,500</u>	<u>2,039,600</u>	<u>2,168,700</u>
26	TOTAL	\$362,900	\$276,700	\$2,886,500	\$3,526,100
27	GRAND				
28	TOTAL	\$2,682,700	\$762,100	\$20,809,100	\$37,782,100
29					\$62,036,000

SECTION 2. There is hereby reappropriated to the State Board for Professional-Technical Education for the Division of Professional-Technical Education any non-General Fund unexpended and unencumbered balance of any appropriation contained in Section 1, Chapter 245, Laws of 2008, to be used for nonrecurring expenditures, for the period July 1, 2009, through June 30, 2010.

SECTION 3. LEGISLATIVE INTENT. It is the intent of the legislature to retain to the extent possible, our capable, quality employees who support the essential services and statutorily authorized programs that the citizens of Idaho expect. The legislature finds these critical essential services to be those that maintain the health and safety of our citizens and the education of our children. While extending flexibility to the governor and agency directors to manage the state workforce to the best of their ability during these difficult times, it remains the responsibility of the legislature to identify priorities for the state workforce. The legislature finds

Tuesday March 31, 2009 1:07 PM

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1 that reductions in personnel funding shall first be managed through salary
2 reductions that impact all personnel fairly; secondly, be mitigated by the
3 use of existing salary savings; thirdly, by using savings created by keep-
4 ing newly vacated positions unfilled; fourth, by the use of furloughs; and
5 lastly, as a last resort, by reducing the workforce. It is the intent of the
6 legislature that these policies shall be adhered to by the executive, leg-
7 islative, and judicial branches to the extent allowed by law.

8 SECTION 4. SALARY REDUCTION. In as much as salary reductions will save
9 jobs; and in as much as reductions in personnel funding may create a reduc-
10 tion in force; and in as much as the state, as a single employer of multiple
11 departments, agencies and institutions, is required by law to direct across
12 the board salary adjustments; the State Board for Professional-Technical
13 Education is hereby requested to reduce all salaries of classified and
14 non-classified employees at Idaho State University, Lewis-Clark State
15 College, Eastern Idaho Technical College, the State Leadership & Technical
16 Assistance program and the Related Services program, regardless of fund
17 source, by three percent (3%) for fiscal year 2010, beginning on June 14,
18 2009 through June 12, 2010. Agencies and institutions are also requested to
19 use personnel cost savings, furloughs, and a reduction in force to manage
20 the remaining two percent (2%) in funding reductions. The Division of Human
21 Resources shall adjust all pay schedules for the classified personnel system
22 downward to the extent that all beginning minimum salaries are three percent
23 (3%) less than those in effect upon the date of passage of this law.

24 SECTION 5. An emergency existing therefor, which emergency is hereby
25 declared to exist, Section 4 of this act shall be in full force and effect on
26 and after its passage and approval.

Tuesday March 31, 2009 1:07 PM

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STATEMENT OF PURPOSE

MJF013

This is the fiscal year 2010 appropriation for the Division of Professional-Technical Education in the amount of \$62,036,000. Included in this budget is \$1,172,100 from the American Recovery and Reinvestment Act State Fiscal Stabilization Fund.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2009 Original Appropriation	547.10	54,899,400	1,158,800	9,830,800	65,889,000
Reappropriation	0.00	131,800	0	120,600	252,400
Rescission of One-time Appropriation	0.00	(320,300)	0	0	(320,300)
Omnibus 4% Rescission	0.00	(1,916,200)	0	0	(1,916,200)
Health Insurance Reduction	0.00	(266,200)	(1,500)	0	(267,700)
FY 2009 Total Appropriation	547.10	52,528,500	1,157,300	9,951,400	63,637,200
Noncognizable Funds and Transfers	6.17	0	0	(308,100)	(308,100)
FY 2009 Estimated Expenditures	553.27	52,528,500	1,157,300	9,643,300	63,329,100
Removal of One-Time Expenditures	0.00	(858,700)	0	(120,600)	(979,300)
Base Adjustments	(1.00)	0	(10,200)	0	(10,200)
Additional Base Adjustment	0.00	909,300	0	0	909,300
FY 2010 Base	552.27	52,579,100	1,147,100	9,522,700	63,248,900
Benefit Costs	0.00	88,100	400	0	88,500
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	0	0	0	0
Statewide Cost Allocation	0.00	25,600	0	0	25,600
5% Personnel Cost Reduction	0.00	(1,092,900)	(10,200)	0	(1,103,100)
Nondiscretionary Adjustments	0.00	0	0	0	0
FY 2010 Program Maintenance	552.27	51,599,900	1,137,300	9,522,700	62,259,900
Line Items					
Division of Professional-Technical Ed					
1. Secondary Added Costs	0.00	0	0	0	0
2. Capacity Building	0.00	0	0	0	0
3. Proprietary Schools	0.00	0	(62,500)	0	(62,500)
4. Postsecondary Programs	0.00	0	0	0	0
5. Fire Training Simulator	0.00	0	0	0	0
6. Veterans Ed. Program	(3.00)	0	0	(161,400)	(161,400)
Lump Sum or Other Adjustments	0.00	0	0	0	0
FY 2010 Total	549.27	51,599,900	1,074,800	9,361,300	62,036,000

Statement of Purpose / Fiscal Note

#billnum

Chg from FY 2009 Orig Approp	2.17	(3,299,500)	(84,000)	(469,500)	(3,853,000)
% Chg from FY 2009 Orig Approp.	0.4%	(6.0%)	(7.2%)	(4.8%)	(5.8%)

Line Item #3 removes dedicated fund spending authority related to oversight of proprietary schools. This function is being transferred to the Office of the State Board of Education.

Line Item #6 transfers administration of the Veterans Education program to the Division of Veterans Services.

Contact:

Name: Matt Freeman

Office: Budget and Policy Analysis

Phone: (208) 334-4740

Statement of Purpose / Fiscal Note

#billnum

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

Idaho Robert R. Lee Promise Scholarship – Approve Category A Award.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Procedures Act (IDAPA) 08.01.05
Sections 33-4305 (2) and 33-4307 (2) (a), Idaho Code

BACKGROUND/DISCUSSION

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 Section §33-4307.2a, Idaho Code, require the State Board of Education to annually set the amount of the award. The amount of the award has been \$3,000 per year (\$1,500 per semester) since the fall 2001 semester.

The Joint-Finance and Appropriation Committee (JFAC) recommended \$331,300 for the FY 2010 academic year. This appropriation will fund approximately 110 total scholarships. There are 89 eligible renewal applications from returning students. The remaining funds will provide for 21 new scholarships to be awarded. Seventy five percent of the new scholarships are awarded to students pursuing academic programs and twenty five percent are awarded to professional-technical students.

During this application year there were nearly 1,200 applicants for the Category A scholarships, and 250 of those met or exceeded the eligibility requirements.

IMPACT

As of agenda preparation, JFAC has approved \$331,300 for the Category A Scholarship Program for the 2009-2010 academic year.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Promise Category A scholarship in the amount of \$3,000 per year (\$1,500 per semester).

BOARD ACTION

A motion to approve the amount of the Idaho Promise Scholarship, Category A, at \$3,000 per year (\$1,500 per semester) for those applicants who are selected to receive or renew the Idaho Robert R. Lee Promise Category A scholarship for the academic year 2009-2010.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

Idaho Promise Scholarship – Approve Category B Award.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Procedures Act (IDAPA) 08.01.05
Sections 33-4305 and 33-4308, Idaho Code

BACKGROUND/ DISCUSSION

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.

Statute permits the State Board of Education to set the annual individual amount up to \$600 and the total award up to \$1,200. If actual awards are different than projected for the fall 2009 semester, the Board may choose to increase or decrease the amount of the award for the spring 2010 semester.

The FY 2010 legislative appropriation for the Promise Category B Scholarship is \$3,925,400. Based upon participation during FY 2009, Board staff has estimated the number of eligible students in academic year 2009-2010 to be approximately 7,849 students. With the award set at \$500 per student per year, the total amount awarded to all eligible students would be \$3,924,500. This leaves \$1,000 remaining.

Actual student numbers for the fall 2009 semester will be reviewed and if an adjustment is necessary, staff will recommend an adjustment in the award amount for the spring 2010 semester (October, 2009 Board Meeting)

IMPACT

The Idaho Promise Scholarship Category B 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 7,849

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 16-17, 2009

BOARD ACTION

A motion to approve the amount of the Idaho Promise Scholarship, Category B, at \$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 academic year 2009-2010, and to delegate to the Executive Director the authority to approve adjustments to the amount as necessary resulting from any additional holdback that may be ordered by the Governor during FY 2010.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 16-17, 2009

SUBJECT

FY 2010 Idaho Opportunity Scholarship

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5605, Idaho Code

IDAPA 08.01.13.010.01 and 08.01.13.300.02.a

BACKGROUND/ DISCUSSION

The intent of the Idaho Opportunity Scholarship is to provide financial resources to Idaho students who are economically disadvantaged, to close the gap between the estimated cost of attending an eligible Idaho institution of higher education and the expected student and family contribution toward such educational costs, and to encourage the educational development of such students in eligible Idaho postsecondary educational institutions. Provisions of the rules governing this scholarship program require that the State Board of Education annually establish the maximum amount of the award, the cost of attendance for purposes of this award determination, and the amount of the expected family contribution. The maximum award amount for FY 2009 was \$3,000 per year (\$1,500 per semester); the expected family contribution for FY 2009 was \$5,000; and the standard cost of attendance for award determination purposes was \$16,500 for the FY 2009 award year.

The Joint Finance and Appropriation Committee (JFAC) approved \$1 million for the FY 2010 academic year to be used for scholarships. This is a reduction of 48% or \$925,000 from the appropriation for the first two years of this program. Twenty million dollars was set aside during the 2007 and 2008 legislative session to fund an endowment for this scholarship program. The interest earnings from the Opportunity Scholarship Account will be used during the FY 2010 year to fund the Opportunity Scholarship program. The total amount available to fund Opportunity Scholarships for the FY 2010 year will be the \$1,000,000 appropriated funds plus the interest earnings. Authorized administrative costs up to a maximum of 5% (not to exceed \$75,000) are permitted and must come from this same funding source. The appropriation and fund earnings will fund approximately 570 scholarships. We anticipate having approximately 400 renewal scholarships and 170 new scholarship awards for FY 2010.

The maximum award amount set for the FY 2009 academic year was \$3,000. This amount is recommended for the FY 2010 academic year as well. The majority of full-year student recipients were eligible for the maximum \$3,000 award. The scholarship is funded with the Opportunity Scholarship providing "last dollars." Using this model, not all students will receive full awards.

The Board is responsible for setting the cost of attendance (COA) which is used in the formula which determines the amount of the student award and the maximum amount of the student award.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 16-17, 2009

For purposes of the formula, the staff recommendation is to use a maximum of \$16,500 as the COA to determine scholarship awards. This amount was based on the average COA from our four-year institutions during the 2008 academic year. Due to funding limitations, staff is not requesting an adjustment for the 2010 award cycle.

Eligible students are expected to share in the cost of their education and will be required to contribute an amount determined by the Board. Board staff recommends that the amount of the student contribution remain at \$5,000 for FY 2010. Additionally, it is recommended that the Board accept student-initiated scholarships and gifts from non-federal and non-institutional sources as part of the student contribution. It is also recommended that the Board count the Federal Academic Competitiveness and SMART grants towards the expected student contribution.

IMPACT

As of agenda preparation, JFAC approved \$1 million to be used for Opportunity scholarships for FY 2010. Additionally, interest earnings to-date of over \$750,000 can be used for additional scholarships and up to \$75,000 from the Opportunity Scholarship Fund that can be used for approved administrative expenses. It is estimated that we will be able to award scholarships for 570 new or returning students.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the Opportunity Scholarship in the amount of \$3,000 per year (\$1,500 per semester).

Staff recommends the annual Cost of Attendance for the Opportunity scholarship award formula to be set at \$16,500.

Staff recommends that the student contribution be set at \$5,000, and to accept the Federal Academic Competitiveness and Smart grants along with other student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Staff further recommends that in cases where further clarification is needed to determine whether aid counts towards the student responsibility the Board appoints the Student Affairs Program Manager or the designee of the Executive Director to make these determinations on behalf of the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES
JUNE 16-17, 2009

BOARD ACTION

A motion to approve the maximum amount of the Idaho Opportunity Scholarship, to be \$3,000 per year (\$1,500/semester) for those applicants who are selected to receive or renew the Idaho Opportunity Scholarship for the Fiscal Year July 1, 2009-June 30, 2010.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

A motion to set the Cost of Attendance to be used in the formula that determines the award for the Opportunity Scholarship at a maximum of \$16,500 for the FY 2010 academic year.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

A motion to approve the student contribution for the FY 2010 academic year at \$5,000, and to accept the Federal Academic Competitiveness and Smart grants along with other student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. In cases where further clarification is needed to determine whether aid counts towards the student responsibility the Board designates the Executive Director or his designee to make these determinations on behalf of the Board.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

SUBJECT

Information item on Student Health Insurance Plan Consortium

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

As healthcare costs continue to soar, pooling to manage costs through a purchasing consortium is becoming more common among institutions of higher education. When universities band together to purchase student insurance, they can increase their purchasing power and provide higher quality care while increasing the predictability and stability of costs. To that end, in the fall of 2008, Boise State University, Idaho State University, and Lewis and Clark State College joined together to form a Student Health Insurance Plan (SHIP) Consortium.

In addition to piloting the concept of a consortium, the institutions, in conjunction with the Idaho Division of Purchasing, are implementing a procurement methodology focused on obtaining the "Best Value Vendor" based on research performed at Arizona State University (ASU). ASU has been engaged, using grant funding, to consult with the Consortium on this new methodology.

Once formed, the Consortium developed a project plan and identified major stakeholders, several of whom are now part of the core project team. The project has been divided into three phases:

1. Request for Information (RFI) - Completed
 - a. An RFI was developed to identify potential barriers to a successful Consortium and to educate the vendor community about the procurement. As part of the RFI, the Consortium held both stakeholder and vendor informational meetings.
2. Request for Proposal (RFP) – Underway
 - a. The Consortium is currently documenting baseline performance metrics and a measurement plan. The draft RFP will quickly follow.
 - b. A final RFP will be issued at the end of July 2009
3. Proposal Phase
 - a. Pre-award is scheduled for November with the final contract to be presented to the Board in April 2010 for approval.

IMPACT

In addition to managing costs while maximizing coverage, the Consortium is using this project as an opportunity to pilot the Best Value procurement process. The Best Value process embeds post-award reporting to continually measure

BUSINESS AFFAIRS AND HUMAN RESOURCES
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performance throughout the life of the contract. Both the contractor and the institutions are reviewed to evaluate efficiency in delivery of services.

The benefits of using the Best Value process include increased accountability of vendors and institutions, streamlined internal processes focused on value and efficiency, reduced disputes and litigation, and more transparent processes.

STAFF COMMENTS AND RECOMMENDATIONS

The RFI vendor meeting was held on January 9, 2009 for the purpose of

- i. Introducing the SHIP Consortium project to potential vendors (20 individuals were in attendance from many vendors)
- ii. Introducing the Best Value concept to vendors
- iii. Answering questions and addressed comments

Representatives from each school, DOP and from 4 vendors attended the Best Value Conference by Arizona State in Phoenix in February.

Institution representatives will present a brief presentation and will be available for questions.

This consortium of institutions joining together to purchase student insurance, which will provide higher quality care while increasing the predictability and stability of costs, is an example of a method to increase the purchasing power of the institutions that can applied in other areas of operations.

Currently the University of Idaho is not contemplating joining the Consortium and is requesting the Board approve a 5-year contract for student health insurance in a separate agenda. Even though University of Idaho may not be part of the initial statewide SHIP Consortium, they should be able to join at a later time should they decide it is cost beneficial to them while maintaining coverage.

BOARD ACTION

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

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOISE STATE UNIVERSITY

SUBJECT

Planning and design of a new College of Business and Economics (COBE) building at a cost not to exceed \$3,000,000

REFERENCE

October 2005	Board approved Campus Master Plan Update
February 2007	Capital project financing update
February 2008	Capital project financing update
April 2008	Increase in Strategic Facilities fee approved for new College of Business and Economics building

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1.

BACKGROUND/DISCUSSION

Since the construction of the original College of Business and Economics (COBE) 40 years ago, enrollment in COBE programs has increased over 200 percent to approximately 3,000 students. An enrollment planning effort led by the Provost's office projects that over the next ten years there will be a 26 percent increase in enrollment of business undergraduates and the number of graduate students is expected to double. With this demand, a 30 percent increase in the number of faculty instructors is expected to be needed. Existing facilities are overcrowded, outdated, and unable to support the current needs, let alone the expected future demand.

Early discussions and fundraising efforts for a new COBE building began in the late 1990's. A general understanding of the needs of the growing program and the scope of the building were developed through campus discussion. The building was incorporated in the 2005 Master Plan and has since been included in the comprehensive financing plan for major capital improvements. The new COBE building will be a significant undertaking for the Boise State University campus. Given its prominent location at the corner of Capitol Boulevard and University Drive, the building will become a landmark in the city landscape and will mark the main entrance to the campus.

In September 2008 the University initiated a programming study to determine the appropriate size and type of functional space needed to support the college's operations in a new facility. Architectural consultants assisted in this process using a detailed analysis and review of current conditions, program requirements and expected growth patterns of the five current departments (Accounting,

BUSINESS AFFAIRS AND HUMAN RESOURCES
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Network Operations & Information Systems, Economics, Management, Marketing & Finance). Consideration was given for the offerings at the Bachelor's, Master's and Executive MBA program level. A variety of options were evaluated and early planning for needed site improvements supported the development of conceptual cost planning for the overall project.

Based on those plans, the size of the building is expected to be between 93,000 to 98,000 gross square feet. It will incorporate modern and innovative instructional facilities including: case-study rooms, classrooms, computer labs, a high-tech financial trading center (where students are exposed to the latest practices in money management), a student services center and a range of "team rooms" to support student efforts. Offices and meeting spaces to support faculty interaction and research efforts are planned and space for outreach to, and support of, the local business community will be incorporated. Public space supporting the interactions of students, faculty, business leaders and government officials will be a vital component of the building.

The University has received cash and pledges totaling \$14,412,548 to support the design and construction of the new COBE building. Of that total amount, \$3,861,586 is cash on hand and available to support detailed planning studies and project design. The building is a recognized priority in the comprehensive campaign and is expected to generate additional gift funds. In addition, Strategic Facilities Fee funds previously approved by the Board will provide additional funding of approximately \$16 million to \$18 million.

IMPACT

The expected cost of planning and design is between \$2,800,000 and \$3,000,000. Total project costs, including construction costs, contingencies, design and engineering fees, and related costs will be determined during the design phase and are expected to be between \$32,800,000 and \$35,500,000. This range is partially the result of continued uncertainty in the construction marketplace, especially for competitively bid public sector work. The source of funds for the planning and design component of the project is gifts and Strategic Facilities Fee reserves. A final budget will be presented to the Board when the project is brought for construction approval.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet	Page 5
Attachment 2 – Project Budget	Page 6
Attachment 3 – Capital Facilities Update	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Although the University has included the COBE in the 2005 campus master plan, several capital planning updates, and debt projections, this would be the first official Board approval for this facility. At the February 2009 Board meeting, the University provided an updated budget of \$38 million including debt of \$18

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

million. The debt projection provided showed an 8.2% debt service for FY 2010 reducing to under 7.0% for fiscal years 2012 and on.

Attachment 3 shows the strategic facilities fee for COBE was approved last year at \$45 and is intended to cover \$16 to \$18 million of the building with donations covering the remaining cost. The total strategic facilities fee is currently \$210 per full-time student per semester including the following projects:

Phase 1 Lincoln Street Parking Deck	\$ 25
Norco Nursing Department Building	\$ 75
Center for Environmental Science and Economic Development	\$ 65
College of Business and Economics Building	<u>\$ 45</u>
Total	\$210

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to proceed with planning and design of the College of Business and Economics building for a cost not to exceed \$3,000,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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1	Institution/Agency:	Boise State University	Project:	College of Business and Economics Planning and Design
2	Project Description:	Complete planning and design for the new College of Business and Economics building.		
3	Project Use:	To house the departments and programs affiliated with the College of Business and Economics.		
4	Project Size:	Approximately 93,000 to 98,000 gross square feet.		

[illegible]

**Architectural & Engineering Services
Project Budget**

Project Number:	DPW-TBD
Project Title:	College of Business and Economics (COBE) (Design)
Date:	3/4/2009

Category	Budget
Architectural Fees	2,660,569
Construction Costs	
Construction Contingency	
Subtotal	2,660,569

University Costs	97,700
Project Contingency	241,731

Total Project	\$ 3,000,000
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NEW FACILITIES	Total Project Cost Funding	Sources	Amt Debt Financed SFF	Board Approval SFF	Est Date of Completion
Interactive Learning Center	\$ 16,000,000	University reserves	\$ 14,000,000		Completed Summer 2007
Phase I Lincoln St Parking Deck	\$ 12,000,000	Parking revenue system, strategic facilities fee	\$ 8,500,000	\$ 25 FY2006	Completed Summer 2007
Student Union Building Expansion	\$ 30,650,000	SUB reserves, strategic facilities fee	\$ 30,000,000		Completed Winter 2009
University Health Center	\$ 14,900,000	SHWCC reserves, strategic facilities fee	\$ 13,900,000		
Norco Nursing Department	\$ 10,100,000	Private donations, strategic facilities fee	\$ 9,000,000	\$ 75 FY2007	Summer 2010
		Series 2007A Bonds	\$ 75,400,000		
Stueckle Sky Center	\$ 35,900,000	Suite, lodge and seat lease revenues	\$ 28,000,000		Completed Summer 2008
		Series 2007B Bonds	\$ 28,000,000		
Center for Environmental Science and Economic Development (CESD)	\$ 30,725,000	Federal earmarks, PBFAC, strategic facilities fee	\$ 19,000,000	\$ 65 FY2008	Spring 2011
Phase II Lincoln St Parking Deck	\$ 12,000,000	Parking revenue system, strategic facilities fee (from 2009A CESD Issue)	\$ 12,000,000		Summer 2010
		Series 2009A Bonds	\$ 19,000,000		
Student Residential Housing Phase IA and IB	\$ 54,400,000	Public/Private Partnership/ground lease	\$ -		Summer 2011/2012
Student Recreation Center Pool	\$ 8,000,000	Student Rec Center Reserves	\$ -		Summer 2010
College of Business and Economics Building	\$ 35,500,000	Private donations (\$17.5 million), strategic facilities fee	\$ 18,000,000	\$ 45 FY2009	Summer 2012
		Proposed 2010 Debt Issuance	\$ 18,000,000		
Science/Research Building w/Vivarium	\$ 62,000,000	Federal funding, PBFAC, strategic facilities fee	\$ 36,000,000	\$ 90	Future Proposed Fee
Total Projects		Total Debt Financed to date	\$ 140,400,000	\$ 300	Maximum SFF Fee

The purpose of the Strategic Facilities Fee is to: 1) fund a strategically planned approach to future facility construction and renovation based on the Campus Master Plan, and 2) to provide a stable source of funding to leverage federal, state, university and private funds.

Infrastructure Facility	7%	\$24,000,000
Student Facility	34%	\$107,950,000
Academic Facility	48%	\$154,325,000
Athletics Facility	11%	\$35,900,000

Future Buildings

Health Sciences Building
 Alumni Center (Comprehensive Campaign)
 Student Services/Administrative Services Building
 Science/Research Building
 Athletic facilities including basketball locker rooms, stadium expansion and East Jr High development (Comprehensive Campaign)

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOISE STATE UNIVERSITY

SUBJECT

Request to name Park Center property

REFERENCE

April 2008

Board approved request to enter into agreement to acquire property on Park Center Boulevard

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K.1.b.

BACKGROUND/DISCUSSION

In April 2008 the Board approved Boise State University's request to enter into an agreement to acquire land and an office building on Park Center Boulevard in Boise. The property will serve as the University's first dedicated research park and will be used by several university institutes, centers and offices that support research on campus under the unifying theme of community engagement. The research park will also be used to develop collaborative relationships with local and regional partners interested in supporting the economic development and diversification of the state and region's economy.

The Yanke Family has always been very generous to Boise State University, in this case contributing a major gift for the acquisition of the Park Center property. In honor of the Yanke's generous contribution and ongoing support, the university wishes to name the Park Center research park the Ron and Linda Yanke Family Research Park. Members of the University's Naming Committee have unanimously approved the proposed name.

IMPACT

Naming the Park Center property the Ron and Linda Yanke Family Research Park recognizes the family's legacy of unfailing and generous support of university research, teaching and athletics.

STAFF COMMENTS AND RECOMMENDATIONS

In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:

- The nature of the proposed gift and its significance to the institution;
- The eminence of the individual whose name is proposed; and
- The individual's relationship to the institution.

BUSINESS AFFAIRS AND HUMAN RESOURCES
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The Yanke family has a long history of providing generous support to the University. University representatives will be available to discuss the aspects of the gift.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Boise State University to name the Park Center property the Ron and Linda Yanke Family Research Park.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOISE STATE UNIVERSITY

SUBJECT

Complete design and proceed with improvements to the Ron and Linda Yanke Family Research Park at a cost not to exceed \$2,000,000

REFERENCE

April 2008

Board approved request by Boise State University to enter into a lease for the property located at 220 Park Center Boulevard

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In April 2008 the Board approved the University's request to lease property from the Boise State University Foundation. This property will be donated to the University at the termination of the lease once the debt is paid off by donations to the Foundation. At the time of the lease agreement, the University anticipated using the property for non-laboratory research space and institutional functions that did not need to be located on the main campus. It was also understood that portions of the facility, both interior and exterior, would require improvements before the space could be occupied.

Through the latter part of 2008, the University worked to identify how the space in the Ron and Linda Yanke Family Research Park could best meet University needs. Consultant architects worked with staff of the Vice President of Research and campus planning and facilities staff to develop a detailed list of uses and associated costs for needed improvements and fixtures, furnishings and equipment. The consultants also developed a master plan approach that would support incremental renovations as uses were identified and funds became available. This approach supports an efficient total build out.

The prioritized list of potential uses and associated costs were reviewed and the following uses were selected for immediate location at the Ron and Linda Yanke Family Research Park: Center for Orthopedic and Biomechanics Research (COBR), Office of the VP of Research, including the Offices of Sponsored Projects and Sponsored Projects Accounting, and the Division of Extended Studies, including the Osher Lifelong Learning Institute. This first phase of the build out will result in approximately 31,000 square feet of the 80,000 square foot facility being brought on line at this time.

A range of interior improvements need to be made including but not limited to elevator upgrades, HVAC improvements, power and data infrastructure installation and upgrades, office furnishings, fixtures and equipment, and other

BUSINESS AFFAIRS AND HUMAN RESOURCES

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improvements to the interior. Additionally, the exterior of the building is wood siding and is in need of repairs, a cost that is incorporated in the project budget.

IMPACT

Based on estimates prepared in the pre-design study, the total project cost will not exceed \$2,000,000 (see Attachment 2). In addition to design and construction costs, this amount includes procurement of needed furniture, fixtures and equipment.

The source of funding will be unallocated bond reserves set aside for this purpose. The project will be procured through the standard process, using the Department of Administration, Division of Public Works and/or the State of Idaho Division of Purchasing. Multiple contracts may be issued for work and/or purchases of different trades.

ATTACHMENTS

Attachment 1 – Capital Tracking Project Sheet

Page 3

Attachment 2 – Project Budget

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

While the unallocated bond reserves may be used for other institutional purposes, the university has already reduced this budget from \$5 to \$2 million in light of the budget situation by only remodeling the spaces that are critically needed. Even with the current budget constraints it is not desirable to leave the building vacant given their overall space restrictions.

BOARD ACTION

A motion to approve Boise State University's request to complete the design and construction of tenant improvements for the Ron and Linda Yanke Family Research Park located at 220 Park Center Boulevard, for a total project cost not to exceed \$2,000,000, with the source of funding from unallocated bond reserves set aside for this purpose.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1	Institution/Agency:	Boise State University	Project:	Ron and Linda Yanke Family Research Park Improvements
2	Project Description:	Complete design and construction of tenant improvements for the Ron and Linda Yanke Family Research Park located at 220 Park Center Blvd. This project will improve portions of the interior sufficient to occupy an approximate 31,000 square feet. In addition to the tenant improvements this project will include some general facility improvements such as power, data, mechanical systems and repairs to the exterior of the building.		
3	Project Use:	Provide useable space which will enhance the research and community outreach missions of the University.		
4	Project Size:	Approximately 31,000 square feet of interior occupied spaces.		

[illegible]

**Architectural & Engineering Services
Project Budget**

Project Number:	DPW-TBD
Project Title:	Ron and Linda Yanke Family Research Park
Date:	3/4/2009

Category	Budget
Architectural Fees	81,661
Construction Costs	1,128,024
Construction Contingency	132,430
Subtotal	1,342,115

University Costs	525,455
Project Contingency	132,430

Total Project	\$ 2,000,000
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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOISE STATE UNIVERSITY

SUBJECT

Construction of an aquatics addition to the Student Recreation Center at a cost not to exceed \$8,000,000

REFERENCE

April 1996	Board approved request for facility fee for future construction of a Student Recreation Center
March 1998	Board approved request for construction of Student Recreation Center
December 2007	Board approved request to proceed with the planning and design of the aquatics complex addition to the Student Recreation Center for a cost not to exceed \$8,000,000

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

In 1996, Boise State University's student body leadership initiated a student recreation facility fee to support construction of a new Student Recreation Center. Envisioned in this facility was an aquatics complex that was removed from the original project due to the unfavorable bid market. In January 2007 the University initiated a feasibility study to review a series of options for constructing an aquatics complex attached to the existing Recreation Center. Multiple options were reviewed and the selection team identified the option that would best fit the needs of the University. In December 2007 the Board approved the University's request to proceed with planning and design of the Aquatics Center Complex. The planning and design are now complete.

The Aquatics Center Complex will be an approximately 17,000 square foot addition to the existing Student Recreation Center. The project will include a 6-lane, 25 yard lap pool, and a recreation pool with spa and associated support spaces. In addition to the new space, some existing spaces such as locker rooms, lavatories, and showers will be expanded to serve the increased capacity and demand created by the aquatics addition.

IMPACT

Based on the design development documents, the total estimated project cost is \$8,000,000, as seen in Attachment 2. Portions of the work will be bid as alternates in an effort to assure a successful award within the budget. In the event that bid results come in below estimates, the University will proceed with

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

the purchase and installation of furniture, fixtures and equipment for this project within the budget authorized by the Board.

Source of funding for construction will be accumulated student recreation facility fees that have been dedicated to this purpose. No bond or debt issuance is required. This project will be procured through the standard process using the State of Idaho's Division of Public Works and/or Division of Purchasing as appropriate.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 3

Attachment 2 – Project Budget

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

The student recreation facility fees are restricted to the Student Recreation Center. An agreement with the Associated Students of Boise State University (ASBSU) set aside a portion of the designated fees until enough funds to construct the pool had been accumulated.

No occupancy costs will be requested for this facility as it is an auxiliary function.

The estimated project cost in December 2007 was \$7.5m - \$8.5 m.

Staff recommends approval.

BOARD ACTION

A motion to approve Boise State University's request to proceed with construction of a Student Recreation Center Aquatics Complex Addition for a total project cost not to exceed \$8,000,000, with the source of funding from accumulated student recreation facility fees that have been dedicated to this purpose.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

1	Institution/Agency:	Boise State University	Project:	Aquatics Complex Addition to Student Recreation Center
2	Project Description:	Planning, design and construction of an aquatics complex addition to the existing Student Recreation Center. The proposed addition consists of a 6-lane, 25-yard indoor lap pool, an approximate 3,200 square foot indoor recreation pool and spa, as well as expansion of associated support spaces including locker rooms and lavatories.		
3	Project Use:	Recreational swimming and water program instruction for students, faculty, and staff.		
4	Project Size:	Approximately 17,000 square feet.		

	* Other Sources of Funds *						
	PBF	ISBA	Institutional Funds	Student Revenue	Other	Total Other	Total Funding
History of Funding:							
Requested 12/2007	\$ -	\$ -			\$ 800,000	\$ 800,000	\$ 800,000
Requested 3/2009					7,200,000	\$ 7,200,000	\$ 7,200,000
					-	-	-
Total	\$ -	\$ -	\$ -	\$ -	\$ 8,000,000	\$ 8,000,000	\$ 8,000,000

**Architectural & Engineering Services
Project Budget**

Project Number:	DPW08-669
Project Title:	Aquatic Center Addition to Student Recreation Center
Date:	3/4/2009

Category	Budget
Architectural Fees	750,000
Construction Costs	5,987,475
Construction Contingency	292,750
Subtotal	7,030,225

University Costs	246,000
Project Contingency	723,775

Total Project	\$ 8,000,000
----------------------	---------------------

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

BOISE STATE UNIVERSITY

SUBJECT

Planning, design and construction of phase two of the Lincoln Parking Structure at a cost not to exceed \$12,000,000

REFERENCE

October 2005	Board approved the University Master Plan
June 2006	Board approved location of the Lincoln Parking Structure
August 2006	Board approved selection of final design/build team for Lincoln Parking Structure
February 2008	University updated Board on Campus Master Plan and building projects
February 2009	Board authorized issuance of general revenue bonds for various BSU projects including the second phase of the Lincoln Parking Structure

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The first phase of the Lincoln Parking Structure was completed in August 2007 and includes 750 parking spaces and approximately 10,000 square feet of office space. The original preliminary planning and design for the Lincoln Parking Structure provided for a two phased delivery for a total of approximately 1,500 spaces. Certain design elements necessary for the complete structure were incorporated and built into the first phase. The University is now ready to proceed with construction of the second phase of the parking structure.

The second phase of the Lincoln Parking Structure will have approximately 650-750 parking spaces and may contain 4,000 to 8,000 square feet of office space for other uses. The structure will be located in close proximity to the core development area of campus, allowing the garage to serve the campus core, future student housing facilities, and athletic and other events.

In February 2009 the Board approved the University's request to issue bond debt to fund construction of the second phase of the parking structure for a cost not to exceed \$12,000,000. Since the preliminary planning is complete and cost information is available from the first phase of construction, the University is seeking approval to complete planning, design and commence construction.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

IMPACT

Total project costs, including construction costs, contingencies, design and engineering fees, and related costs will not exceed \$12,000,000. A project budget is attached (Attachment 2). In the event of favorable bids below construction estimates, the University will proceed with the purchase and installation of furniture, fixtures and equipment for this project within the budget authorized by the Board.

The source of funding is revenue bond proceeds. The project will be procured through standard processes with the Department of Administration, Division of Public Works.

ATTACHMENTS

Attachment 1 – Capital Tracking Project Sheet
Attachment 2 – Project Budget

Page 3
Page 4

STAFF COMMENTS AND RECOMMENDATIONS

The parking structure is auxiliary space and will not require appropriated funds for occupancy costs. Bond counsel has approved the use of the bond proceeds.

Staff recommends approval.

BOARD ACTION

A motion to approve Boise State University's request to proceed with planning, design and construction of phase two of the Lincoln Parking Structure for a total project cost not to exceed \$12,000,000, with the source of funding from bond proceeds set aside for this purpose.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
Mar-09

History Narrative

1 **Institution/Agency:** Boise State University **Project:** Phase Two Lincoln Parking Structure
2 **Project Description:** Complete planning, design and construction of phase two of the Lincoln Parking Structure. This facility will be located adjacent to
and attached to the existing Lincoln Parking Structure, near University Dr. and Lincoln Avenue and will be similar in design and use
to the existing structure.

3 **Project Use:** Provide additional parking spaces and up to 8,000 square feet of space for other uses.
4 **Project Size:** An estimated 650 to 750 parking spaces and up to 8,000 square feet of occupied space.

5		Sources of Funds				Use of Funds			
6									
7									
8		PBF	ISBA	Other *	Total Sources	Planning	Use of Funds Const	Other	Total Uses
9	Project Cost	\$ -	\$ -	\$ 12,000,000	\$ 12,000,000	\$ 800,000	\$ 9,700,000	\$ 1,500,000	\$ 12,000,000
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22	Total Project Costs	\$ -	\$ -	\$ 12,000,000	\$ 12,000,000	\$ 800,000	\$ 9,700,000	\$ 1,500,000	\$ 12,000,000

History of Funding:	* Other Sources of Funds						Total Other	Total Funding
	PBF	ISBA	Institutional Funds	Student Revenue	Other			
24 Requested 3/2009	\$ -	\$ -			\$ 12,000,000		\$ 12,000,000	\$ -
25								
26								
27								
28								
29								
30	Total	\$ -	\$ -	\$ -	\$ -	\$ 12,000,000	\$ 12,000,000	\$ 12,000,000

**Architectural & Engineering Services
Project Budget**

Project Number:	DPW-TBD
Project Title:	Lincoln Parking Structure Phase 2
Date:	3/4/2009

Category	Budget
Architectural Fees	797,781
Construction Costs	8,872,500
Construction Contingency	845,000
Subtotal	10,515,281

University Costs	357,653
Project Contingency	1,127,066

Total Project	\$ 12,000,000
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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

UNIVERSITY OF IDAHO

SUBJECT

Student Health Insurance Program (SHIP), approval of rates and primary care service provider contract

REFERENCE

June 2004	University presented summary of elements of SHIP program and Regents approved program underwritten by Mega Life and Health Insurance Company.
June 2007	Informational Report to the Board on the SHIP renewal for 2007-2008.
April 2008	Board approved SHIP rates and service provider contracts.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.P.16 and Sections V.I.3.a and V.R.3.b.

BACKGROUND/ DISCUSSION

The University of Idaho's SHIP includes three primary components: 1) fully-insured coverage (provided by United Health Care/Student Resources), 2) claims administration (provided by AmeriBen/IEC Group), and 3) self-insured primary care (provided by Moscow Family Medicine).

The University initiated a strategic review for primary care services in 2008 and conducted a comprehensive Request For Information (RFI) in November 2008 to explore the strategic direction for these services. Two prospective vendors were interviewed by the RFI committee on January 23, 2009. Subsequently, the University issued a Request For Qualification (RFQ) on February 4, 2009. Moscow Family Medicine was selected as the qualified vendor to provide the primary care services.

The University is seeking approval of the new primary care service provider contract with Moscow Family Medicine. In addition, the University is seeking approval of SHIP rate changes for academic year 2009-10.

All degree-seeking undergraduate and graduate students physically enrolled for classes or completing other required degree work within the State of Idaho, and enrolled in eight (8) credit hours at the University of Idaho Centers, or four (4) credit hours at the Moscow campus are required to carry health insurance as a condition of enrollment. The health insurance enrollment requirement for international students applies regardless of degree-seeking status or credit

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

hours. The University's SHIP provides outstanding coverage that students can rely on for their sole source of health insurance protection. Our program also complies with national standards for student health insurance benefits endorsed by the American College Health Association:

http://www.acha.org/info_resources/stu_health_ins.pdf.

As mentioned above, there are three key elements of the SHIP that are provided by vendors: fully insured coverage, self insured primary care coverage, and claims administration. This year the University is seeking approval of a new contract for the self-insured primary care coverage with Moscow Family Medicine; there is no action on the other two vendor contracts for claims administration and fully insured coverage.

Moscow Family Medicine is a local physicians group that has successfully provided primary care services since 2002. As a critical element in our suite of SHIP vendors, Moscow Family Medicine has and will provide on-site, primary care to the University's student population and eligible dependents. Funding for the contractor primarily is derived from (1) SHIP premiums and (2) copayments. The new contract with Moscow Family Medicine is for a 5 year term with an additional two-3 year renewal options.

Each of the SHIP vendor contracts requires annual rate negotiations. Accordingly, in addition to seeking approval of the new Moscow Family Medicine contract, the University is seeking approval of the proposed SHIP premiums for the 2009-2010 academic year, resulting from the rate changes negotiated with each vendor.

IMPACT

Primary Care Service Provider Contract

The new contract with Moscow Family Medicine will be seamless in terms of service to the University's students. The fiscal impact will be consistent with past years. As under the current contract, the parties will annually negotiate the capitation rate, which historically has ranged from eight (8) to ten (10) percent. The University was able to negotiate a 4% rate increase for Moscow Family Medicine 2009-2010.

The table below tracks total actual payments and (projected) payments to Moscow Family Medicine for primary care services for a three year period:

Academic year	2007-08	2008-09	2009-10
Moscow Family Medicine	\$ 239,200.00	\$ 233,859.00	\$ 249,600.00

Note: The decrease in projected payments for 2008-09 is due to a decrease in participation, caused in part to changes in Idaho law allowing students to stay on their parents insurance for a longer period.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

The primary care services provided by Moscow Family Medicine account for approximately eight (8) percent of the total vendor costs for SHIP.

SHIP Rate Increase

In addition to negotiating with Moscow Family Medicine on the new contract, the University is negotiating rates with the other two SHIP vendors: United Health Care Student Resource and AmeriBen/IEC Group, for the 2009-2010 academic year. The University is seeking to keep rate increases at or below eight (8) percent. The University negotiated a 0% rate increase with United Health Care Student Resource and 5% rate increase with AmeriBen/IEC Group for 2009-2010.

The table below shows the actual SHIP premium rate per student per semester for the current academic year 2008-2009, and the proposed premium (projected with a zero (0%) percent rate increase) for the 2009-2010 academic year.

<i>SHIP Components 2008-2009</i>	<i>Current Premium Per semester 2008-09</i>	<i>Proposed Premium Per semester 2009-2010</i>	<i>Proposed Rate Change 2009-2010</i>
United Health Care Student Resources	\$548.50	\$548.50	
Moscow Family Medicine	\$ 48.00	\$ 50.00	
Ameriben/IEC Group	\$ 15.25	\$ 17.00	
UI Benefits & Plan Expenses	\$ 82.50	\$ 78.75	
Total Cost of Premium	\$694.25	\$694.25	0%

Below is a summary of the change in total payment to the vendors represented by a zero (0%) percent increase.

Total projected vendor payments for academic year 2008-2009:

United Health Care Student Resources:	\$2,420,681.00
Moscow Family Medicine:	\$ 233,859.00
AmeriBen/IEC Group:	\$ 72,502.00
Total:	\$2,727,042.00

Total *projected* vendor payments for academic year 2009-2010 (0% increase and dependent on enrollment):

United Health Care Student Resources:	\$2,420,681.00
Moscow Family Medicine:	\$ 249,600.00
AmeriBen/IEC Group:	\$ 78,200.00
Total:	\$2,748,481.00

ATTACHMENTS

Attachment 1 –Moscow Family Medicine Agreement

Page 7

STAFF COMMENTS AND RECOMMENDATIONS

A committee made up of institution representatives from Boise State University, Idaho State University and Lewis-Clark State College has developed a Statewide Student Health Insurance Plan (SHIP) Consortium business plan and is now finalizing a project plan. Currently the University of Idaho is not contemplating joining the consortium.

The University of Idaho's Student Health Insurance Program is comprised of three components:

- Self insured primary care – Moscow Family Medicine (MFM)

Provides the primary care services for all UI students regardless of insurance coverage and includes an urgent care and family clinic as well as counseling, psychology, pharmacy, and radiology services. Services are paid directly by the University from SHIP fees charged to students.

The local Blue Cross representatives were invited to participate in the RFI process but did not respond.

- Full insured coverage – United Healthcare/Student Resources

This component covers the insurance needs for students who do not have dependent or independent coverage. This component can be independent from the self insured primary care but a strong relationship can help to maintain costs. The University sees this service as one that could be part of a state consortium.

- Claims administration - Ameriben

Claims administration can be accomplished by a different vendor than the other two services, but it is important to have a good relationship with the self insured provider to foster efficient claim processing, accuracy and negotiated fee schedules which result in the lower rates.

The benefit of a longer term contract is the provider can level out claims over time to manage cost which normally reduces rates. Even though University of Idaho may not be part of the initial statewide SHIP Consortium, they should be able to join at a later time should they decide it is cost beneficial to them while maintaining coverage. Page 16 of the RFQ contains a Termination for Convenience clause which would provide the University the ability to cancel the contract should it determine that the statewide SHIP program being contemplated by the other three institutions is more cost beneficial.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

Staff recommends the Board direct the University of Idaho to participate in the statewide process as an observer in order to determine the benefits of joining the consortium.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by the University of Idaho to (1) approve the agreement between the University and Moscow Family Medicine, in substantial conformance to the contract submitted to the Board in Attachment 1; and (2) to approve the SHIP premium with no increase for the 2009-2010 academic year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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March 4, 2009

Jeffrey E. Geier
Moscow Family Medicine, PA
623 S. Main Street
Moscow, ID 83843

Dear Mr. Geier,

Enclosed are two original Agreements in accordance with the University of Idaho's Request for Qualifications Number 09-24J for Primary Care Services. After the documents are signed by an authorized representative of your company, please return one set of the originals to the following address:

University of Idaho
Purchasing Services
Attn.: Christopher Johnson, C.P.M.
PO Box 441202
645 West Pullman Road
Moscow, Idaho 83844-1202

If you have any questions, please call me at (208) 885-6116, or e-mail cjohnson@uidaho.edu.

Thank you for doing business with the University of Idaho.

Sincerely,

Christopher Johnson, C.P.M.
Director, Contracts and Purchasing Services

Attachment

UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-655

The University of Idaho (hereinafter called the University) hereby awards to Moscow Family Medicine, PA (hereinafter called the Contractor) Agreement number UI-655 to furnish Primary Care Services to the University, as specified in University of Idaho Request for Qualifications Number 09-24J, in accordance with the terms and conditions of the Request for Qualifications.

This Agreement is supplemented by a) University of Idaho Request for Qualifications Number 09-24J; b) Moscow Family Medicine, PA's response dated 2/19/09; c) Exhibit A attached; and d) University of Idaho General Terms and Conditions, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-655 including and incorporated Exhibit A; 2) University of Idaho Request for Qualifications Number 09-24J; 3) Moscow Family Medicine's response dated 2/19/09; and 4) University of Idaho General Terms and Conditions.

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	University of Idaho Purchasing Services PO Box 441202 645 West Pullman Road Moscow, Idaho 83844-1202 Attn.: Christopher Johnson, C.P.M. Phone: (208) 885-6116 Fax: (208) 885-6060
-----------------	--

the Contractor:	Moscow Family Medicine, PA 623 S. Main Street Moscow, ID 83843 Attn: Jeff E. Geier Phone : (208) 882-0211 Fax: (208) 883-1853
-----------------	--

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

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 BID PRICE

The bid price shall include everything necessary for the prosecution and completion of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as otherwise provided in this Agreement. Prices quoted on the Bid Form shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly.

1.4 TERM OF AGREEMENT

The initial term of this agreement shall be Five (5) years, commencing upon June 30, 2009. The term of this agreement may, if mutually agreed, be extended by two three (3)-year increments for a total of Six (6) additional years, provided the Contractor receives written notice of each extension at least thirty (30) days prior to the expiration date of such term or extension. During extension periods, all terms and conditions of this Agreement shall remain in effect.

1.5 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.6 INVOICES

All invoices must contain the name of the University department, this contract number and correct Agreement pricing.

Invoices for payment must be submitted by the Contractor to:

University of Idaho
Accounts Payable
PO Box 444244
Moscow, ID 83844-4244

1.7 ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by the University and the Contractor.

The effective date of this contract is June 30, 2009.

**For the Regents of the
UNIVERSITY OF IDAHO**

Moscow Family Medicine, PA

SIGN _____

SIGN _____

PRINT Christopher Johnson

PRINT Jeffrey E. Geier

TITLE Director, Contracts and
Purchasing Services

TITLE Administrator

DATE _____

DATE _____



Purchasing Services
645 West Pullman Road
P.O. Box 441202
Moscow, Idaho 83844-1202

**REQUEST FOR QUALIFICATION NO. 09-24J
FOR**

PRIMARY CARE SERVICES

At
UI Student Health Services

For Additional Information, Please Contact:

Christopher P. Johnson, C.P.M.: Director

Phone (208) 885-6126

Fax (208) 885-6060

cjohnson@uidaho.edu

www.purchasing.uidaho.edu

Date Issued: February 4, 2009

Responses Due: February 20, 2009

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UNIVERSITY OF IDAHO REQUEST FOR QUALIFICATION NO. 09-23J

RESPONSE CERTIFICATION

 DATE

The undersigned, as Respondent, declares that they have read the Request for Qualifications, and that the following response is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers _____ to _____ have been received and were examined as part of the RFQ document.

 Name

 Signature

 Title

 Company

 Street Address

 City, State, Zip

 Telephone Number and Fax Number

 Cell Phone Number

 E-mail Address

 State of Incorporation

 Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE)	_____
Women Owned Business Enterprise (WBE)	_____
Small Business Enterprise (SBE)	_____
Veteran Business Enterprise (VBE)	_____
Disadvantaged Business Enterprise (DBE)	_____

Business Classification Type is used for tracking purposes, not as criteria for award.

SECTION 1 - INSTRUCTIONS TO RESPONDENTS

1-1 SCOPE OF WORK

The University of Idaho (herein referred to as the University) is soliciting a Request for Qualifications (RFQ) to provide primary care services to the University's student population and eligible dependents on its Moscow campus. Funding for the contractor is derived from (1) capitation, copayments, and other charges from students and dependents covered by the University's Student Health Insurance Plan (SHIP) covering approximately 2,800 students and 45 dependents; and (2) insurance reimbursements, copayments, and other charges from approximately 3100 privately insured students.

All vendors interested in providing services, and which subsequently would require approval by the Regents of the University of Idaho, MUST respond to establish qualifications. As a result of this qualification process the University, in its best interest, will establish one or more qualified vendors best capable of providing services. This selection process will be based upon the selection criteria stated in section 5-1. Following selection of one or more vendors the University intends to establish best practices, agree upon performance and deliverables through a negotiated contractual arrangement providing best value student health care service.

The University of Idaho ("University") is soliciting Statements of Qualifications from parties interested in providing Primary Care services:

1. Function as a primary element of our premier student health system
2. Operation the student health clinic with appropriate and adequate staffing, including close collaboration with University provided services within the clinic (e.g., Psychiatry and the UI Student Pharmacy). Examples of services to be provided by the Contractor include family practice physician/nurse practitioner/physician assistant evaluation and treatment, women's health services (including annual women's health examinations), X-rays taken at Student Health Services, laboratory testing (both in-house and reference lab), medical supplies such as bandages, and allergy injection charges.
3. Diagnosis and treatment services for mental health conditions are included in Primary Care Services. The University of Idaho contracts with a psychiatrist and operates a Student Counseling Center, both of which are resources available to the Contractor for referral and consultation. The Contractor, however, must deliver the level of mental health care consistent with the practice of family medicine.
4. For dependents, Primary Care Services includes services required by all ages and sexes including newborns, infants and children.
5. Provide state-of-the-art electronic health records systems, practice management systems, and compliance with all laws and regulations applicable to delivery of primary care services.
6. Adhere to best practices for delivery of student health care services, including achieving accreditation for the student health service.
7. Ability to respond to options for providing additional services (e.g., Dental Care) desired by the University and be capable of funding and developing a new Student Health Services facility.

INTRODUCTION

The University of Idaho serves as the flagship research and land-grant institution of the state, is a Carnegie Doctoral/Research-Extensive institution, is a principal center for professional education, and is the state's preeminent center for comprehensive and research-oriented graduate programs.

The University of Idaho is a member of the National Association of State Universities and Land-Grant Colleges. It is accredited by the Northwest Commission on Colleges and Universities and accredited or approved for specific programs by the Accreditation Board for Engineering and Technology, American Bar Association, American Chemical Society, American Dietetics Association, American Society of Landscape Architects, Association of American Law Schools, Council for the Accreditation of Counseling and Related Educational Programs, National Architectural Accrediting Board, National Association of Schools of Art and Design, National Association of School Psychologists, National Association of Schools of Music, National Council for Accreditation of Teacher Education, and Society of American Foresters.

In the fall of 2007, there were 9,560 students enrolled for all campuses/centers statewide. The undergraduate, graduate, and professional students are largely full-time students who live on the Moscow campus or within easy commuting distance. Though most of the students come from Idaho, every state in the union and approximately 85 foreign countries are represented. There are more than 750 full-time faculty members in teaching, research, and service, and approximately 1500 staff and professional personnel. In addition, the University operates instructional/outreach and research centers and stations around the state, offers a wide variety of high-school and college courses by correspondence, conducts general extension services and continuing-education programs in many localities, and participates in numerous inter-institutional programs. The Moscow campus alone now covers over 300 acres and is the site of more than 50 major buildings. Other university lands, including the nearby university farms and experimental forest, exceed 8,000 acres.

Current Student Health Program:

The University of Idaho will continue to operate key aspects of its student health program, without substantive change, that are essential to the effective operation.

A. Student Health Services and Primary Care Provider

The University wishes to continue operations of Student Health Services to provide primary care services, both at Student Health Services and at an extended hour clinic owned and operated by the Contractor. The Student Health Services operation is expected to continue for subsequent plan years without major changes; however, there is a possibility that a new facility and expanded services will be implemented during this long-term contract period.

The University will continue to self-fund reference laboratory and radiology services for SHIP-covered students who receive laboratory and radiology service at UI Student Health Services, however, there are also significant laboratory expenses that are included in the current capitation for SHIP participants.

The University is currently evaluating operations of its pharmacy at Student Health Services. A pre-packaged medication program, with continued self-funding of benefits for SHIP participants, may be implemented.

No changes are anticipated for the University's continued delivery of psychiatric services, nutritionist services, health education and wellness programs, business functions for Student Health Services, or operation of its student health insurance office.

B. Counseling and Testing Center

No substantive changes are anticipated to the operation of the UI Counseling and Testing Center.

C. Insurance Provider

The University provides a Student Health Insurance Program (SHIP) with both fully insured and self-funded components. The University will continue to require health insurance as a condition of enrollment pursuant to Idaho State Board of Education policy and University policy.

D. Claims Administration

The University will continue to contract with AmeriBEN to provide claims administration services. A request for proposal process is periodically conducted for claims administration services. The capitation is paid to the contractor directly by the University and is not administered by AmeriBEN.

E. Provider Network

The provider network developed by BASIX Services for the SHIP will be continued.

1-2 RESPONSE SUBMISSION

Response must be **SEALED and CLEARLY IDENTIFIED** with the Request for Respondents' number, due date and time, Respondent's name and address, and submitted no later than 4:00 p.m., Pacific Time, on February 20, 2009 to University of Idaho Purchasing Services, 645 West Pullman Road, P.O. Box 441202, Moscow, ID 83844-1202.

A facsimile response or an electronic response to this RFQ does not meet the requirement of a sealed response and will not be accepted.

The response must be signed by such individual or individuals who have full authority from the Respondent to enter into a binding Agreement on behalf of the Respondent so that an Agreement may be established as a result of acceptance of the response submitted. By reference, the terms and conditions set forth in the RFQ shall serve as the Agreement terms and conditions. In addition, the laws of the State of Idaho shall apply. No other terms and conditions will apply unless submitted as a part of the RFQ response and accepted by the University.

Responses received after the exact time specified for receipt will not be considered.

1-3 REQUEST FOR PROPOSAL SCHEDULE

February 4, 2009	Request for Qualifications issued
February 20, 2009	Responses Due @ 4:00 p.m. Pacific Time

1-4 INQUIRIES

All inquiries concerning this request shall be submitted in writing and received by the University's office of Purchasing Services:

Christopher Johnson, Director
University of Idaho
Purchasing Services
645 West Pullman Road
P.O. Box 4441202
Moscow, ID 83844-1202
Telephone: (208) 885-6126
Fax: (208) 885-6060
E-mail: cjohnson@uidaho.edu

Respondents should consider Purchasing Services as the first and prime point of contact on all matters related to the procedures associated with this RFQ. If additional information is needed from any source, Purchasing Services will work with the Respondent and with the various offices of the University to gather that information.

1-5 INTERPRETATION, CORRECTIONS, OR CHANGES IN RFI/RFQ

Any interpretation, correction, or change in the RFQ will be made by addendum by the University. Interpretations, corrections, or changes to the RFQ made in any other manner will not be binding, and no Respondent may rely upon any such interpretation, correction, or change.

1-6 MODIFICATION OR WITHDRAWAL OF RESPONSES

A potential vendor may modify or withdraw a response at any time prior to the specified time and date set for the response closing. Such a request for modification or withdrawal must be in writing, and executed by a person with authority as set forth under paragraph 1-2 above, or by facsimile notice subsequently confirmed in writing.

1-7 ERASURES AND INTERLINEATIONS

Erasures, interlineations, or other changes in the response must be initialed by the person(s) signing the response.

1-8 ACKNOWLEDGMENT OF ADDENDUMS TO RFQ

Receipt of an addendum to this RFI/RFQ must be acknowledged by a Respondent on the Response Certification.

1-9 RESPONSE COPIES

Five (5) complete copies of the response shall be submitted to the University. An electronic version must be provided as well.

1-10 REJECTION OF RESPONSES

The University in its sole discretion, expressly reserves the right to reject any or all responses or portions thereof, to reissue a RFQ, and to waive informalities, minor irregularities, discrepancies, and any other matter or shortcoming.

The University of Idaho may also negotiate separately with any source in any manner necessary to serve its best interests.

The university reserves the right to investigate and confirm the proposer's financial responsibility. This may include review of financial statements, bank references, and interviews with past clients, employees, consultants and creditors. Unfavorable responses to these investigations may be grounds for rejection.

Idaho State law prohibits some professionals from soliciting business in the State of Idaho without proper Idaho licensure. Firms not properly licensed in Idaho, or, unsure of their licensure status, are advised to consult with the Idaho Bureau of Occupational Licenses, or an attorney licensed to practice in Idaho **before** submitting a response to this invitation.

1-11 SELECTION

The University shall make the selection to the responsible Respondent whose response will be most advantageous to the University, conformance to the specifications, quality, and other factors as evaluated by the University.

The University may make a selection on the basis of initial offers received, without discussion; therefore, each initial response should contain the respondent's best terms.

1-12 RESPONSE CONFIDENTIALITY

The University is a public entity subject to the Freedom of Information Act (FOIA) and the Idaho Public Records Act. Each respondent must clearly identify submitted materials which are deemed to be confidential, proprietary, or constitutes trade secret information either as to all technical and financial data. The University shall, to the extent allowed by law, use a good faith effort to keep such information

confidential. The University makes no warranty that trade secret material, or other material deemed confidential submitted by the respondent, will remain undisclosed due to the Public Records Act and makes no commitment to deny or defend a Public Records Act request or lawsuit except to give it notice.

Except as determined by the University's Office of Purchasing Services, in its sole discretion, no information will be given regarding any responses or evaluation progress until after an award is made, except as provided by law.

1-13 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the Director of Purchasing Services. The appeal must be received by the Director of Purchasing Services within five working days after the award is made, must describe the basis for the appeal, and must include all argument and evidence the Proposer wishes the Director of Purchasing Services to consider. Keeping track of the date an award is made is the responsibility of the Proposer(s).

SECTION 2 - INSTRUCTIONS FOR PREPARING RESPONSES

2-1 GENERAL

To aid in the evaluation process, it is required that all responses comply with the items and sequence as presented in paragraph 2-2, RFQ Response Outline. Paragraph 2-2 outlines the minimum requirements and packaging for the preparation and presentation of a response. Failure to comply may result in rejection of the response. The response should be specific and complete in every detail, prepared in a simple and straight-forward manner.

Respondents are expected to examine the entire RFQ, including all specifications, standard provisions, and instructions. Failure to do so will be at the Respondent's risk. Each Respondent shall furnish the information required by the invitation. It is required that response entries be typewritten. Periods of time, stated in number of days, in this request or in the Respondent's response, shall be in calendar days.

2-2 RFI/RFQ RESPONSE OUTLINE

- A. Response Sheet: The Response Certification (page 4) shall be attached to the front and shall contain the Respondent's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.
- B. Background and History: Describe the company, organization, officers or partners, number of employees, and operating policies that would affect this Agreement. State the number of years your organization has been continuously engaged in business.
- C. References: The Respondent shall provide a minimum of three (3) references including names of persons who may be contacted, title of person, addresses, phone numbers, and e-mail, where products or services similar in scope to the requirements of this RFQ have been provided.
- D. Experience and Support: Describe Respondent's experience in performing the requested services, specifically clinical operation and student health services. Favorable consideration will be given to experience in the management of facilities provided Higher Education Institutions. Provide examples of how you have adjusted your management programs, budget and methods to better accommodate campus changes over a long term agreement. Include a brief description of clinics and services currently or previously managed and operated.
- E. Respondent Exceptions: Describe any exceptions to the terms and conditions contained within this document.
- F. Financial Stability: Please provide proof of financial stability in the form of financial statements, credit ratings, a line of credit, or other financial arrangements sufficient to enable the respondent to be capable of meeting the requirements of the RFQ.
- G. Provider Team: Please describe credentials, training and qualifications of proposed team to provide services related to primary care and the required support.

Additional Requirements:

Any firm that accepts an interview shall represent and warrant the following:

- A. That it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform the services and work described herein;
- B. That it is capable of performing and completing the services and work described herein and has sufficient resources, experience and competence to do so; and
- C. That it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services and work described herein, and has or will obtain all licenses and permits required by law.

SECTION 3 - SELECTION PROCESS

3-1 RESPONDENT LIST AND QUALIFICATION EVALUATION

Qualifications and responses submitted by interested Respondents will be reviewed and evaluated based on the evaluation factors set forth in the RFQ.

3-2 RESPONSE CLASSIFICATION

For the purpose of conducting discussions with individual respondents, if required, responses will initially be classified as:

- A. Potentially Acceptable
- B. Unacceptable

Discussions may be conducted with any or all of the Respondents whose responses are found potentially acceptable. Respondents whose responses are unacceptable will be notified promptly. The Director of Purchasing Services will establish procedures and schedules for conducting oral and/or written discussions.

Respondents are advised that the University may award on the basis of initial offers received, without discussions; therefore, each initial offer should contain the respondent's best terms

3-3 RESPONDENT INVESTIGATION

The University will make such investigations as it considers necessary to obtain full information on the Respondents selected for discussions, and each Respondent shall cooperate fully in such investigations.

3-4 FINAL OFFERS AND AWARD OF AGREEMENT

Following any discussions with respondents regarding their technical responses, alternative approaches, or optional features, a number of the firms may be requested to submit best and final offers. The committee will rank the final Respondents for the project, giving due consideration to the established evaluation criteria. The committee will propose award to the proposal which is found to be most advantageous to the University, based on the factors set forth in the Request for Qualification.

SECTION 4 - EVALUATION PROCESS

The University reserves the right to reject any or all responses, or portions thereof. The selection of a successful Respondent, if any, will be made based upon which response the University determines would best meet its requirements and needs.

4-1 EVALUATION CRITERIA

The University will conduct an evaluation of all submitted Statements of Qualifications. The evaluation process will identify the provider, who, in the University's sole judgment; best meets the University's requirements and one or more back-up developers.

1. Financial Stability
2. The submittals will be evaluated with a focus on the following areas of response:
 - a. Responses to Submittal Requirements.
 - b. Evidence of previous experience, particularly, in operating a student health service of comparable scope and complexity to the services currently provided at Student Health Services on the Moscow campus of the University of Idaho. Ability to bill private insurance entities.
 - c. Confirmation of participating provider status with Blue Cross of Idaho, Blue Shield of Idaho, Group Health (Washington), other national commercial insurance entities, and Idaho Medicaid.
 - d. Capability to respond to the following desired optional services or contract features (note that some services may not be considered until a new facility is developed):
 - Ability to fund and develop a new Student Health Services facility proximate to the Moscow campus.
 - Ability to provide dental care services.
 - Ability to provide nutrition counseling services (the University would discontinue providing its nutrition counseling services under this option).
 - Ability to provide after-hours consultation with health care providers by telephone and ability to provide after-hours care in an urgent care clinic that is proximate to the Moscow campus.
 - Ability to obtain accreditation from the Association for Accreditation of Ambulatory Health Care.
 - Ability to provide state-of-the-art care for behavioral health and eating disorders within the primary care services spectrum.

- e. Demonstrated flexibility of the team in identifying needs, adapting to changing conditions and culture of the University and ability to provide quality care to our student and dependent population.
- f. Ability to work collaboratively with the University in providing scheduling services for the psychiatrist and nutrition counselor, submitting charges for reimbursement via the student's account at the University, providing detailed utilization data for both SHIP and privately insured students, participating in various health education and wellness programs and disaster planning activities, and other functions as established by the University.
- g. Demonstrated management experience and operational success with a diverse population of students and families.
- h. Ability to monitor and report referrals for specialty care services for SHIP-covered students and dependents. The Contractor cannot attempt to reduce its liability under the SHIP capitation by referring students for care when the service or supply could have reasonably been provided at Student Health Services.
- i. Assure that Student Health Services will be operated on the same dates and times as required of other University offices (i.e., adhere to the University schedule), unless otherwise agreed to by the University (exceptions are expected for summer periods).

The University reserves the right to terminate negotiations with the selected provider if the University determines that it is not in the University's best interest to continue negotiations and to enter into negotiations with back-up providers selected through this solicitation.

Nothing in this RFQ and/or subsequent agreement with the Contractor shall be construed by the Contractor to be an inducement or request for the Contractor to deliver services outside the scope of their competence or to deliver services that are not routinely provided to non-student members of the Contractor's practice. The Contractor is solely responsible for assuring compliance with all federal and state laws and regulations for applicable for the operation of a primary care clinic (e.g., disposal of medical waste, maintenance of medical records, compliance with the Health Insurance Portability and Accountability Act of 1996, provider credentialing, compliance with contract provisions for participating provider agreements with third party payors, compliance with rules applicable to Medicaid/Medicare participating providers, etc.). The Contractor is also solely responsible for assuring that health care services are provided at a level that meets the minimum standard of care for primary care services provided in the Moscow community. The Contractor must agree to notify the University's Director of Student Health Services immediately in writing of any circumstance, either in the Contractor's control or the University's control, that precludes or impedes the ability of the Contractor to achieve the requirements stipulated in this paragraph.

SECTION 5 - GENERAL CONTRACTUAL TERMS AND CONDITIONS

5-1 AGREEMENT TERMS AND CONDITIONS

The submission of a response herein constitutes the agreement of any Respondent that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, all terms and conditions set forth in this RFQ. The submission of a response shall further constitute the agreement of each Respondent that it will not insist on the use of standard contract agreements, documents, or forms, and that it waives any demand for the use of its standard agreements. The Agreement between the parties shall consist of, in order of precedence: the agreement document signed by the Parties subsequent to submission of the response, and any attachments thereto and incorporations therein, the terms and conditions in the RFQ, and the Respondent's response to the RFQ.

5-2 ASSIGNMENT

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

5-3 TERMINATION FOR CONVENIENCE

The University may terminate this Agreement, in whole or in part, at any time by written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

5-4 TERMINATION FOR DEFAULT

If the Contractor does not deliver the materials in accordance with the Contract delivery schedule, or if the Contract is for services and the Contractor fails to perform in the manner called for in the Contract, or if the Contractor fails to comply with any other provisions of the Contract, the University may terminate this Contract for default. Termination shall be effected by serving on the Contractor a notice of termination setting forth the manner in which the Contractor is in default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in the Contract.

5-5 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

5-6 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

5-7 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement Documents.

5-8 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement Documents, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

5-9 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

5-10 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

5-11 SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstances is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

5-12 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

5-13 BINDING EFFECT

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

5-14 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

5-15 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be voidable at the sole option of the University.

5-16 DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

5-17 NON-USE OF NAMES AND TRADEMARKS

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

5-18 CONTRACTOR REPRESENTATIONS

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

5-19 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

5-20 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

5-21 HEADINGS

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

5-22 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

5-23 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

5-24 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

5-25 FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

5-26 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

5-27 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

5-28 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

5-29 CONFIDENTIALITY

The parties hereto agree that the terms and conditions of this Agreement shall be held in confidence except as required by or for applicable disclosure laws, financing sources, enforcement of the Agreement, mergers and acquisitions, or as otherwise mutually agreed by the Parties, and such agreement shall not be withheld unreasonably.

5-30 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

SECTION 6 – INDEMNITY, RISKS OF LOSS, INSURANCE

6-1 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss and .

6-2 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

6-3 INSURANCE

6.3.1 General Requirements

6.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 8.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 7.3. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

6.3.1.2 Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

6.3.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

6.3.1.4 All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

6.3.1.5 Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

6.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

6.3.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

6.3.2 Required Insurance Coverage.

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

6.3.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately

by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

6.3.2.2 Commercial Auto Insurance. Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

6.3.2.3 Business Personal Property. Contractor and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

6.3.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.

6.3.2.4 Professional Liability. If professional services are supplied to Institution, Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

Exhibit A – Request for Certificate of Insurance from Contractor****If bid is awarded to Contractor****Page 1 of 2****Give this form to your insurance agent / broker****Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE.****Certificates without a copy of these instructions will not be accepted.**

Contractor and its subcontractors of any tier (“Insured”) are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho (“Certificate Holder”) with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- Certificate Holder shall read:

State of Idaho and the Regents of the University of Idaho
 Attn: Risk Management
 P.O. Box 443162
 Moscow, ID 83844-3162

- Description area of certificate shall read: Attn: Contract for Services
- All certificates shall provide for thirty (30) days’ written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
- All insurers shall have a Best’s rating of AV or better and be licensed and admitted in Idaho.
- All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.
- All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.
- Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured’s obligation to main-

tain such insurance.

- Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder's option.
- By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured's liability under the terms of the grant or contract.
- A copy of this certificate request must be sent with the Certificate.
UNIVERSITY OF IDAHO - REQUEST FOR QUALIFICATIONS

Exhibit A – Request for Certificate of Insurance from Contractor****If bid is awarded to Contractor****Page 2 of 2**

Required Insurance Coverage. Insured shall obtain insurance of the types and in the amounts described below.

- Commercial General and Umbrella Liability Insurance. Insured shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.
- Commercial Auto Insurance. Insured shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.
- Business Personal Property and/or Personal Property. Insured shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
- Workers' Compensation. Where required by law, Insured shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000.
- Professional Liability. If professional services are supplied to the Institution, Insured shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

If you have additional questions, please contact:

Carry Salonen, Risk Specialist, University of Idaho.
 PH (208) 885-7177. FAX (208) 885-9490
 csalonen@uidaho.edu

Rayme Dir, MD
Jo Elsbury, MD
Sunday D Henry, MD
Richard K Howe, MD
Sara M Lawrence, MD
Randall G Lorenz, MD
Raymond M Paz, MD
Wayne L Ruby, MD
G David Rych, MD



Helen M Shearer, MD
Francis K Spain, MD
Robert M Ting, MD
Dustin K Worth, DO
Bruce Barnhart, PA-C
Don Bickford, PA-C
Steven Fischer, PA-C
Terri Grzebielski, PA-C
Gloria Workman, FNP

February 19, 2009

Christopher Johnson, Director
University of Idaho Purchasing Services
645 West Pullman Road
PO Box 441202
Moscow, ID 83844-1202

RE: Primary Care Services, RFQ No. 09-24J
Due: February 20, 2009 @ 4:00pm Pacific Time

Dear Mr. Johnson:

In accordance with Request for Qualification No. 09-24J for Primary Care Services at UI Student Health Services, please consider this the official response of Moscow Family Medicine. There are five (5) identical hard copies of this response along with a single electronic version on the enclosed CD.

This response follows the outline sequence listed in paragraph 2-2, RFI/RFQ Response Outline, on page 11 of RFQ No. 09-24J.

A. Response Sheet

The completed Response Certification sheet is attached.

B. Background and History

Moscow Family Medicine, P.A. (MFM) is an Idaho corporation established in 1978 to provide primary medical care to the Moscow, ID and surrounding areas. Although larger than the original two (2)-doctor clinic some 31 years ago, MFM has been continuously providing primary and urgent medical care in Moscow and the surrounding area. MFM by-laws restrict potential and existing shareholders to only those licensed to practice medicine in the State of Idaho. There are currently seven (7) physician-owners of MFM. MFM employs a total medical staff of thirteen (13) physicians, four (4) physician assistants and one (1) advanced registered nurse practitioner. We employ fifty-four (54) additional employees in our nursing, reception, billing, collecting, and laboratory staffs.

We currently operate four (4) practice locations:

- Our Main Street clinic, where we have practiced since 1987, is located at 623 S Main Street, Moscow. This facility can accommodate seven (7) providers on-duty at one time. It also houses our billing and collecting staffs and our full laboratory.
- Our QuickCARE walk-in clinic, located in the Renaissance Mall at 670 W Pullman Road, Moscow, where we have been since the summer of 2000. This facility houses two (2) providers and is open seven (7) days a week. We are currently building an expanded QuickCARE clinic on

University of Idaho Purchasing Services
 Primary Care Services, RFQ No. 09-24J
 February 19, 2009
 Page 2 of 5

the corner of Warbonnet Drive and 'A' Street behind the Wal-Mart store here in Moscow. The new facility will have the capacity for five (5) providers, lab, x-ray, and procedure rooms and is scheduled to open in August, 2009.

- Our Troy Clinic is located on Main Street in Troy, ID. We have operated this clinic since 1989. It services the northern Latah County and surrounding area.
- We have operated the UI Student Health Clinic for the past seven (7) years under our existing contract with the University of Idaho.
- All of our physicians have full privileges at Gritman Medical Center.

Along with moving and expanding our QuickCARE facility in the summer of 2009, Moscow Family Medicine is also building additional scheduled clinic space adjacent to the "new" QuickCARE facility. An additional 6,000+ square feet of clinical space will be completed early fall 2009 and will have the capacity to add five (5) additional providers, lab, x-ray, procedure rooms and related space.

C. References

Jeffrey W. Martin, President & CEO
 Gritman Medical Center
 700 S Main Street
 Moscow, ID 83843
 Phone: 208/883-6396
 Fax: 208/883-6571

Please see comments in Section E. Respondent Exceptions.

D. Experience and Support

MFM has been in business for more than 31 years providing primary medical care in Moscow, ID and the surrounding area. From its small beginnings as a "2-doc" office to today where we provide more than 91,000 patient visits per year from four (4) separate clinics with more than 70 employees, Moscow Family Medicine has become one of the largest primary care clinics in North Idaho.

Our full on-site laboratory with a staff of 6 includes state-of-the-art chemistry analyzers and completes more than 128,000 tests annually. We have the only 3G allergy testing equipment in the region and are capable of returning most test results within the same day.

MFM and the University of Idaho have a seven (7) year relationship in the Student Health Clinic. During that time MFM has added the Medical Director of the Student Health Clinic to our Management Team which meets weekly. Billing and reception staff has developed procedures dramatically improving the efficiency and accuracy with which student-patient insurance information is gathered. Collection of student co-payments has also improved substantially in the last 2 years. Taking these steps has decreased the need to transfer charges to student accounts which can result in significant challenges for students. Patient-flow and some facility changes have been implemented to improve patient confidentiality. Management of most abnormal pap smears on-site was added to

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 Primary Care Services, RFQ No. 09-24J
 February 19, 2009
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clinical services to improve patient care. These are just a few examples of ways MFM has adjusted to accommodate campus changes and needs over the last 7 years.

E. Respondent Exceptions

Paragraph 2-2.C. References.

This paragraph requests a minimum of three references "...where products or services similar in scope to the requirements of this RFQ have been provided."

Moscow Family Medicine has been in business for more than 31 years and has contracted with the University of Idaho to operate the Student Health Clinic for the past 7 years. We do not currently have nor have we had historically, any other entity that we have contracted with to provided "products or services similar in scope to the requirements" of the RFQ other than the University of Idaho. Therefore, it is impossible for us to provide references to meet the requirement of paragraph 2-2.C. References.

Paragraph 2-2.F. Financial Stability.

Moscow Family Medicine is unwilling to provide the University with financial statements, credit information or other financial arrangements to provide proof of our financial stability. We will however, provide trade references so the University can verify we handle all our financial affairs in a timely and appropriate manner.

We also believe our seven (7) year history with the University is sufficient confirmation of our financial stability and our ability to meet the requirements of this RFQ.

Page 5, Section 1-1, #2

X-ray services will not be provided by MFM nor will "reference-lab" testing. Providers will continue to interpret x-rays obtained at the Student Health Clinic and MFM will continue to draw, process and send-out reference lab testing.

Page 5, Section 1-1, #6

MFM believes that accreditation of Student Health Services is an important goal. However, this goal is currently precluded by issues beyond MFM's control. Therefore, MFM does not agree to the wording "achieving accreditation".

Page 5, Section 1-1, #7

MFM does not currently, nor does it plan to, provide "Dental Care". We will consider and work with the University to research and develop additional services on a case-by-case basis. MFM will not provide additional services based solely upon the "desire" of the University. Nothing contained in this Response should be considered to be Moscow Family Medicine's intent or commitment to fund or develop a new Student Health Services facility.

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 Primary Care Services, RFQ No. 09-24J
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F. Financial Stability

Moscow Family Medicine has been in business for over 30 years and has been successful through many challenging economic times. Our “partnership” with the University of Idaho has been successful over the past seven years. During the past seven years, MFM and the University of Idaho have steadily increased the annual number of patient visits in the Student Health Clinic to where there were more than 13,000 visits in 2008.

Over our seven-year history with the University of Idaho, MFM has proven its financial stability. We have worked with the University in obtaining new and upgraded equipment, added new and additional clinical and laboratory services to the student population, and have expanded the number of providers and staff along with expanding our hours of operation.

As MFM is a closely held private corporation, no further financial information will be provided. We live and work in a relatively small community and our physician-owners are unwilling to release our private financial information. Please see comments in Section E. Respondent Exceptions.

G. Provider Team

Rayme Dir, MD, Medical Director, Student Health Clinic.

Doctor Dir is a Board Certified Family Physician with over 7 years of primary care experience. She assumed the role of Medical Director of the Student Health Clinic in 2006.

Bruce Barnhart, PA-C.

Bruce is a Board Certified Family Physician Assistant and works in the Student Health Clinic and our QuickCARE clinic. Bruce has over 18 years experience as a Physician Assistant and has worked for MFM for 5 years.

Terri Grzebielski, PA-C.

Terri is a Board Certified Family Physician Assistant and works in the Student Health Clinic and our QuickCARE clinic. Terri has over 17 years of experience as a Physician Assistant and has worked for MFM for 9 years.

Steven Fisher, PA-C.

Steve is a Board Certified Family Physician Assistant and works in the Student Health Clinic, Troy Clinic, Main Street Clinic and QuickCARE Clinic. Steve has over 25 years of experience as a Physician Assistant and has worked for MFM for more than 18 years.

Additional Requirements:

Moscow Family Medicine further warrants:

- a. That it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform the services and work described in RFQ No. 09-24J;
- b. That it is capable of performing and completing the services and work described in RFQ No. 09-24J and has sufficient resources, experience and competence to do so, and;

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Primary Care Services, RFQ No. 09-24J
February 19, 2009
Page 5 of 5

- c. That it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities that have jurisdiction over it and the service and work described in RFQ No. 09-24J, and has or will obtain all licenses and permits required by law.

Moscow Family Medicine reserves the right to terminate negotiations with the University if MFM determines that it is not in MFM's best interest to continue negotiations.

We appreciate the opportunity to provide our response to your request for qualifications. If you have questions, would like clarification or require additional information, please do not hesitate to contact me.

Sincerely,



Jeffrey E Geier
Administrator

Attachment
JEG:jg

**UNIVERSITY OF IDAHO
GENERAL TERMS AND CONDITIONS**

1. THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.
2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.
3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.
4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.
5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.
6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.
8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Purchasing Services.
9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.
10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.
11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.
12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.

13. **TRADEMARKS:** Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.
14. **SAVE HARMLESS:** Contractor shall protect, indemnify, and save the University of Idaho and the State of Idaho harmless from and against any damage, cost or liability, including reasonable attorney's fees, for any or all injuries to persons or property arising from acts or omissions of Contractor, its employees, or subcontractors, howsoever caused.
15. **OSHA REGULATIONS:** Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.
16. **TAXES:** The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.
17. **BINDING EFFECT:** This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.
18. **ASSIGNMENTS:** No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the rescission of the transferred Agreement at the option of the University of Idaho.
19. **WAIVER:** No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.
20. **FORCE MAJEURE:** Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.
21. **NO JOINT VENTURE:** Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.
22. **PRICE WARRANTY FOR COMMERCIAL ITEMS:** Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.

23. **NONDISCRIMINATION:** Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.
24. **UNIVERSITY REGULATIONS:** Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.
25. **GOVERNING LAW:** This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

LEWIS-CLARK STATE COLLEGE

SUBJECT

Termination of Management Agreement for privately-owned College Place residence hall

REFERENCE

October 2004	Board informed of shortage of residence hall space for Lewiston campus.
December 2004	Board requested needs analysis and competitive RFP.
January 2005	Board asked Lewis-Clark State College to explore possibility of private firm(s) to build new residence hall(s), and/or advantages of self-financing without a lease.
March 2005	Board approved sale of tax-exempt bonds to fund the construction of a residence hall; however, at Board request, LCSC postponed action until private firms had time to develop proposals.
October 2005	After two firms presented proposals, the Board approved the sale of lots to provide land for private development of (College Place) residence hall.
June 2006	Board approved management agreement for the first of two privately-developed residence halls (College Place) located adjacent to campus.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.I.1. through V.I.2.

BACKGROUND/DISCUSSION

Operations at College Place residence hall, adjacent to the LCSC campus, started in August 2006. [This facility opened at the same time as another privately-owned residence hall, Clearwater Hall, located five blocks south of campus, in downtown Lewiston.] LCSC functions as “manager” of the College Place facility, providing residence advisers and staff oversight of the students living in the complex and paying for trash, water, sewage, cable television, and minor maintenance of the building. For the past three years, LCSC has remitted a monthly rental fee of \$375 per student resident to the owners, in accordance with the Management Agreement approved by the Board in June 2006. The fact that LCSC “manages” (rather than “owns”) College Place has no consequence to the student residents, who enjoy the same services and oversight provided to residents of dormitory facilities owned by the College.

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

In addition to the \$375 rental fee remitted each month to the owners of College Place for each student resident, LCSC has collected additional monies from students to pay for the direct costs to the College of operating the facility (less than \$100 per month). This practice has been conducted openly, with payment schedules having been widely circulated and published, for the past three years of operations, for both of the privately-owned residence halls (Clearwater Hall as well as College Place). Recently the owners of College Place have questioned whether it is appropriate for LCSC to recapture its expenses for operating the facility, and LCSC has invited the owners to meet with the College to discuss future room rates and clarify the language in the Management Agreement to ensure that LCSC is not placed in the position of subsidizing operations of the private facility by managing the residence hall for free, incurring significant costs for Idaho taxpayers.

In order to motivate discussions and to preclude possible assumptions by the owners that the College would manage the facility for “free” during the upcoming academic year, LCSC exercised its option within the Management Agreement to notify the owners of termination of the agreement prior to March 1, 2009, so that discussions can take place and an updated agreement with revised rental rates and operating procedures be implemented before expiration of the current agreement on August 1, 2009. [LCSC consulted with the Board’s Executive Director and Board Counsel before providing the notification of termination.]

To ensure that this termination action is fully documented, LCSC requests that the Board ratify the earlier-issued termination notification (Attachment 1), to preclude any questions that might arise as the College negotiates a revised management agreement with the owners to cover operations for the 2009-2010 academic year.

IMPACT

There is no immediate financial impact anticipated in connection with the Board’s ratification of the termination notice. Following through on the efforts to work with the owners to update the management agreement will help ensure that the needs of the students, the College, and the owners are met while protecting the State’s interests.

ATTACHMENTS

Attachment 1 – LCSC Termination Letter and Notification	Page 5
Attachment 2 – Board Ratification of Termination Notice	Page 9
Attachment 3 – 2006 College Place Management Agreement	Page 11

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

STAFF COMMENTS AND RECOMMENDATIONS

According to the college, should attempts to renegotiate the contract fail the college will house students in other dorm facilities and put students back into Talkington Hall, which was otherwise planned to be repaired and converted to office space. Also, the owners of College Place would likely continue to rent it directly to students without LCSC involvement as managers, which would absorb most of the students who would be displaced.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to ratify, approve, and confirm the College's February 20, 2009 notice of termination for the 2006 Management Agreement for College Place.

Motion by _____ Seconded by _____ Carried Yes ___ No ___

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February 20, 2009

Christopher R. Ashenbrener, College Place LLC
621 West Mallon Ave, Suite 509
Spokane WA 99201

Re: Notice of Termination and Request for Planning Meeting

Dear Chris:

I have enclosed LCSC's notice of termination for the current management agreement (in accordance with paragraph 2.4 of the agreement).

Please understand that we are providing this notice because we believe that we need to update the current management agreement in order to continue operations into next year, and we are acting so as to meet the March 1st deadline described in the current agreement. We are asking that the partners meet with us as soon as possible (through a face-to-face meeting, or a teleconference, or a combination of the two, whichever mode is most practicable for you). We need to clarify your desires on the way ahead, share our planning factors with you, and jump-start more effective communications between the College and the partners on long-term plans as well as daily management decisions which need participation by both parties.

Yesterday afternoon we received Bill Lawson's letter in which he seeks to establish rent for the next academic year at \$500 per bed. We need to discuss with you how we would implement that rate, how we would deal with various expenses that might not be part of the \$500 monthly rent per bed, whether you would want us to continue to offer incentives for spring semester sign-ups or lower rates for students willing to sign up to a two-semester contract, and so on.

As I mentioned earlier, we would like to talk with you about our operations over the past few years, in response to your earlier letter about recouping additional monies collected from students to offset some of our costs. We also would be happy to talk with you about our pending purchase of Clearwater Hall, and discuss with you how we might coordinate our efforts there with College Place operations.

We look forward to meeting with you to help clear the air, establish more effective communications, and work out a viable plan for next year with an updated management agreement. I'll be standing by for a call from you to set up a meeting time and format.

500 8th Avenue
Lewiston, ID 83501-2698
www.lcsc.edu

PH: (208) 792-2240
FAX: (208) 792-2077

An Affirmative Action / Equal Opportunity Employer

Sincerely,



Chet Herbst

Vice President for Finance and Administration

1 encl: Notice of Termination

cc: Joe and Frances McCann Family Limited Partnership (Attn: Mike McCann)
Bill Lawson
Dene Thomas
Robert Brown

NOTICE OF TERMINATION

TO: COLLEGE PLACE, LLC – OWNER
202 East Spokane Falls Boulevard, Suite 400
Spokane, WA 99202

COLLEGE PLACE, LLC – OWNER
621 West Mallon Avenue, Suite 509
Spokane, WA 99201

AND

TO: JOE AND FRANCES MCCANN FAMILY LIMITED PARTNERSHIP
ATTENTION: MIKE MCCANN
202 26th Avenue
Lewiston, ID 83501

NOTICE IS HERE BY GIVEN that, the undersigned, MANAGER, under the Management Agreement with OWNER, dated as of the ____ day of June 2006, does hereby voluntarily terminate the Management Agreement, effective August 1, 2009. This Notice of Termination is given pursuant to Section 2.4 of the Management Agreement entitled “Voluntary Termination.”

DATED this 20th day of February 2009.

LEWIS-CLARK STATE COLLEGE
AND
STATE OF IDAHO BOARD OF
EDUCATION AS BOARD OF TRUSTEES OF
LEWIS-CLARK STATE COLLEGE

BY Chet Herbst
CHET HERBST, Vice-President for Administrative
Services - Lewis-Clark State College

MANAGER

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RESOLUTION

WHEREAS, Lewis-Clark State College ("LCSC"), as Manager, entered into a Management Agreement dated the ___ day of June, 2006, with College Place, LLC as Owner ("Owner"), to manage a student housing facility owned by Owner and located adjacent to the LCSC campus, and

WHEREAS, disputes have arisen between LCSC and Owner with respect to the terms of the Management Agreement, and

WHEREAS, Section 2.4 of the Management Agreement provides that either party may terminate that agreement, without cause, effective as of August 1 of a year by giving written notice of termination to the other party by March 1 in that year, and

WHEREAS, a termination of the Management Agreement effective August 1, 2009 will allow the parties an opportunity to review and, if necessary, to attempt to renegotiate and revise certain of the terms of the Management Agreement so as to resolve their disputes, and

WHEREAS, such a termination of the Agreement is in the best interests of LCSC, and

WHEREAS, after consultation with Board Staff, LCSC issued the Notice of Termination, a copy of which is attached hereto and by reference made a part hereof, and

WHEREAS, the State Board of Education adopts this resolution to eliminate any question regarding the authority of LCSC to terminate the Management Agreement and to issue the Notice of Termination,

NOW THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF EDUCATION, that the actions of Chet Herbst, LCSC Vice-President for Finance and Administration, in signing and giving the Notice of Termination which terminates the Management Agreement between LCSC and Owner effective August 1, 2009, and the termination of the Management Agreement on said date by the giving of such notice, are hereby ratified, approved and confirmed.

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COLLEGE PLACE STUDENT HOUSING

**MANAGEMENT AGREEMENT
FOR STUDENT HOUSING AT LEWIS-CLARK STATE COLLEGE
4TH AVENUE
LEWISTON, IDAHO**

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT (“**Agreement**”) is made as of this _____ day of June 2006, (“**Effective Date**”), by and between College Place, LLC, an Idaho limited liability company, (“**Owner**”), and the State of Idaho, acting by and through the State of Idaho Board Of Education as Board of Trustees for Lewis-Clark State College (“**Manager**”).

RECITALS

A. Owner is the owner of record of that certain real property described in Exhibit A, attached hereto and incorporated herein by this reference (“**Property**”), including the building and improvements located thereon as set forth on Exhibit B, which is also attached hereto and incorporated herein by this reference (“**Building**”). The land and improvements together shall collectively be referred to as the (“**Project**”).

B. Owner desires to develop the Project for purposes of retaining Manager to utilize and manage the Project as part of Manager’s Residence Program for students attending Lewis-Clark State College (the “**College**”), and for other persons participating in programs affiliated with the College (said students and program participants being hereinafter collectively referred to as “**Students**”). Manager desires to manage the Project on behalf of Owner for the purpose of providing additional residential living options for Students attending or participating in programs at the College, provided that under certain conditions as may be included herein, the Project may be used for residents who are not students of the College.

C. Owner is willing to develop the Project at its sole cost and expense in a form and manner acceptable to Manager based on Manager’s willingness to enter into this Agreement and Manager is willing to manage the Project in accordance with the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the above recitals and the mutual covenants hereinafter set forth, Owner and Manager agree as follows:

AGREEMENT

1. Construction.

1.1 Scope of Development. Owner agrees, at its sole cost and expense, to develop the Project substantially in conformance with the plans set forth on Exhibit B including the building and other improvements. In addition to construction of the building and other improvements, Owner shall be obligated to furnish a bed, desk, and wardrobe for each Unit and a refrigerator and microwave for each group of four Units.

1.2 Development and Construction Period. As of the Effective Date, Owner shall undertake Development and Construction of the Project substantially in accordance

with Exhibit B such that the Residence Units including a total of eighty-eight (88) beds shall be **“Ready for Management”** on or before August 20, 2006 (**“Target Delivery Date”**). The Project shall be considered to be Ready for Management when Owner provides to Manager at least a Temporary Certificate of Occupancy and when all Residence Units shall be ready for possession and inhabitation by the students, provided that Owner shall be entitled to complete certain punch list items, landscaping, and other items of completion that do not preclude Owner from receiving at least a Temporary Certificate of Occupancy and do not otherwise prohibit students from taking possession of and inhabiting the individual rooms. The date of August 20, 2006, or the date when the Project is Ready for Management, whichever occurs last, is sometimes hereinafter referred to as the **“Commencement Date”** or the **“Delivery Date”**.

1.3 **Delivery Date.** Notwithstanding anything to the contrary in Section 1.2 above, in the event Owner is unable to deliver the Residence Units in a condition Ready for Management as of the Target Delivery Date, Owner and Manager shall work together in cooperation to provide temporary housing for those students scheduled for occupancy in the Project until such time as delivery can be made by Owner. The specific terms and conditions of any arrangement as to alternative temporary living arrangements shall be resolved by mutual agreement of the parties. There have already been events out of the control of either party, including extending and delaying the approval of the zoning which have extended the commencement of construction. There have also been delays and extensions arising out of negotiations as to the leasing of real estate, eventual purchase of real estate, and the execution of a Management Agreement. All of these delays and extensions may result in the project not being completed on time and alternative housing being needed. Unless it can specifically be shown that any delay occurring after the date hereof results from the fault of one specific party, then any necessary alternative housing shall be provided at the joint and mutual obligation to both parties and the parties shall share equally in the cost of providing that housing. However, if after the date hereof, delay is caused by the specific fault of a party, the cost of providing alternative housing for the period of that delay shall be the sole responsibility of the party causing that delay. By way of illustration, if alternative housing must be provided for thirty (30) days, and a delay of five days occurs after the date hereof which is the specific fault of one party, 5/30ths of the cost of providing alternative housing will be the responsibility of the party whose fault caused that delay of five days and 25/30ths of the cost of alternative housing will be shared equally between the parties. Any failure to reach mutual agreement as to how any such alternative housing should be provided or as to the responsibility of any party for the cost of that alternative housing, shall be resolved by arbitration pursuant to Section 20 of this Agreement.

2. **Term of Agreement.**

2.1 **Initial Term.** The initial term of this Agreement (**“Initial Term”**) shall be for an approximately five (5) year period and shall commence on August 20, 2006, or on such later date when the Project is Ready for Management and shall terminate on July 31, 2011, unless sooner terminated as provided herein. Each period beginning on August 1 of a year (or such later date as the Project is Ready for Management in the first year) and ending on July 31 of the following year within the Initial Term or any Renewal Term is hereafter sometimes referred to as a **“Lease Year”**.

2.2 **Right of Renewal.** Owner hereby grants Manager a right to extend the initial terms for not more than four (4) consecutive and successive terms of five (5) years each (“**Renewal Terms**”). Exercise by Manager of any renewal terms shall be contingent upon the following preconditions:

- (a) This Agreement shall be in full force and effect;
- (b) There shall not exist any Event Of Default (as defined below or any facts with which the giving of notice or passage of time or both, would constitute an Event of Default);
- (c) Manager shall have exercised the right of any renewal term by providing notice of the same to Owner not more than two hundred forty (240) and not less than one hundred eighty (180) days prior to the expiration of any prior term; and
- (d) Mutual agreement of the terms and conditions of any such renewal term as is established in Section 2.3 below.

2.3 **Terms and Conditions of Any Renewal Term.** Within thirty (30) days following each proper exercise of a Notice of Exercise of Renewal Term by Manager as provided for in Section 2.3 above, Owner will deliver to Manager in writing a legally binding term sheet describing the terms and conditions upon which Owner is willing to extend the term of this Agreement (“**Renewal Term Sheet**”). Upon delivery of the Renewal Term Sheet to Manager, Manager shall thereafter have forty-five (45) days to review and accept the Renewal Term Sheet by signing and delivering the same to Owner (“**Review Period**”). In the event Manager desires to extend the term of this Agreement, but does not agree to any or all of the terms and conditions set forth in the Term Sheet, Manager may request an additional ten (10) days for purposes of negotiation with Owner (“**Additional Review Period**”); provided, that it shall be in Owner’s sole Discretion to grant, condition or deny any such request by Manager for an Additional Review Period. In the event that Manager fails to deliver a countersigned Term Sheet within the Review Period, or any Additional Review Period as applicable, then this Agreement shall terminate and be of no further force or effect as of expiration of the Initial Term, Special Term, or then-current Renewal Term, as applicable. In the event that Manager and Owner are able to agree upon the Renewal Term Sheet, Owner shall forthwith deliver to Manager an amendment to this Agreement incorporating the terms and conditions of the Renewal Term Sheet (“**Renewal Amendment**”). Any failure by Manager to execute and deliver any Renewal Amendment within ten (10) days of receipt from Owner shall be deemed to be an Event of Default.

2.4 **Voluntary Termination.** Notwithstanding the foregoing provisions of this Section, either party may terminate this Agreement without cause by giving written notice of termination to the other party on or before March 1 of any year. Such termination shall be effective on August 1 of that year (the beginning of the next Lease Year). Upon termination, each of the parties shall be relieved of any obligations accruing under this Agreement after the

effective date of termination but each party shall remain liable for the obligations accrued prior to the effective date of termination.

3. **Management of Residences.**

3.1 **Delegation of Management Responsibility.** Commencing on the Commencement Date, Owner hereby engages and appoints Manager as the sole and exclusive Manager and Operator of the Project, and Manager hereby accepts such appointment from Owner, which appointment shall empower and obligate Manager to exclusively supervise, direct and control Management and operation of the Project pursuant to the terms and conditions set forth in this Agreement (“**Management Responsibility**”).

3.2 **Scope of Management Responsibility.** Pursuant to the Management Responsibility, and subject to the terms and conditions set forth in this Agreement, Manager shall have the exclusive responsibility, duty, and obligation to service, promote, operate and manage the Residences and the Project generally on a day-to-day basis in an efficient and economical manner at Owner’s sole cost and expense except for Manager’s Repair Obligations in Section 7.2.2(b) and Joint FF&E Obligations under Section 7.2.2(d). Without limiting the foregoing, and in addition to other requirements and subject to any other limitations as may otherwise be set forth in this Agreement, Manager shall perform and otherwise provide the following services:

(a) Determine and implement personnel policies and practices relating to the management and operation of the Residence Units and the Project generally, including terms and conditions of employment, recruiting, screening, selection, hiring, training, compensation, employee benefits, supervision, discipline, dismissal and replacement;

(b) By mutual agreement with Owner, establish all relevant prices, price schedules, rates, rate schedules, rents, and lease charges for the Project, except that the Minimum Monthly Rent shall be established by Owner as provided in Section 5.2 and concession charges shall be established by Owner;

(c) Provide marketing and sales services for the Residential Units in conformance with College requirements and standards;

(d) Obtain and keep in full force and effect in accordance with applicable law, in Owner’s name, any and all license and permits to the extent the same is within the control of Manager;

(e) Negotiate, enter into, and administer, in the name and on behalf of Owner, contracts, licenses and purchase orders for services, inventories, provisions, and supplies that are necessary for maintenance and operation of the Residences and the Project generally, and to use the same exclusively in the management and operation of the Residences and the Project generally;

(f) Institute in its own name, or in the name of Owner as and where applicable, any and all legal actions or proceedings necessary for, or incident to, Manager's operation and maintenance of the Project generally;

(g) Maintain the Project and Owner FF&E as provided in Section 7.2;

(h) Collect all Rent, security deposits, charges, fees, sums and other amounts due from Student tenants of the Residence Units in accordance with this Agreement and the Rental Agreement and remit the amounts collected to Owner when and as hereinafter specified, provided, however, that tenant security deposits shall be deposited in a segregated Manager's account to be retained or disbursed by Manager as required under Idaho Code §6-321;

(i) Maintain a comprehensive system of Project records, books and accounts which shall belong to Owner. Owner and any party designated by Owner shall have at all times access to such records, accounts and books, including without limitation all files, rent rolls, invoices, receipts, and other materials pertaining to the Project and/or this Agreement, all of which Manager covenants to keep safe, available and separate from any records not relating to the Project, Manager's Management Responsibility and/or this Agreement;

(j) Provide Owner on or before the fifteenth (15th) day of each month during the Initial Term and any Renewal Terms a financial report substantially in the form attached hereto as Exhibit C and incorporated herein by this reference;

(k) Prepare not later than thirty (30) days following the Commencement Date and not later than March 1st of each year of the Initial Term and any Renewal Terms thereafter, a Lease Year budget substantially in the form attached hereto as Exhibit D and incorporated herein by this reference, including profit and loss statement and balance sheet;

(l) Deliver to Owner not later than August 1st (for the fall semester), January 1st (for the spring semester) and not less than two (2) weeks before the commencement date of each summer session in each Lease Year of the Initial Term and any Extended Terms an **"Occupancy Schedule"** for the upcoming Lease Session (as hereinafter defined). The Occupancy Schedule shall set forth the anticipated occupancy of the Project for the upcoming Lease Session the identifying number, but not the name, of the Student, room number of the Unit occupied by such Student and the Monthly Rent to be paid for each such Unit Manager shall periodically update the Occupancy Schedule to reflect changes in occupancy. . A **"Lease Session"** shall be defined as any given Semester or other school term as defined by LCSC Administration and, in the case of the program participant who are not LCSC Students, the term of such program;

(m) Use reasonable care to provide, at all times, for the safety and security of the Project, including without limitation the Student tenants and their personal property, guests and invitees; and

(n) Perform such other tasks as are customary and usual in the operation of a residential living facility of a class and standing equal to the Residence Units and as otherwise required to operate and maintain the Project as contemplated under this Agreement or as may reasonably be specified by Owner from time to time.

4. **Manager's Compensation.**

4.1 **Management Fees.** Owner shall pay Manager a management fee based upon the rent revenues collected by Manager and paid to Owner during each Lease Year (as hereinbefore defined). During each calendar month in which the amount collected and paid to the Owner during the month equals or exceeds ninety percent (90%) of total occupancy for the month (computed in the manner hereinafter provided), Owner shall advance to Manager three percent (3%) of the amount collected and paid to Owner during such month as an advance upon the management fee. Annually, on or about the August 15th of each year beginning in the year 2007, the parties shall determine the amount of the management fee which Manager was actually entitled to receive for the preceding Lease Year, in the following manner.

(a) Determine the gross rental revenue collected by Manager and paid to Owner during the entire preceding Lease Year.

(b) Determine the gross rental revenue which would have been generated for the entire preceding Lease Year if Students had occupied one hundred percent (100%) of the residence Units for the entire preceding Lease Year and had paid rent for such entire Lease Year at the Minimum Monthly Rental Rate in effect for such Lease Year.

(c) Divided the amount computed under Item (a) by the amount computed under Item (b) to determine the actual percentage of total occupancy for the preceding Lease Year. If the resulting percentage is less than eighty-five percent (85%), Manager shall not be entitled to receive any management fees for the preceding Lease Year and shall reimburse to Owner all management fees advanced to Manager for such preceding entire Lease Year.

(d) If the percentage computed under Item (c) equals or exceeds eighty-five percent (85%), then compute the commission actually earned by Manager for the preceding Lease Year using the total revenue for that year computed under Section (a) and the following commission schedule:

(i) Four percent (4%) of rents collected and paid to Owner if the percentage is ninety-five percent (95%) or higher.

(ii) Three percent (3%) of rents collected and paid to Owner if the percentage is less than ninety-five percent (95%) but at least ninety percent (90%).

(iii) Two percent (2%) of rents collected and paid to owner if the percentage is less than 90% but at least eighty-five percent (85%).

(e) Compare the commission actually earned by Manager for the preceding Lease Year to the total of the commission advanced to Manager for the preceding year. If the commission actually earned by Manager exceeds the commission advanced to Manager, Owner shall promptly pay to Manager the amount of such excess. If the amount advanced to Manager exceeds the amount of commission actually earned, then Manager shall promptly repay such excess to Owner. If Owner fails to pay Manager the management fee due under this Section 4, Manager may setoff the amount owing to Manager against the rent which Manager collects from the Project in addition to the other remedies available to Manager under this Agreement.

5. **Leasing Requirements.**

5.1 **Rental Agreement.** Manager shall, on behalf of Owner, lease available occupancy in the Residence Units, consisting of a bedroom/bed (“**Unit or Units**”) to Students and shall, in Manager’s own name, enter into and execute a Lease Agreement for the period for which the Unit is to be rented in a form which has been approved by both Manager and Owner and at rental rates which are not less than the Minimum Monthly Rental Rate which is, from time to time, established in the following Section.

5.2 **Rental Rates.** The Minimum Monthly Rental Rate for the first Lease Year shall be Three Hundred Seventy Five Dollars (\$375.00) per Unit. No later than February 15, 2007, and on or before February 15 in each subsequent Lease Year, Owner shall, after consultation with Manager, but in Owner’s sole discretion, determine the Minimum Monthly Rent for the upcoming Lease Year and shall give Manager written notice of that determination.

5.3 **Remittance of Rent.** Irrespective of Manager’s ability or inability to actually collect the Rent and any other sums due and payable from occupants under existing Rental Agreements, Manager hereby covenants that it shall pay Owner all such rent owing as obligated by the latest Rental Agreement executed by occupants and Manager, as well as all rents and other sums that may be owing by virtue of any Unit being occupied even when a valid Rental Agreement has not been executed (“**Rent Installments**”). For the purpose of determining Rent Installments payable by Manager, the three (3) R.A. Units shall be deemed to be occupied during the school year (only the months of September through May, inclusive), notwithstanding the actual occupancy of those R.A. Units. Irrespective of when rent is collect by Manager, monthly Rent Installments shall, subject to the provisions of Section 5.4, be remitted to Owner in conformance with the following schedule:

(a) September 1 – Seventy-five percent % of the first month’s Rent Installment which pays for the period from the fall occupancy date (approximately August 24) through September 30.

(b) September 15 – The remainder of the first month’s Rent Installment, after adjustment for rent refunds and late registrations

- (c) October 1 - Rent Installment for the month of October.
- (d) November 1 – Rent Installment for the month of November.
- (e) December 1 – Rent Installment for the month of December.
- (f) December 20 – Rent Installment for the month of January.
- (g) February 1 – Rent Installment for the month of February.
- (h) March 1 – Rent installment for the month of March.
- (i) April 1 – Rent Installment for the month of April
- (j) May 1 – Rent Installment for the month of May.
- (k) Summer Sessions – Rent for these sessions shall be remitted within five (5) days after the beginning of each session.

Rent and other payments collected by Manager shall be placed in a separate Agency Account within the LCSC accounting system and shall be disbursed from said Agency Account as provided herein.

5.4 **Refund of Rent.** Notwithstanding the foregoing, Manager shall have the right to refund rent to Student tenants in accordance with Manager's written refund policy generally applicable to Manager's student housing program. If the refundable rent has been paid to Owner, the Owner shall remit to Manager, for refund to the Student, an amount equal to the amount to which the Student is entitled, net of the commission paid to Manager with respect to the refundable rent, and Manager shall make the rent refund to the Student. Alternatively, Manager may set off the amount Owner is required to remit from the rent next payable to Owner.

5.5 **Delinquent or Missed Rent Installments.** Any Rent Installment or other charges, sums or fees which are due and payable by Manager under the provisions of this Agreement and which are not paid when due shall bear interest from the date due until paid at an annual rate (hereinafter the "**Agreed Rate**") equal to five percent (5%) in excess of prime rate published in the Wall Street Journal as such rate changes from time to time.

5.6 **Owner's Right to Lease Units.** In the event Manager is unable in any given Lease Session to lease all of the Residence Units in the Project, Owner shall have the exclusive right, but not the obligation, to lease any such unoccupied Units for the then current Lease Session or any remainder term thereof to tenants that Owner may solicit and accept, provided, that prior to placing any occupant in available Units then managed by Manager, Owner must first provide Manager with a five-day (5) written notice of the occupant Owner intends to place in a Unit. In the event Manager refuses to accept the proposed occupant, Manager must

respond in writing within such five-day (5) period as to why it rejects the proposed occupant and also within such five-day (5) period, Owner and Manager shall attempt to mutually agree as to whether the occupant shall be entitled to take possession of a Unit. Failure to agree shall result in a decision being made no later than five days (5) of the expiration of the initial five-day (5) notice period by LCSC's Vice-President for Administrative Services. The exercise of any Owner Leasing Rights shall be documented by Owner executing a form of Lease Agreement prepared by Owner utilizing the same format that Manager is then using for all other Units. Manager shall have no responsibility for the collection of rent from Owner's tenants, nor shall Manager be responsible for the actions of said tenants or the repair or replacement of damage caused by said tenants.

6. **Use of Project.**

6.1 **Residential Area.** The Residence Units shall be used for the housing of Students and other incidental uses reasonably related thereto and in support thereof in accordance with the Residence Program as Manager sees fit, provided, that nothing herein shall authorize Manager to use or allow use of the Residence Units in any manner contrary to the terms of this Management Agreement.

6.2 **Compliance With Applicable Laws And Prohibited Uses.** Manager shall not allow the Project, including the Residence Units, to be occupied or used contrary to any applicable statute, rule, order, ordinance or requirement and Manager specifically agrees that upon discovery of any such prohibited use, will take all reasonable steps necessary to compel the discontinuance of such prohibited use. In the event Manager fails to use reasonable care to detect a prohibited use or fails to take reasonable steps to compel discontinuance of such use after its discovery, any damages, expenses, repairs, increases in the cost or other obligation or burden to Owner, including increase in the cost of Owner's insurance resulting from either of such failures on the part of Manager, shall be paid by Manager.

6.3 **Use of Office.** During the Initial Term and any Renewal Terms, Manager may use and occupy the office located on the first floor of the residence facility without the payment of rent.

7. **Operating Expenses and Taxes.**

7.1 **Definitions.**

(a) **"Expenses"** shall mean all costs of taxes, utilities, insurance, operations, service contracts, maintenance and repair (except for Manager's maintenance and repair expenses and Manager's insurance obligations as otherwise defined in this Agreement) associated with the project, as well as all fees and costs for accounting, legal, or other consultant fees associated with operation of the Project. Notwithstanding the foregoing, Expenses shall not include (i) expenses incurred by Manager in advertising, marketing and procuring Student Tenant Rental Agreements; (ii) expenses associated with the promulgation, management, and enforcement of the College's Residence Program; (iii) any mechanics' liens or other liens

created or incurred by Manager and not released as hereinafter provided; and (iv) any Expenses created or incurred as a result of Manager's negligence or willful misconduct pursuant to this Agreement or otherwise.

(b) **“Owner Reserve Account”** means that certain reserve account established and maintained by Owner for the purpose of providing Manager with adequate funds to undertake and comply with its Management Responsibility as provided for in this Agreement. Within thirty (30) days from the Effective Date, Owner shall deposit in an Agency Account with Lewis-Clark State College to be known as the Owner Reserve Account an amount mutually agreed upon by Owner and Manager. Manager shall be authorized to withdraw funds from the Owner Reserve Account without Owner's prior written consent as set forth in Sections 7.2.2, 7.4 and 7.5 of this Agreement. In the event of any depletion of the Owner Reserve Account as provided for in this Agreement, Owner shall within thirty (30) days following written notice from Manager of any deficiency resulting from such depletion, replenish the Owner Reserve Account in full in an amount mutually agreed upon by Manager and Owner. If Owner fails to replenish the Owner Reserve Account as required under this Section 7.1(b), Manager may setoff the amount necessary to replenish the account against the Rent collected by Manager from the Project in addition to the other remedies available to Manager under this Agreement.

(c) **“Manager Reserve Account”** means that certain reserve account established and maintained by Manager for purposes of paying for all of Manager's repair obligations as is set forth in Section 7.2.2 (b) in this Agreement. Within thirty (30) days from the Effective Date, Manager shall deposit in an Agency Account with Lewis-Clark State College known as the Manager Reserve Account an amount mutually agreed upon by Owner and Manager. All such funds placed in the Manager Reserve Account shall be the separate funds of Manager and shall not be the proceeds, collections, or any resulting money generated by this Project. The Manager Reserve Account shall be utilized solely for payment of Manager Repair Obligations and at such time as the Manager Reserve Account is depleted, Manager shall immediately replenish the Manager Reserve Account in amounts sufficient to cover all anticipated and projected Manager obligation expenses.

(d) **“Joint Owner's FF&E Account.”** This Account shall be established, funded and disbursed in the manner provided in Section 7.2.2(d). The parties shall have the same rights and remedies to enforce contribution as are provided with respect to the Owners Reserve Account and the Manager's Reserve Account.

(e) **“Agency Accounts Reports”** Manager shall provide to Owner monthly reports of the Agency Accounts established for the Owner's Reserve Account, the Manager's Reserve Account and the Joint Owner's FF&E Account and the Agency Account into which rent collections are deposited under Section 5.3.

7.2. Maintenance and Repair of Project.

7.2.1 **Manager's Duty to Operate, Maintain, and Repair Project.** Except as otherwise expressly provided herein (including, without limitations, the specific

provisions relating to Casualty and Condemnation contained in Sections 13 and 14), Manager covenants and agrees to undertake the operation, maintenance, and repair necessary to keep and maintain the Project in good, clean and sightly condition and state of repair and to monitor the condition of the Project, including the interior and exterior of the Building, all glazing and doors of the building, the structural portions of the building, and each and every system, component, or aspect of the building including the building envelope, roof, landscaping, personal property, and signs, and shall promptly make any repairs or replacements necessary and keep the entire premises, interior, exterior and grounds in clean and maintained condition, including cleaning all glass and doors and windows (“**Maintenance and Repair Obligations**”). Manager’s Maintenance and Repair Obligations shall additionally include garbage removal on a regular basis, maintain and repair the mechanical systems, keeping all mechanical apparatus reasonably free of vibration and noise, and repair and maintenance of the heating, ventilating and air conditioning equipment and any and all elevators or boilers which may be located within the premises. The ultimate responsibility for paying for any and all such maintenance and repair is as established in Section 7.2.2 below.

7.2.2 Financial Obligation For Maintenance and Repairs By Each Respective Party.

(a) **Owner’s Obligations.** Owner shall be responsible for the cost of all maintenance and repairs as set forth in the preceding Section attributable only to the roof, windows, doors, exterior of the building, building envelope, heating, cooling, HVAC, and water heating systems and for Owner’s Additional Repair Obligations as provided in Section 7.2.2(c). The cost attributable to any and all maintenance for these specific items shall be payable out of the Owner Reserve Account. Manager is authorized to incur individual expenses from such Owner Reserve Account up to Five Hundred Dollars (\$500.00) per item or Five Thousand Dollars (\$5,000.00) in the aggregate in any given Lease Session for any such Owner repair obligations. Manager shall not, however, be restricted as to this expenditure gap in the event of undertaking any operation, maintenance, or repair necessary to prevent damage to the Project. Any item in excess of Five Hundred Dollars (\$500.00) or in excess of Five Thousand Dollars (\$5,000.00) in the aggregate for any given Lease Session, shall require the written consent of Owner.

(b) **Manager’s Repair Obligations.** Manager shall be responsible for the cost for any and all repair, replacement, maintenance, cleaning, garbage removal, or other work needed to comply with the requirements in Section 7.2.1 above which are not part of Owner’s repair obligations as set forth in Section 7.2.2 (a) above. Manager shall be required to pay for all of Manager’s repair obligations out of Manager’s Reserve Account.

(c) **Owner’s Additional Repair Obligations.** Notwithstanding any of the foregoing provisions of this Section 7, Owner shall be responsible for the cost of repairing or replacing any damage to or deterioration of the Project resulting from defects in the design, materials or workmanship of the Project, provided that the Manager gives the Owner written notice of the defect or defects causing such damage or deterioration within one (1) year after the

date the Project is Ready for Management. The cost of satisfying Owner's Additional Repair Obligations shall be payable out of Owner's Reserve Account.

(d) **Joint FF&E Obligations.** The parties recognize that the repair and replacement of beds, desks, wardrobes, refrigerators, microwaves and other Owner-provided personal property (hereinafter "**Owner's FF&E**"), to the extent the costs of such repairs and replacement is not properly payable from tenant security deposits, is the joint obligation of the parties. The parties shall establish an Agency Account with Lewis-Clark State College for the payment of the expense of repair and replacement of Owner's FF&E known as the Joint Owner's FF&E Account in such amount as the parties shall, from time to time, mutually agree. Until the parties otherwise agree, Owner shall contribute fifty percent (50%) of such amount and of the amount necessary, from time to time, to replenish the Owner's FF&E account and Manager shall contribute the remaining fifty percent (50%) of Owner's FF&E account and the amounts necessary, from time to time, to replenish that account. The costs of repairing or replacing the Owner's FF&E shall be paid from said account.

7.3 **Mechanic's Liens.** Manager shall not suffer or permit any mechanic's lien or other lien to be filed against all or any portion of the Project because of any authorized repair, alteration, or work, labor, services, equipment or materials supplied at the request of Manager.. If any such lien is filed, Manager shall cause the same to be discharged within thirty (30) days of receiving written notice of the lien from Owner. Notwithstanding the foregoing, the filing of a lien for work which is the financial responsibility of Owner shall not relieve the Owner of the financial responsibility for the cost of that work.

7.4 **Utilities.** Manager shall timely pay, when due, all charges and costs for utilities or services furnished to the Project, including without limitation, water, sewer, and electricity ("**Utilities**"). All such payments shall be made from Owner's Reserve Account. Owner shall not be liable for any damage or otherwise, nor shall there be an abatement of any rent which is otherwise obligated under any Rental Agreement or under this Agreement, if any utilities are interrupted or impaired by fire, accident, riot, strike, act of God, or other cause, beyond Owner's reasonable control.

7.5 **Taxes.** During the Term of this Agreement, Manager shall timely pay, when due, all real estate taxes, fees, betterments and assessments (including special assessments), however the same may be designated or assessed ("**Taxes**"). All such taxes shall be paid out of Owner's Reserve Account. This provision shall not include taxes, charges, or assessments imposed by any governmental or taxing authority on Manager's personal property or on the rents, fees, expenses or other charges collected by Manager from Student tenants. Taxes on rents, fees, expenses and other charges collected by Manager from Student tenants shall be paid from the amounts collected.

8. **Insurance.**

8.1 **Owner's Insurance.** Owner shall keep the Project and Owner's FF&E insured in an amount equivalent to their full insurable replacement cost thereof against loss or

damage by fire and such other risks as are customarily covered with respect to such property, including sprinkler leakage, windstorms, hail, explosions, vandalism, theft, malicious mischief, civil commotion and such other coverage capable of being covered by a special extended coverage insurance policy. Owner shall additionally carry commercial general liability insurance covering the Project, which policy shall have a combined single limit of not less than Two Million and no/100 Dollars (2,000,000.00), per occurrence, coverage on an occurrence basis, with a deductible of not more than Twenty Five Thousand and no/100 Dollars (\$25,000.00) (collectively, “**Owner’s Insurance**”). Such Owners Insurance shall name Manager as an additional insured.

8.2 **Manager’s Insurance.** Manager, at its sole cost and expense, shall keep any and all of Manager’s inventory, equipment, furniture, fixtures and other personal property located in or used in connection with the Residences (“**Manager’s Personal Property**”) insured in an amount equivalent to the full insurable replacement cost against loss or damage by fire and such other risks as are customarily covered with respect to such property, including sprinkler leakage, windstorms, hail, explosions, vandalism, theft, malicious mischief, civil commotion and such other coverage capable of being covered by a special extended coverage insurance policy. Manager shall additionally provide coverage comparable to that provided by a commercial comprehensive general liability insurance policy with combined single limits of not less than Five Hundred Thousand Dollars (\$500,000), per occurrence, coverage on an occurrence basis. Such liability insurance coverage shall name Owner as an additional insured.

8.3 **General Provisions.** All policies required under Sections 8.1 and 8.2 shall be written by companies licensed in the state in which the Project is located, except that Manager is permitted to provide insurance through Idaho Department of Administration, Risk Management.

8.4 **Release and Waiver of Subrogation.** Subject to Sections 8.1 and 8.2 and notwithstanding any other provision of this Agreement, Owner and Manager each hereby waives, releases and discharges the other, its agents and employees from all claims whatsoever arising out of loss, claim, expense, damage or destruction covered or coverable by insurance required by Sections 8.1 and 8.2 or covered by other casualty insurance it may carry (a “**Loss**”), notwithstanding that such Loss may have been caused by the other, its agents or employees. Owner and Manager each hereby agree to look to its insurance coverage only upon such loss. Owner’s Insurance described in Section 8.1 shall contain a waiver of subrogation clause as to Manager. Manager’s Insurance required by Section 8.2 shall contain a waiver of subrogation clause as to Owner.

9. **Compliance With Laws.**

9.1 **Compliance With Applicable Laws.** As of the Commencement Date, Owner represents and warrants that the Project complies with all current laws, ordinances, orders, rules, regulations and requirements of all federal, state, municipal and other governmental bodies having jurisdiction over the Project as of the Commencement Date (“**Applicable Laws**”). Manager shall as of the date of the Delivery Date and throughout the Initial Term and any

Renewal Term comply with any and all Applicable Laws, including without limitation any and all Applicable Laws with regard to the Project, the Management Responsibility, Maintenance and Repair Obligations, Rental Agreements, and the Student tenants and Residence Program.

9.2 **Compliance with Hazardous Materials Laws.** Owner warrants to the best of its actual knowledge that no hazardous substance, toxic waste, or other substance has been produced, disposed of, or is or has been kept on the Project and that there are no hazardous materials on the Project at this time. Manager shall comply with all federal, state, and local laws, ordinances, and regulations as they now exist or are hereafter amended relating to industrial hygiene, environmental protection, and the manufacturer, storage, presence, release, disposal or transportation of any material generally known as hazardous materials under Federal and Idaho state laws. Manager shall defend and hold harmless Owner and Owner's principals including all successors and assigns, and shall pay all costs and expenses arising from all liabilities, damages, penalties, and losses arising in whole or in part, directly or indirectly, from the presence or release of hazardous materials by Manager, its employees, agents or contractors. Owner shall defend and hold harmless Manager, and its principals and successors and assigns against any and all damages arising out of the presence or release of hazardous materials on or about the Project released by Owner, its employees, agents, or contractors. Both parties recognize and acknowledge that neither party is indemnifying the other for damages arising out of acts of third parties not under either party's control. Respective rights and obligations of Owner and Manager under this section shall survive the expiration or earlier termination of this Agreement.

9.3 **Discrimination.** Owner assures and certifies that it will comply with all applicable provisions of the American with Disabilities Act of 1990 (42 U.S.C. 12101-12213) and the Idaho State Law Against Discrimination, as well as the regulations adopted thereunder. Manager shall be solely responsible for any costs resulting from (a) any special requirements needed for the Project to comply with ADA or the Idaho State Law Against Discrimination that are caused by a change in the intended use of the Project by Manager; (b) any requirements related to reasonable accommodations for any of Manager's current or prospective employees or residential occupants; and (c) the failure of Manager to conduct its business in compliance with the ADA and the Idaho State Law Against Discrimination.

10. **General Liabilities.**

10.1 **Indemnity by Manager.** Manager covenants and agrees to defend, indemnify and hold Owner, its agents, and employees harmless from and against all claims, losses, liabilities, damages, costs and expenses, including attorneys' fees and costs, arising out of or in connection with any breach of this Agreement, including but not limited to, (a) any breach of Manager's representation, warranties, covenants, obligations and duties under this Agreement, (b) any failure by Manager to comply with Applicable Laws, (c) any liabilities related to an Event of Default by Manager, and (d) any liabilities arising under Rental Agreements between Manager and Student tenants, including without limitation any liabilities arising as a result of Manager's removal and/or the termination of this Agreement by Owner; provided, however, that the indemnity obligations of Manager are subject to the limitations of liability contained in Idaho Code, Title 6, Chapter 9.

10.2 **Indemnity by Owner.** Owner covenants and agrees to defend, indemnify and hold Manager, its agents, and employees harmless from and against all claims, losses, liabilities, damages, costs and expenses, including attorneys' fees and costs, arising out of or in connection with any breach of this Agreement, including but not limited to, (a) any breach of Owner's representation, warranties, covenants, obligations and duties under this Agreement, (b) any failure by Owner to comply with Applicable Laws, and (c) any liabilities related to an Event of Default by Owner, provided, however, that the indemnity obligations of Owner are, by agreement of the parties, subject to the same monetary limitations of liability contained in Idaho Code, Title 6, Chapter 9 which would apply if Owner was a governmental entity under the laws of the State of Idaho.

10.3 **Survival of Provisions.** The provision of this Section 10 shall survive expiration or earlier termination of this Agreement.

11. **Defaults of Owner and Manager and Right to Cure.**

11.1 **Event of Default.** The occurrence of any of the following constitutes an "**Event of Default**" by Manager under this Agreement ("**Manager's Default**"):

(a) Manager fails to take possession of the Project on August 20, 2006, or such later date when the Project is Ready for Management as provided for in Section 1.2 of this Agreement;

(b) Manager fails to collect and remit to Owner all Rent when due from tenants and such failure continues for five (5) days after Owner notifies Manager of Manager's failure to pay such Rent when due;

(c) Manager fails to perform any of Manager's non-monetary obligations under this Agreement and the failure continues for a period of thirty (30) days after Owner notifies Manager in writing of such failure; provided that if Manager cannot reasonably cure its failure within such thirty (30) day period, Manager's failure shall not constitute an Event of Default if Manager commences to cure such failure within said thirty (30) day period and thereafter diligently pursues cure of the same;

(d) The existence at any time during the Initial Term and/or any Renewal Terms of any material misrepresentation, omission in any financial statements, correspondence or other information provided to Owner by or on behalf of Manager in regard to the following: (a) Manager's leasing of Residences to Student; (b) any proposed or attempted Transfer; or (c) any consent or approval Manager requests under this Agreement; and

(e) Manager makes a general assignment or general arrangement for the benefit of creditors; or otherwise files a Petition, voluntarily or involuntarily for adjudication of bankruptcy or for reorganization or loses its accreditation with the State Board of Education for the state of Idaho.

11.2 **Remedies.** Upon the occurrence of any Event of Default and failure to cure as provided for in Section 12.1 above, at any time and from time to time, and without preventing Owner from exercising any other right or remedy, Owner may exercise any one or more of the following remedies:

(a) Owner may terminate this Agreement effective on the date Owner specifies in its written termination notice to Manager. Upon such termination, Manager will immediately surrender all Lease Agreements and management records to Owner (subject to Manager's right to retain copies of such records) shall remit to Owner all tenant security deposits being held by Manager, and Manager shall have no further rights as Manager under this Agreement. In addition to, and not subject to offset against, any of Owner's other rights to collect damages as provided for herein, whether or not Owner terminates this Agreement as provided for under these remedies, Owner may recover from Manager, and Manager will pay to Owner, on demand, any Rent which Manager has failed to collect and remit to Owner as required hereunder;

(b) Owner may perform any obligation on Manager's behalf which Manager has failed to perform without waiving Owner's rights under this Agreement at law or in equity, and without releasing Manager from any obligation under this Agreement; or

(c) Exercise any other rights in law or equity under Applicable Laws, including remedies not explicitly provided for in this Agreement. Each remedy or right of Owner provided for in this Agreement will be cumulative and will be in addition to every other right or remedy provided for in this Agreement, or now or hereafter existing at law, in equity, by statute or otherwise. The exercise or the beginning of the exercise by Owner of any one or more of such rights or remedies will not preclude the simultaneous or later exercise by Owner of any or all other rights or remedies.

Notwithstanding the foregoing, nothing in this Section 11.2 shall limit or prejudice Owner's right to prove and obtain damages in an amount equal to the maximum amount allowed under Applicable Laws, regardless whether such damages are greater than the amounts set forth in this Section.

Manager will reimburse and compensate Owner on demand for any costs, fees and expenses Owner incurs in connection with, resulting from or related to an Event for Default and Owner's exercise of any or all default remedies as provided for herein, and regardless whether suit is commenced or judgment is entered. Such loss includes all reasonable Attorneys' Fees (as defined below) which Owner incurs investigating, negotiating, settling or enforcing any of Owner's rights or remedies or otherwise protecting Owner's interests under this Agreement. In addition to the foregoing, Owner is entitled to reimbursement of all of Owner's fees, expenses and damages, including reasonable Attorneys' Fees Owner incurs in connection with protecting its interest in any bankruptcy or insolvency proceeding involving Manager, including any proceeding under any chapter of the Bankruptcy Code; by asserting or defending a claim; by defending a preference or fraudulent transfer action; by exercising and advocating

rights under Section 365 of the Bankruptcy Code; by proposing a plan of reorganization and objecting to competing plans; and by filing motions for relief from stay. Such fees and expenses are payable on demand, or, in any event, upon assumption or rejection of this Agreement in bankruptcy.

11.3 **Release of Restriction.** In the event this Agreement is terminated by Owner for the default of Manager or is terminated under the provisions of Sections 13 or 14 or, if Manager terminates this Agreement under Section 2.4, Manager shall promptly release of record the Restrictive Covenant recorded as Instrument No. 727569, records of Nez Perce County, Idaho.

11.4 **Owner Default.** If the Owner defaults in the performance of any of its obligations under this Agreement, (a default includes failure to perform any of the required obligations of this contract and/or material misrepresentation or omission in any financial statement, correspondence or other information provided to Manager by or on behalf of Owner in connection with Owner's performance of this Agreement and any material misrepresentation made by Owner in this Agreement), which default continues for a period of more than thirty (30) days after receipt of written notice from Manager specifying such default, or if such default requires more than thirty (30) days for remedy, then if Owner fails to commence curing such default within the thirty (30) day period or fails to thereafter diligently continue curing such default until completion, then Manager may elect one or more of the following remedies.

(a) Manager may terminate this Agreement effective on the date Manager specifies in its written termination notice to Owner. If Manager terminates this Agreement, Manager may recover from Owner and Owner will pay to Manager on demand all damages Manager incurs by reason of Owner's default, including, any amount necessary to compensate Manager for all reasonable out-of-pocket costs and expenses incurred by Manager proximately caused Manager by Owner's failure to perform its obligations under this Agreement including costs related to relocation. Except as specifically set forth in this Section, nothing in this Section limits or prejudices Manager's right to prove and obtain damages in an amount equal to the maximum amount allowed by the Laws, regardless whether such damages are greater than the amounts set forth in this Section. Manager may perform any obligation on Owner's behalf which Owner has failed to perform, without waiving Manager's rights under this Agreement, at law or in equity and without releasing Owner from any obligation under this Agreement.

(b) Except as specifically set forth in this Section, if the Owner breaches any of the provisions of this Agreement, Manager will be entitled to enjoin such breach and will have the right to invoke any right or remedy allowed at law, in equity, by statute or otherwise including summary proceedings and other remedies not provided for in this Agreement. Each remedy or right of Manager provided for in this Agreement will be cumulative and will be in addition to every other right or remedy provided for in this Agreement, or now or hereafter existing at law, in equity by statute or otherwise. The exercise or the beginning of the exercise by Manager of any one or more of such rights or remedies will not preclude the simultaneous or later exercise by Manager of any or all other rights or remedies, at its option and may incur any reasonable expense necessary to perform the obligation of the Owner and

thereafter be reimbursed by Owner for all such costs and expenses incurred by Manager plus interest at the Agreed Rate, which shall be payable as a cash payment to Manager or in the alternative Manager may offset Owner's obligation by an appropriate reduction in the amounts next coming due from Manager to Owner under this Agreement.

Owner will reimburse and compensate Manager on demand for any costs, fees and expenses Manager incurs in connection with, resulting from or related to an Event for Default and Manager's exercise of any or all default remedies as provided for herein, and regardless whether suit is commenced or judgment is entered. Such loss includes all reasonable Attorneys' Fees (as defined below) which Manager incurs investigating, negotiating, settling or enforcing any of Manager's rights or remedies or otherwise protecting Manager's interests under this Agreement. In addition to the foregoing, Manager is entitled to reimbursement of all of Manager's fees, expenses and damages, including reasonable Attorneys' Fees Manager incurs in connection with protecting its interest in any bankruptcy or insolvency proceeding involving Owner, including any proceeding under any chapter of the Bankruptcy Code; by asserting or defending a claim; by defending a preference or fraudulent transfer action; by exercising and advocating rights under Section 365 of the Bankruptcy Code; by proposing a plan of reorganization and objecting to competing plans; and by filing motions for relief from stay. Such fees and expenses are payable on demand, or, in any event, upon assumption or rejection of this Agreement in bankruptcy.

11.7 **Mitigation of Damages.** Either party agrees to use its best reasonable efforts to mitigate its damages in connection with any damage claim it may have against the other arising out or in connection with this Agreement.

12. **Manager's Right of First Refusal.** If, during the term of this Agreement or any Renewal Term, Owner receives a bona fide offer to purchase the Project from a third party which is acceptable to Owner, Owner will give written notice of such acceptable offer, setting out the identity of the purchaser and the terms of the offer to purchase. Manager shall then have a period of sixty (60) days in which to elect to purchase the Project at the same price and upon the same terms and conditions contained in the bona fide offer and to give written notice of such election to Owner. In the event Manager elects to exercise its right of first refusal, the sale shall close within thirty (30) days thereafter upon the terms and conditions set forth in the bona fide offer. If Manager fails to exercise its right of first refusal as hereinabove provided, Owner may proceed to sell the property to the original offeror at the price and upon the terms set forth in the bona fide offer; provided, however, that in the event the sale to the original offeror fails to close within one hundred eighty (180) days after Manager's right of first refusal has expires, Owner may not proceed to close the transaction without first giving the above required notice to Manager and again affording Manager the opportunity to again exercise its right of first refusal as above provide.

The provisions of this Section 12 do not apply to the sale or other transfer of the LLC membership interest in Owner held by one or more of Owner's LLC members to other LLC member or members of the Owner.

13. Damage and Destruction.

13.1 Repair Obligations. Pursuant to its covenants, obligations and duties as set forth in this Agreement, or otherwise, and subject to the terms of Section 13.2, in the event the Project or any portion thereof is damaged by fire or other casualty (a “**Casualty**”), for which Owner is carrying or required by this Agreement to carry insurance, Owner shall repair such damage at its expense. In the event of a Casualty, Manager’s obligation to collect and remit Rent Installments shall be suspended or abated to the extent and for the period the Project is rendered uninhabitable as a college residence facility and until such time that the Project has been restored to the condition immediately prior to such damage or destruction, which such condition shall render the Project Ready for Management as contemplated under this Agreement. If the Casualty is an insured loss or a loss required to be insured under the provisions of this Agreement, as long as Owner is diligently pursuing collection of the insurance proceeds, repair shall commence upon receipt of the proceeds, provided that, in any case, the repair shall commence as soon as reasonably possible after the event of damage, but in no event subject to force majeure, later than one-hundred twenty (120) days after the damage. Owner shall not be obligated to repair Manager’s personal property, equipment or improvements installed by Manager or any personal property of any Student tenants. Notwithstanding anything to the contrary contained herein, Owner’s obligation to repair under this Section 13.1 shall be limited to the extent of the insurance proceeds available to Owner for such restoration. Additionally, in the event that any Casualty comprises more than fifty percent (50%) of the Project then Owner, in its sole discretion, may terminate this Agreement forthwith by providing Manager with written notice of its intention to terminate with thirty (30) days after the date of the Casualty. In the event of a Casualty, Manager agrees that it will proceed with reasonable diligence at its sole cost to rebuild, repair and/or replace its signs, fixtures and equipment.

13.2 Termination Rights. If any damage or destruction to the Project cannot in Owner’s reasonable judgment be repaired within one-hundred-eighty (180) days following the date of damage, Owner shall give Manager written notice thereof within thirty (30) days after the date of damage, and either Manager or Owner may terminate this Agreement by delivering written notice to the other within thirty (30) days after the date Manager receives Owner’s notice. If (a) the cost to repair any damage to the Project exceeds fifty percent (50%) of the insurable replacement cost of the Project, or (b) a portion of the damage is uninsurable through the insurance policies required under this Agreement, or if the amount of insurance available to Owner is inadequate to restore the Project and Owner’s FF&E to substantially their condition prior to the Casualty and Owner elects not to restore, then Owner shall give Manager written notice of the Owner’s election within thirty (30) days after the date of such damage or destruction and thereafter either party shall have the right to terminate this Agreement by written notice to the other party given within sixty (60) days after the date Manager receives such notice of Owner’s election not to repair such damage. If the cost to repair damage to the Project that occurs during the last twenty-four (24) months of the Initial Term or any Renewal Term exceeds thirty percent (30%) of the insurable replacement cost of the Project, either party shall have the option to terminate this Agreement by giving written notice to the other party within sixty (60) days after the date of damage, unless Manager exercises an available Renewal Term option within ten (10) business days after receiving Owner’s notice. If this Agreement terminates

pursuant to this Section 13, Rent for the Units shall be prorated as of the date of damage. Manager shall collect and remit to Owner the rent owed by Students to said date and Owner shall remit to Manager for payment to Students and Rent which Owner has received for any period after said date.

14. **Condemnation.**

14.1 **General Rights Upon Condemnation.** If all or any portion of the Project is taken under the power of eminent domain exercised by any governmental or quasi-governmental authority (a “**Condemning Authority**”), or are conveyed in lieu thereof (a “**Condemnation**”), this Agreement shall automatically terminate as to the portion condemned as of the date that possession and use are transferred to the Condemning Authority (“**Condemnation Date**”). The Owner shall have the exclusive right to grant possession and use to the Condemning Authority. Owner shall give Manager written notice (a “**Condemnation Notice**”) specifying the extent of the taking and the anticipated Condemnation Date promptly after it receives such information. If more the thirty percent (30%) of the Project or more than thirty percent (30%) of the Residences are taken by Condemnation, or if as a result of Condemnation, Manager’s access to the Project is terminated or materially and substantially interfered with, then any of such cases Owner shall have the right to terminate this Agreement by giving written notice to Manager within sixty (60) days after the date of the Condemnation Notice. If more than thirty percent (30%) of the building is taken by Condemnation and Owner elects not to repair, restore, alter or reconstruct the same, either party may elect to terminate this Agreement by giving written notice within sixty (60) days after the date of the Condemnation Notice. Any such termination shall be effective as of the Condemnation Date. If this Agreement is terminated pursuant to this Section 14.1, Owner and Manager shall be released from any liability arising after the termination date, but all Rents and all other amounts payable under this Agreement shall be prorated and paid or remitted as of the termination date in the same manner Rents are to be prorated and paid or remitted under Section 13.2. Owner shall make such repairs and alterations necessary to restore the portion of the Project not condemned to a condition reasonably satisfactory for Manager’s use; provided that (i) at least three (3) years of the Initial Term or any Renewal Term remain, and (ii) that Owner’s obligation shall be limited to the amount of the Condemnation Award (as defined below) available therefore after deducting all costs of obtaining the Condemnation Award. Within sixty (60) days after the amount of the Condemnation Award available for restoration is known, Owner shall give Manager reasonable notice of the repairs and alteration Owner anticipates making to restore the portion of the Project not condemned. If Manager reasonably determines that the anticipated repairs and alterations are insufficient to restore such portion of the Project to a condition reasonably satisfactory for Manager’s use, Manager shall have the right to terminate this Agreement by giving notice to Owner within ten (10) days after receiving Owner’s notice describing the repairs and alterations.

14.2 **Award.** Owner shall be entitled to receive the entire award in any Condemnation (“**Condemnation Award**”), including any award for the value of any unexpired portion of the Term of this Agreement. Manager shall have a right to claim and recover from the Condemning Authority, but not from Owner, such compensation as may be separately recoverable by Manager. Manager shall be entitled to claim an award in a condemnation

proceeding for any loss resulting from loss of housing contract with students, Manager's relocation expenses and/or the taking of Manager's personal property, to the extent such claims are recoverable.

15. **Assignment and Subletting.**

15.1 **Restriction on Transfer.** Manager shall not sublet all or any portion of the Project, and not assign, mortgage, pledge or otherwise encumber or transfer this Agreement, or any interest herein, or in any manner assign, mortgage, pledge, or otherwise encumber or transfer its interest or estate in all or any portion of the Project (each a "**Transfer**"), and each such party a ("**Transferee**") without obtaining Owner's prior written consent in each and every instance, which consent shall be in Owner's sole discretion to condition, grant or deny, specifically including Owner's right to condition its consent upon Manager agreeing to remain liable to Owner under the terms of this Agreement. This preclusion, however, shall not apply to Manager merging with or otherwise becoming a part of any other institution for higher education.

15.2 **Transfer Requirements.** In the event Owner consents to a Transfer by Manager as contemplated in Section 15.1 above, such Transfer shall, at a minimum, comply with the following requirements:

(a) Any Transfer shall operate to transfer to the Transferee all of Manager's right, title and interest in this Agreement and all of Manager's estate or interest in the Project.

(b) Any Transferee shall assume, by written, recordable instrument, all of Manager's obligations under this Agreement arising and related to a period subsequent to the date of Transfer. Such assumption agreement shall state that the same is made by the Transferee for the express benefit of Owner as a third party beneficiary. A copy of the Agreement evidencing the Transfer, in a form and content satisfactory to Owner, fully executed and acknowledged by Transferee, together with a certified copy of a properly executed corporate resolution (if the Transferee is a corporation) authorizing the execution and delivery of such Transfer Agreement, shall be sent to Owner at least ten (10) days prior to the Effective Date of the Transfer.

(c) Any Transfer shall be subject to all the provisions, covenants and conditions of this Agreement. If Manager agrees to remain liable under this Agreement, Manager as well as Transferee shall remain liable for all obligations under this Agreement, as it may be amended from time to time, without notice to the Manager.

(d) Manager shall reimburse Owner for any and all reasonable costs incurred by Owner, including reasonable attorney's fees paid or payable to outside counsel, occasioned by such Transfer.

15.3 **Restriction From Further Assignment.** Notwithstanding any consent by Owner to any Transfer, no Transferee shall Transfer all or any portion of the Project, and no assignee shall further assign its interest in this Agreement or its interest or estate in all or any portion of the Project, or lease all or any portion of the Project, without Owner's prior written consent in each and every instance.

16. **Proprietary Marks.**

16.1 **Owner Marks.** Subject to Section 16.2 below, Manager will operate the Project under the Owner's proprietary name and Marks which may be used in any advertising by Manager but which shall remain the property of Owner. For the purposes of this Agreement, Owner hereby grants Manager a temporary, non-exclusive, royalty-free, fully paid-up license to use the Marks as permitted by this Agreement during the Initial Term and any Extended Terms. Any violation of this license by Manager shall be deemed to be an Event of Default.

16.2 **Manager Marks.** For purposes of advertising, Manager hereby grants Owner a temporary, non-exclusive, royalty-free, fully paid-up license to use the Manager Marks in accordance with the terms and conditions of this Agreement during the Initial Term and any Extended Terms, provided that this authority to use Manager Marks shall only be for those specific uses related to the ongoing operation of this particular project.

16.3 **Protection of Marks.** The parties hereto acknowledge and agree that protection of the Owner Marks and Manager Marks is important; accordingly Owner and Manager shall immediately notify the other party of any infringement of dilution of or challenge to the use of the respective Marks granted hereunder, and will not, absent a court order or the other party's prior written consent, communicate with any person regarding any such infringement, dilution, challenge or claim. The parties covenant to cooperate to the fullest extent possible in any action taken by a party to protect and/or defend their respective Mark from any such infringement, dilution, challenge or claim.

16.4 **Signage.** Manager may, at its sole cost, erect signs on the interior or the exterior of the Project buildings, provided that such sign or signs (a) do not cause any structural or other damage to the Project Buildings; (b) do not violate applicable governmental laws, ordinances, rules or regulations; (c) do not violate any existing restrictions affecting the Project; and (d) are approved in advance by Owner. Manager, upon vacating the Project or removing or altering its signs for any reason, shall repair, paint and/or replace the Project Buildings surfaces where its signs were attached. Manager shall not disturb signs placed by Owner on or in any part of the Project Buildings.

17. **Miscellaneous Provisions.**

17.1 **Access to Project.** For purposes of the Management Responsibility, Manager shall have free access to the project twenty-four (24) hours per day, seven (7) days per week basis. Owner and its authorized representatives shall have the right at any and all times to enter any part of the Project for the purpose of inspecting the same, making any necessary

changes or modifications to Buildings systems, making any repairs required or permitted by the terms of this Agreement or conducting any reasonable test or environmental audit of the Project or Manager's operation or use of the Project to determine Manager's compliance with this Agreement. Notwithstanding the foregoing, in the event Owner desires to enter any of the Residences pursuant to this Section 17.1.1, Owner shall provide Manager with notice of the same and Manager shall within three (3) business days provide notice to the Student tenants residing in the applicable Residences of Owner's intended entry thereon. In the event any consent is required to be obtained from any Student tenants pursuant to Owner's entry into any of the Residence, Manager shall obtain such necessary consents of the Students Tenants within not more than an additional three (3) business days. The consent requirement set out above shall not apply in the case of an emergency when Owner's immediate entry is reasonably necessary to prevent damage to deterioration of the Project. In the event of any Owner entry into the Residences, Owner shall at all times be accompanied by a representative of Manager. Owner may, during the progress of any such work, store necessary materials, tools and equipment at the Project, provided such storage does not interfere in any material respect with Manager's and its authorized Student tenant's use of the Project and provided such are stored in a safe and secure manner. Owner shall not be liable for, and the obligations of Manager shall not be affected by, inconvenience, disturbance, loss of business or other damage caused by Owner in connection therewith, provided that Owner makes reasonable efforts to avoid interfering with the conduct of Manager's business, except to the extent caused by Owner's negligence or willful misconduct. The provisions of this Section 17.1, and any other provisions in this Agreement that require Owner notice to Student tenant and/or mandate Student tenant consent to Owner's entry shall be included as provisions of the Rental Agreement.

17.2 **Exhibition of Project.** Owner shall have the right during normal business hours at any time during the Initial Term and any Renewal Term, following reasonable notice as required in this Agreement, to enter the Project for the purpose of exhibiting the same for the purpose of mortgaging or selling the property. During the final six (6) months of the Initial Term or any Renewal Term, as applicable, or any time after Manager gives Owner a termination notice pursuant to terms of this Agreement, Owner shall be authorized to exhibit the Project, including the Residences in accordance with the notice requirements of this Agreement, to prospective purchasers or replacement Managers. During the final six (6) months of the Initial Term or any Renewal Term, as applicable, or anytime after Manager gives Owner a termination notice pursuant to this Agreement, Owner shall have the right to display on and about the Project signs indicating that the Project is for sale or lease; provided that such signage does not unreasonably interfere with Manager's Management Responsibility.

17.3 **Estoppel Certificates.** Owner and Manager shall, each without charge at any time and from time to time, within ten (10) business days after written request by the other party, execute and deliver to the requesting party or any person whom the requesting party may designate, an estoppel certificate certifying; (a) that each of the terms of this Agreement is unmodified and in full force and effect (or, if there have been modifications, that the same is in full force and effect, as modified, and stating the modifications); (b) the dates to which the Rent Installments have been paid in advance; (c) whether or not there are then existing any breaches

or defaults by such party or the other party known by such party and specifying such breach or default, if any; (d) whether or not there are then any setoffs or defenses against the enforcement of any term of this Agreement (and, if so, specifying the same and the steps being taken to remedy the same); and (e) such other statement or certificates as Owner, Manager or any Mortgagee may reasonably request. It is the intention of the parties that any statement delivered pursuant to this Section 17.3, may be relied upon by any persons dealing with Owner, Manager or the Project.

17.4 **Notices.** All notices, demands and requests which may be or are required to be given by either party to the other shall be in writing and shall be sent by United States certified mail, postage prepaid, or by a nationally recognized independent overnight courier service, addressed to Owner at 202 East Spokane Falls Boulevard, Suite 400, Spokane, Washington, 99202, with a copy to Joe and Frances McCann Family Limited Partnership, Attention: Michael McCann, 202 26th Avenue, Lewiston, ID 83501; and to Manager addressed to Lewis-Clark State College, 500-8th Avenue, Lewiston, Idaho, 83501, Attention Vice-President for Administrative Services, with a copy to attorney, Robert Brown, 321-13th Street, Lewiston, Idaho, 83501, and any other address which is not a post office box as either party may from time to time designate by written notice to the other. Any notice, demand or request which is given as described shall be deemed to be given on the business day following the date it is delivered to a courier or three (3) days after it is deposited in the United States mail.

17.5 **Annual Statements.** Upon request by Owner, Manager shall promptly deliver to Owner a copy of Manager's rent roll (which shall not identify the residents by name consistent with the Family Educational Right Privacy Act, 20 U.S.C. 1232g) and other information related to the operation of the Project and the Buildings. Such records may contain confidential or propriety information and shall only be used by the Owner to communicate the current financial status of the project and shall, except as follows be kept confidential by the Owner. Owner may further disclose such financial statement to its mortgage lender (or potential lender), accountants or other financial advisors or analysts, or any potential purchaser of the Project, provided that they have also agreed to the foregoing limit on use and confidentiality.

17.6 **Owner's Continuing Obligations.** The term "Owner," as used in this Agreement so far as obligations on the part of Owner are concerned, shall mean only the Owner or Owners of fee title to the Property at the time in question, and upon any transfer, the then grantor shall, subject to the conditions set forth below, be automatically freed and relieved after the date of such transfer of all liability for the performance of any obligation on the part of the Owner contained in this Agreement thereafter to be performed. As conditions precedent to the foregoing relief from liability: (i) any funds in the hands of such Owner or the then grantor at the time of such transfer, in which Manager has an interest, shall be turned over to the grantee; (ii) any amount then due and payable to Manager by Owner or the then grantor under any provision of this Agreement shall be paid to Manager; and (iii) the grantee shall agree, in writing, for the benefit of Manager that it will assume, pay and perform all payments, terms, covenants and conditions of Owner under this Agreement. The Owner's obligations contained in this Agreement shall, subject to the aforesaid, be binding on Owner's successors and assigns, during and in respect of their respective successive periods of ownership. Nothing herein contained

shall be construed as relieving Owner of any of its obligations under this Agreement, or releasing Owner from any obligation to complete the cure of any breach by Owner during the period of its ownership of the Project.

17.7 **Severability.** If any covenant, condition, provision, term or agreement of this Agreement shall, to any extent, be held invalid or unenforceable, the remaining covenants, conditions, provisions, terms and agreements of this Agreement shall not be affected thereby, but each covenant, condition, provision, term of this Agreement shall be valid and in force to the fullest extent permitted by law.

17.8 **Successors and Assigns.** Subject to provisions of this Agreement limiting assignment or sublease by Manager, the covenants contained in this Agreement shall bind and inure to the benefit of Owner, its successors and assigns, and Manager and its permitted successors and assigns.

17.9 **Relationship of Parties** This Agreement creates the relationship of principal and agent and is not expressly or impliedly intended to create any partnership, joint venture, association or any other relationship between Owner and Manager.

17.10 **Prior Agreements.** This Agreement, together with the Restrictive Covenant executed in conjunction with the Transfer of Lots from Manager to Owner, and together with any and all attached Exhibits and the written agreements concurrently or hereafter executed and/or delivered pursuant to or in connection with this Agreement, embody the entire agreement between the parties relating to the subject matter hereof, and supersede all prior agreements and understandings between the Owner and Manager, if any, relating to the subject matter hereof. Manager acknowledges that neither Owner nor any agent of Owner has made any representation or warranty not contained in this Agreement with respect to the project, the Buildings or the suitability or fitness of either for the conduct of Manager's business or operations or for any other purpose.

17.11 **No Waiver.** No failure by owner or by Manager to insist upon the performance of any of the terms of this Agreement or to exercise any right or remedy available for a breach thereof, and no acceptance by owner of full or partial rent from Manager or any third party during the continuance of any such breach, shall constitute a waiver of any such breach or of any of the terms of this Agreement. None of the terms of this Agreement to be kept, observed or performed by Owner or by Manager, and no breach thereof, shall be waived, altered or modified except by a written instrument executed by the waiving party. No express waiver shall waive any default other than the default specified in the express waiver. An express waiver waives the specified default only for the time and to the extent herein stated.

17.12 **Owner's Liability Limited.** Manager recognizes that Owner is a limited liability company. Manager expressly agrees, anything herein to the contrary notwithstanding, that each and all of the representations and agreements made by Owner are intended to bind only the Owner's interest in the Project, and the rents and profits therefrom. No personal liability or personal responsibility is assumed by, nor shall at any time be asserted or enforced against, any

of the members, managers, shareholders, partners, directors, officers, employees or agents of Owner on account of any agreements of Owner contained in this Agreement.

17.13 **Force Majeure.** Whenever a period of time is herein prescribed for action to be taken by either party, said party shall not be liable or responsible for, and there shall be excluded from the computation of any such period of time, any delays due to (“**Force Majeure**”): strikes, riots, terrorist acts, acts of God, delay caused by the failure of a governmental agency to issue a building or occupancy permit despite diligent pursuit thereof, shortages of labor or materials because of priority or similar regulations or order of any governmental or regulatory body, war, or any other causes of any kind which are beyond the reasonable control of said party. Lack of funds or inability to obtain financing shall not be an event of force majeure.

17.14 **Survival.** All obligations (together with interest on monetary obligations at the Agreed Rate) accruing before expiration of the Initial Term or any Renewal Terms shall survive the expiration or other termination of this Agreement. Additionally, Section 4.1 (Manager’s Compensation), Section 9 (Compliance with Laws), and Section 10 (General Liabilities), will survive the expiration or other termination of this Agreement.

17.15 **Quiet Enjoyment.** Owner agrees that to its actual knowledge it is the fee simple Owner and record title holder of all of the Project; that it has the full right, power and authority to execute this Agreement and to grant the management rights to Manager as provided herein, subject to the performance of this Agreement by Manager.

17.16 **Brokers; Agency Disclosure.** Owner and Manager each represent to the other that it has not been represented by any brokers or finders in connection with this Agreement. Owner and Manager shall each defend and hold harmless the other against all claims of brokers, finders or any like third party claiming any right to commission or compensation in connection with this Agreement by or through the acts of that party, to the extent permitted by law.

17.17 **Concessions.** Owner shall provide and shall receive all revenue from laundry appliances, soft drink and snack food vending machines and other similar concessions. Manager shall have no management or servicing responsibility for Owner’s concessions.

17.18 **Governing Law.** This Agreement shall be governed by the laws of the state of Idaho. Venue shall be in Nez Perce County, Idaho.

17.19 **Construction.** Words and phrases used in the singular shall be deemed to include the plural and vice versa. Nouns and pronouns used in any particular gender shall be deemed to include any other gender. When the word “including” is used in this Agreement, it shall mean “including, but not limited to.” Whenever words such as “herein,” “hereunder,” etc., are used in this Agreement, they shall mean and refer to this Agreement in its entirety and not to any specific section, paragraph or other part of this Agreement. The word “person” includes any natural person, corporation, firm, partnership, limited partnership, limited liability company, trust

estate, unincorporated organization, or other legal or business entity, however designated or constituted. "Business day" means days when national banks are open in Lewiston, Idaho. The caption of each section of this Agreement is for convenience of reference only, and in no way defines, limits or describes the scope or intent of such section.

17.20 **Time Is of the Essence.** Time is of the essence with respect to the performance of every provision of this Agreement in which time of performance is a factor.

17.21 **No Oral Amendments.** This Agreement may be modified or amended only by an agreement in writing signed by the parties hereto. No receipt of money by Owner from Manager or any other person after termination of this Agreement, the service of any notice, the commencement of any suit or final judgment for possession of the Project, shall reinstate, continue or extend the Term of this Agreement, affect any such notice, demand or suit, or imply consent for any action for which Owner's consent is required, unless specifically agreed to in writing by Owner. Any amounts received by Owner may be allocated to any specific amounts due from Manager to Owner as Owner determines.

17.22 **Exhibits** All exhibits now or hereafter attached to this Agreement are incorporated into this Agreement in full by this reference. Each party agrees to perform any obligations to be performed by it pursuant to the provisions of all such exhibits.

17.23 **Recording** Neither party shall record this Agreement. Promptly after request of either party, the parties hereto will execute and deliver to each other a memorandum of Agreement, in recordable form, setting forth (a) the date of this Agreement; (b) the parties to this Agreement; (c) the Commencement Date and Expiration Date of the Initial Term; and (d) such other matters as are reasonably requested by either party to be stated therein. Either party may then record the memorandum of Agreement.

17.24 **Public Records.** Owner and Manager acknowledge that all records, including but not limited to, design, construction, and Agreement documents will constitute public records. The Owner shall provide the Manager with a copy of all documents related to the design, construction and management of the Project.

17.25 **Rules and Regulations.** Manager shall perform, observe, and comply with all reasonable nondiscriminatory rules and regulations established by Owner for the Project from time to time.

17.26 **Attorneys' Fees.** If either party brings any lawsuit or arbitration proceeding to enforce or declare any rights under this agreement, including any appeal thereof, the party deemed as the prevailing party by the court or arbitrator hearing the matter, whether or not such action is pursued to decision or judgment, shall be entitled to collect reasonable "Attorney's Fees". The Owner's fee award shall not be computed in accordance with any court schedule, but shall be such to fully reimburse all attorneys' fees reasonably incurred by the prevailing party.

18. **Building Names.** Owner shall have the exclusive right, in its sole discretion and from time to time, to name the Building and any part of the Project and the Property, which such names shall be included in the Owner Marks.

19. **Arbitration.** If any controversy or claim arising out of this Agreement or the relationship of the parties cannot be settled between the parties, the controversy or claim shall be settled by arbitration before an arbitrator in Lewiston, Idaho, in accordance with the rules of the American Arbitration Association, as then in effect, and judgment on the award may be entered in any court having jurisdiction. Nothing herein, however, shall prevent either party from resort to a court of competent jurisdiction in those instances where injunctive relief may be appropriate. All costs of bringing any arbitration claim including reasonable attorney's fees may be assessed against either party and made a part of any award entered at the discretion of the arbitrator.

20. **Future Modifications.** This Agreement represents a new relationship between the parties and both parties recognize that mutually agreeable future modifications of some of its provisions because of unanticipated conditions, events or results, may be beneficial to both parties. Therefore, if a party believes that a provision of this Agreement should be modified, it will notify the other party of the proposed modification and the reason for that change. The parties will then discuss and consider the proposed modification in an effort to arrive at a mutually agreeable solution. However, unless and until the parties both execute a properly authorized and executed written amendment to this Agreement, nothing herein contained shall preclude a party from exercising all rights and remedies granted to that party under this Agreement, as validly amended, particularly including, but not limited to, the right to terminate this Agreement as provided herein.

21. **Termination for Failure of Appropriations.** Owner understands that Manager and State of Idaho are governmental entities. Therefore, to the extent, if any, that Manager's obligations hereunder are payable from appropriated funds, this Agreement shall in no way or manner be construed so as to bind or obligate the Manager or the State of Idaho beyond the term of any particular appropriation of funds by the State's Legislature as may exist from time to time. The Manager and State each reserves the right to terminate this Agreement in whole or in part if, in its sole judgment, if the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the Manager or State to continue such payments, or requires any return or "give-back" of funds required for the Manager to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending which results in insufficient funds. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to the Owner.

22. **Authority of Manager.** Manager warrants that execution of this Agreement by Manager has been duly authorized by Manager's board of trustees; and no further action, approval, legislative action or approval, or administrative action or approval, or any other action or approval of any kind, is necessary on the part of any branch or agency of the State of Idaho or on the part of Manager, to make this Agreement fully and completely binding upon Manager in accordance with its terms. If Manager does not have authority to enter into this Agreement in accordance with its terms, Manager shall be liable to Owner for all costs and damages arising

from such breach of warranty and lack of authority described in this Section 22, and Owner shall have all remedies available to it as described for a Manager Event of Default as described in Section 11.1, above.

IN WITNESS WHEREOF, each of the parties hereto has caused this Agreement to be duly executed as of the day and year first above written.

OWNER:

THE COLLEGE PLACE, LLC,
an Idaho Limited Liability Company

AWL, LLC

By: _____
WILLIAM J. LAWSON

CHRISTOPHER R. ASHENBRENER

By: _____
CHRISTOPHER R. ASHENBRENER

JOE AND FRANCES MCCANN FAMILY LIMITED PARTNERSHIP

By: _____
MICHAEL MCCANN

MANAGER:

LEWIS-CLARK STATE COLLEGE

By: _____
Its: _____

STATE OF IDAHO)
)
 COUNTY OF NEZ PERCE)

On this _____ day of _____ 2006, before me, the undersigned, a Notary Public in and for the State of Idaho, duly commissioned and sworn, personally appeared, Michael McCann, known to me to be a _____, whose name is subscribed to foregoing agreement and acknowledged to me that he executed the same for and on behalf of The Joe and Frances McCann Family Limited Partnership.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my seal the day and year first above written.

 NOTARY PUBLIC in and for the State
 Of Idaho, residing at _____
 My Commission expires: _____

STATE OF IDAHO)
)
 COUNTY OF NEZ PERCE)

On this _____ day of _____ 2006, before me, the undersigned, a Notary Public in and for the State of Idaho, duly commissioned and sworn, personally appeared, _____, known to me to be the President of Lewis-Clark State College, whose name is subscribed to foregoing agreement and acknowledged to me that he executed the same for and on behalf of the Idaho State Board of Education.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my seal the day and year first above written.

 NOTARY PUBLIC in and for the State
 Of Idaho, residing at _____
 My Commission expires: _____

STATE OF WASHINGTON)
)
COUNTY OF SPOKANE)

On this _____ day of _____ 2006, before me, the undersigned, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared, William J. Lawson, known to me to be a _____, whose name is subscribed to foregoing agreement and acknowledged to me that he executed the same for and on behalf of The College Place, LLC.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my seal the day and year first above written.

NOTARY PUBLIC in and for the State
Of Washington, residing at _____
My Commission expires: _____

STATE OF WASHINGTON)
)
COUNTY OF SPOKANE)

On this _____ day of _____ 2006, before me, the undersigned, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared, Christopher R. Ashenbrener, known to me to be a _____, whose name is subscribed to foregoing agreement and acknowledged to me that he executed the same for and on behalf of The College Place, LLC.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my seal the day and year first above written.

NOTARY PUBLIC in and for the State
Of Washington, residing at _____
My Commission expires: _____

EXHIBITS

Exhibit A: “Property”

Exhibit B: “Building”

Exhibit C “Financial Report”

Exhibit D: “Annual Budget”

Exhibit E: “Lease Session Reservation”

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

LEWIS-CLARK STATE COLLEGE

SUBJECT

Name the new nursing/health sciences building Sacajawea Hall

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K.2.

BACKGROUND/DISCUSSION

Naming the newly constructed nursing/health sciences building Sacajawea Hall is in keeping with Lewis-Clark State College's (LCSC's) history and tradition of the Lewis and Clark journey. Sacajawea's guidance of Lewis and Clark was an act of help and caring, much in the nursing and health care tradition. LCSC is working to place a statue of Sacajawea at the entrance to the building, in keeping with our other public art in the same Lewis and Clark tradition. LCSC already has a "Clark Hall" and a "Meriwether-Lewis Hall" located near the new nursing/health sciences building—naming the new facility "Sacajawea Hall" will complement that existing theme and help preserve an important part of the College's heritage.

IMPACT

Letters for the building name are included in the building construction cost. No major donors have expressed interest in naming rights for the facility—future options for naming rights of specific building components or programs conducted within Sacajawea Hall are possible in the future.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to name the new nursing/health sciences building "Sacajawea Hall."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

LEWIS-CLARK STATE COLLEGE

SUBJECT

Approval to sell the property at 512 6th Ave, Lewiston, ID

REFERENCE

April 2005	Board approved request to purchase the York House and two adjacent properties at 504, 508, and 512 6 th Ave in Lewiston, Idaho—primary goal of the acquisition was to support use of the York House as a learning laboratory for Hospitality Management students.
April 2008	Board approved request to sell the York House (504 6 th Ave) after the College terminated Hospitality Management lab operations at that location.
Dec 2008	Board approved request to sell the houses at 508 and 512 6 th Ave after a potential buyer had expressed interest in the possibility of buying all three properties as a package—approval was contingent upon later Board approval of terms, when offers were received.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.1.

BACKGROUND/DISCUSSION

This property, located one block north of Lewis-Clark State College's (LCSC's) Lewiston campus, was purchased in 2005 as part of a package of three properties which included the "York House," a former bed-and-breakfast operation used until the end of the Spring 2008 semester as a training laboratory for students in LCSC's Hospitality Management program. The subject property located at 512 6th Ave has been used as a student rental since its acquisition by the College in 2005. When LCSC ended Hospitality Management lab operations at the York house, it received permission from the Board to sell the three properties separately, or as a package. LCSC has accepted the latest offer made on the subject property (the buyer accepted LCSC's counter-offer of \$83K after making an initial offer for \$80K), contingent upon Board approval of the terms of purchase. The other two properties (the main York House unit at 504 6th Ave and the small house at 508 6th Ave) have generated interest, but firm offers have not yet been received.

The subject property was appraised for \$75K in 2005 (that appraisal is found in Attachment 3). The College had the property reappraised in June 2008 (prior to the sharp market slump accompanying the national/regional economic downturn)

BUSINESS AFFAIRS AND HUMAN RESOURCES
APRIL 16-17, 2009

and the appraised value was \$88K. The pending buyer and LCSC have agreed on a price of \$83K, after the buyer's building inspector identified a number of repairs that were needed for the facility, including elimination of termites and termite damage to a portion of the house, as described in the Purchase Sales Agreement found in Attachment 5. Arrangements to repair the most significant of the discrepancies in the rental unit have already been made by the College and will be complete before the proposed closing date in April, 2009.

IMPACT

Sale of the subject property, which lies outside LCSC's projected development zone and does not contribute to primary mission programs, makes financial sense for the College. Sale of the property would obviate the need for future costly repairs to the aging structure, which would exceed the minimal rent amounts collected from tenants. Proceeds from sale of the property will be used to support the College's core mission areas.

ATTACHMENTS

Attachment 1 – Overhead photo showing location of properties	Page 3
Attachment 2 – Photo of house (front door profile)	Page 4
Attachment 3 – Appraisal of property in 2005 (prior to LCSC purchase)	Page 5
Attachment 4 – Appraisal of property in 2008 (prior to listing)	Page 15
Attachment 5 – Purchase Sales Agreement	Page 35

STAFF COMMENTS AND RECOMMENDATIONS

The agreed upon price of \$83K appears reasonable compared to the June 2008 appraised value of \$88K considering the current real estate market.

Staff recommends approval.

BOARD ACTION

A motion to approve the request by Lewis-Clark State College to sell the property located at 512 6th Avenue, Lewiston, Idaho, for \$83,000, and to delegate authority to sign the Purchase Sales Agreement to the Financial Vice President for Lewis-Clark State College.

Moved by _____ Seconded by _____ Carried Yes _____ No _____





INVOICE**INVOICE NUMBER**

RL5287

DATE

2/23/2005

REFERENCE**Internal Order #:** RL5287**Lender Case #:****Client File #:****Main File # on form:** RL5287**Other File # on form:****Federal Tax ID:** 82-0480131**Employer ID:****FROM:**

ANDY JOHANSEN & JOSEPH W. SCOTT
 WESTERN APPRAISALS
 1014 MAIN STREET
 LEWISTON, ID 83501

Telephone Number: (208)746-9891**Fax Number:** (208)746-9895**TO:**

JULIE CREA
 LEWIS-CLARK STATE COLLEGE
 ADMINISTRATIVE SERVICES
 500 8TH AVENUE
 LEWISTON, ID 83501

Telephone Number: 208-792-2240**Fax Number:** 208-792-2077**Alternate Number:****E-Mail:****DESCRIPTION****Lender:** LEWIS-CLARK STATE COLLEGE**Client:** LEWIS-CLARK STATE COLLEGE**Purchaser/Borrower:** N.A.**Property Address:** 512 6th Ave**City:** LEWISTON**County:** NEZ PERCE**State:** ID**Zip:** 83501-2423**Legal Description:** NORTH PARK PLACE; E45', LOT 5, BLOCK 2**FEES****AMOUNT**

LIMITED SUMMARY APPRAISAL REPORT 2055

300.00

SUBTOTAL

300.00

PAYMENTS**AMOUNT****Check #:** **Date:** **Description:****Check #:** **Date:** **Description:****Check #:** **Date:** **Description:****SUBTOTAL**

0.00

TOTAL DUE

\$

300.00

FannieMae Summary Appraisal Report Western Appraisal (208)746-9891
Desktop Underwriter Quantitative Analysis Appraisal Report

File No. RL5287

THIS SUMMARY APPRAISAL REPORT IS INTENDED FOR USE BY THE LENDER/CLIENT FOR A MORTGAGE FINANCE TRANSACTION ONLY.															
SUBJECT	Property Address 512 6th Ave			City LEWISTON			State ID		Zip Code 83501-2423						
	Legal Description NORTH PARK PLACE; E45', LOT 5, BLOCK 2						County		NEZ PERCE						
	Assessor's Parcel No. RPL1060002005AA			Tax Year 2004		R.E. Taxes \$ 1,504.18		Special Assessments \$ 0							
	Borrower N.A.			Current Owner CHARLES G & NANCY L HUFF			Occupant <input type="checkbox"/> Owner <input checked="" type="checkbox"/> Tenant <input type="checkbox"/> Vacant								
	Neighborhood or Project Name N/A			Project Type <input type="checkbox"/> PUD <input type="checkbox"/> Condominium			HOA \$		N/A /Mo.						
Sales Price \$ N/A			Date of Sale N/A			Description / \$ amount of loan charges/concessions to be paid by seller N/A									
Property rights appraised <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold			Map Reference 4-A			Census Tract 9903.00									
NEIGHBORHOOD	Note: Race and the racial composition of the neighborhood are not appraisal factors.														
	Location <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural			Property values <input checked="" type="checkbox"/> Increasing <input type="checkbox"/> Stable <input type="checkbox"/> Declining			Single family housing PRICE \$(000)		AGE (yrs)		Condominium housing PRICE (if applic.) \$(000)		AGE (yrs)		
	Built up <input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%			Demand/supply <input checked="" type="checkbox"/> Shortage <input type="checkbox"/> In balance <input type="checkbox"/> Over supply											
	Growth rate <input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow			Marketing time <input checked="" type="checkbox"/> Under 3 mos. <input type="checkbox"/> 3-6 mos. <input type="checkbox"/> Over 6 mos.			40 Low 1		65 Low 1						
	Neighborhood boundaries THE BOUNDARIES ARE CLEARWATER RIVER NORTH, LEWISTON ORCHARDS SOUTH, OLD GUN CLUB ROAD EAST, SNAKE RIVER & CLARKSTON WEST. NEIGHBORHOOD IS SINGLE FAMILY AND SOME MULTI-FAMILY WITH VARIOUS AGES,						350 High 100		185 High 75						
STYLES, SIZES, AND ACREAGE. THE SUBJECT IS LOCATED NEAR LEWIS-CLARK STATE COLLEGE.						130 40		135 7							
SITE	Dimensions 45' X 142'			Site area 6,390 SQ FT (0.15 ACRES)			Shape RECTANGULAR								
	Specific zoning classification and description R-4 HIGHER DENSITY RESIDENTIAL (7,500 SF MIN)														
	Zoning compliance <input type="checkbox"/> Legal <input checked="" type="checkbox"/> Legal nonconforming (Grandfathered use) <input type="checkbox"/> Illegal, attach description <input type="checkbox"/> No zoning														
	Highest and best use of subject property as improved (or as proposed per plans and specifications): <input checked="" type="checkbox"/> Present use <input type="checkbox"/> Other use, attach description.														
	Utilities Public Other			Public Other			Off-site Improvements Type		Public Private						
Electricity <input checked="" type="checkbox"/> OVERHEAD			Water <input checked="" type="checkbox"/>			Street ASPHALT		<input checked="" type="checkbox"/>		<input type="checkbox"/>					
Gas <input checked="" type="checkbox"/>			Sanitary sewer <input checked="" type="checkbox"/>			Alley GRAVEL		<input checked="" type="checkbox"/>		<input type="checkbox"/>					
Are there any apparent adverse site conditions (easements, encroachments, special assessments, slide areas, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, attach description.															
IMPROVEMENTS	Source(s) used for physical characteristics of property: <input checked="" type="checkbox"/> Interior and exterior inspection <input type="checkbox"/> Exterior inspection from street <input type="checkbox"/> Previous appraisal files														
	<input type="checkbox"/> MLS <input checked="" type="checkbox"/> Assessment and tax records <input type="checkbox"/> Prior inspection <input checked="" type="checkbox"/> Property owner <input type="checkbox"/> Other (Describe):														
	No. of Stories 1 STY		Type (Det./Att.) DET		Exterior Walls ASBESTOS SHNGL		Roof Surface COMP SHNGL		Manufactured Housing <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No						
	Does the property generally conform to the neighborhood in terms of style, condition and construction materials? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, attach description.														
	Are there any apparent physical deficiencies or conditions that would affect the soundness or structural integrity of the improvements or the livability of the property? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, attach description.														
Are there any apparent adverse environmental conditions (hazardous wastes, toxic substances, etc.) present in the improvements, on the site, or in the immediate vicinity of the subject property? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, attach description.															
QUANTITATIVE SALES COMPARISON ANALYSIS	I researched the subject market area for comparable listings and sales that are the most similar and proximate to the subject property.														
	My research revealed a total of 4 sales ranging in sales price from \$ 69,000 to \$ 90,000 .														
	My research revealed a total of 3 listings ranging in list price from \$ 75,000 to \$ 95,000 .														
	The analysis of the comparable sales below reflects market reaction to significant variations between the sales and the subject property.														
	FEATURE		SUBJECT		SALE 1			SALE 2			SALE 3				
	512 6TH AVENUE				1503 9TH AVENUE			917 11TH AVENUE			1026 11TH AVENUE				
	Address LEWISTON, ID				LEWISTON, ID			LEWISTON, ID			LEWISTON, ID				
	Proximity to Subject				0.74 miles			0.46 miles			0.52 miles				
	Sales Price		\$ N/A		\$ 69,000			\$ 72,900			\$ 76,400				
	Price/Gross Living Area		\$ 76.33		\$ 77.88			\$ 76.86							
	Data & Verification Sources				MLS, LISTING AGENT			MLS, LISTING AGENT			MLS, LISTING AGENT				
	VALUE ADJUSTMENTS		DESCRIPTION		DESCRIPTION + (-)\$ Adjust.			DESCRIPTION + (-)\$ Adjust.			DESCRIPTION + (-)\$ Adjust.				
	Sales or Financing Concessions				CASH			CONVENTIONAL			CONVENTIONAL				
	Date of Sale/Time				12/10/2004 +800			12/15/2004 +800			10/29/2004 +1,600				
	Location		LEWISTON		LEWISTON			LEWISTON			LEWISTON				
	Site		0.15 ACRES		0.11 ACRES			0.16 ACRES			0.11 ACRES				
	View		LOCAL		LOCAL			LOCAL			LOCAL				
	Design (Style)		1 STY/CELLAR		1 STY/BSMT			1 STY/CELLAR			1 STY/CELLAR				
	Actual Age (Yrs.)		1930 EFF1955		1925 EFF1955			1929 EFF1955			1925 EFF1955				
	Condition		AVERAGE		AVERAGE			AVERAGE			AVERAGE PLUS			-6,000	
	Above Grade		Total Bdrms Baths		Total Bdrms Baths			Total Bdrms Baths			Total Bdrms Baths				
	Room Count		6 2 1		4 2 1			5 3 1			5 3 1				
	Gross Living Area		1,118 Sq. Ft.		904 Sq. Ft. +3,400			936 Sq. Ft. +2,900			994 Sq. Ft. +2,000				
	Basement & Finished		352		452 -500			468 -600			86 +1,300				
	Rooms Below Grade		0 FIN, CELLAR		0 FIN			0 FIN			0 FIN				
Garage/Carport		NONE		1 GAR/DET -2,500			1 GAR/DET -2,500			NONE					
Heating/AC, Fireplace		GFA/CAC, NONE		GFA/NONE, 1 FRPL			GFA/NONE, NONE +1,000			ELECT W/NONE, NONE +1,000					
Extra Amenities		FENCE		NONE +500			FENCE			FENCE					
Net Adj. (total)				<input checked="" type="checkbox"/> + <input type="checkbox"/> - \$ 1,700			<input checked="" type="checkbox"/> + <input type="checkbox"/> - \$ 1,600			<input type="checkbox"/> + <input checked="" type="checkbox"/> - \$ 100					
Adjusted Sales Price of Comparables				Net 2.5 % Gross 11.2 % \$ 70,700			Net 2.2 % Gross 10.7 % \$ 74,500			Net 0.1 % Gross 15.6 % \$ 76,300					
Date of Prior Sale		NONE KNOWN		NONE KNOWN			NONE KNOWN			NONE KNOWN					
Price of Prior Sale		\$		\$			\$			\$					
Analysis of any current agreement of sale, option, or listing of the subject property and analysis of the prior sales of subject and comparables: NO SALE OR LISTING OF THE SUBJECT IN THE LAST 3 YEARS. SALES COMPARISONS HAVE NOT RESOLD IN THE PAST YEAR. OWNER REPORTS HOME RENTS FOR \$1200/MONTH, FURNISHED.															
Summary of sales comparison and value conclusion: THE MARKET CURRENTLY LACKS SALES AND LISTINGS IN THE LAST YEAR THAT WILL CLOSELY COMPARE TO THE SUBJECT PROPERTY. THE THREE SALES SHOWN GIVE A GOOD INDICATION OF MARKET VALUE FOR THE SUBJECT PROPERTY. THE SUBJECT IS A ONE STORY HOME WITH AN UN-SEALED BASEMENT/CELLAR. THE HOME IS HEATED WITH A GAS FORCED-AIR FURNACE AND CENTRAL AIR CONDITIONING. THE PROPERTY HAS A FENCE BUT NO CAR STORAGE OR ADDITIONAL AMENITIES. THE SUBJECT AND ALL SALES HAVE HAD SOME UPDATING AND HAVE BEEN GIVEN AN EFFECTIVE AGE AS SHOWN. SALE 1 IS SIMILAR IN SIZE, BUT LACKS AIR CONDITIONING AND A FENCE. THE PROPERTY HAS A FIREPLACE AND CAR STORAGE. SALE 2 IS SIMILAR IN AGE AND SIZE. THE HOME LACKS AIR CONDITIONING BUT HAS A CAR GARAGE. SALE 3 HAS BEEN UPDATED WITH A NEW ROOF, VINYL WINDOWS, FLOORING, AND TILE COUNTER TOPS IN THE KITCHEN. THE HOME HAS ELECTRIC WALL HEAT AND LACKS AIR-CONDITIONING. EQUAL CONSIDERATION IS GIVEN TO ALL SALES.															
This appraisal is made <input checked="" type="checkbox"/> "as-is", <input type="checkbox"/> subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, or <input type="checkbox"/> subject to the following repairs, alterations or conditions THE MARKET VALUE CONCLUSION DOES NOT INCLUDE THE PERSONAL PROPERTY, (FURNISHINGS) OF THE HOME.															
BASED ON AN <input type="checkbox"/> EXTERIOR INSPECTION FROM THE STREET OR AN <input checked="" type="checkbox"/> INTERIOR AND EXTERIOR INSPECTION, I ESTIMATE THE MARKET VALUE, AS DEFINED, OF THE REAL PROPERTY THAT IS THE SUBJECT OF THIS REPORT TO BE \$ 75,000 , AS OF 2/17/2005 .															

Desktop Underwriter Quantitative Analysis Appraisal Report

File No. RL5287

PUD

Project Information for PUDs

(If applicable) - - Is the developer/builder in control of the Home Owners' Association (HOA)?

☐ Yes ☐ No

Provide the following information for PUDs only if the developer/builder is in control of the HOA and the subject property is an attached dwelling unit:

Total number of phases

N/A

Total number of units

Total number of units sold

Total number of units rented

Total number of units for sale

Data Source(s)

Was the project created by the conversion of existing buildings into a PUD?

☐ Yes ☐ No

If yes, date of conversion:

Does the project contain any multi-dwelling units?

☐ Yes ☐ No

Data Source:

Are the common elements completed?

☐ Yes ☐ No

If No, describe status of completion:

Are any common elements leased to or by the Home Owners' Association?

☐ Yes ☐ No

If yes, attach addendum describing rental terms and options.

Describe common elements and recreational facilities:

CONDOMINIUM

Project Information for Condominiums

(If applicable) - - Is the developer/builder in control of the Home Owners' Association (HOA)?

☐ Yes ☐ No

Provide the following information for all Condominium Projects:

Total number of phases

N/A

Total number of units

Total number of units sold

Total number of units rented

Total number of units for sale

Data Source(s)

Was the project created by the conversion of existing buildings into a condominium?

☐ Yes ☐ No

If yes, date of conversion:

Project Type:

☐ Primary Residence ☐ Second Home or Recreational ☐ Row or Townhouse ☐ Garden ☐ Midrise ☐ Highrise ☐

Condition of the project, quality of construction, unit mix, etc.:

Are the common elements completed?

☐ Yes ☐ No

If No, describe status of completion:

Are any common elements leased to or by the Home Owners' Association?

☐ Yes ☐ No

If yes, attach addendum describing rental terms and options.

Describe common elements and recreational facilities:

PURPOSE OF APPRAISAL: The purpose of this appraisal is to estimate the market value of the real property that is the subject of this report based on a quantitative sales comparison analysis for use in a mortgage finance transaction.

DEFINITION OF MARKET VALUE: The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he considers his own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U.S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions* granted by anyone associated with the sale.

* Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market's reaction to the financing or concessions based on the appraiser's judgment.

STATEMENT OF LIMITING CONDITIONS AND APPRAISER'S CERTIFICATION

CONTINGENT AND LIMITING CONDITIONS: The appraiser's certification that appears in the appraisal report is subject to the following conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it. The appraiser assumes that the title is good and marketable and, therefore, will not render any opinions about the title. The property is appraised on the basis of it being under responsible ownership.
2. The appraiser has provided any required sketch in the appraisal report to show approximate dimensions of the improvements and the sketch is included only to assist the reader of the report in visualizing the property and understanding the appraiser's determination of its size.
3. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand.
4. The appraiser has noted in the appraisal report any adverse conditions (such as, but not limited to, needed repairs, the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the normal research involved in performing the appraisal. Unless otherwise stated in the appraisal report, the appraiser has no knowledge of any hidden or unapparent conditions of the property or adverse environmental conditions (including the presence of hazardous wastes, toxic substances, etc.) that would make the property more or less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, expressed or implied, regarding the condition of the property. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, the appraisal report must not be considered as an environmental assessment of the property.
5. The appraiser obtained the information, estimates, and opinions that were expressed in the appraisal report from sources that he or she considers to be reliable and believes them to be true and correct. The appraiser does not assume responsibility for the accuracy of such items that were furnished by other parties.
6. The appraiser will not disclose the contents of the appraisal report except as provided for in the Uniform Standards of Professional Appraisal Practice.
7. The appraiser must provide his or her prior written consent before the lender/client specified in the appraisal report can distribute the appraisal report (including conclusions about the property value, the appraiser's identity and professional designations, and references to any professional appraisal organizations or the firm with which the appraiser is associated) to anyone other than the borrower; the mortgagee or its successors and assigns; the mortgage insurer; consultants; professional appraisal organizations; any state or federally approved financial institution; or any department, agency, or instrumentality of the United States or any state or the District of Columbia; except that the lender/client may distribute the report to data collection or reporting service(s) without having to obtain the appraiser's prior written consent. The appraiser's written consent and approval must also be obtained before the appraisal can be conveyed by anyone to the public through advertising, public relations, news, sales, or other media.
8. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed.
9. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to completion, repairs, or alterations on the assumption that completion of the improvements will be performed in a workmanlike manner.

Desktop Underwriter Quantitative Analysis Appraisal Report

File No. RL5287

APPRAISER'S CERTIFICATION: The Appraiser certifies and agrees that:

1. I performed this appraisal by (1) personally inspecting from the street the subject property and neighborhood and each of the comparable sales (unless I have otherwise indicated in this report that I also inspected the interior of the subject property); (2) collecting, confirming, and analyzing data from reliable public and/or private sources; and (3) reporting the results of my inspection and analysis in this summary appraisal report. I further certify that I have adequate information about the physical characteristics of the subject property and the comparable sales to develop this appraisal.
2. I have researched and analyzed the comparable sales and offerings/listings in the subject market area and have reported the comparable sales in this report that are the best available for the subject property. I further certify that adequate comparable market data exists in the general market area to develop a reliable sales comparison analysis for the subject property.
3. I have taken into consideration the factors that have an impact on value in my development of the estimate of market value in the appraisal report. I further certify that I have noted any apparent or known adverse conditions in the subject improvements, on the subject site, or on any site within the immediate vicinity of the subject property of which I am aware, have considered these adverse conditions in my analysis of the property value to the extent that I had market evidence to support them, and have commented about the effect of the adverse conditions on the marketability of the subject property. I have not knowingly withheld any significant information from the appraisal report and I believe, to the best of my knowledge, that all statements and information in the appraisal report are true and correct.
4. I stated in the appraisal report only my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the contingent and limiting conditions specified in this form.
5. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or the estimate of market value in the appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.
6. I have no present or contemplated future interest in the subject property, and neither my current or future employment nor my compensation for performing this appraisal is contingent on the appraised value of the property.
7. I was not required to report a predetermined value or direction in value that favors the cause of the client or any related party, the amount of the value estimate, the attainment of a specific result, or the occurrence of a subsequent event in order to receive my compensation and/or employment for performing the appraisal. I did not base the appraisal report on a requested minimum valuation, a specific valuation, or the need to approve a specific mortgage loan.
8. I estimated the market value of the real property that is the subject of this report based on the sales comparison approach to value. I further certify that I considered the cost and income approaches to value, but, through mutual agreement with the client, did not develop them, unless I have noted otherwise in this report.
9. I performed this appraisal as a limited appraisal, subject to the Departure Provision of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place as of the effective date of the appraisal (unless I have otherwise indicated in this report that the appraisal is a complete appraisal, in which case, the Departure Provision does not apply).
10. I acknowledge that an estimate of a reasonable time for exposure in the open market is a condition in the definition of market value. The exposure time associated with the estimate of market value for the subject property is consistent with the marketing time noted in the Neighborhood section of this report. The marketing period concluded for the subject property at the estimated market value is also consistent with the marketing time noted in the Neighborhood section.
11. I personally prepared all conclusions and opinions about the real estate that were set forth in the appraisal report. I further certify that no one provided significant professional assistance to me in the development of this appraisal.

SUPERVISORY APPRAISER'S CERTIFICATION: If a supervisory appraiser signed the appraisal report, he or she certifies and agrees that: I directly supervise the appraiser who prepared the appraisal report, have examined the appraisal report for compliance with the Uniform Standards of Professional Appraisal Practice, agree with the statements and conclusions of the appraiser, agree to be bound by the appraiser's certifications numbered 5 through 7 above, and am taking full responsibility for the appraisal and the appraisal report.

APPRAISER:

Signature: Joseph W. Scott
Name: JOSEPH W. SCOTT
Company Name: WESTERN APPRAISALS
Company Address: 1014 MAIN STREET
LEWISTON, ID 83501
Date of Report/Signature: February 28, 2005
State Certification #: IN-TRAINING
or State License #: _____
State: _____
Expiration Date of Certification or License: _____

SUPERVISORY APPRAISER (ONLY IF REQUIRED):

Signature: Andy Johansen
Name: ANDY JOHANSEN
Company Name: WESTERN APPRAISALS
Company Address: 1014 MAIN STREET
LEWISTON, IDAHO 83501
Date of Report/Signature: FEBRUARY 28, 2005
State Certification #: CRA #148
or State License #: _____
State: IDAHO
Expiration Date of Certification or License: 7/26/05

ADDRESS OF PROPERTY APPRAISED:

512 6th Ave
LEWISTON, ID 83501-2423

APPRAISED VALUE OF SUBJECT PROPERTY \$ 75,000
EFFECTIVE DATE OF APPRAISAL/INSPECTION 2/17/2005

LENDER/CLIENT:

Name: ADMINISTRATIVE SERVICES
Company Name: LEWIS-CLARK STATE COLLEGE
Company Address: 500 8TH AVENUE

SUPERVISORY APPRAISER:

SUBJECT PROPERTY

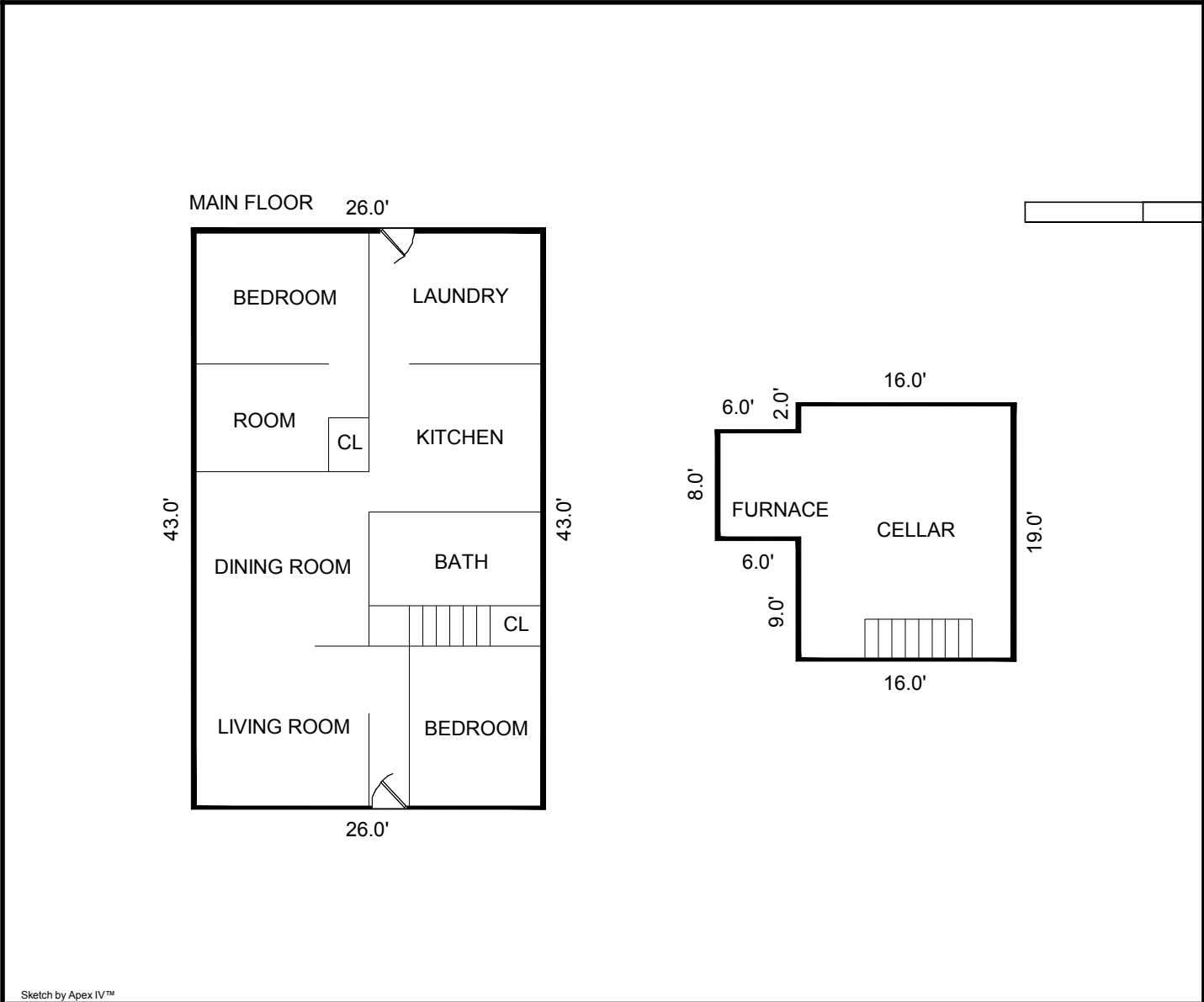
- ☐ Did not inspect subject property
☐ Did inspect exterior of subject property from street
☒ Did inspect interior and exterior of subject property

COMPARABLE SALES

- ☐ Did not inspect exterior of comparable sales from street
☒ Did inspect exterior of comparable sales from street

Building Sketch (Page - 1)

Borrower/Client N.A.			
Property Address 512 6th Ave			
City LEWISTON	County NEZ PERCE	State ID	Zip Code 83501-2423
Lender LEWIS-CLARK STATE COLLEGE			



Sketch by Apex IV™

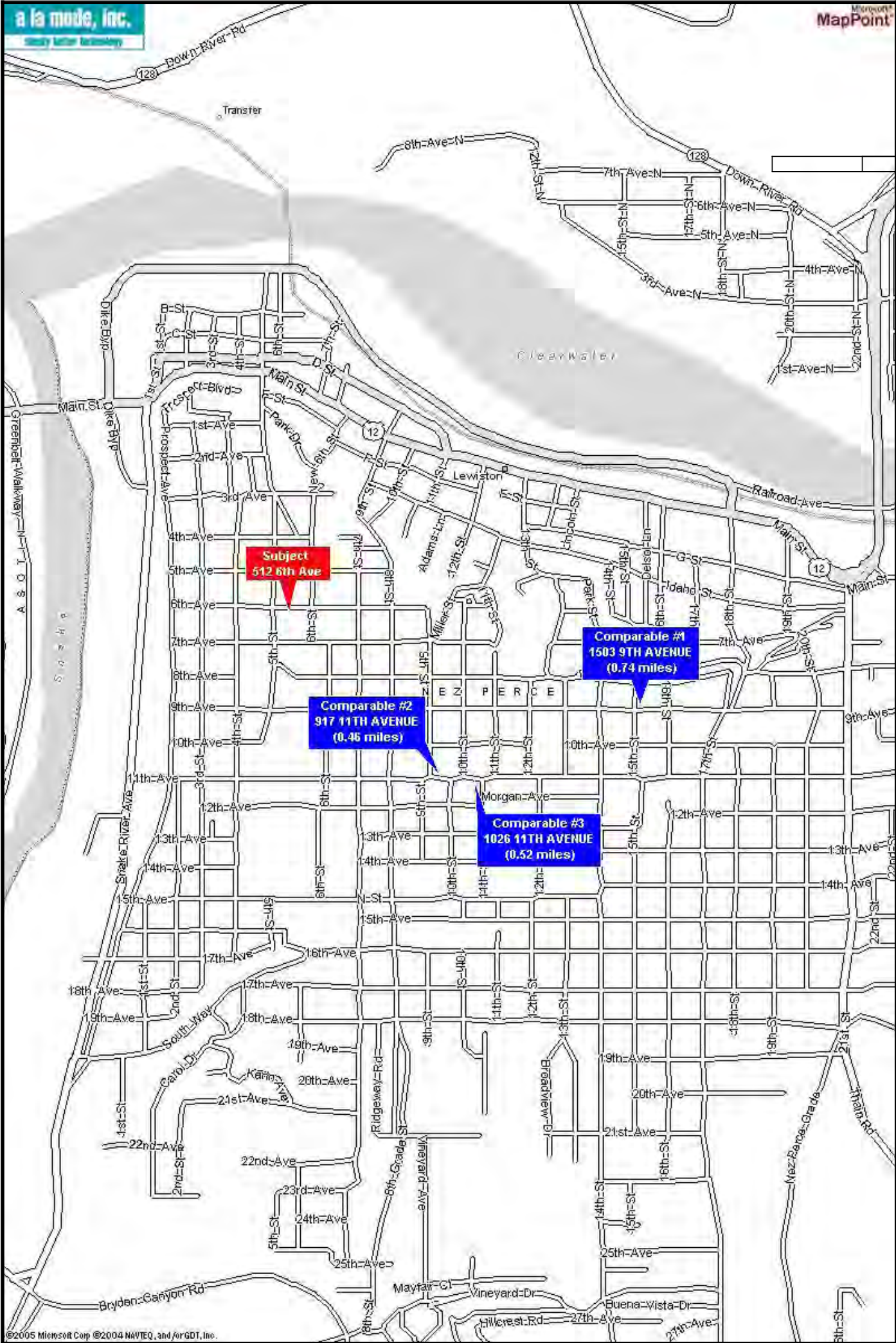
Comments:

AREA CALCULATIONS SUMMARY			
Code	Description	Size	Net Totals
GLA1	First Floor	1118.00	1118.00
BSMT	Cellar	352.00	352.00
TOTAL LIVABLE (rounded)		1118	

LIVING AREA BREAKDOWN	
Breakdown	Subtotals
First Floor	
26.0 x 43.0	1118.00
1 Calculation Total (rounded)	1118

Location Map

Borrower/Client	N.A.		
Property Address	512 6th Ave		
City	LEWISTON	County	NEZ PERCE
		State	ID
		Zip Code	83501-2423
Lender	LEWIS-CLARK STATE COLLEGE		



Subject Photo Page

Borrower/Client	N.A.		
Property Address	512 6th Ave		
City	LEWISTON	County	NEZ PERCE
		State	ID
		Zip Code	83501-2423
Lender	LEWIS-CLARK STATE COLLEGE		



Subject Front

512 6TH AVENUE	
Sales Price	N/A
Gross Living Area	1,118
Total Rooms	6
Total Bedrooms	2
Total Bathrooms	1
Location	LEWISTON
View	LOCAL
Site	0.13 ACRES
Quality	
Age	1930 EFF1955



Subject Rear



Subject Street

Comparable Photo Page

Borrower/Client	N.A.		
Property Address	512 6th Ave		
City	LEWISTON	County	NEZ PERCE
		State	ID
		Zip Code	83501-2423
Lender	LEWIS-CLARK STATE COLLEGE		



Comparable 1

1503 9TH AVENUE	
Prox. to Subject	0.74 miles
Sale Price	69,000
Gross Living Area	904
Total Rooms	4
Total Bedrooms	2
Total Bathrooms	1
Location	LEWISTON
View	LOCAL
Site	0.11 ACRES
Quality	
Age	1925 EFF1955



Comparable 2

917 11TH AVENUE	
Prox. to Subject	0.46 miles
Sale Price	72,900
Gross Living Area	936
Total Rooms	5
Total Bedrooms	3
Total Bathrooms	1
Location	LEWISTON
View	LOCAL
Site	0.16 ACRES
Quality	
Age	1929 EFF1955



Comparable 3

1026 11TH AVENUE	
Prox. to Subject	0.52 miles
Sale Price	76,400
Gross Living Area	994
Total Rooms	5
Total Bedrooms	3
Total Bathrooms	1
Location	LEWISTON
View	LOCAL
Site	0.11 ACRES
Quality	
Age	1925 EFF1955

Borrower N.A.			File No. RL5287		
Property Address 512 6th Ave					
City LEWISTON		County NEZ PERCE		State ID	
				Zip Code 83501-2423	
Lender LEWIS-CLARK STATE COLLEGE					

APPRAISAL AND REPORT IDENTIFICATION

This appraisal conforms to one of the following definitions:

☐ Complete Appraisal

(The act or process of estimating value, or an opinion of value, performed without invoking the Departure Rule.)

☒ Limited Appraisal

(The act or process of estimating value, or an opinion of value, performed under and resulting from invoking the Departure Rule.)

This report is one of the following types:

☐ Self Contained

(A written report prepared under Standards Rule 2-2(a) of a Complete or Limited Appraisal performed under STANDARD 1.)

☒ Summary

(A written report prepared under Standards Rule 2-2(b) of a Complete or Limited Appraisal performed under STANDARD 1.)

☐ Restricted

(A written report prepared under Standards Rule 2-2(c) of a Complete or Limited Appraisal performed under STANDARD 1, restricted to the stated intended use by the specified client or intended user.)

Comments on Standards Rule 2-3

I certify that, to the best of my knowledge and belief:

The statements of fact contained in this report are true and correct.

The reported analyses, opinions, and conclusions are limited only by the reported assumptions and limiting conditions, and are my personal, impartial, and unbiased professional analyses, opinions and conclusions.

I have no (or the specified) present or prospective interest in the property that is the subject of this report, and no (or the specified) personal interest with respect to the parties involved.

I have no bias with respect to the property that is the subject of this report or the parties involved with this assignment.

My engagement in this assignment was not contingent upon developing or reporting predetermined results.

My compensation for completing this assignment is not contingent upon the development or reporting of a predetermined value or direction in value that favors the cause of the client, the amount of the value opinion, the attainment of a stipulated result, or the occurrence of a subsequent event directly related to the intended use of this appraisal.

My analyses, opinions and conclusions were developed and this report has been prepared, in conformity with the Uniform Standards of Professional Appraisal Practice.

I have (or have not) made a personal inspection of the property that is the subject of this report.

No one provided significant real property appraisal assistance to the person signing this certification. (If there are exceptions, the name of each individual providing significant real property appraisal assistance must be stated.)

Comments on Appraisal and Report Identification

Note any departures from Standards Rules 1-3 and 1-4, plus any USPAP-related issues requiring disclosure:

This report is a limited appraisal made to the binding requirements of the Uniform Standards of Professional Appraisal Practice(USPAP) as promulgated by the Appraisal Standards Board of th Appraisal Foundation. The USPAP permits departures from some sections of the USPAP that are classified as guidelines. The USPAP places the burden of proof on the appraiser to decide b accepting an assignment which calls for something less than, or different from the work that would otherwise be USPAP guidelines, to determine that the appraisal is not so limited that the resul assignment would tend to mislead or confuse the client or other intended users of the report. The appraiser must advise the client that a limited appraisal assignment may not be as reliable as a complete appraisal, and that the report will clearly identify and explain the departures. The client must agree that the performance of a limited appraisal service would be appropriate.

This report is intended for use in lending decisions by Lewis-Clark State College, only. This report is not intended for any other use. I am satisfied that the appraisal I performed is not so limitec the resulting assignment will tend to mislead or confuse the client or any other disclosed intended users of the report. I have indicated below those specific sections of the USPAP from which I I departed. I have prominently disclosed in the appraisal report that this is a limited appraisal and that I have not performed all of the items of the appraisal process for a complete appraisal, and a limited appraisal would be appropriate.

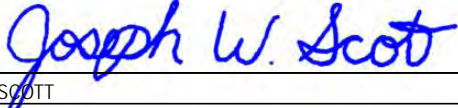
The attached appraisal has departed from the following USPAP Standard Rules:

1-2(c)--in depth investigation of easements, restrictions, encumbrances, leases, reservations, covenants, contracts, declarations, special assessments, ordinances, or items of a similar nature h not been accomplished.

1-4(a,b,c)--with prior agreement of the client, the cost and income capitalization approaches to value have not been accomplished.

2-2(h)--the summary reporting format of this limited appraisal may not contain sufficient information to fully understand the appraisal process without the additional information in the appraisers

APPRAISER:

Signature: 

Name: JOSEPH W. SCOTT

Date Signed: February 28, 2005

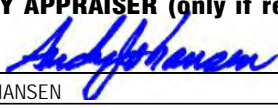
State Certification #: IN-TRAINING

or State License #:

State:

Expiration Date of Certification or License:

SUPERVISORY APPRAISER (only if required):

Signature: 

Name: ANDY JOHANSEN

Date Signed: FEBRUARY 28, 2005

State Certification #: CRA #148

or State License #:

State: IDAHO

Expiration Date of Certification or License: 7/26/05

☒ Did

☐ Did Not

Inspect Property

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INVOICE**FROM:**

Wayne T. Agee
Western Appraisal
1014 Main St.
Lewiston, ID 83501

Telephone Number: (208) 746-9891

Fax Number: (208) 746-9895

INVOICE NUMBER

RL5592

DATE

Fielded 06/26/2008

REFERENCE

Internal Order #: RL5592

Lender Case #:

Client File #:

Main File # on form: RL5592

Other File # on form:

Federal Tax ID:

Employer ID:

TO:

Lewis Clark State College
500 8th Ave.
Lewiston, ID 83501

Telephone Number: 792-2240

Fax Number:

Alternate Number:

E-Mail: lkloewen@lcsc.edu

DESCRIPTION

Lender: Lewis Clark State College

Client: Lewis Clark State College

Purchaser/Borrower: N/A

Property Address: 512 6th Ave.

City: Lewiston

County: Nez Perce

State: ID

Zip: 83501

Legal Description: Lewiston: North Park Place, E45' of Lot 5, Block 2

FEES**AMOUNT**

1004 URAR

300.00

SUBTOTAL

300.00

PAYMENTS**AMOUNT**

Check #:

Date:

Description:

Check #:

Date:

Description:

Check #:

Date:

Description:

SUBTOTAL

TOTAL DUE

\$

300.00

Uniform Residential Appraisal Report

File # RL5592

SUBJECT

CONTRACT

NEIGHBORHOOD

SITE

IMPROVEMENTS

The purpose of this summary appraisal report is to provide the lender/client with an accurate, and adequately supported, opinion of the market value of the subject property.

Property Address	512 6th Ave.	City	Lewiston	State	ID	Zip Code	83501
Borrower	N/A	Owner of Public Record	Idaho State Board of Education	County	Nez Perce		
Legal Description	Lewiston: North Park Place, E45' of Lot 5, Block 2						
Assessor's Parcel #	RPL10600810205A	Tax Year	2007	R.E. Taxes \$	N/A		
Neighborhood Name	Lewiston	Map Reference	4-A	Census Tract	9903.00		
Occupant	<input type="checkbox"/> Owner <input checked="" type="checkbox"/> Tenant <input type="checkbox"/> Vacant	Special Assessments \$	N/A	<input type="checkbox"/> PUD	HOA \$	N/A	<input type="checkbox"/> per year <input type="checkbox"/> per month
Property Rights Appraised	<input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Other (describe)						
Assignment Type	<input type="checkbox"/> Purchase Transaction <input type="checkbox"/> Refinance Transaction <input checked="" type="checkbox"/> Other (describe) Estimate of Current Market Value for Possible Sale						
Lender/Client	Lewis Clark State College Address 500 8th Ave., Lewiston, ID 83501						
Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No							
Report data source(s) used, offering price(s), and date(s). MLS, Discussion with Owner Representative							

I ☐ did ☐ did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed. N/A

Contract Price \$	N/A	Date of Contract	N/A	Is the property seller the owner of public record?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Data Source(s)	
Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the borrower? <input type="checkbox"/> Yes <input type="checkbox"/> No							
If Yes, report the total dollar amount and describe the items to be paid.							

Note: Race and the racial composition of the neighborhood are not appraisal factors.

Neighborhood Characteristics		One-Unit Housing Trends		One-Unit Housing		Present Land Use %	
Location	<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban <input type="checkbox"/> Rural	Property Values	<input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining	PRICE	AGE	One-Unit	75 %
Built-Up	<input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%	Demand/Supply	<input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply	\$ (000)	(yrs)	2-4 Unit	7 %
Growth	<input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow	Marketing Time	<input type="checkbox"/> Under 3 mths <input checked="" type="checkbox"/> 3-6 mths <input type="checkbox"/> Over 6 mths	50	Low 0	Multi-Family	5 %
Neighborhood Boundaries	The subject neighborhood is bounded by the Third Avenue to the North, Snake River to the West, 17th St. to the East and 18th Ave. to the South.			650	High 120	Commercial	10 %
				135	Pred. 50	Other	3 %
Neighborhood Description	The subject is located in a primarily single family residential neighborhood with commercial properties located on the arterial streets. Employment, schools and retail shopping are a short commute from the subject property. Single family residential properties in the neighborhood vary in size, style, age and value. Sites vary in size from 3,500 sq. ft. to 12,000 sq. ft.						
Market Conditions (including support for the above conclusions)	Sales have slowed over the past year after two years of appreciation in the market. Current market times average less than 111 days and sale prices are currently about 99% of list. Few concessions are necessary for sales, however, some sellers are offering to assist with closing costs. New construction continues at a decreased rate.						

Dimensions	45' x 142'	Area	6,390 Sq.Ft.	Shape	Rectangular	View	Average
Specific Zoning Classification	R4	Zoning Description	Higher Density Residential (7,500 sq. ft. minimum)				
Zoning Compliance	<input type="checkbox"/> Legal <input checked="" type="checkbox"/> Legal Nonconforming (Grandfathered Use) <input type="checkbox"/> No Zoning <input type="checkbox"/> Illegal (describe)						
Is the highest and best use of subject property as improved (or as proposed per plans and specifications) the present use? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe							

Utilities	Public	Other (describe)	Public	Other (describe)	Off-site Improvements - Type	Public	Private	
Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Water	<input checked="" type="checkbox"/>	Street Asphalt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Gas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sanitary Sewer	<input checked="" type="checkbox"/>	Alley	<input type="checkbox"/>	<input type="checkbox"/>	
FEMA Special Flood Hazard Area	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		FEMA Flood Zone	C	FEMA Map #	1601040001B	FEMA Map Date	1/20/1982
Are the utilities and off-site improvements typical for the market area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe								
Are there any adverse site conditions or external factors (easements, encroachments, environmental conditions, land uses, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, describe								

General Description	Foundation		Exterior Description	materials/condition	Interior	materials/condition
Units <input checked="" type="checkbox"/> One <input type="checkbox"/> One with Accessory Unit	<input type="checkbox"/> Concrete Slab	<input checked="" type="checkbox"/> Crawl Space	Foundation Walls	Stone Masonry/Fair	Floors	Carpet, Tile/Av-
# of Stories 1 Story	<input type="checkbox"/> Full Basement	<input checked="" type="checkbox"/> Partial Basement	Exterior Walls	Asbestos Shngl/A-	Walls	Plstr, Dylw/Av-
Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> S-Det./End Unit	Basement Area	240 sq.ft.	Roof Surface	Comp Shingle/Av-	Trim/Finish	Wood, Paint/Av-
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Under Const.	Basement Finish	0 %	Gutters & Downspouts	None	Bath Floor	Tile/Av
Design (Style) 1 Story/Bsmt	<input type="checkbox"/> Outside Entry/Exit	<input type="checkbox"/> Sump Pump	Window Type	Wood, Metal/Av	Bath Wainscot	Vinyl/Av
Year Built 1930	Evidence of	<input type="checkbox"/> Infestation	Storm Sash/Insulated	Mix/Av	Car Storage	<input checked="" type="checkbox"/> None
Effective Age (Yrs) 30-35	<input type="checkbox"/> Dampness	<input type="checkbox"/> Settlement	Screens	Partial/Av	<input type="checkbox"/> Driveway	# of Cars
Attic <input type="checkbox"/> None	Heating <input checked="" type="checkbox"/> FWA	<input type="checkbox"/> HWBB <input type="checkbox"/> Radiant	Amenities	<input type="checkbox"/> Woodstove(s) #	Driveway Surface	
<input type="checkbox"/> Drop Stair <input type="checkbox"/> Stairs	<input type="checkbox"/> Other	Fuel Gas	<input type="checkbox"/> Fireplace(s) #	<input checked="" type="checkbox"/> Fence	<input type="checkbox"/> Garage	# of Cars
<input type="checkbox"/> Floor <input checked="" type="checkbox"/> Scuttle	Cooling <input checked="" type="checkbox"/> Central Air Conditioning		<input type="checkbox"/> Patio/Deck	<input checked="" type="checkbox"/> Porch	<input type="checkbox"/> Carport	# of Cars
<input type="checkbox"/> Finished <input type="checkbox"/> Heated	<input type="checkbox"/> Individual	<input type="checkbox"/> Other	<input type="checkbox"/> Pool	<input checked="" type="checkbox"/> Other UGSS	<input type="checkbox"/> Att.	<input type="checkbox"/> Det. <input type="checkbox"/> Built-in
Appliances <input type="checkbox"/> Refrigerator <input type="checkbox"/> Range/Oven <input type="checkbox"/> Dishwasher <input type="checkbox"/> Disposal <input type="checkbox"/> Microwave <input type="checkbox"/> Washer/Dryer <input type="checkbox"/> Other (describe)						
Finished area above grade contains: 7 Rooms 2 Bedrooms 1 Bath(s) 1,118 Square Feet of Gross Living Area Above Grade						
Additional features (special energy efficient items, etc.). Energy efficiency is typical of a residence of this style, quality and condition in the market area.						
Describe the condition of the property (including needed repairs, deterioration, renovations, remodeling, etc.). Upon observation the appraiser found the subject residence to be in below average overall condition for it's effective age. Upon observation the appraiser noted that the subject roof and foundation are showing signs of deferred maintenance associated with age and use. The basement area had several indications of possible water intrusion and settlement of the stone masonry foundation which was visible from the exterior of the residence and interior of the residence. Therefore, this appraisal report is subject to a home inspection, of specifically the roof and foundation.						
Are there any physical deficiencies or adverse conditions that affect the livability, soundness, or structural integrity of the property? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If Yes, describe						
As indicated above the appraiser noted that the subject foundation and roof are showing numerous signs of deferred maintenance. These factors may or may not impose a serious threat to the current livability of the subject residence, however, a home inspection, by a licensed building inspector would provide greater detail as to the remaining economic life of the foundation and roof, as well as other possible needed repairs.						
Does the property generally conform to the neighborhood (functional utility, style, condition, use, construction, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe						

Uniform Residential Appraisal Report

File # RL5592

SALES COMPARISON APPROACH

RECONCILIATION

There are 7 comparable properties currently offered for sale in the subject neighborhood ranging in price from \$ 50,000 to \$ 110,000 .

There are 8 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from \$ 50,000 to \$ 110,000 .

FEATURE	SUBJECT	COMPARABLE SALE # 1			COMPARABLE SALE # 2			COMPARABLE SALE # 3		
Address	512 6th Ave. Lewiston, ID 83501	502 Delsol Lane Lewiston, ID 83501			330 14th Ave. Lewiston, ID 83501			1828 7th Ave. Lewiston, ID 83501		
Proximity to Subject		0.74 miles E			0.56 miles S			0.99 miles E		
Sale Price	\$ N/A		\$ 66,000		\$ 106,000		\$ 85,000			
Sale Price/Gross Liv. Area	\$ sq.ft.	\$ 60.44 sq.ft.		\$ 120.18 sq.ft.		\$ 86.21 sq.ft.				
Data Source(s)		County Records, MLS			County Records, MLS			County Records, MLS		
Verification Source(s)		County Records, MLS			County Records, MLS			County Records, MLS		
VALUE ADJUSTMENTS	DESCRIPTION	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment	DESCRIPTION	+(-) \$ Adjustment			
Sales or Financing Concessions		Conventional No Concession		FHA No Concession		Conventional No Concession				
Date of Sale/Time		11/16/07 - 94		04/11/08 - 150		04/30/08 - 105				
Location	Lewiston	Dwntn Lewiston	+10,000	Lewiston		Lewiston				
Leasehold/Fee Simple	Fee Simple	Fee Simple		Fee Simple		Fee Simple				
Site	6,390 Sq.Ft.	4,250 sq. ft.	+4,500	6,400 sq. ft.		4,365 sq. ft.	+4,500			
View	Average	Average		Average		Average				
Design (Style)	1 Story/Bsmt	1 Story/Bsmt		1 Story/Bsmt		1.5 Story/Bsmt				
Quality of Construction	Average	Average		Average		Average				
Actual Age	A 78, E 30-35	A 93, E 35-40	+2,500	A 74, E 20-25	-2,500	A 98, E 30-35				
Condition	Below Average	Fair	+5,000	Average	-7,500	Below Average				
Above Grade Room Count	Total Bdrms. Baths	Total Bdrms. Baths		Total Bdrms. Baths	+1,000	Total Bdrms. Baths	-1,000			
	7 2 1	5 2 1		4 2 1		6 3 1.75	-1,000			
Gross Living Area	1,118 sq.ft.	1,092 sq.ft.		882 sq.ft.	+5,900	986 sq.ft.	+3,000			
Basement & Finished Rooms Below Grade	240 Sq.Ft. Unfinished	491 sq. ft. Unfinished	-1,750	406 sq. ft. 203 Finished	-1,150 -2,450	150 sq. ft. Unfinished	+650			
Functional Utility	Average	Average		Average		Average				
Heating/Cooling	GFA/CAC	GFA/CAC		GFA/CAC		GFA/CAC				
Energy Efficient Items	Average	Average		Average		Average				
Garage/Carport	O.S.P.	O.S.P.		1-G Att.	-3,500	O.S.P.				
Porch/Patio/Deck	Porches	Porches		Porches		Porches				
Aux Heat	None	None		Fireplace	-1,000	None				
Other Amenities	Fence	Fence		Fence		Fence				
Net Adjustment (Total)		⊗ + □ -	\$ 20,250	□ + ⊗ -	\$ -11,200	⊗ + □ -	\$ 6,150			
Adjusted Sale Price of Comparables		Net Adj. 30.7 % Gross Adj. 36.0 %	\$ 86,250	Net Adj. 10.6 % Gross Adj. 23.6 %	\$ 94,800	Net Adj. 7.2 % Gross Adj. 11.9 %	\$ 91,150			
I <input checked="" type="checkbox"/> did <input type="checkbox"/> did not research the sale or transfer history of the subject property and comparable sales. If not, explain										
My research <input checked="" type="checkbox"/> did <input type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.										
Data Source(s) County Records, MLS										
My research <input type="checkbox"/> did <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.										
Data Source(s) County Records, MLS										
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).										
ITEM	SUBJECT		COMPARABLE SALE #1		COMPARABLE SALE #2		COMPARABLE SALE #3			
Date of Prior Sale/Transfer	05/2005		None Found		None Found		None Found			
Price of Prior Sale/Transfer	\$95,000		N/A		N/A		N/A			
Data Source(s)	County Records, MLS		County Records, MLS		County Records, MLS		County Records, MLS			
Effective Date of Data Source(s)	06/26/2008		06/27/2008		06/27/2008		07/01/2008			
Analysis of prior sale or transfer history of the subject property and comparable sales According to the Nez Perce County Assessor's records and a discussion with Lewis Clark State College the subject property was purchased in May of 2005 for \$95,000. The purchase price is an allocation of value from a larger sale which included 504, 508 and 512 6th Ave. The total purchase price for all three properties was \$460,000. Therefore, the purchase price of \$95,000 may not have accurately reflected the market value of the subject property at that time. Comparable sale # 4 is currently subject to a listing agreement with Coldwell Banker Tomlinson for \$136,000 after having received several updates after the sale that occurred 07/09/2007.										
None of the comparable sales have transferred in 1 year prior to the dates given.										
Summary of Sales Comparison Approach Due to the slow down in sales over the past 1 1/2 years and the below average condition of the subject residence there are currently very few sales with some similarity to the subject property. None of the comparable sales available are a perfect match to the subject property which has resulted in higher than typically desired adjustment to the comparable sales. Comparable sales # 1 and # 3 are the most similar to the subject residence in size and condition. Comparable sale # 1 and # 3 were therefore given the most consideration in the indicated value by the Sales Comparison Approach. Due to the lack of comparable sales two competing listings are attached to this appraisal report. Upon adjustment the competing listings indicate a stable market and bolster the opinion of value indicated by the comparable sales. FOR FURTHER COMMENTS ON THE SUBJECT PROPERTY, COMPARABLE SALES AND THE ADJUSTMENTS MADE IN THE SALES COMPARISON APPROACH SEE THE COMMENTS SECTION ON PAGE # 3.										
Indicated Value by Sales Comparison Approach \$ 88,000										

Indicated Value by: Sales Comparison Approach \$ 88,000

Cost Approach (if developed) \$ 87,979

Income Approach (if developed) \$ 91,800

The Sales Comparison Approach is generally the most accurate reflection of what buyers are currently paying in the market area. The Cost and Income Approach support the indicated value by the Sales Comparison Approach. The Sales Comparison Approach was weighted in the final opinion of value.

This appraisal is made ☐ "as is", ☐ subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, ☐ subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or ☒ subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair: Complete home inspection by a licensed home inspector.

Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is \$ 88,000 , as of 06/26/2008 , which is the date of inspection and the effective date of this appraisal.

Freddie Mac Form 70 March 2005

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Fannie Mae Form 1004 March 2005

Form 1004 — "WinTOTAL" appraisal software by a la mode, inc. — 1-800-ALAMODE

BAHR - SECTION II

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ADDITIONAL COMMENTS

HIGHEST AND BEST USE: The current residential use of the subject property is legal, physically possible, financially feasible and appropriately supported. It is the appraiser's opinion that the "highest and best use" of the subject property is residential.

MARKET DATA: The comparable sales used in the Sales Comparison Approach for the subject property were the most recent in the subject market area with some similarity to the subject property. Following is a general discussion of the adjustments made in the Sales Comparison Approach. Adjustments are based on the appraiser's analysis of recent residential sales in the subject market area.

SUBJECT: The subject property consists of a 6,390 sq. ft. site with a 1 Story residence over a partial unfinished basement area. Upon observation the appraisers noted that the subject residence is showing several signs of deferred maintenance. The subject roof and foundation are in poor overall condition with little remaining economic life. The Stone Masonry foundation on the west side of the residence appears to have settled causing the interior floors of the bathroom and kitchen area to slope. The foundation of the rear bedroom and utility room area is of treated wood construction and has also settled/deteriorated causing the floors to slope to the south or rear of the property. Due to the numerous signs of deferred maintenance associated with age and use, this appraisal report is subject to the completion of a home inspection, particularly focusing on the foundation and roof.

COMPARABLE 1: The comparable property is located in a less marketable neighborhood of Lewiston. Upon analysis of recent residential site sales in the market area the appraiser determined that an adjustment was necessary for the comparable's smaller site. The comparable residence is older and shows more wear and tear associated with age and use. No adjustment for above grade living area was necessary as the comparable's and subject's living areas are similar in size, utility and function. Unfinished basement area was adjusted at \$7 per sq. ft. and rounded to the nearest \$50.

COMPARABLE 2: The comparable residence is in superior overall condition showing fewer signs of wear and tear associated with age and use. Living area was adjusted at \$25 per sq. ft. and rounded to the nearest \$50. Unfinished basement area was adjusted at \$7 per sq. ft. and rounded to the nearest \$50. Finished basement area was adjusted at \$12 per sq. ft. and rounded to the nearest \$50. The comparable property has a garage which provides additional exterior storage and work space. The comparable residence has a secondary heat source which is more functional for year round use.

COMPARABLE 3: Site was adjusted as before. The comparable residence has a more marketable above grade bedroom and bathroom count. Living area and unfinished basemen area were adjusted as before.

COMPARABLE 4: Site, wear and tear associated with age and use, living area, unfinished basement area and garage were adjusted as before. The comparable's exterior improvements are larger and more functional. Secondary heat source was adjusted as before.

FOR FURTHER COMMENTS ON THE COMPETING LISTINGS, SEE THE COMMENTS SECTION BELOW THE ADDITIONAL LISTINGS GRID.

COST APPROACH

COST APPROACH TO VALUE (not required by Fannie Mae)											
Provide adequate information for the lender/client to replicate the below cost figures and calculations.											
Support for the opinion of site value (summary of comparable land sales or other methods for estimating site value)					The most recent residential site sales with similarity to the subject site in location, access, topography and utility for development would have a dollar per square foot range of \$2.38 to \$4.50.						
The subject site has an average location, level topography average access and utility as it is an interior lot with alley access. Therefore, the appraiser has determined that the subject site would have a dollar per square foot value of approximately \$4.25 or \$27,150											
ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input checked="" type="checkbox"/> REPLACEMENT COST NEW					OPINION OF SITE VALUE =\$ 27,150						
Source of cost data Marshall and Swift Cost Handbook					DWELLING 1,118 Sq.Ft. @ \$ 81.80		=\$ 91,452				
Quality rating from cost service Average Effective date of cost data 12/2006					Basement 240 Sq.Ft. @ \$ 35.47		=\$ 8,513				
Comments on Cost Approach (gross living area calculations, depreciation, etc.)					Floor Cover		=\$ 3,494				
Site value is based upon the analysis given above. Cost was developed from Marshall & Swift Cost Manual, adjusted by the appraiser's files and with local cost data obtained through discussions with local contractors.					Garage/Carport Sq.Ft. @ \$		=\$				
Physical depreciation is based on the age/life method and adjusted for the local market. See attached building sketch for residence dimensions.					Total Estimate of Cost-New =\$ 103,459						
					Less Physical		Functional	External			
					Depreciation 51,730					= \$(51,730)	
					Depreciated Cost of Improvements					=\$ 51,729	
					"As-is" Value of Site Improvements					=\$ 9,100	
					Porches, Water, Sewer, Fence						
Estimated Remaining Economic Life (HUD and VA only) 30 Years					INDICATED VALUE BY COST APPROACH =\$ 87,979						

INCOME

INCOME APPROACH TO VALUE (not required by Fannie Mae)						
Estimated Monthly Market Rent \$	600	X Gross Rent Multiplier	153	= \$	91,800	Indicated Value by Income Approach
Summary of Income Approach (including support for market rent and GRM) The GRM was developed using the market data collected by the appraiser of similar single-family residences that were rented at the time of sale.						

PUD INFORMATION

PROJECT INFORMATION FOR PUDs (if applicable)

Is the developer/builder in control of the Homeowners' Association (HOA)? ☐ Yes ☐ No Unit type(s) ☐ Detached ☐ Attached

Provide the following information for PUDs ONLY if the developer/builder is in control of the HOA and the subject property is an attached dwelling unit.

Legal Name of Project

Total number of phasesTotal number of unitsTotal number of units sold

Total number of units rentedTotal number of units for saleData source(s)

Was the project created by the conversion of existing building(s) into a PUD? ☐ Yes ☐ No If Yes, date of conversion.

Does the project contain any multi-dwelling units? ☐ Yes ☐ No Data Source

Are the units, common elements, and recreation facilities complete? ☐ Yes ☐ No If No, describe the status of completion.

Are the common elements leased to or by the Homeowners' Association? ☐ Yes ☐ No If Yes, describe the rental terms and options.

Describe common elements and recreational facilities.

Uniform Residential Appraisal Report

File # RL5592

This report form is designed to report an appraisal of a one-unit property or a one-unit property with an accessory unit; including a unit in a planned unit development (PUD). This report form is not designed to report an appraisal of a manufactured home or a unit in a condominium or cooperative project.

This appraisal report is subject to the following scope of work, intended use, intended user, definition of market value, statement of assumptions and limiting conditions, and certifications. Modifications, additions, or deletions to the intended use, intended user, definition of market value, or assumptions and limiting conditions are not permitted. The appraiser may expand the scope of work to include any additional research or analysis necessary based on the complexity of this appraisal assignment. Modifications or deletions to the certifications are also not permitted. However, additional certifications that do not constitute material alterations to this appraisal report, such as those required by law or those related to the appraiser’s continuing education or membership in an appraisal organization, are permitted.

SCOPE OF WORK: The scope of work for this appraisal is defined by the complexity of this appraisal assignment and the reporting requirements of this appraisal report form, including the following definition of market value, statement of assumptions and limiting conditions, and certifications. The appraiser must, at a minimum: (1) perform a complete visual inspection of the interior and exterior areas of the subject property, (2) inspect the neighborhood, (3) inspect each of the comparable sales from at least the street, (4) research, verify, and analyze data from reliable public and/or private sources, and (5) report his or her analysis, opinions, and conclusions in this appraisal report.

INTENDED USE: The intended use of this appraisal report is for the lender/client to evaluate the property that is the subject of this appraisal for a mortgage finance transaction.

INTENDED USER: The intended user of this appraisal report is the lender/client.

DEFINITION OF MARKET VALUE: The most probable price which a property should bring in a competitive and open market under all conditions requisite to a fair sale, the buyer and seller, each acting prudently, knowledgeably and assuming the price is not affected by undue stimulus. Implicit in this definition is the consummation of a sale as of a specified date and the passing of title from seller to buyer under conditions whereby: (1) buyer and seller are typically motivated; (2) both parties are well informed or well advised, and each acting in what he or she considers his or her own best interest; (3) a reasonable time is allowed for exposure in the open market; (4) payment is made in terms of cash in U. S. dollars or in terms of financial arrangements comparable thereto; and (5) the price represents the normal consideration for the property sold unaffected by special or creative financing or sales concessions* granted by anyone associated with the sale.

*Adjustments to the comparables must be made for special or creative financing or sales concessions. No adjustments are necessary for those costs which are normally paid by sellers as a result of tradition or law in a market area; these costs are readily identifiable since the seller pays these costs in virtually all sales transactions. Special or creative financing adjustments can be made to the comparable property by comparisons to financing terms offered by a third party institutional lender that is not already involved in the property or transaction. Any adjustment should not be calculated on a mechanical dollar for dollar cost of the financing or concession but the dollar amount of any adjustment should approximate the market’s reaction to the financing or concessions based on the appraiser’s judgment.

STATEMENT OF ASSUMPTIONS AND LIMITING CONDITIONS: The appraiser’s certification in this report is subject to the following assumptions and limiting conditions:

1. The appraiser will not be responsible for matters of a legal nature that affect either the property being appraised or the title to it, except for information that he or she became aware of during the research involved in performing this appraisal. The appraiser assumes that the title is good and marketable and will not render any opinions about the title.
2. The appraiser has provided a sketch in this appraisal report to show the approximate dimensions of the improvements. The sketch is included only to assist the reader in visualizing the property and understanding the appraiser’s determination of its size.
3. The appraiser has examined the available flood maps that are provided by the Federal Emergency Management Agency (or other data sources) and has noted in this appraisal report whether any portion of the subject site is located in an identified Special Flood Hazard Area. Because the appraiser is not a surveyor, he or she makes no guarantees, express or implied, regarding this determination.
4. The appraiser will not give testimony or appear in court because he or she made an appraisal of the property in question, unless specific arrangements to do so have been made beforehand, or as otherwise required by law.
5. The appraiser has noted in this appraisal report any adverse conditions (such as needed repairs, deterioration, the presence of hazardous wastes, toxic substances, etc.) observed during the inspection of the subject property or that he or she became aware of during the research involved in performing the appraisal. Unless otherwise stated in this appraisal report, the appraiser has no knowledge of any hidden or unapparent physical deficiencies or adverse conditions of the property (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) that would make the property less valuable, and has assumed that there are no such conditions and makes no guarantees or warranties, express or implied. The appraiser will not be responsible for any such conditions that do exist or for any engineering or testing that might be required to discover whether such conditions exist. Because the appraiser is not an expert in the field of environmental hazards, this appraisal report must not be considered as an environmental assessment of the property.
6. The appraiser has based his or her appraisal report and valuation conclusion for an appraisal that is subject to satisfactory completion, repairs, or alterations on the assumption that the completion, repairs, or alterations of the subject property will be performed in a professional manner.

Uniform Residential Appraisal Report

File # RL5592

APPRAISER’S CERTIFICATION: The Appraiser certifies and agrees that:

- 1. I have, at a minimum, developed and reported this appraisal in accordance with the scope of work requirements stated in this appraisal report.
- 2. I performed a complete visual inspection of the interior and exterior areas of the subject property. I reported the condition of the improvements in factual, specific terms. I identified and reported the physical deficiencies that could affect the livability, soundness, or structural integrity of the property.
- 3. I performed this appraisal in accordance with the requirements of the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
- 4. I developed my opinion of the market value of the real property that is the subject of this report based on the sales comparison approach to value. I have adequate comparable market data to develop a reliable sales comparison approach for this appraisal assignment. I further certify that I considered the cost and income approaches to value but did not develop them, unless otherwise indicated in this report.
- 5. I researched, verified, analyzed, and reported on any current agreement for sale for the subject property, any offering for sale of the subject property in the twelve months prior to the effective date of this appraisal, and the prior sales of the subject property for a minimum of three years prior to the effective date of this appraisal, unless otherwise indicated in this report.
- 6. I researched, verified, analyzed, and reported on the prior sales of the comparable sales for a minimum of one year prior to the date of sale of the comparable sale, unless otherwise indicated in this report.
- 7. I selected and used comparable sales that are locationally, physically, and functionally the most similar to the subject property.
- 8. I have not used comparable sales that were the result of combining a land sale with the contract purchase price of a home that has been built or will be built on the land.
- 9. I have reported adjustments to the comparable sales that reflect the market’s reaction to the differences between the subject property and the comparable sales.
- 10. I verified, from a disinterested source, all information in this report that was provided by parties who have a financial interest in the sale or financing of the subject property.
- 11. I have knowledge and experience in appraising this type of property in this market area.
- 12. I am aware of, and have access to, the necessary and appropriate public and private data sources, such as multiple listing services, tax assessment records, public land records and other such data sources for the area in which the property is located.
- 13. I obtained the information, estimates, and opinions furnished by other parties and expressed in this appraisal report from reliable sources that I believe to be true and correct.
- 14. I have taken into consideration the factors that have an impact on value with respect to the subject neighborhood, subject property, and the proximity of the subject property to adverse influences in the development of my opinion of market value. I have noted in this appraisal report any adverse conditions (such as, but not limited to, needed repairs, deterioration, the presence of hazardous wastes, toxic substances, adverse environmental conditions, etc.) observed during the inspection of the subject property or that I became aware of during the research involved in performing this appraisal. I have considered these adverse conditions in my analysis of the property value, and have reported on the effect of the conditions on the value and marketability of the subject property.
- 15. I have not knowingly withheld any significant information from this appraisal report and, to the best of my knowledge, all statements and information in this appraisal report are true and correct.
- 16. I stated in this appraisal report my own personal, unbiased, and professional analysis, opinions, and conclusions, which are subject only to the assumptions and limiting conditions in this appraisal report.
- 17. I have no present or prospective interest in the property that is the subject of this report, and I have no present or prospective personal interest or bias with respect to the participants in the transaction. I did not base, either partially or completely, my analysis and/or opinion of market value in this appraisal report on the race, color, religion, sex, age, marital status, handicap, familial status, or national origin of either the prospective owners or occupants of the subject property or of the present owners or occupants of the properties in the vicinity of the subject property or on any other basis prohibited by law.
- 18. My employment and/or compensation for performing this appraisal or any future or anticipated appraisals was not conditioned on any agreement or understanding, written or otherwise, that I would report (or present analysis supporting) a predetermined specific value, a predetermined minimum value, a range or direction in value, a value that favors the cause of any party, or the attainment of a specific result or occurrence of a specific subsequent event (such as approval of a pending mortgage loan application).
- 19. I personally prepared all conclusions and opinions about the real estate that were set forth in this appraisal report. If I relied on significant real property appraisal assistance from any individual or individuals in the performance of this appraisal or the preparation of this appraisal report, I have named such individual(s) and disclosed the specific tasks performed in this appraisal report. I certify that any individual so named is qualified to perform the tasks. I have not authorized anyone to make a change to any item in this appraisal report; therefore, any change made to this appraisal is unauthorized and I will take no responsibility for it.
- 20. I identified the lender/client in this appraisal report who is the individual, organization, or agent for the organization that ordered and will receive this appraisal report.

Uniform Residential Appraisal Report

File # RL5592

21. The lender/client may disclose or distribute this appraisal report to: the borrower; another lender at the request of the borrower; the mortgagee or its successors and assigns; mortgage insurers; government sponsored enterprises; other secondary market participants; data collection or reporting services; professional appraisal organizations; any department, agency, or instrumentality of the United States; and any state, the District of Columbia, or other jurisdictions; without having to obtain the appraiser's or supervisory appraiser's (if applicable) consent. Such consent must be obtained before this appraisal report may be disclosed or distributed to any other party (including, but not limited to, the public through advertising, public relations, news, sales, or other media).
22. I am aware that any disclosure or distribution of this appraisal report by me or the lender/client may be subject to certain laws and regulations. Further, I am also subject to the provisions of the Uniform Standards of Professional Appraisal Practice that pertain to disclosure or distribution by me.
23. The borrower, another lender at the request of the borrower, the mortgagee or its successors and assigns, mortgage insurers, government sponsored enterprises, and other secondary market participants may rely on this appraisal report as part of any mortgage finance transaction that involves any one or more of these parties.
24. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.
25. Any intentional or negligent misrepresentation(s) contained in this appraisal report may result in civil liability and/or criminal penalties including, but not limited to, fine or imprisonment or both under the provisions of Title 18, United States Code, Section 1001, et seq., or similar state laws.

SUPERVISORY APPRAISER'S CERTIFICATION: The Supervisory Appraiser certifies and agrees that:

1. I directly supervised the appraiser for this appraisal assignment, have read the appraisal report, and agree with the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.
2. I accept full responsibility for the contents of this appraisal report including, but not limited to, the appraiser's analysis, opinions, statements, conclusions, and the appraiser's certification.
3. The appraiser identified in this appraisal report is either a sub-contractor or an employee of the supervisory appraiser (or the appraisal firm), is qualified to perform this appraisal, and is acceptable to perform this appraisal under the applicable state law.
4. This appraisal report complies with the Uniform Standards of Professional Appraisal Practice that were adopted and promulgated by the Appraisal Standards Board of The Appraisal Foundation and that were in place at the time this appraisal report was prepared.
5. If this appraisal report was transmitted as an "electronic record" containing my "electronic signature," as those terms are defined in applicable federal and/or state laws (excluding audio and video recordings), or a facsimile transmission of this appraisal report containing a copy or representation of my signature, the appraisal report shall be as effective, enforceable and valid as if a paper version of this appraisal report were delivered containing my original hand written signature.

APPRAISER

Signature Wayne T. Agee
Name Wayne T. Agee
Company Name Western Appraisals
Company Address 1014 Main St., Lewiston, ID 83501

Telephone Number (208) 746-9891
Email Address wayne@westernapp.com
Date of Signature and Report July 03, 2008
Effective Date of Appraisal 06/26/2008
State Certification # _____
or State License # LRA-1868
or Other (describe) _____ State # _____
State ID _____
Expiration Date of Certification or License 12/30/2008

ADDRESS OF PROPERTY APPRAISED
512 6th Ave.
Lewiston, ID 83501
APPRAISED VALUE OF SUBJECT PROPERTY \$ 88,000
LENDER/CLIENT
Name _____
Company Name Lewis Clark State College
Company Address 500 8th Ave., Lewiston, ID 83501

Email Address lkloewen@lcsc.edu

SUPERVISORY APPRAISER (ONLY IF REQUIRED)

Signature Don A. Kerby
Name Don Kerby
Company Name Western Appraisals
Company Address 1014 Main St., Lewiston, ID 83501

Telephone Number (208) 746-9891
Email Address western@westernapp.com
Date of Signature July 03, 2008
State Certification # CGA # 120
or State License # _____
State ID _____
Expiration Date of Certification or License 4/4/2009

SUBJECT PROPERTY

- ☐ Did not inspect subject property
- ☐ Did inspect exterior of subject property from street
Date of Inspection _____
- ☒ Did inspect interior and exterior of subject property
Date of Inspection 06/26/2008

COMPARABLE SALES

- ☒ Did not inspect exterior of comparable sales from street
- ☐ Did inspect exterior of comparable sales from street
Date of Inspection _____

Additional Listings

File # RL5592

FEATURE		SUBJECT		LISTING # 1			LISTING # 2			LISTING # 3										
Address 512 6th Ave. Lewiston, ID 83501				1726 3rd St. Lewiston, ID 83501			925 7th Ave. Lewiston, ID 83501													
Proximity to Subject				0.80 miles S			0.33 miles E													
List Price	\$	N/A				\$	95,000		\$		107,100				\$					
List Price/Gross Liv. Area	\$	sq.ft.		\$		154.22 sq.ft.				\$		92.97 sq.ft.				\$	sq.ft.			
Last Price Revision Date		N/A		06/03/2008			05/22/2008													
Data Source(s)				County Records, MLS, Files			County Records, MLS													
Verification Source(s)				County Records, MLS, Files			County Records, MLS													
VALUE ADJUSTMENTS		DESCRIPTION		DESCRIPTION		+ (-) \$ Adjust.		DESCRIPTION		+ (-) \$ Adjust.		DESCRIPTION		+ (-) \$ Adjust.						
Sales or Financing				Listing					Listing											
Concessions				LP to SP Ratio			-950		LP to SP Ratio			-1,071								
Days on Market				28					39											
Location		Lewiston		Lewiston					Lewiston											
Leasehold/Fee Simple		Fee Simple		Fee Simple					Fee Simple											
Site		6,390 Sq.Ft.		6,400 sq. ft.					5,000 sq. ft.			+3,500								
View		Average		Average					Average											
Design (Style)		1 Story/Bsmt		1 Story/Bsmt					1 Story/Bsmt											
Quality of Construction		Average		Average					Average											
Actual Age		A 78, E 30-35		A 70, E 15-20			-2,500		A 73, E 15-20			-2,500								
Condition		Below Average		Average			-7,500		Average			-7,500								
Above Grade		Total	Bdrms.	Baths	Total	Bdrms.	Baths	Total	Bdrms.	Baths	Total	Bdrms.	Baths							
Room Count		7	2	1	4	2	1	5	2	1										
Gross Living Area		1,118 sq.ft.		616 sq.ft.			+12,550		1,152 sq.ft.					sq.ft.						
Basement & Finished		240 Sq.Ft.		616 sq. ft.			-2,650		960 sq. ft.			-5,050								
Rooms Below Grade		Unfinished		364 Finished			-4,350		450 Finished			-5,400								
Functional Utility		Average		Average					Average											
Heating/Cooling		GFA/CAC		GFA/CAC					OFA/None			+1,000								
Energy Efficient Items		Average		Average					Average											
Garage/Carport		O.S.P.		O.S.P.					O.S.P.											
Porch/Patio/Deck		Porches		Porch,Patio			-1,000		Porch,Deck			-1,000								
Aux Heat		None		None					Fireplace			-1,000								
Other Amenities		Fence		Shed					Fence											
Net Adjustment (Total)				<input type="checkbox"/> + <input checked="" type="checkbox"/> -			\$		-6,400		<input type="checkbox"/> + <input checked="" type="checkbox"/> -		\$		-19,021		<input type="checkbox"/> + <input type="checkbox"/> -		\$	
Adjusted List Price of Comparables				Net 6.7 %			\$		-6,400		Net 17.8 %			\$		-19,021		Net %		
				Gross 33.2 %			\$		88,600		Gross 26.2 %			\$		88,079		Gross %		

Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).				
ITEM	SUBJECT	LISTING # 1	LISTING # 2	LISTING # 3
Date of Prior Sale/Transfer	05/2005	None Found	05/13/2008	
Price of Prior Sale/Transfer	\$95,000	N/A	N/A	
Data Source(s)	County Records, MLS	County Records, MLS	County Records, MLS	
Effective Date of Data Source(s)	06/26/2008	07/01/2008	07/01/2008	
Comments: COMPETING LISTING 1: The current average List Price to Sales Price ratio for the subject neighborhood is 99%. The List Price to Sales Price ratio is the difference between what the dollar amount a property is listed for (asking price) and what a property sells for. The competing residence has recently received several updates and shows less wear and tear associated with age and use. All other adjustments were completed as described for the comparable sales.				
COMPETING LISTING # 2: Competing Listing # 2 is a foreclosure listing in the market area. The competing listing is currently owned by the Department of Housing and Urban Development and was foreclosed and transferred on 05/13/2008. As this was a foreclosure transfer, no purchase price was involved. All adjustments made to the competing listing were made as described before to the comparable sales.				

Supplemental Addendum

File No. RL5592

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID
Lender	Lewis Clark State College				
				Zip Code	83501

Subject Photo Page

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



Subject Front

512 6th Ave.
Sales Price N/A
Gross Living Area 1,118
Total Rooms 7
Total Bedrooms 2
Total Bathrooms 1
Location Lewiston
View Average
Site 6,390 Sq.Ft.
Quality Average
Age A 78, E 30-35



Subject Rear



Subject Street

Comparable Photo Page

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



Comparable 1

502 Delsol Lane	
Prox. to Subject	0.74 miles E
Sales Price	66,000
Gross Living Area	1,092
Total Rooms	5
Total Bedrooms	2
Total Bathrooms	1
Location	Dwntn Lewiston
View	Average
Site	4,250 sq. ft.
Quality	Average
Age	A 93, E 35-40



Comparable 2

330 14th Ave.	
Prox. to Subject	0.56 miles S
Sales Price	106,000
Gross Living Area	882
Total Rooms	4
Total Bedrooms	2
Total Bathrooms	1
Location	Lewiston
View	Average
Site	6,400 sq. ft.
Quality	Average
Age	A 74, E 20-25



Comparable 3

1828 7th Ave.	
Prox. to Subject	0.99 miles E
Sales Price	85,000
Gross Living Area	986
Total Rooms	6
Total Bedrooms	3
Total Bathrooms	1.75
Location	Lewiston
View	Average
Site	4,365 sq. ft.
Quality	Average
Age	A 98, E 30-35

Comparable Photo Page

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



Comparable 4

309 11th Ave.	
Prox. to Subject	0.36 miles SW
Sales Price	97,500
Gross Living Area	952
Total Rooms	4
Total Bedrooms	1
Total Bathrooms	1
Location	Lewiston
View	Average
Site	4,200 sq. ft.
Quality	Average
Age	A 82, E 15-20

Comparable 5

Prox. to Subject	
Sales Price	
Gross Living Area	
Total Rooms	
Total Bedrooms	
Total Bathrooms	
Location	
View	
Site	
Quality	
Age	

Comparable 6

Prox. to Subject	
Sales Price	
Gross Living Area	
Total Rooms	
Total Bedrooms	
Total Bathrooms	
Location	
View	
Site	
Quality	
Age	

Listing Photo Page

Borrower/Client	N/A					
Property Address	512 6th Ave.					
City	Lewiston	County	Nez Perce	State	ID	Zip Code 83501
Lender	Lewis Clark State College					



Listing 1

1726 3rd St.
Proximity to Subject 0.80 miles S
List Price 95,000
Days on Market 28
Gross Living Area 616
Total Rooms 4
Total Bedrooms 2
Total Bathrooms 1
Age A 70, E 15-20



Listing 2

925 7th Ave.
Proximity to Subject 0.33 miles E
List Price 107,100
Days on Market 39
Gross Living Area 1,152
Total Rooms 5
Total Bedrooms 2
Total Bathrooms 1
Age A 73, E 15-20

Listing 3

Proximity to Subject
List Price
Days on Market
Gross Living Area
Total Rooms
Total Bedrooms
Total Bathrooms
Age

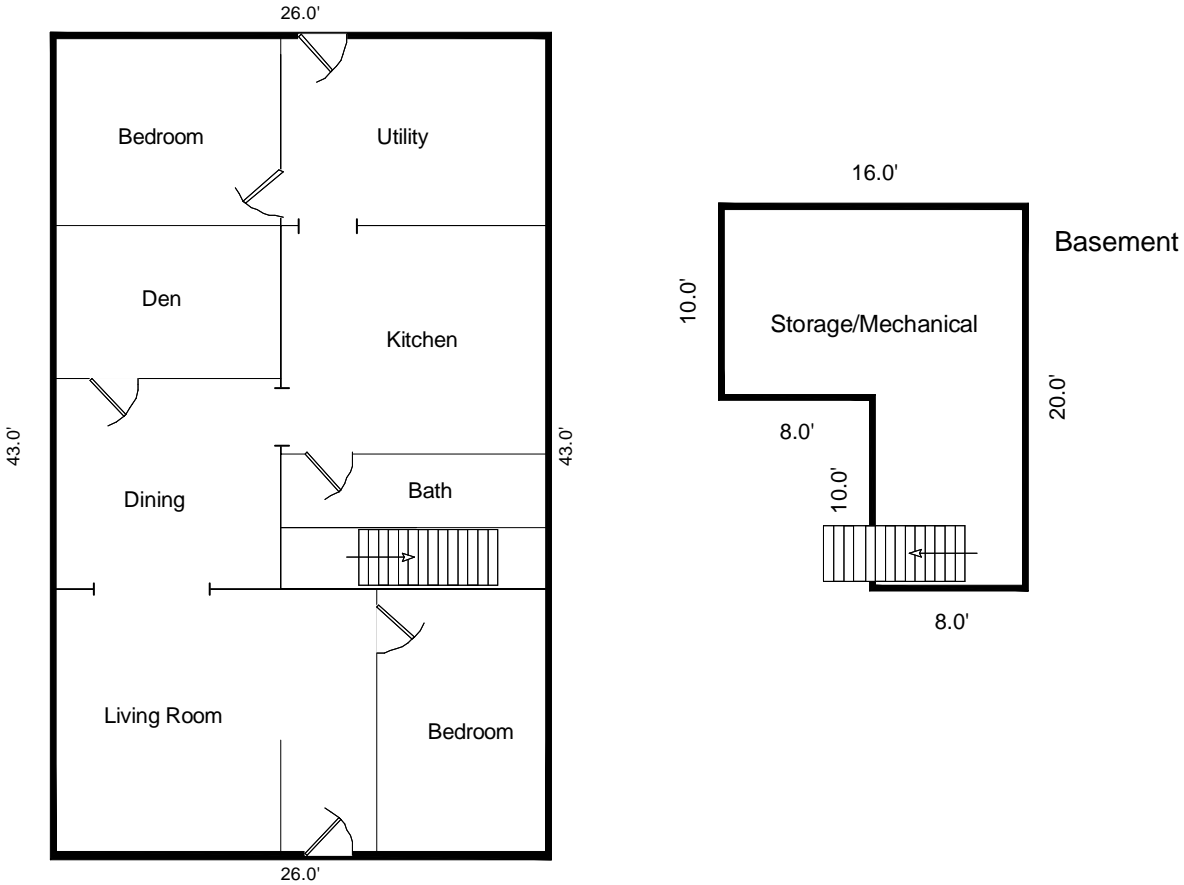
Site Plat

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



Building Sketch

Borrower/Client	N/A			
Property Address	512 6th Ave.			
City	Lewiston	County	Nez Perce	State ID Zip Code 83501
Lender	Lewis Clark State College			



Sketch by Apex IV™

Comments:

AREA CALCULATIONS SUMMARY			
Code	Description	Size	Net Totals
GLA1	First Floor	1118.00	1118.00
BSMT	Basement	240.00	240.00
TOTAL LIVABLE (rounded)		1118	

LIVING AREA BREAKDOWN		Subtotals
Breakdown		
First Floor		
26.0	x 43.0	1118.00
1 Calculation Total (rounded)		1118

Location Map

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID
Lender	Lewis Clark State College				
				Zip Code	83501



License

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



License

Borrower/Client	N/A				
Property Address	512 6th Ave.				
City	Lewiston	County	Nez Perce	State	ID Zip Code 83501
Lender	Lewis Clark State College				



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JULY 2008 EDITION

Page 1 of 7



RE-21 REAL ESTATE PURCHASE AND SALE AGREEMENT

THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.
IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.



ID# 25519103 DATE 2/26/09

LISTING AGENCY Ray J. White's Office Phone # 743-6575 Fax # _____

Listing Agent Dick White E-Mail _____ Phone # _____

SELLING AGENCY Realty Executives Office Phone # 758-1177 Fax # _____

Selling Agent JOYNER-ADAMS TEAM E-Mail _____ Phone # _____

1. **BUYER:** Trixie Groat (a single woman)
(Hereinafter called "BUYER") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to as "PROPERTY" COMMONLY KNOWN AS 512 6th Ave
Lewiston City Nez Perce County, ID, Zip 83501 legally described as: E 45' of Lot 5, Blk 2 North
Park
OR Legal Description Attached as addendum # _____ (Addendum must accompany original offer.)

2. **\$ 80,000.00 PURCHASE PRICE:** Eighty Thousand and Zero/100 DOLLARS,
payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

3. **FINANCIAL TERMS:** Note: A+C+D+E must add up to total purchase price.

(A). **\$ 500.00 EARNEST MONEY:** BUYER hereby deposits Five Hundred and Zero/100
DOLLARS as Earnest Money evidenced by: ☐ cash ☒ personal check ☐ cashier's check ☐ note (due date): _____
☐ other _____ and a receipt is hereby acknowledged. Earnest Money to
be deposited in trust account ☐ upon receipt, or ☒ upon acceptance by all parties and shall be held by: ☐ Listing Broker ☒ Selling Broker
☐ other _____ for the benefit of the parties hereto.

(B). **ALL CASH OFFER:** ☒ NO ☐ YES If this is an all cash offer do not complete lines 35 through 61, fill blanks with "0" (ZERO). IF CASH
OFFER, BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY. BUYER agrees to provide SELLER
within _____ business days from the date of acceptance of this agreement by all parties, evidence of sufficient funds and/or proceeds necessary to close
transaction. Acceptable documentation includes, but is not limited to, a copy of a recent bank or financial statement or contract(s) for the sale of
BUYER'S current residence or other property to be sold.

(C). **\$ 76,000.00 NEW LOAN PROCEEDS:** This Agreement is contingent upon BUYER obtaining the following financing:
☒ **FIRST LOAN** of \$ 76,000.00 not including mortgage insurance, through ☒ FHA, ☐ VA, ☐ CONVENTIONAL, ☐ IHFA, ☐ RURAL
DEVELOPMENT, ☐ OTHER _____ with interest not to exceed 6.0 % for a period of
30 year(s) at: ☒ Fixed Rate ☐ Other _____. BUYER shall pay no more than 0 point(s) plus origination fee if any. SELLER shall pay
no more than 0 point(s). Any reduction in points shall first accrue to the benefit of the ☐ BUYER ☐ SELLER ☐ Divided Equally ☒ N/A.

☐ **SECOND LOAN** of \$ _____ with interest not to exceed _____ % for a period of _____ year(s) at: ☐ Fixed Rate
☐ Other _____. BUYER shall pay no more than _____ point(s) plus origination fee if any. SELLER shall pay no more than
_____ point(s). Any reduction in points shall first accrue to the benefit of the ☐ BUYER ☐ SELLER ☐ Divided Equally ☐ N/A.

LOAN APPLICATION: BUYER ☒ has applied ☐ shall apply for such loan(s) within _____ business day(s) of SELLER'S acceptance.
Within _____ business days of final acceptance of all parties, BUYER agrees to furnish SELLER with a written confirmation showing lender
approval of credit report, income verification, debt ratios in a manner acceptable to the SELLER(S) and subject only to satisfactory appraisal
and final lender underwriting. If such written confirmation is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option
cancel this agreement by notifying BUYER(S) in writing of such cancellation within 5 business day(s) after written confirmation was required. If
SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written confirmation
of lender approval and shall be deemed to have elected to proceed with the transaction. SELLER'S approval shall not be unreasonably withheld. If an
appraisal is required by lender, the PROPERTY must appraise at not less than purchase price or BUYER'S Earnest Money may be returned at
BUYER'S request. BUYER may also apply for a loan with different conditions and costs and close transaction provided all other terms and conditions of
this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.

FHA / VA: If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete the
purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has been
given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a Direct
Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract. SELLER agrees to pay
fees required by FHA or VA.

(D). **\$ _____ ADDITIONAL FINANCIAL TERMS:**
☒ Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).
☐ Additional financial terms are contained in a **FINANCING ADDENDUM** of same date, attached hereto, signed by both parties.

(E). **\$ 3,500.00 APPROXIMATE FUNDS DUE FROM BUYERS AT CLOSING (Not including closing costs):** Cash at
closing to be paid by BUYER at closing in GOOD FUNDS, includes: cash, electronic transfer funds, certified check or cashier's check. **NOTE:** If
any of above loans being Assumed or taken "subject to", any net differences between the approximate balances and the actual balance of said loan(s)
shall be adjusted at closing of escrow in: ☐ Cash ☐ Other _____

BUYER'S Initials (TA) (_____) Date 2-26-09

SELLER'S Initials (SH) (_____) Date 3-2-09

This form is printed and distributed by the Idaho Association of REALTORS®, Inc. This form has been designed and is provided for use by the real estate professionals who are members of the

PROPERTY ADDRESS: 512 6th Ave Lewiston ID#: 25519103

69 4. OTHER TERMS AND/OR CONDITIONS: This Agreement is made subject to the following special terms, considerations and/or contingencies which
70 must be satisfied prior to closing.

71 Seller to pay up to \$2000.00 in closing costs and prepaids

72
73 Sellers must have renters evicted before closing

74
75
76
77
78
79

80 5. ITEMS INCLUDED & EXCLUDED IN THIS SALE: All existing fixtures and fittings that are attached to the PROPERTY are INCLUDED IN THE
81 PURCHASE PRICE (unless excluded below), and shall be transferred free of liens. These include, but are not limited to, all seller-owned attached floor
82 coverings, attached television antennae, satellite dish, attached plumbing, bathroom and lighting fixtures, window screens, screen doors, storm doors, storm
83 windows, window coverings, garage door opener(s) and transmitter(s), exterior trees, plants or shrubbery, water heating apparatus and fixtures, attached
84 fireplace equipment, awnings, ventilating, cooling and heating systems, all ranges, ovens, built-in dishwashers, fuel tanks and irrigation fixtures and
85 equipment, that are now on or used in connection with the PROPERTY and shall be included in the sale unless otherwise provided herein. BUYER should
86 satisfy himself/herself that the condition of the included items is acceptable. It is agreed that any item included in this section is of nominal value less than
87 \$100.
88
89

90 (A). ADDITIONAL ITEMS SPECIFICALLY INCLUDED IN THIS SALE: Refrigerator, stove

91
92
93
94

95 (B). ITEMS SPECIFICALLY EXCLUDED IN THIS SALE: Tenants personal property

96
97
98
99

100 6. MINERAL RIGHTS: Any and all mineral rights appurtenant to the PROPERTY are included in and are part of the sale of this PROPERTY unless
101 otherwise agreed to by the parties in writing.
102

103 7. WATER RIGHTS: Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights,
104 and the like, if any, appurtenant to the PROPERTY are included in and are a part of the sale of this PROPERTY unless otherwise agreed to by the parties in
105 writing.
106

107 8. TITLE CONVEYANCE: Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except
108 for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any
109 governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out
110 of purchase money at date of closing. No liens, encumbrances or defects which are to be discharged or assumed by BUYER or to which title is taken
111 subject to, exist unless otherwise specified in this Agreement.
112

113 9. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this agreement
114 are advised to talk to a title company about any other coverages available that will give the BUYER additional coverage.
115

116 (A). PRELIMINARY TITLE COMMITMENT: Prior to closing the transaction, ☒ SELLER or ☐ BUYER shall furnish to BUYER a preliminary commitment of a
117 title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have 10 business day(s) from receipt of the preliminary
118 commitment or not fewer than twenty-four (24) hours prior to closing, within which to object in writing to the condition of the title as set forth in the preliminary
119 commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the title of said
120 PROPERTY is not marketable, or cannot be made so within 10 business day(s) after notice containing a written statement of defect is delivered to
121 SELLER, BUYER'S Earnest Money deposit will be returned to BUYER and SELLER shall pay for the cost of title insurance cancellation fee, escrow and
122 legal fees, if any.
123

124 (B). TITLE COMPANY: The parties agree that Land Title Company
125 located at 1230 Idaho Street shall provide the title policy and preliminary report of commitment.
126

127 (C). STANDARD COVERAGE OWNER'S POLICY: SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the
128 amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set out in
129 this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. The risk assumed by the title company in the standard
130 coverage policy is limited to matters of public record. BUYER shall receive a (LTA/ALTA Owner's Policy of Title Insurance. A title company, at BUYER's
131 request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and endorsements. If BUYER
132 desires title coverage other than that required by this paragraph, BUYER shall instruct Closing Agency in writing and pay any increase in cost unless
133 otherwise provided herein.
134

5 (D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy): The lender may require that BUYER (Borrower) furnish an Extended Coverage
6 Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in the
7 public record. This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.

BUYER'S Initials (TG) () Date 2-26-09

SELLER'S Initials (CSH) () Date 3-2-09

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PROPERTY ADDRESS: 512 6th Ave Lewiston ID#: 25519103

10. INSPECTION:

(A). BUYER chooses ☒ to have inspection ☐ not to have inspection. If BUYER chooses not to have inspection, skip Section 10C. BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at BUYER'S expense. BUYER shall, within 15 business day(s) of acceptance, complete these inspections and give to SELLER written notice of disapproved items. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make PROPERTY available for inspection and agrees to accept the responsibility and expense for making sure all the utilities are turned on for the inspection except for phone and cable. Some inspections, investigations, tests, surveys and other studies may require additional days to complete. The parties agree that unless specifically set forth below, the above timeframe for investigations, tests, surveys and other studies shall govern.

Additional inspections/timeframes:

(B). FHA INSPECTION REQUIREMENT, If applicable: "For Your Protection: Get a Home Inspection", HUD 92564-CN must be signed on or before execution of this agreement.

(C). SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:

1). If BUYER does not within the strict time period specified give to SELLER written notice of disapproved items, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections other than for items which SELLER has otherwise agreed in writing to repair or correct.

2). If BUYER does within the strict time period specified give to SELLER written notice of disapproved items, BUYER shall provide to SELLER pertinent section(s) of written inspection reports. SELLER shall have 10 business day(s) in which to respond in writing. The SELLER, at their option, may correct the items as specified by the BUYERS in their letter or may elect not to do so. If the SELLER agrees to correct the items asked for in the BUYERS letter, then both parties agree that they will continue with the transaction and proceed to closing. This will remove the BUYER'S inspection contingency.

3). If the SELLER elects not to correct the disapproved items, or does not respond in writing within the strict time period specified, then the BUYER(S) have the option of either continuing the transaction without the SELLER being responsible for correcting these deficiencies or giving the SELLER written notice within 10 business days that they will not continue with the transaction and will receive their Earnest Money back.

4). If BUYER does not give such written notice of cancellation within the strict time periods specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections other than for items which SELLER has otherwise agreed in writing to repair or correct. SELLER shall make the PROPERTY available for all inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law.

11. LEAD PAINT DISCLOSURE: The subject PROPERTY ☒ is ☐ is not defined as "Target Housing" regarding lead-based paint or lead-based paint hazards. The term lead-based paint hazards is intended to identify lead-based paint and all residential lead-containing dusts and soils regardless of the source of the lead. If yes, BUYER hereby acknowledges the following: (a) BUYER has been provided an EPA approved lead-based paint hazard information pamphlet, "Protect Your Family From Lead in Your Home", (b) receipt of SELLER'S Disclosure of Information and Acknowledgment Form and have been provided with all records, test reports or other information, if any, related to the presence of lead-based paint hazards on said PROPERTY, (c) that this contract is contingent upon BUYERS right to have the PROPERTY tested for lead-based paint hazards to be completed no later than 3/15/09 or the contingency will terminate, (d) that BUYER hereby ☐ waives ☒ does not waive this right, (e) that if test results show unacceptable amounts of lead-based paint on the PROPERTY, BUYER has the right to cancel the contract subject to the option of the SELLER (to be given in writing) to elect to remove the lead-based paint and correct the problem which must be accomplished before closing, (f) that if the contract is canceled under this clause, BUYER'S earnest money deposit will be returned to BUYER.

12. SQUARE FOOTAGE VERIFICATION: BUYER IS AWARE THAT ANY REFERENCE TO THE SQUARE FOOTAGE OF THE REAL PROPERTY OR IMPROVEMENTS IS APPROXIMATE. IF SQUARE FOOTAGE IS MATERIAL TO THE BUYER, IT MUST BE VERIFIED DURING THE INSPECTION PERIOD.

13. SELLER'S PROPERTY CONDITION DISCLOSURE FORM: If required by Title 55, Chapter 25 Idaho Code, SELLER shall within ten (10) days after execution of this Agreement provide to BUYER or BUYER'S agent, "SELLER'S Property Condition Disclosure Form" or other acceptable form. BUYER has received the "SELLER'S Property Condition Disclosure Form" or other acceptable form prior to signing this Agreement: ☒ Yes ☐ No ☐ N/A

BUYER'S Initials (TC) () Date 2-26-09

SELLER'S Initials (CSH) () Date 3-2-09

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PROPERTY ADDRESS: 512 6th Ave Lewiston ID#: 25519103

14. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&R'S): As part of the BUYER'S inspection of the PROPERTY as set forth above in Section 10, BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have 10 days (but in no event shall such time period exceed that time period set forth for inspections in Section 10) to review and approve of any such CC&Rs that may affect the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing BUYER's reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms of any CC&Rs affecting the PROPERTY.

15. SUBDIVISION HOMEOWNER'S ASSOCIATION: BUYER is aware that membership in a Home Owner's Association may be required and BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has reviewed Homeowner's Association Documents: ☐ Yes ☐ No ☒ N/A. Association fees/dues are \$ _____ per _____. ☐ BUYER ☐ SELLER ☐ N/A to pay Homeowner's Association SET UP FEE of: \$ _____ and/or PROPERTY TRANSFER FEES of \$ _____ at closing.

16. HOME WARRANTY PLAN: Home Warranty Plans available for purchase can vary in many respects including, but not limited to, scope of coverage, options, exclusions, limitations, service fees, and pre-existing conditions. BUYER and SELLER are advised to investigate Home Warranty Plans before purchasing a plan and BUYER and SELLER acknowledge that Home Warranty Plans vary from plan to plan. Further, BUYER and SELLER acknowledge that a Home Warranty Plan is separate and apart from any terms contained within this Real Estate Purchase and Sale Agreement and does not create any warranties, including, without limitation, any warranty of habitability, agreements or representations not expressly set forth herein.

☐ A Home Warranty Plan will be included in this transaction.

☐ BUYER ☐ SELLER shall order a Home Warranty Plan which shall be issued by a company selected by ☐ BUYER ☐ SELLER.

The cost of the Home Warranty Plan shall not exceed \$ _____ and shall be paid for at closing by ☐ BUYER ☐ SELLER.

☒ BUYER declines the purchase of a Home Warranty Plan.

17. COSTS PAID BY: Costs in addition to those listed below may be incurred by BUYER and SELLER unless otherwise agreed herein, or provided by law or required by lender, or otherwise stated herein. The below costs will be paid as indicated. Some costs are subject to loan program requirements. This section relates ONLY to the costs to be paid by the parties. None of the costs to be paid by the parties in this section create an inspection or performance obligation other than strictly for the payment of cost.

	BUYER	SELLER	Shared Equally	N/A		BUYER	SELLER	Shared Equally	N/A
Appraisal Fee	<input checked="" type="checkbox"/>				Title Ins. Standard Coverage Owner's Policy		<input checked="" type="checkbox"/>		
Appraisal Re-Inspection Fee		<input checked="" type="checkbox"/>			Title Ins. Extended Coverage Lender's Policy - Mortgagee Policy	<input checked="" type="checkbox"/>			
Closing Escrow Fee			<input checked="" type="checkbox"/>		Additional Title Coverage	<input checked="" type="checkbox"/>			
Lender Document Preparation Fee	<input checked="" type="checkbox"/>				Fuel in Tank - Amount to be Determined by Supplier				<input checked="" type="checkbox"/>
Tax Service Fee	<input checked="" type="checkbox"/>				Well Inspection				<input checked="" type="checkbox"/>
Flood Certification/Tracking Fee	<input checked="" type="checkbox"/>				Septic Inspections				<input checked="" type="checkbox"/>
Lender Required Inspections	<input checked="" type="checkbox"/>				Septic Pumping				<input checked="" type="checkbox"/>
Attorney Contract Preparation or Review Fee				<input checked="" type="checkbox"/>	Survey				<input checked="" type="checkbox"/>
Deed		<input checked="" type="checkbox"/>							

SELLER agrees to pay up to \$250 _____ of lender required repair costs only.

BUYER or SELLER has the option to pay any lender required repair costs in excess of this amount.

18. OCCUPANCY: BUYER ☐ does ☐ does not intend to occupy PROPERTY as BUYER'S primary residence.

19. FINAL WALK THROUGH: The SELLER grants BUYER and any representative of BUYER reasonable access to conduct a final walk through inspection of the PROPERTY approximately _____ calendar day(s) prior to close of escrow, NOT AS A CONTINGENCY OF THE SALE, but for purposes of satisfying BUYER that any repairs agreed to in writing by BUYER and SELLER have been completed and PROPERTY are in substantially the same condition as on acceptance date of this contract. SELLER shall make PROPERTY available for the final walk through and agrees to accept the responsibility and expense for making sure all the utilities are turned on for the walk through except for phone and cable. If BUYER does not conduct a final walk through, BUYER specifically releases the SELLER and Broker(s) of any liability.

BUYER'S Initials (JB) (_____) Date 2-26-09

SELLER'S Initials (CJH) (_____) Date 3-2-09

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PROPERTY ADDRESS: 512 6th Ave Lewiston ID#: 25519103

20. RISK OF LOSS: Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be materially damaged by fire or other destructive cause prior to closing, this agreement shall be void at the option of the BUYER.

21. SINGULAR AND PLURAL terms each include the other, when appropriate.

22. FORECLOSURE NOTICE: If the PROPERTY described above is currently involved in a foreclosure proceeding (pursuant to Idaho Code §45-1506) any contract or agreement with the owner or owners of record that involves the transfer of any interest in residential real property, as defined in §45-525(5)(b), Idaho Code, subject to foreclosure must be in writing and must be accompanied by and affixed to RE-42 Property Foreclosure Disclosure Form.

23. MECHANIC'S LIENS - GENERAL CONTRACTOR DISCLOSURE STATEMENT NOTICE: BUYER and SELLER are hereby notified that, subject to Idaho Code §45-525 *et seq.*, a "General Contractor" must provide a Disclosure Statement to a homeowner that describes certain rights afforded to the homeowner (e.g. lien waivers, general liability insurance, extended policies of title insurance, surety bonds, and sub-contractor information). The Disclosure Statement must be given to a homeowner prior to the General Contractor entering into any contract in an amount exceeding \$2,000 with a homeowner for construction, alteration, repair, or other improvements to real property, or with a residential real property purchaser for the purchase and sale of newly constructed property. Such disclosure is the responsibility of the General Contractor and it is not the duty of your agent to obtain this information on your behalf. You are advised to consult with any General Contractor subject to Idaho Code §45-525 *et seq.* regarding the General Contractor Disclosure Statement.

24. SALES PRICE INFORMATION: Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.

25. FACSIMILE TRANSMISSION: Facsimile or electronic transmission of any signed original document, and retransmission of any signed facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the Closing Agency, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.

26. BUSINESS DAYS: A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized by the state of Idaho as found in Idaho Code §73-108. The time in which any act required under this agreement is to be performed shall be computed by excluding the date of execution and including the last day. The first day shall be the day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent business day.

27. ATTORNEY'S FEES: If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees on appeal.

28. DEFAULT: If BUYER defaults in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated damages or (2) pursuing any other lawful right and/or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER'S Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, appraisal, credit report fees, inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER'S Broker, provided that the amount to be paid to SELLER'S Broker shall not exceed the Broker's agreed to commission. SELLER and BUYER specifically acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER'S sole and exclusive remedy, and such shall not be considered a penalty or forfeiture. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER'S Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, appraisal, credit report fees, inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter.

If SELLER defaults, having approved said sale and fails to consummate the same as herein agreed, BUYER'S Earnest Money deposit shall be returned to him/her and SELLER shall pay for the costs of title insurance, escrow fees, appraisals, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

29. EARNEST MONEY DISPUTE / INTERPLEADER: Notwithstanding any termination of this contract, BUYER and SELLER agree that in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing agency, unless mutual written instructions are received by the holder of the Earnest Money and things of value, Broker or closing agency shall not be required to take any action but may await any proceeding, or at Broker's or closing agency's option and sole discretion, may interplead all parties and deposit any monies or things of value into a court of competent jurisdiction and shall recover court costs and reasonable attorney's fees.

30. COUNTERPARTS: This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies shall together constitute one and the same instrument.

31. "NOT APPLICABLE" DEFINED: The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

BUYER'S Initials (TC) () Date 2-28-09

SELLER'S Initials (CBH) () Date 3-2-09

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PROPERTY ADDRESS: 512 6th Ave Lewiston ID#: 25519103

32. THE RESPONSIBLE BROKER SHALL BE: Kevin Heone

33. SEVERABILITY: In the case that any one or more of the provisions contained in this Agreement, or any application thereof, shall be invalid, illegal or unenforceable in any respect, the validity, legality or enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

34. REPRESENTATION CONFIRMATION: Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

Section 1:

- ☒ A. The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).
☐ B. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.
☐ C. The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT acting solely on behalf of the BUYER(S).
☐ D. The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).

Section 2:

- ☒ A. The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).
☐ B. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.
☐ C. The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT acting solely on behalf of the SELLER(S).
☐ D. The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).

Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

35. ASSIGNMENT: unless otherwise set forth by checking the box below, this Agreement is freely assignable.

☐ This Agreement and any rights or interests created herein may not be sold, transferred or otherwise assigned unless permission is granted in writing and signed by both parties under this Agreement.

36. CLOSING: On or before the closing date, BUYER and SELLER shall deposit with the closing agency all funds and instruments necessary to complete this transaction. Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale proceeds are available to SELLER. The closing shall be no later than (Date) 4/05/09

The parties agree that the CLOSING AGENCY for this transaction shall be LAND TITLE

located at 1230 Idaho Street

If a long-term escrow / collection is involved, then the long-term escrow holder shall be

37. POSSESSION: BUYER shall be entitled to possession ☒ upon closing or ☐ date time 12:01 ☐ A.M. ☒ P.M.
 Property taxes and water assessments (using the last available assessment as a basis), rents, interest and reserves, liens, encumbrances or obligations assumed and utilities shall be pro-rated as of closing

38. ENTIRE AGREEMENT: This Agreement contains the entire Agreement of the parties respecting the matters herein set forth and supersedes all prior Agreements between the parties respecting such matters. No warranties, including, without limitation, any warranty of habitability, agreements or representations not expressly set forth herein shall be binding upon either party.

39. TIME IS OF THE ESSENCE IN THIS AGREEMENT.

40. AUTHORITY OF SIGNATORY: If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.

41. ACCEPTANCE: This offer is made subject to the acceptance of SELLER and BUYER on or before (Date) 3/02/09 at (Local Time in which PROPERTY is located) 5:00 ☐ A.M. ☒ P.M. If acceptance of this Agreement is not received within the time specified, the offer is withdrawn and the entire Earnest Money, if any, shall be refunded to BUYER on demand.

BUYER'S Initials (TE) () Date 2-26-09

SELLER'S Initials (CCH) () Date 3-2-09

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PROPERTY ADDRESS: 512 6th Ave Lewiston ID#: 25519103

42. BUYER'S SIGNATURES:

☐ SEE ATTACHED BUYER'S ADDENDUM(S): (Specify number of BUYER addendum(s) attached.)BUYER Signature Trixie GrootBUYER (Print Name) Trixie GrootDate 2-26-09 Time 11 ☒ A.M. ☐ P.M.

Phone # _____ Cell # _____

Address 1326 Alder Ave Apt #2

City _____ State _____ Zip _____

E-Mail _____

Fax # _____

BUYER Signature _____

BUYER (Print Name) _____

Date _____ Time _____ ☐ A.M. ☐ P.M.

Phone # _____ Cell # _____

Address _____

City _____ State _____ Zip _____

E-Mail _____

Fax # _____

43. SELLER'S SIGNATURES:

On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all the terms thereof on the part of the SELLER.

☒ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER☐ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # _____SELLER Signature Chet Hecht

SELLER (Print Name) _____

Date 3-2-09 Time 1:20 ☐ A.M. ☒ P.M.

Phone # _____ Cell # _____

Address 500 8th Ave, Lewiston ID 83501

City _____ State _____ Zip _____

E-Mail cghenbst@lcsc.edu

Fax # _____

SELLER Signature _____

SELLER (Print Name) _____

Date _____ Time _____ ☐ A.M. ☐ P.M.

Phone # _____ Cell # _____

Address _____

City _____ State _____ Zip _____

E-Mail _____

Fax # _____

CONTRACTOR REGISTRATION # (if applicable) _____

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COUNTEROFFER NO. 1
 LCSC/GROAT AGREEMENT # 25519103
 512 6TH AVENUE
 E. 45' LOT 5, BLOCK 2, NORTH PARK PLACE
 CITY OF LEWISTON, NEZ PERCE COUNTY, IDAHO
 MARCH 2, 2009

1. Section 2 - The sales price shall be \$83,000 and the loan amount on Lines 35 and 36 shall be adjusted accordingly in an amount satisfactory to Buyer.
2. Line 46 - Insert "5" into the blank on this line.
3. Line 68 - Check the "other" box and add "certified funds".
4. Section 5 (A) - Add "used washer and dryer". It is possible that some furniture, pictures and other personal property owned by the Seller may remain after the tenant has vacated. Buyer shall decide before closing what items of such property Buyer wishes to keep and the remainder shall be removed by the Seller prior to closing.
5. Section 9 (A), Lines 117 and 120 - Change to "5"
6. Section 10. (A), Line 141 - Change to "10"
7. Section 10. (C), Lines 170 and 177 - Change to "5".
8. Section 18 - Check the "does" box.
9. Section 19, Line 240 - Insert "2" into the blank on this line
10. Section 36 - The closing date shall be April 17, 2009
11. The Seller's obligation to close shall be subject to the Seller's formal Board approval which shall be on or before April 16, 2009.
12. Any other terms and conditions of the Agreement not modified by this Counteroffer No. 1 shall remain in full force and effect.
13. This Counteroffer shall remain open until Thursday, March 5, 2009 at 5:00 PM at which time it will expire if not accepted by the Buyer.

Seller: Lewis Clark State College

By: Chet Hebert Date 3-2-09

Buyer: Trina Spout Date 3-3-09

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RE-10 INSPECTION CONTINGENCY RELEASE ADDENDUM # 1 (1,2,3 etc.)

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THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.
IF YOU HAVE ANY QUESTIONS, CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT BEFORE SIGNING.

This is an ADDENDUM to the Purchase and Sale Agreement Dated: 2/26/09

ADDRESS: _____ ID#: 255191103

BUYER: Trixie Groat (a single woman)

SELLER: LCSC

☒ This is a BUYER Addendum. ☐ This is a SELLER Addendum.

1. ITEMS IN NEED OF REPAIR. The SELLER agrees to service, repair or replace, in a good and workmanlike manner, the following items on or in the property prior to closing, as set forth in the Purchase and Sale Agreement. BUYER reserves the right to have **only the items which are specifically set forth in this paragraph** re-inspected prior to closing to satisfy the BUYER that such service, repair or replacement is acceptable to the BUYER. BUYER shall not unreasonably withhold acceptance of such service, repair or replacement.

1. Replace or rebuild back steps to a safe manner with no earth to wood contact.

2. Have a licensed pest control specialist treat termites, and guarantee for a five year term.

3. Replace and or repair damaged lumber created by termites (special attention paid to southeast corner post). further more alleviate all earth to wood contact.

4. Replace or repair door leading to crawl space, its of its hinges.

The above mentioned items can me located on the Defective Summary Report in lines 1,6,7,8 provided by ARK Home Inspections.

5. Moss removed from roof.

6. Furnace and A/c service IG 3-12-09

2. WAIVER OF FURTHER INSPECTIONS AND REMOVAL OF INSPECTION CONTINGENCY. BUYER has made an inspection of the property or has had the property inspected by inspector(s) chosen by the BUYER. BUYER hereby confirms and asserts that such inspection(s) was/were performed in a diligent, prudent, thorough and competent manner and that such inspector(s) was/were qualified to inspect the property. Further, BUYER hereby confirms and asserts that BUYER has completed all inspections, investigations, tests, surveys and has reviewed all applicable documents and disclosures. **Excepting only those items specifically set forth in Paragraph 1 above, BUYER hereby elects to proceed with the transaction and hereby waives the right to further inspection of the property (except for any final walk through inspection provision set forth in the Purchase and Sale Agreement) and removes the BUYER'S inspection contingency.**

To the extent the terms of this ADDENDUM modify or conflict with any provisions of the Purchase and Sale Agreement including all prior Addendums, these terms shall control. All other terms of the Purchase and Sale Agreement including all prior Addendums, or Counter Offers not modified by this ADDENDUM shall remain the same.

The herein agreement, upon execution by both parties, is made an integral part of the aforementioned Agreement.

BUYER: Trixie Groat Date: 3-12-09

BUYER: _____ Date: _____

SELLER: Chet Hunt Date: 3-13-09

SELLER: _____ Date: _____

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RE-10 INSPECTION CONTINGENCY RELEASE ADDENDUM

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